

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

July 1, 2005 to June 30, 2006

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

Lucille E. Davy  
Commissioner

New Jersey Department of Education  
100 River View Plaza, P.O. Box 500  
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August 2007

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## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b>	<b>1</b>
<b>INTRODUCTION</b>	<b>3</b>
A. Legislative Charge	3
B. Purpose of the Report	3
C. The Reporting System	3
<b>FINDINGS</b>	<b>5</b>
A. Incident Frequency by Major Category	5
B. Incident Frequency by Type within Major Category	6
C. Incident Location, Police Notification and Bias	7
D. Results by Range of Incidents and School Type	9
E. Cost of Vandalism	14
F. Disciplinary Actions Taken	14
G. Offenders and Victims	16
H. Analysis of Data on Harassment, Intimidation and Bullying	18
I. Data Summary	18
J. Review of Violence Data of Selected Districts	19
Survey Results	20
Department Action	22
<b>PROGAMMATIC RESPONSE</b>	<b>24</b>
A. Ongoing Program Efforts	24
B. Response to Findings	27
<b>APPENDIX A: PUBLIC SCHOOL SAFETY LAW</b>	<b>33</b>
<b>APPENDIX B: DATA COLLECTION FORM</b>	<b>34</b>
<b>APPENDIX C: DEPARTMENT INITIATIVES</b>	<b>35</b>
<b>A. Policy, Data Collection and Publications</b>	<b>35</b>
Policy	35
1. Administrative Code	35

2. Unsafe School Choice Option Policy	35
3. Harassment, Intimidation and Bullying (HIB)	36
4. School Violence Awareness Week	36
5. Public Hearings on School Violence and Vandalism	36
6. Alternative Education	36
Data Collection	37
1. Prevention Data Grant	37
2. New Jersey Student Health Survey	37
3. School Safety and Security Checklist Audits	38
Publications and Materials	38
1. Resource Manual for Intervention and Referral Services	38
2. School Safety and Security Manual: Best Practices Guidelines	39
3. Harassment, Intimidation and Bullying	40
4. Memorandum of Agreement	40
5. Public Access to EVVRS Data	40
<b>B. Prevention and Intervention Programs</b>	<b>41</b>
1. Safe and Drug-Free Schools and Communities Act Program	41
2. Homeland Security Grant	41
3. Core Curriculum Content Standards	42
4. Intervention and Referral Services	43
5. Positive Student Discipline Reform Demonstration Project	43
6. Social Norms Project	44
7. Safe and Civil Schools: A Social and Emotional Learning Initiative	45
8. 21st Century Community Learning Centers Program	46
9. The New Jersey Character Education Initiative	46
10. New Jersey Center for Character Education	47
11. Youth Gang Prevention and Intervention Project	47
12. Peer Transitions Project	48
13. Drug Abuse Education Fund Project	48

<b>C. Collaboration, Professional Development and Technical Support</b>	<b>49</b>
Collaboration	49
1. Domestic Security Preparedness Task Force	49
2. Governor’s School Security Task Force	49
3. Governor’s Public Safety Plan-Delinquency Prevention Subcommittee	50
4. Collaboration with Mental Health Agencies and Student Support Staff	50
5. Collaboration with Child Welfare Agencies	51
6. Other Collaborative Partnerships	51
Professional Development and Technical Assistance	52
1. Title IV-A and USCO Training and Technical Assistance Project	52
2. School Safety and Security	53
3. School Security Web-site	53
4. Administrative Code	54
5. Student Conduct	54
6. Harassment, Intimidation and Bullying	54
7. Electronic Violence and Vandalism Reporting System (EVVRS)	55
8. Intervention and Referral Services	55
9. Unsafe School Choice Option Policy	55
10. Positive Student Discipline Reform Demonstration Project	56
11. Social Norms Project	56
12. Technical Assistance	56
<b>APPENDIX D: WEAPONS AND SUBSTANCE DETAIL</b>	<b>57</b>
<b>APPENDIX E: DISTRICT TOTALS BY COUNTY</b>	<b>58</b>

## LIST OF FIGURES AND TABLES

Figure 1: Incidents by Major Category .....	5
Figure 2: Number of Schools by Range of Incidents.....	9
Figure 3: Incidents by School Type .....	10
Figure 4: Incidents of Violence by School Type .....	10
Figure 5: Assaults by School Type .....	11
Figure 6: Fights by School Type.....	11
Figure 7: Incidents of Vandalism by School Type .....	12
Figure 8: Incidents of Damage to Property by School Type .....	12
Figure 9: Incidents of Theft by School Type .....	13
Figure 10: Weapons Incidents by School Type .....	13
Figure 11: Types of Vandalism Where Districts Incurred Cost .....	14
Figure 12: Number of Suspensions by Duration.....	15
Figure 13: Placement of Students Removed or Suspended .....	16
Figure 14: Types of Incidents where Staff was Victim .....	18
Table 1: Total Incidents for Major Reporting Categories.....	1
Table 2: Incidents by Type .....	7
Table 3: Location of Incidents .....	8
Table 4: Police Notification .....	8
Table 5: Disciplinary Actions Taken .....	15
Table 6: Offender Type.....	17
Table 7: Victim Type .....	17

## EXECUTIVE SUMMARY

The Commissioner of Education’s Report on Violence, Vandalism and Substance Abuse in New Jersey Public Schools, submitted annually to the education committees of the Senate and Assembly, provides the Legislature with data in four broad incident categories: violence, vandalism, weapons, and substance abuse. The report also summarizes initiatives implemented by the New Jersey Department of Education to assist schools in addressing problems of school violence, safety and climate, student conduct and the use of illegal substances

School districts and charter schools report incidents of violence, vandalism and substance abuse to the department over the Internet using the Electronic Violence and Vandalism Reporting System (EVVRS). In 2005-06, the total number of incidents reported statewide was 18,796, up 643 (or two percent) from 2004-05. Incidents of violence and vandalism accounted for this increase (see Table 1 below).

**Table 1: Total Incidents for Major Reporting Categories**

	2004-05	2005-06	Change	% Change
Violence	10,953	11,166	213	2%
Vandalism	3,493	3,809	316	9%
Weapons	1,478	1,430	-48	-3%
Substances	2,725	2,647	-78	-3%
Unduplicated Total	18,409	18,796	387	2%

The tables in this report reflect raw totals and changes from year to year. Table 1 does not account for differences in enrollment in individual schools that can affect the violence totals as well as totals for the other major reporting categories. In an effort to control for changes in the number of students that may affect the totals, the department ran a statistical model that accounts for differences in enrollment within school type, e.g., elementary, middle and high school and reports estimates in terms of rate per 1,000 students. This statistical model indicated no statistically significant differences statewide from year to year (2004-05 to 2005-06) overall and within school type in the unduplicated total number of incidents. Additionally, there were no significant differences from year to year overall and within school type in the total number reported in the major reporting categories of violence, vandalism, weapons and substance abuse.



Within the violence category, the most notable changes were led by a 24 percent increase in the number of incidents of harassment/intimidation/bullying, an 11 percent increase in threats, a six percent decline in fights, and a five percent increase in simple assaults. Within vandalism, there was a 14 percent increase in theft and a five percent increase in damage to property. While there was a small increase of firearms possession (from seven to twelve incidents), incidents of other weapons possession declined (eight percent) as did incidents of possession of substances, i.e., alcohol and other drugs (11 percent). See [Table 2](#).

Consistent with previous years' data, seven schools in ten (70 percent) reported five or fewer total incidents in 2005-06, with 916 schools (37 percent) reporting no incidents at all. See [Figure 2](#). The reported locations of incidents also mirrored those of prior years, with 31 percent taking place in the classroom, 19 percent in the school corridor, and 18 percent in other locations inside the school. The police were notified in 40 percent of the incidents reported, the same percentage reported in the 2004-05 school year. See [Table 4](#).

General education students constituted 71 percent of offenders and students with disabilities 28 percent. These percentages were fundamentally the same as in previous years. The number of victims reported and the percentage of victims who were general education students (58 percent), students with disabilities (18 percent) and staff (22 percent) remained essentially unchanged from 2004-05. See [Table 7](#).

Although the data indicate that incidents of serious violence periodically occur in schools, they are infrequent. The department supports a comprehensive, coordinated and systematic approach to prevent problem student behaviors and promote student well-being and success by implementing researched-based strategies. The department continues to develop policies, design programs, collect and analyze data, disseminate publications and materials, provide professional development and technical support and maintain state-level collaborations. These efforts are focused on: protecting the health, safety and welfare of school populations; establishing school climates of civility; preventing and remediating at-risk student behaviors; providing supporting services for staff, students and their families; and preventing, intervening and recovering from emergency crises. These efforts are discussed in the Programmatic Response section of this report, with detailed descriptions provided in Appendix C.

## INTRODUCTION

### **A. Legislative Charge**

In 1982, *N.J.S.A.* 18A:17-46 through 17-48 (see [Appendix A](#)), was signed into law. The “Public School Safety Law” was a response to a problem long recognized by the State Legislature: violence and vandalism in the schools. The law stipulated that:

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.* 18A:17-48).

### **B. Purpose of the Report**

The Commissioner’s report provides the Legislature with information concerning serious student misconduct grouped in the following categories: violence, vandalism, weapons and substance abuse. An analysis of trends yields indications of progress and of concern and provides guidance to the department as it endeavors to focus its resources appropriately. In the Programmatic Response section (and in [Appendix C](#)) of this report, the department also notifies the Legislature and the public of the actions taken by the Commissioner, State Board of Education and the Department of Education to address the problems evident in the data. The report contains an increased number of hyperlinks through which the readers may find more detail regarding findings and the department’s programmatic response.

### **C. The Reporting System**

Districts have reported incidents online since the 1999-2000 school year<sup>1</sup>. The Electronic Violence and Vandalism Reporting System (EVVRS), <http://homeroom.state.nj.us>, is used by districts to report information electronically about individual incidents, including offender and victim information. To assist districts in deciding what to report and how to report it, the department includes a *User Manual*, *Incident Definitions*, and *Incident Scenarios* on the EVVRS homepage. The definitions and scenarios were developed with input from the Criminal Justice

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<sup>1</sup> For a description of changes to the reporting system pre-dating the Internet-based system, see the report for the school year 2000-2001, available at <http://www.state.nj.us/njded/atoz.htm#V>. The 2003-04 and 2004-05 reports contain descriptions of changes to the EVVRS made to accommodate the Unsafe School Choice Option policy required in Title IV-A of the No Child Left Behind Act.

Division of the Department of Law and Public Safety to promote consistency and reduce errors in reporting. The scenarios describe those types of incidents that invite discrete differences in interpretation within the context in which they occur and provide factors to consider in selecting the correct incident category.

The data entered on the EVVRS and verified by districts form the basis of the findings section of this report to the State Legislature and of the reports to the federal education department on the Gun-Free Schools Act and the Unsafe School Choice Option policy requirement. EVVRS reports can be used by districts to uncover important trends in their incident data.

In January 2007, the department opened a Web-site through which the public may view violence and vandalism data for any district. The data on the Web-site include district- and state-level trends as well as summary information on the types of incidents reported for every district and school, beginning with the 2002-03 reporting year. Data are made accessible to the public at the end of the school year after every district has informed the department that it has verified the data contained in its Annual District Report of Violence and Vandalism. The address of these archived data is <http://www.state.nj.us/njded/schools/vandv/index.html>.

Through the support of [a federal grant](#), the department embarked on a project to improve the management of violence and drug abuse prevention data. The grant funds financed the opening of a public access Web-site for violence and vandalism data, county forums on the better use of data, and improvements to the data portion of the electronic district No Child Left Behind application. The grant is also helping the department to develop, in conjunction with the New Jersey Network (NJN), an in-service training program on a DVD that uses “live scenarios” to dramatize the more difficult-to-classify incidents<sup>2</sup>. Used in a district or school in-service setting, the video program will increase school district staff awareness of their responsibilities to report serious student misconduct and will assist them in deciding how to report such misconduct on the EVVRS. The department plans to distribute the DVD to all districts, public schools, charter schools and private schools for the disabled.

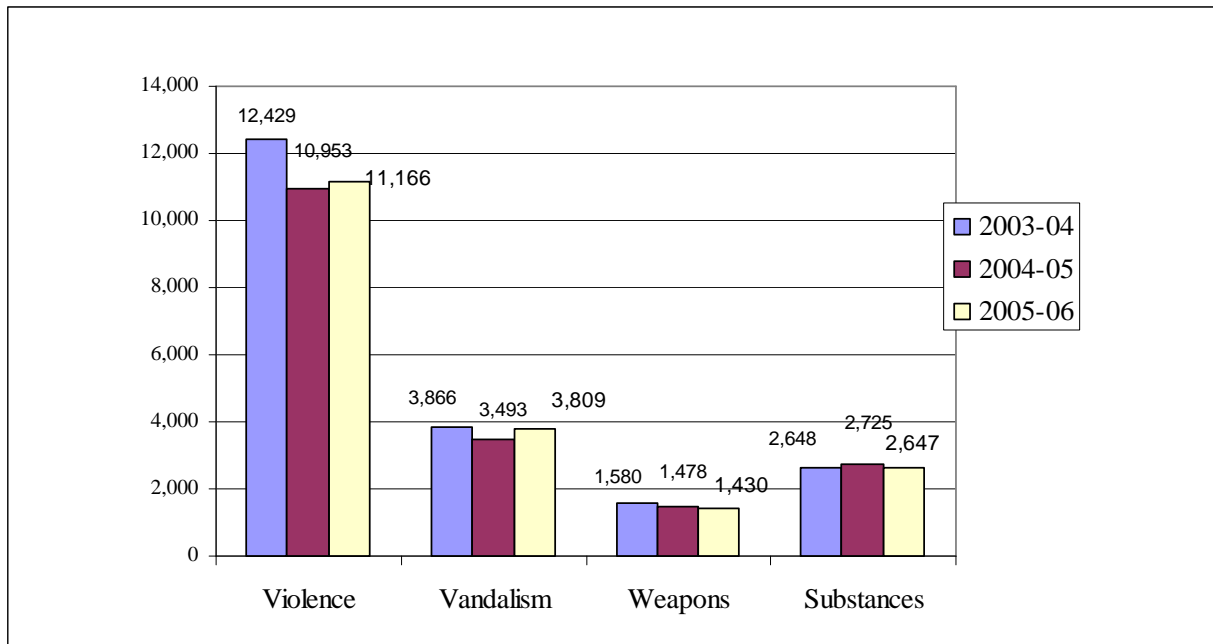
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<sup>2</sup> Funds from the federal grant were used to contract with the Bloustein Center for Survey Research of Rutgers University to survey districts regarding EVVRS reporting. Their report identified the types of incidents that posed the most difficulty for districts in deciding what to report to the state, and thus has informed the coverage of the DVD program.

## FINDINGS

### **A. Incident Frequency by Major Category**

The unduplicated total number of incidents reported in 2005-06 was 18,796, an increase of two percent from the 18,409 total reported in 2004-05. Figure 1 displays the unduplicated count of incidents by each of the four major reporting categories. It shows a noticeable drop in violence from 2003-04 to 2004-05 followed by a small increase over the past year (2004-05 to 2005-06) in both violence and vandalism. There was a slight decrease in weapons incidents over the three-year period from 2003-04 to 2005-06 and no change in substance incidents over the same period.



**Figure 1: Incidents by Major Category**

Figure 1 reflects raw totals and does not account for differences in enrollment in individual schools that can affect the violence totals as well as totals for the other major reporting categories. In an effort to control for changes in the number of students that may affect the totals, the department ran a statistical model that accounts for differences in enrollment within school type, e.g., elementary, middle and high school and reports estimates in terms of rate per 1,000 students. The analysis indicated no statistically significant differences statewide from year to year (2004-05 to 2005-06) overall and within school type in the unduplicated total number of

incidents. Additionally, there were no significant differences from year to year overall and within school type in the total number reported in the major reporting categories.

## **B. Incident Frequency by Type within Major Category<sup>3</sup>**

Some one-year changes in types of incidents can be seen in the Table 2.

- Violence: There was a decline in the number of fights and gang/group fights, but an increase in the number of assaults, threats and incidents of harassment/intimidation/ bullying.
- Vandalism: Increases in theft and damage to property are evident.
- Weapons: Increases in firearms offenses (handguns) and declines in other weapons and bomb offenses were reported.
- Substances: Use of substances did not change (yet still accounts for most of the reported incidents under the Substance Abuse category), while possession declined slightly. See [Appendix D](#) for details on the types of weapons and substances used in incidents.

The incident detail in Table 2 and trends in the data for schools, districts and the state for the past four years may be found at <http://www.state.nj.us/education/schools/vandv/index.html>.

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<sup>3</sup> Any one incident may be of more than one type, e.g., fight and damage to property, and, therefore, may appear in more than one category.

**Table 2: Incidents by Type**

Incident Type	2004-2005	2005-06	Change	
	# of Incidents	# of Incidents	# of Incidents	%
<b>Violence</b>				
Simple Assault	3,219	3,390	171	5%
Aggravated Assault	244	235	-9	-4%
Fight	4,766	4,464	-302	-6%
Gang Fight	103	63	-40	-39%
Robbery/Extortion	42	63	21	50%
Sex Offense	199	161	-38	-19%
Threat	1,292	1,430	138	11%
Terroristic Threat	179	195	16	9%
Harassment/ Intimidation/Bullying	1,134	1,409	275	24%
<b>Vandalism</b>				
Arson	121	111	-10	-8%
Bomb Threat <sup>1</sup>	127	136	9	7%
Burglary	116	113	-3	-3%
Damage to Property	1,694	1787	93	5%
Fireworks	73	90	17	23%
Theft	1,387	1584	197	14%
Trespassing	163	178	15	9%
<b>Weapons</b>				
Firearm <sup>2</sup>	7	12	5	71%
Other Weapon	1,434	1,317	-117	-8%
Bomb Offense	7	1	-6	-86%
<b>Substances</b>				
Use	1,993	1,999	6	0%
Possession	809	723	-86	-11%
Distribution	81	71	-10	-12%

<sup>1</sup>. Includes two fake bomb incidents for both years.

<sup>2</sup>. Firearm incidents include handgun and rifle incidents only. Air guns and imitation guns are classified as "Other Weapons."

### **C. Incident Location, Police Notification and Bias**

Overall, slightly more than three in four incidents (76 percent) occurred inside the school building in both 2004-05 and 2005-06; approximately three incidents in ten occurred in the

classroom. The missing data for 2004-05 reflects the optional status of this field on the EVVRS data base; it became a required field in 2005-06. See Table 3.

**Table 3: Location of Incidents**

Location	2004-05		2005-06	
	# of Incidents	% of Total	# of Incidents	% of Total
Cafeteria	1,467	9%	1,589	8%
Classroom	4,869	29%	5,737	31%
Corridor	3,480	21%	3,579	19%
Other inside school	2,948	18%	3,368	18%
School grounds	1,894	11%	2,097	11%
Bus	655	4%	675	4%
Building exterior	386	2%	466	2%
Other outside	1,016	6%	1,285	7%
Total	16,715	100%	18,796	100%
Missing	1,694			

Police were notified in two incidents in five; in half of those cases, a complaint was filed.<sup>4</sup>

**Table 4: Police Notification**

	2004-05		2005-06	
	# of Incidents	% of Total	# of Incidents	% of Total
None	11,079	60%	11,349	60%
Notified, no complaint	3,647	20%	3,559	19%
Notified, complaint filed	3,675	20%	3,888	21%
Total	18,401	100%	18,796	100%
Missing	8			

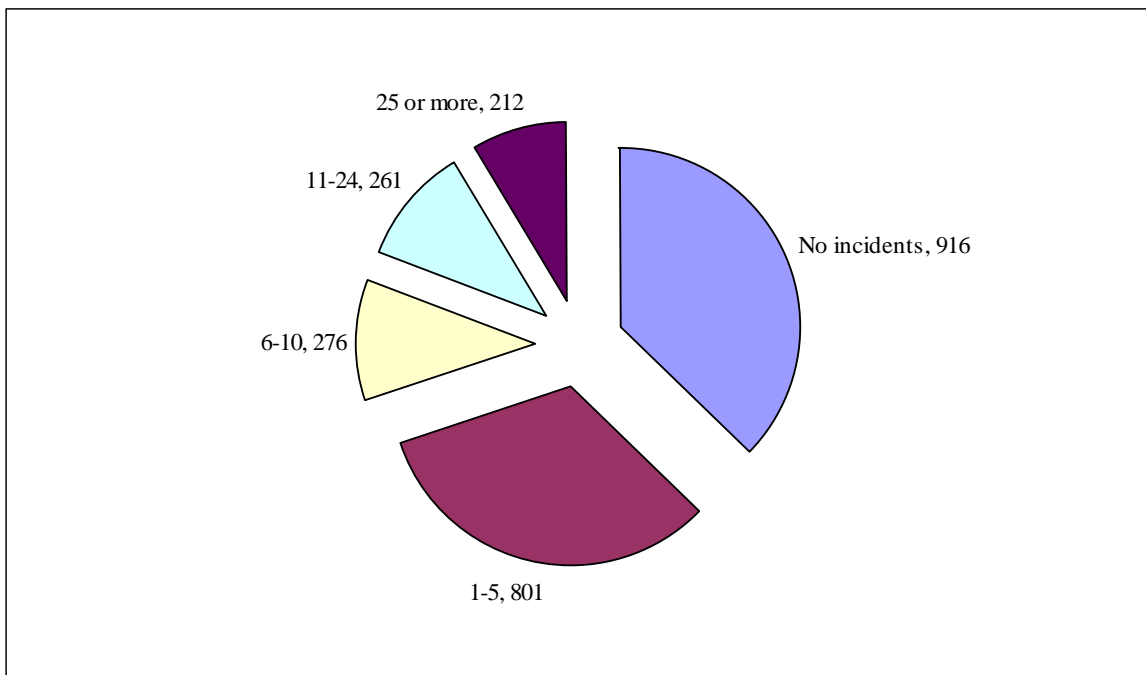
Districts reported 188 incidents of bias in the 2005-06 school year, an increase of 15 percent from the 2004-05 total of 164.

<sup>4</sup> A complaint may be filed by the school district, the police or a parent.

#### D. Results by Range of Incidents and School Type<sup>5</sup>

In 2005-06, three schools in eight (37 percent) reported no incidents. When this group that reported no incidents is included in the statewide analysis, seven schools in ten (70 percent) reported five or fewer incidents. At the other end of the continuum, nine percent of schools reported 25 or more incidents. The distribution evident in Figure 2 is typical, based on prior years' data.

This year's report looks at patterns of incidents reported by school type (elementary, middle and high school) in greater depth than in previous years' reports. It examines the overall distribution of incidents, the distribution by the four major reporting categories and by frequently reported incident types, (i.e., fight and assault within violence, and theft and damage to property within vandalism). This analysis has been prepared to help districts and schools review their results within the context of state-level data, and to assist the department in its efforts to target assistance and program development where differences by school type are evident.

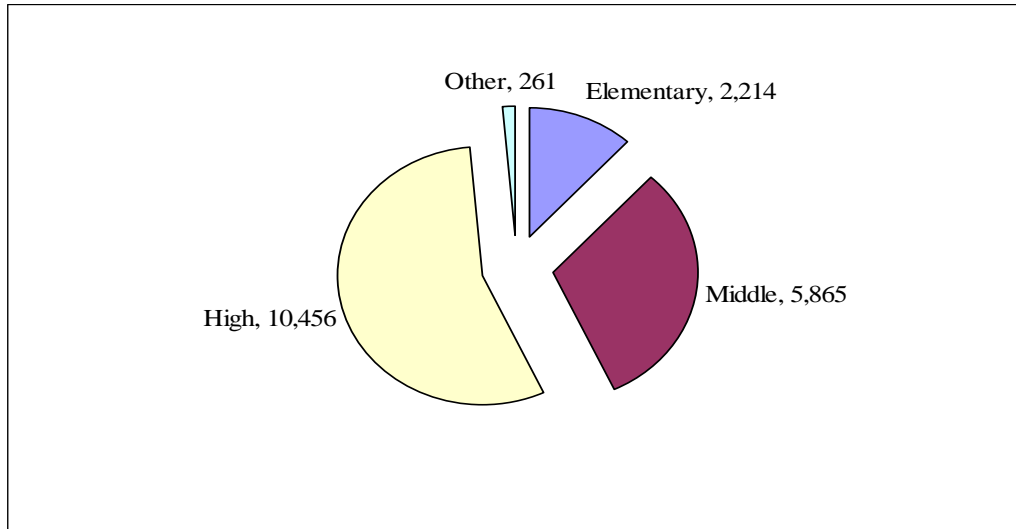


**Figure 2: Number of Schools by Range of Incidents**

<sup>5</sup> An elementary school is defined here as any school that ends at grade 6 or below; a middle school is any school that terminates in the 7 through 9 grade range, and a high school is defined as any school that terminates at grade 10 or above. Data from schools in special services school districts and adult evening high schools are included under "other" in Figure 3.

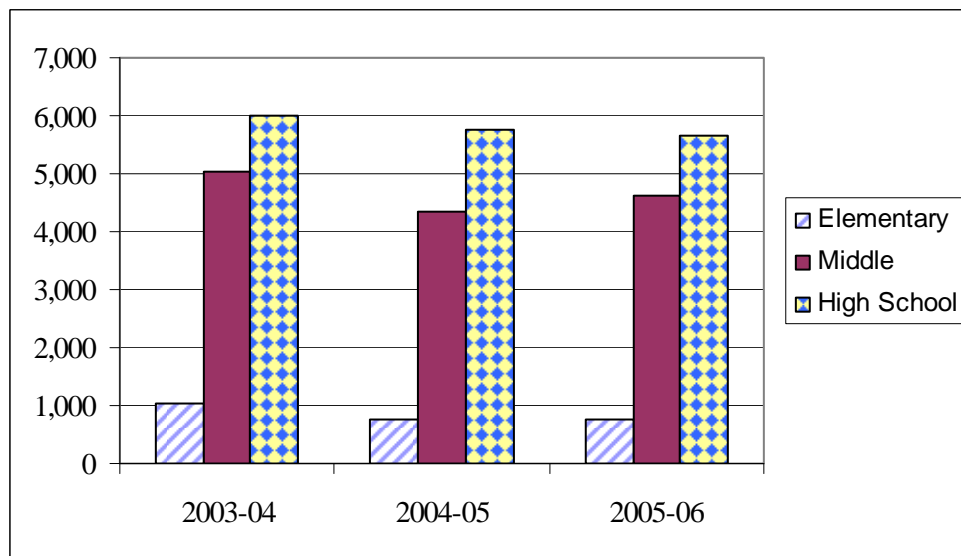


Figure 3 shows that more than half of all incidents reported in 2005-06 (56 percent) occurred in high schools with nearly one third (31 percent) occurring in middle schools. The distribution of incidents across types of schools is consistent with prior years' data.



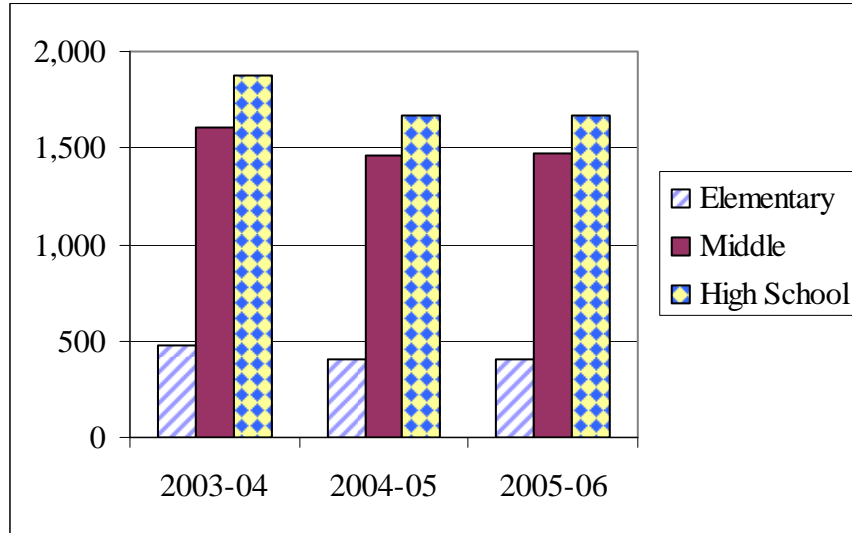
**Figure 3: Incidents by School Type**

**Violence:** In 2005-06, roughly half of the incidents of violence occurred in high schools (51 percent). Middle schools reported a higher percentage of incidents of violence (41 percent in 2005-06) than they did total incidents (31 percent in 2005-06).

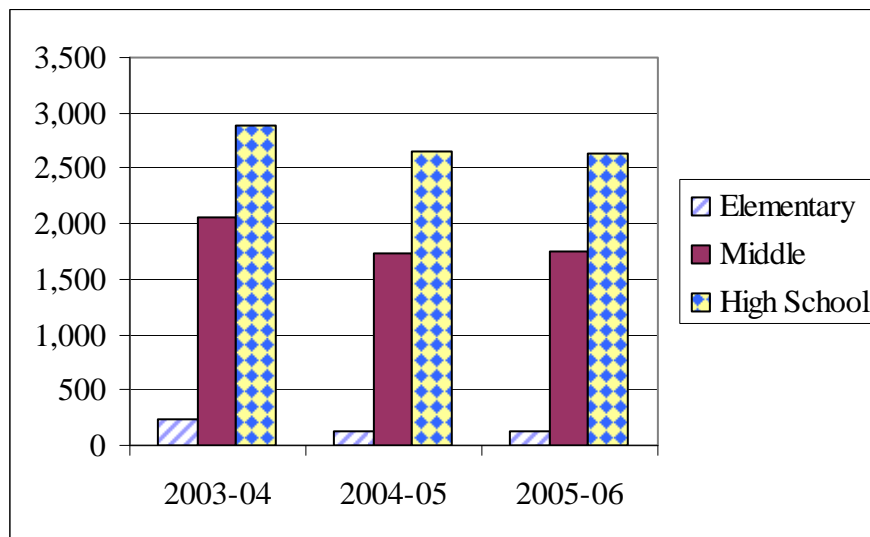


**Figure 4: Incidents of Violence by School Type**

Both assaults (Figure 5) and fights (Figure 6) occur most frequently in high schools. The number of both types of incidents remained relatively stable over the past two years in both middle and high schools.

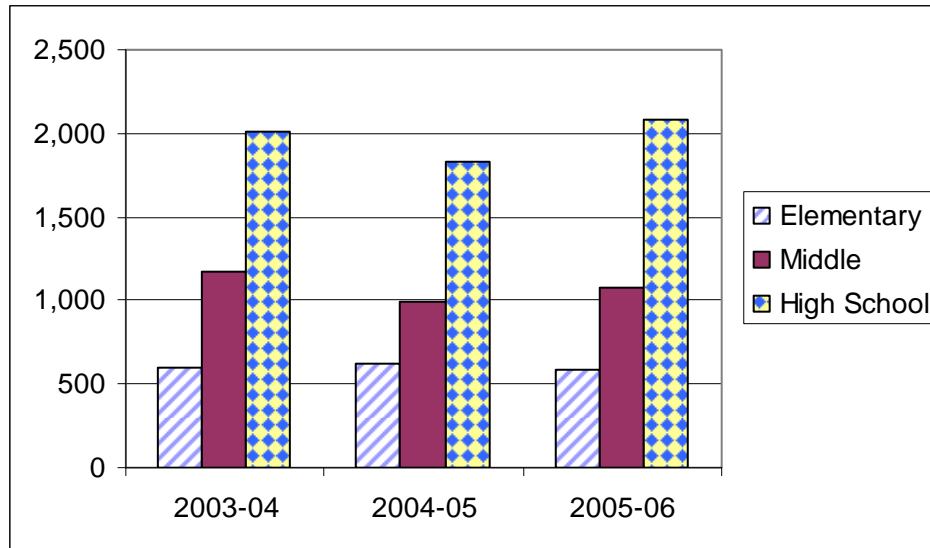


**Figure 5: Assaults by School Type**



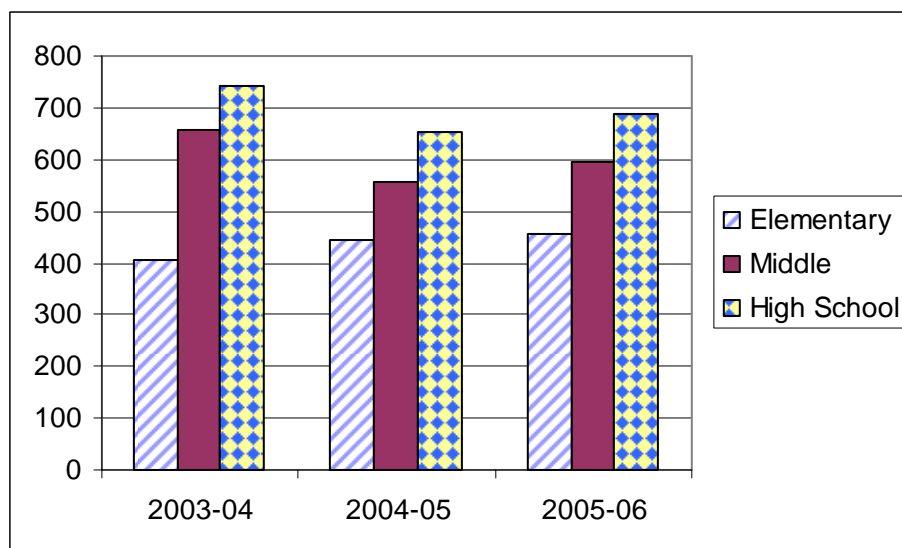
**Figure 6: Fights by School Type**

**Vandalism:** The majority of vandalism incidents occurred in high schools (55 percent in 2005-06); the distribution of incidents by type of school has not changed significantly over the past three years.

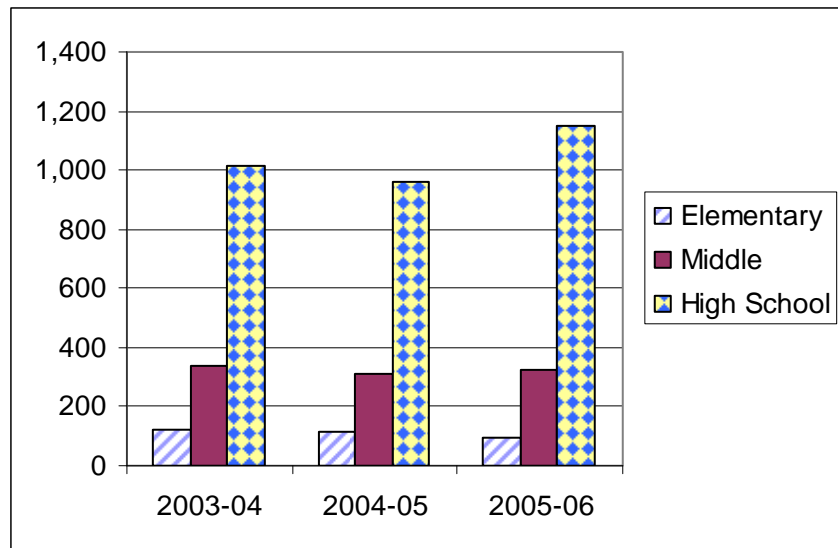


**Figure 7: Incidents of Vandalism by School Type**

Within the vandalism category, however, incidents of damage to property and theft show different distributions across school type. In 2005-06, for example, the differences in the percentage of incidents of damage to property reported by school type are not large: elementary schools reported 26 percent of incidents of damage to property, middle schools 34 percent and high schools 40 percent (see Figure 8). In contrast, the percentage distribution across elementary, middle and high schools for theft shows that the vast majority of thefts (73 percent in 2005-06) occur in high schools (see Figure 9).

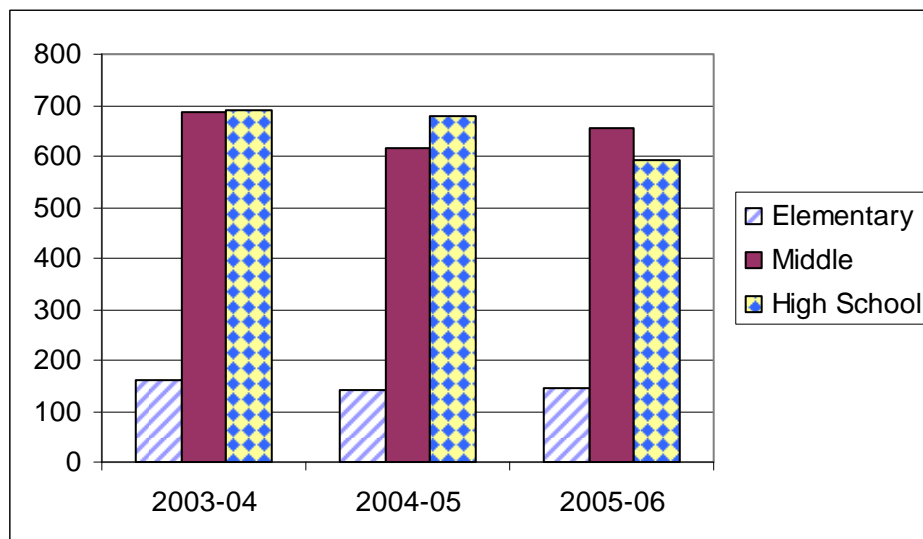


**Figure 8: Incidents of Damage to Property by School Type**



**Figure 9: Incidents of Theft by School Type**

**Weapons:** In 2005-06, for the first time in the past three years, more weapons incidents occurred in middle schools (47 percent) than high schools (43 percent). See Figure 10.

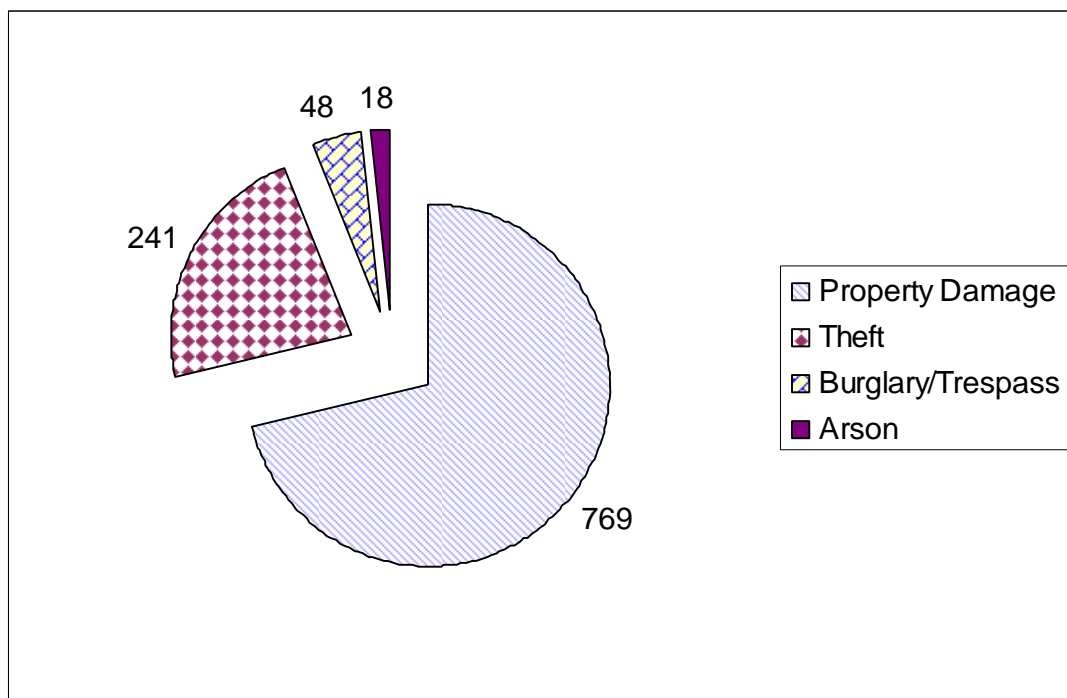


**Figure 10: Weapons Incidents by School Type**

**Substances:** Less than one percent of the nearly 8,000 incidents involving substances that have been reported over the past three years occurred in elementary schools; 11 percent occurred in middle schools and 89 percent in high schools. This general pattern has held for each of the past three years.

### E. Cost of Vandalism

The total cost of vandalism to all districts was \$689,158, a 34 percent increase from the cost of vandalism in 2004-05. Districts reported an unduplicated total of 1,028 incidents of vandalism in which they incurred cost, a marginal increase from the 1,003 reported in 2004-05. Similar to prior years, property damage (71 percent) and theft (22 percent) accounted for most of the incidents resulting in cost to districts in 2005-06 (see Figure 11). As multiple types of vandalism were involved in a few incidents, the total by type of vandalism in Figure 11 exceeds the total of incidents of 1,028.



**Figure 11: Types of Vandalism Where Districts Incurred Cost**

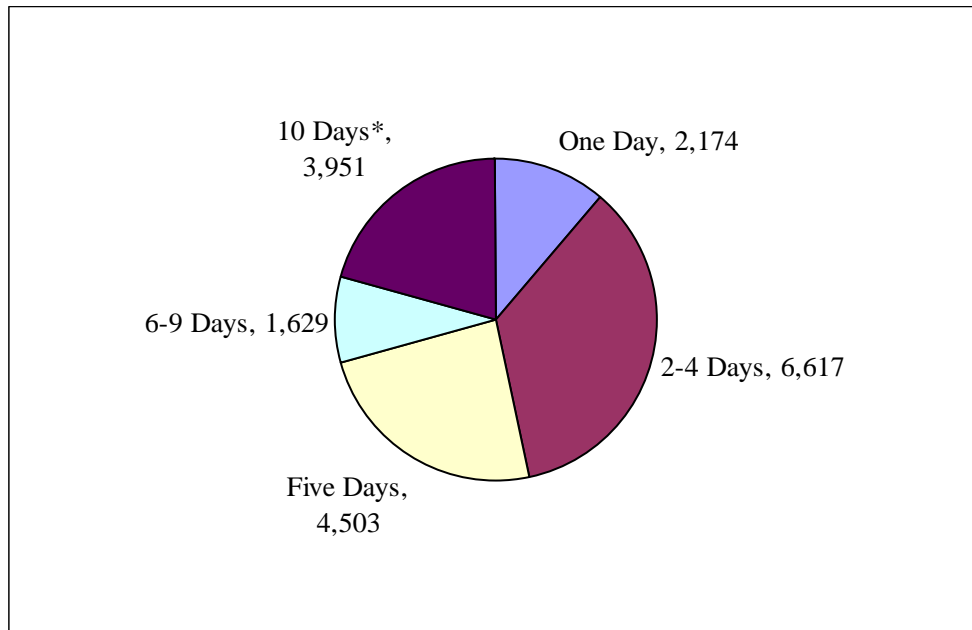
### F. Disciplinary Actions Taken

The distribution across types of disciplinary actions changed very little in 2005-06. Out-of-school suspension remains the dominant choice for disciplinary action (see Table 5). The number of expulsions reported (46) as an action taken in response to an incident reported on the EVVRS is the lowest since 2001-02 (41).

**Table 5: Disciplinary Actions Taken**

Disciplinary Action	2004-05		2005-06	
	# of Incidents Reported	% of Total	# of Incidents Reported	% of Total
Expulsion	61	0%	46	0%
Removal to Alternative Program	357	2%	404	2%
In-School Suspension	1,055	5%	1,200	6%
Out-of-School Suspension	18,953	90%	18,945	89%
Other	620	3%	725	3%
<b>Total</b>	<b>21,046</b>	<b>100%</b>	<b>21,320</b>	<b>100%</b>

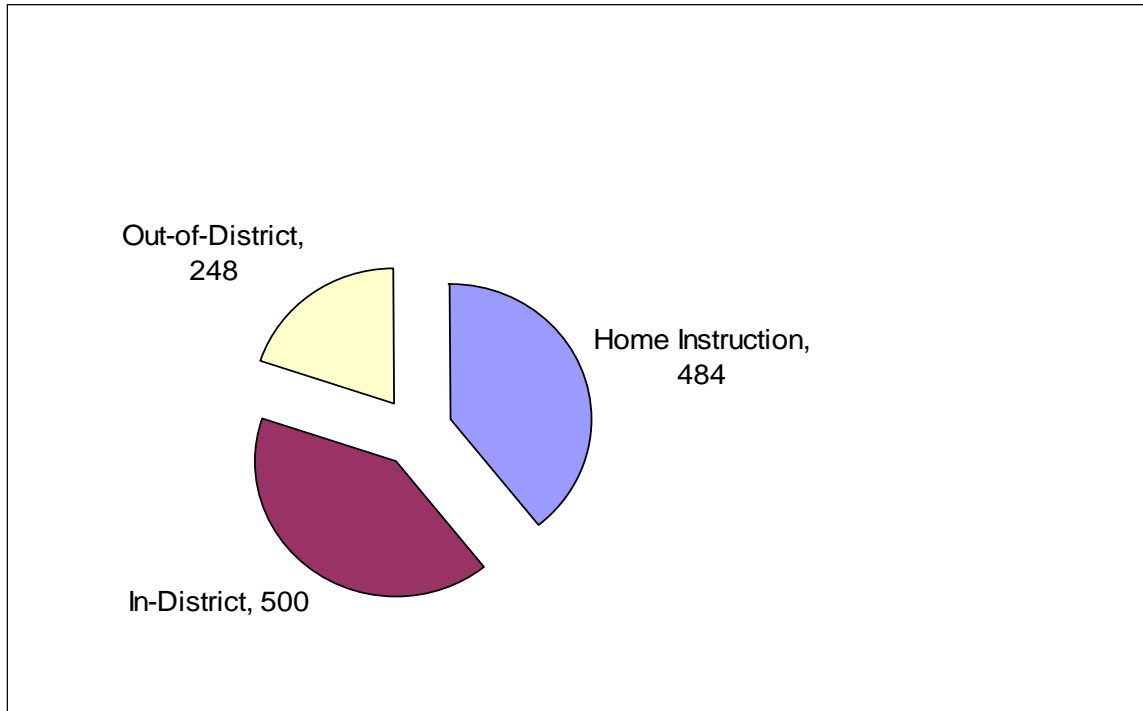
Slightly fewer than half of the out-of-school suspensions (47 percent, an increase from 43 percent in 2004-05) were for less than five days; 21 percent were for 10 days or more (see Figure 12). As was the case in 2004-05, the most frequently issued single suspension was that of five days – used in 4,999 cases (24 percent).



\* Includes 144 suspensions of greater than 10 days duration

**Figure 12: Number of Suspensions by Duration**

Figure 13 displays the types of alternative placements selected by districts when students were removed (or, in some cases, suspended) from school for disciplinary reasons. The total number of removals (1,232) represents a 12 percent increase from 2004-05, with a 23% increase in the use of Home Instruction (from 395 in 2004-05) accounting for the largest portion of the overall increase. Over the past four years, there has been a gradual shift away from the use of in-district programs and toward the use of home instruction and out-of-district programs.



**Figure 13: Placement of Students Removed or Suspended**

### **G. Offenders and Victims**

In 2005-06, general education students constituted 71 percent of the offenders in the cases where the offender was known.<sup>6</sup> Students with disabilities, who represent 17 percent of the student population, constituted more than one quarter (28 percent) of reported offenders. See Table 6.

<sup>6</sup> In many cases of vandalism, particularly those of theft and damage to property, the offender is unknown to the district. In 1,782 cases (8% of all offenders) in 2005-2006, the offender was reported as unknown.

**Table 6: Offender Type**

	2004-2005		2005-06	
	# of Offenders	% of Total	# of Offenders	% of Total
General Education Student	13,952	72%	13,825	71%
Student with Disability	5,262	27%	5,488	28%
Student from Other District, Non-Student	105	1%	95	0%
Total	19,319	100%	19,408	99%*

Note. Omits cases where offender is unknown or missing.  
\* Total due to rounding.

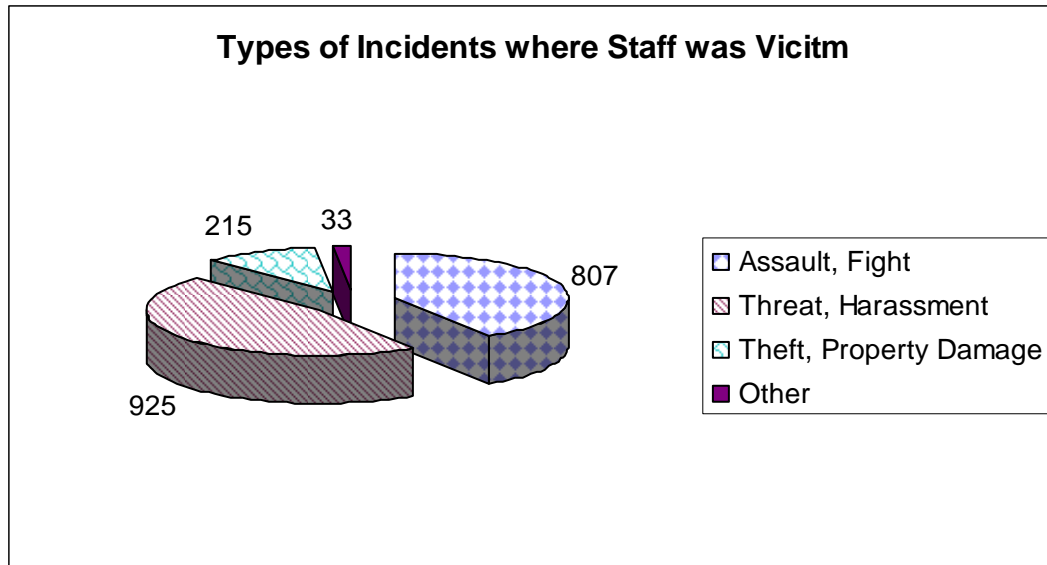
The percentage of victims who were general education students increased slightly in 2005-06, but they constituted a smaller percentage of victims in 2005-06 (59 percent) than in 2003-04 (61 percent) and 2002-03 (64 percent) – neither shown. The data in Table 7 show no change in the percentage of students with disabilities who were victims and only a slight change in the number of school staff (includes contracted staff) who were victims of an offense of any kind. The highest number of staff reported on the EVVRS as victims (1,923) occurred in 2001-02.

**Table 7: Victim Type**

	2004-2005		2005-06	
	# of Victims	% of Total	# of Victims	% of Total
General Education Student	4,409	57%	4,782	59%
Student with Disability	1,369	18%	1,471	18%
Student from Other District, Non-Student	162	2%	32	0%
School Staff	1,739	23%	1,752	22%
Total	7,679	100%	8,037	100%

Not all of the incidents in which staff were victims were assaults; less than half (41 percent) involved either assaults or fights. Nearly half (47 percent) involved threats or harassment/intimidation/bullying. The total number of incidents included in Figure 14 exceeds the count of staff victims due to the possible occurrence of more than one type of offense, e.g., threat, assault, recorded for a given incident.





**Figure 14: Types of Incidents where Staff was Victim**

**H. Analysis of Data on Harassment, Intimidation and Bullying**

The 2005-06 school year was the third year during which school districts were required to report on the EVVRS incidents in the category of harassment, intimidation, and bullying. Based on the statutory definition, incidents in this category are reported if: 1) the victim possessed a distinguishing characteristic; and 2) the incident caused harm (physical or psychological) or damage to the student’s property, or caused substantial interference or disruption with the orderly operation of the school. Only incidents that meet these criteria are to be reported.

A total of 1,409 incidents of harassment/intimidation/bullying were reported in 2005-06, an increase of 275 incidents (24 percent) from the 1,134 reported in 2004-05. As in the previous two years, some of these incidents occurred in conjunction with other incidents: assault (65), fight (16), threat (76), sex offense (10), theft (7) and damage to property (5). Approximately half of the incidents (48 percent) were reported by middle schools, two-in-five (40 percent) by high schools, one-in-ten (11 percent) by elementary schools, and one percent in other schools, (e.g. schools in special services school districts or educational service commissions).

**I. Data Summary**

Last year, this report noted a decline in the total number of incidents in 2004-05 from the unduplicated total of 22,186 reported in 2002-03 and 20,207 reported in 2003-04. The two

percent increase to 18,796 incidents from the 18,409 reported in 2004-05 represents a modest reversal of the decline,<sup>7</sup> nine percent from 2002-2003 to 2003-2004 and nine percent from 2003-2004 to 2004-2005. The number of incidents remains lower than the totals reported in 2003-2004.

Most incidents (56 percent) were reported by high schools. High schools reported slightly over half of incidents of violence (51 percent) and vandalism (55 percent) but the preponderance of incidents of theft (73 percent). Middle schools reported more weapons incidents (47 percent) than high schools (43 percent) and nearly an equal number of incidents of damage to property (34 percent) as did high schools (40 percent). One incident in four of damage to property was reported by elementary schools. The vast majority of incidents of substance abuse over the past three years (89 percent) were reported by high schools.

Other findings of note:

- ❖ Three incidents in four (76 percent) occurred inside the school building, with three in ten (31 percent) occurring in the classroom.
- ❖ Incidents of *theft* increased by 14 percent;
- ❖ A larger percentage of students with disabilities were offenders (28 percent) than their percentage of the student population (17 percent) would indicate;
- ❖ There continued to be a high number of staff reported as incident victims, although less than half of the incidents involved either assaults or fights;
- ❖ A five-day out-of-school suspension continued to be the most frequently used disciplinary action;
- ❖ The reported number of incidents of harassment/intimidation/bullying exceeded 1,400.

## **J. Review of Violence Data of Selected Districts**

Last year, the department surveyed 19 school districts<sup>8</sup> that either reported a decline of at least 100 incidents of violence over a three-year period (between 2002-03 and 2004-05) or

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<sup>7</sup> As reported last year, the decline was largely attributable to large decreases in the number of incidents reported in 51 districts between 2002-03 and 2004-05. The department is in the process of monitoring 2005-06 discipline records of a subset of the nineteen districts that exhibited the steepest declines over the period.

<sup>8</sup> Atlantic City, Atlantic County Special Services School District, Bound Brook Borough, Burlington County Special Services, Camden City, Cape May County Special Services, Dover Town, Englewood City, Gloucester

reported at least 50 incidents of violence in 2002-03 and a decline of at least 50% over the same period. These districts were asked to:

- confirm that the number of incidents reported in each category was consistent with the district's written records;
- verify that the categorization of incidents was correct based on the NJDOE's incident definitions under EVVRS;
- review all incident reports, including reports to law enforcement officials, to ensure that all incidents were reported;
- interview staff, as appropriate, to determine that reporting requirements are being followed district-wide; and,
- explain the reasons for the decline.

## **Survey Results**

All 19 school districts responded. As a result of the district's self review, two districts identified errors in the 2004-05 violence data they had originally submitted and verified, and submitted corrections to the department. One district increased the number of incidents of violence reported in 2004-05 from 30 to 37 based on its review; the other increased from 21 to 32. The majority of the 19 districts attributed the decline to a multiplicity of responses to the problem rather than one action or program. The five categories of responses below describe the range of actions taken by districts in order to reduce the level of violence in their schools or more accurately report to DOE.

Alignment of Local Reporting Standards with Criteria in Incident Definitions: After reviewing the incident definitions and scenarios, the central administration of nine of the school districts took one or more of the following steps to correct reporting errors:

- Differentiating between the types of misconduct that should be reported on the EVVRS as an incident of violence or vandalism versus those that should be reported only locally;
- Limiting reporting to only those incidents that meet the criteria specified in the definitions;

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Township, Hillside Township, Jersey City, Paterson, Southern Regional, Toms River Regional, Trenton, Union City, Vineland City, Liberty Academy Charter School, and Schomburg Charter School.

- Distinguishing between those incidents that would be reported as incidents and those (for a student with disabilities) to be reported as an “Other Suspension” on the EVVRS; and
- Distributing the scenario-enhanced definitions and providing training to school staff.

Administrative Responses: Nine school districts took different kinds of administrative actions both to reduce the level of violence in their schools and to ensure the accurate reporting of incidents, including:

- Creating an administrative team concept with a focus on violence prevention and review of incident reports;
- Using technology, including cameras on school busses and in school buildings, a security radio communication system, a metal detection inspection program and X-Ray monitoring equipment;
- Adding, removing or re-assigning/redeploying administrative staff;
- Increasing the number or presence of school security staff;
- Providing in-service training on the early recognition of troubled students; and
- Modifying lunchroom and class change procedures.

Enhanced Linkages and Communication with the Community: Six school districts reported enhancing linkages within the school community and/or between the school and the larger community through one or more of the following:

- Reaching out to the community by creating a School Parent Advisory Council,
- Working more closely with law enforcement;
- Fostering greater teacher/student/parent communication;
- Establishing a “collaborative” with membership from local, county, state and federal agencies concerned with juvenile justice issues; and
- Establishing a multi-cultural task force that assists the school in calming students in an effort to prevent acts of violence that had occurred in the community from continuing in the school.

Curricular and Programmatic Responses: Fourteen school districts reported addressing their problems of school violence by implementing curriculum, non-curricular programs and additional student support services, such as:

- Instituting school counseling programs addressing issues such as conflict resolution, anger management, and bullying and harassment, and involving student assistance counselors in enhanced supportive services;
- Implementing anti-violence and positive student development programs such as Second Step: A Violence Prevention Curriculum, Social Decision Making and Problem Solving, Peer Mediation, Life Skills-Bullying Prevention, Peace and Respect Initiative, Character Education, Positive Behavior Support Program, Behavior Management, a new pilot program by D.A.R.E officers, and revisions to the core curriculum to include character education;
- Training for health teachers in new anti-violence curricula;
- Special activities such as Random Acts of Kindness Month, motivational speakers, and bookmarks, ribbons and pencils promoting anti-bullying and anger management; and
- The adoption of in-school suspension as a disciplinary alternative.

Student Population Changes: Two districts cited changes in the student population that facilitated the decrease in incidents such as:

- Students who were the source of the high level of violence in earlier years left the district;
- Students began resisting the pressure of gang members to join; and
- Some students refocused their efforts on obtaining a high school education rather than recruiting gang members or acting against others in the school.

### **Department Action**

The department developed a protocol to verify the local standards for reporting that entailed an on-site review of documents such as suspension forms used for recording incidents of misconduct for which a student was disciplined. Department staff visited eight schools in five of the 19 districts to review documentation and interview school and district personnel. A letter of findings was sent to the chief school administrator of each of the five districts in July 2007.

Additionally, the department included indicators in the New Jersey Quality Single Accountability Continuum – District Performance Review that verifies that districts collect and analyze data on incidents of violence, vandalism and substance abuse; report incidents on the EVVRS; annually verify the accuracy of the data; annually report the data to the board of education and hold a public hearing; develop and submit a corrective action plan for high

incidence upon notification by the Commissioner of Education and adopt and implement procedures when it is believed a school employee has knowingly falsified the annual report. By this action, the department has systematized oversight of district violence and vandalism reporting.

## PROGRAMMATIC RESPONSE

### **A. Ongoing Program Efforts**

New Jersey's schools continue to be fundamentally safe places, despite perceptions cultivated by terrible tragedies that have occurred in our nation's schools, including Littleton, Colorado in 1999 and Virginia Tech University in 2007, as well as the threat to our homeland security with the events of September 11, 2001. Although the data indicate that incidents of violence periodically occur in schools, they are infrequent. In the interest of advancing the overarching goals of preventing, reducing and effectively managing incidences of violence, vandalism and substance abuse, the department supports a diverse array of initiatives designed to help schools achieve the following objectives:

- To protect the health, safety, security and welfare of school populations;
- To establish and maintain educational climates of civility;
- To prevent at-risk student behaviors;
- To intervene with and remediate at-risk student behaviors at all stages of identification;
- To provide supportive services for staff, students and their families; and
- To prevent, intervene in, respond to and recover from emergency and crisis situations.

Programs, services and activities designed to support these aims are at the heart of school safety. There have been dramatic gains in our knowledge from the research literature in the last two decades on the types of school-based strategies that have proven to be effective in creating safe, disciplined and drug-free schools. At their core, all of the evidence-based school strategies for preventing problem student behaviors and fostering positive student development are designed to promote student engagement in learning, increase attachment to school and enhance those social skills which have been reported in the research literature to result in measurable positive effects on academic performance, student retention and reductions in violence, substance abuse and related at-risk student behaviors. Schools are most likely to prevent problem student behaviors and promote student well being and success through comprehensive, coordinated and systematically planned programs, services and activities designed to develop student's abilities to identify and manage emotions, make healthy decisions, establish constructive relationships, develop caring and concern for others and effectively deal with

challenging situations. The department's initiatives are designed to help schools cultivate these strategies and achieve these purposes.

School districts, county agencies and state agencies continue to coordinate and collaborate on programmatic responses that foster school safety on many levels ranging from prevention through crisis response and recovery. The department's ongoing responses to at-risk student behaviors and unsafe educational circumstances include:

- development and consistent application of clearly defined codes of student conduct;
- assessment of the immediate school surroundings, as well as the social and emotional learning climates of the school communities;
- development of comprehensive school safety and security plans that incorporate clearly defined procedures and mechanisms for responding to and recovering from emergencies and crises;
- implementation of evidence-based prevention and intervention programs; and
- development of plans for the effective use of available school and community resources.

In support of these program strategies and goals, the department has aggressively pursued a variety of policy and program initiatives to address the problem of disruption and violence since the beginning of the *Safe Schools Initiative* in 1994. Descriptions of these initiatives may be found in Appendix C.

#### 1. Policy, Data Collection and Publications

- **Policy:** To ensure that school districts approach student conduct in a comprehensive manner, the State Board of Education has adopted regulations that specify the minimum standards for district boards of education in establishing local policies and procedures for operating programs to support the social, emotional and physical development of students. The Administrative Code, Chapter 16, Programs to Support Student Development (<http://www.state.nj.us/njded/code/current/title6a/chap16.pdf>), includes rules on the establishment of formal agreements between education and law enforcement officials; comprehensive substance abuse prevention and intervention programs and procedures; mandatory actions with regard to school safety and security (including incident reporting; harassment, intimidation and bullying; School Violence



Awareness Week; public hearings on school violence and vandalism); parameters for codes of student conduct and sanctions and due process of law for violations of the code; criteria for building-based systems of intervention and referral services and alternative education programs; and procedures for home or out-of-school instruction. Additionally, the department established the Unsafe School Choice Option Policy in response to No Child Left Behind.

- **Data Collection**: The department collects data on student conduct and risk taking behavior through the EVVRS, the School Report Card, the New Jersey Student Health Survey and the School Safety and Security Checklist Audits. A federal prevention data grant enabled the department to improve the violence and vandalism reporting system.
- **Publications and Materials**: The department routinely produces resource materials that provide districts with guidance in creating safe and disciplined school environments, including: a Resource Manual for Intervention and Referral Services; School Safety and Security Manual: Best Practices Guidelines; Model Policy Prohibiting Harassment, Intimidation and Bullying; Memorandum of Agreement between Education and Law Enforcement and public access to EVVRS Data.

## 2. **Prevention and Intervention Programs**

- The department assists districts by providing funds through the federal Safe and Drug-Free Schools and Communities Act (SDFSCA) program for the implementation of violence and substance abuse prevention and intervention programs. Using federal SDFSCA and Partnerships in Character Education funds, the department develops, implements, evaluates and disseminates findings from innovative programs designed to support safe, civil, disciplined and drug-free school environments. These projects include the Intervention and Referral Services Project; Positive Student Discipline Reform Demonstration Project; Social Norms Project; Developing Safe and Civil Schools: A Social and Emotional Learning Initiative; and Peer Transition Project.
- The department's Core Curriculum Content Standards include strands that focus on conflict management, problem-solving, personal responsibility, cooperation, and peer pressure resistance to further prevent at-risk and violent behavior.

- Through 21<sup>st</sup> Century Community Learning Centers grants, the department helps districts and agencies provide safe and productive activities for youth and positive youth development opportunities that will encourage positive social skills and behavior.
3. Collaboration, Professional Development and Technical Support
- **Collaboration**: The department collaborates with a diverse array of agencies and organizations, including state agencies, the Domestic Security Preparedness Task Force; Governor’s Crime Plan-Delinquency Prevention Subcommittee; Governor’s School Security Task Force; the Attorney General’s Education-Law Enforcement Working Group; child welfare agencies; mental health agencies; student support staff professional associations and institutions of higher education to address violence related problems and initiatives.
  - **Professional Development and Technical Assistance**: The department provides professional development and technical assistance in school safety and security, reduction of harassment, intimidation and bullying, and student conduct. The department also provides support specific to meeting requirements of regulations on Programs to Support Student Development (N.J.A.C. 6A:16), the EVVRS, the Intervention and Referral Services Initiative; the Unsafe School Choice Option Policy; and funding under Title IV-A and USCO Training and Technical Assistance Project, Positive Student Discipline Reform Demonstration Project; and the Social Norms Project.

## **B. Response to Findings**

The department plans to continue and expand its most recent efforts (See Appendix C) to address school violence. The following new initiatives, are intended to prevent problem student behaviors, foster positive student development and promote safe, disciplined and drug-free schools. In many cases, they expand or strengthen the efforts of the department that are more fully described in Appendix C.

1. **Intervention and Referral Services**: The department has made a substantial commitment to the effective implementation of coordinated, building-based systems of *Intervention and Referral Services* (I&RS), within general education by developing regulations,

disseminating supportive materials and providing annual I&RS team training and technical assistance. The building-based I&RS teams, comprised of educators, support services personnel and administrators, provide school staff with assistance in addressing challenges that they are experiencing with student behavior, health and learning. The department will further enhance these efforts by implementing the following:

- *Data Collection Project* - The department intends to collect data from schools on the degree, quality and effects of the implementation of the I&RS regulations (*N.J.A.C. 6A:16-8*) and the department's best practices model for implementing the I&RS regulations. The findings will be used to plan programs, services, materials, professional development and other activities to support the establishment and maintenance of an effective coordinated system of I&RS in each school building for addressing student learning, behavior or health difficulties.
  - *Technical Assistance Project* – The department intends to implement a project designed to provide technical assistance, consultation, professional development, networking, materials development and dissemination services to support building and school district staff in the effective implementation of *N.J.A.C. 6A:16-8*, Intervention and Referral Services and the department's best practices model in support of *N.J.A.C. 6A:16-8*.
  - *Professional Development Programs* – The department plans to add to the already increased number of new professional development courses designed to supplement the department's I&RS team training program and enhance the knowledge and skills of I&RS team members. The findings from the planned I&RS Data Collection Project and the I&RS Professional Development Needs Survey conducted in 2006, will be used to help the department increase the number and types of training programs available to I&RS team members.
2. Technical Assistance: The department supports direct *technical assistance* to schools focused on areas of identified need:
- *Unsafe School Choice Option Policy* – The department will continue to identify schools as persistently dangerous or in early warning status, as well as special services schools, as required under the Unsafe School Choice Option (USCO) Policy. Assigned department staff will provide technical assistance to staff from identified

- schools in the fulfillment of their obligations under the USCO Policy, including the development and implementation of corrective action plans and school safety plans.
- *Title IV-A and Unsafe School Choice Option Training and Technical Assistance Project* – The department plans to continue this initiative, which provides school and department staff with technical assistance, training services and support for resource development for the successful implementation of the requirements of the Federal Safe and Drug-Free Schools and Communities Act (SDFSCA) and department’s Unsafe School Choice Option Policy. The project provides specific assistance to schools identified as persistently dangerous and those in early warning status to develop plans that focus on implementing programs and strategies to reduce violence in the schools.
  - *Harassment, Intimidation and Bullying (HIB) Initiative* – Based, in part, upon the proceedings from a bullying advisory forum held in the summer of 2007, the department intends to implement a long-term, comprehensive statewide HIB prevention and intervention initiative. The initiative will be designed to identify core issues, coordinate existing statewide efforts and fill service gaps in an ongoing effort to improve the educational experiences of students and enhance school safety.
3. Implementation of Evidence-based Strategies: Through its collaboration with other institutions, the department has supported the implementation of evidence-based strategies through a series of pilot projects as described below. The findings from these projects will be shared with schools statewide to inform their selection of programs and strategies to improve student conduct.
- *Developing Safe and Civil Schools: A Social and Emotional Learning (SEL) Initiative* – This initiative will be expanded to include more school districts and strengthen the system of mentors available to support New Jersey school staff in applying the findings from the SEL research literature. The project is designed to increase coordination and decrease program and service gaps and overlap among SEL-related and other educational initiatives.
  - *Positive Student Discipline Reform Demonstration Project* – The findings from this four-year research project will be disseminated to all school districts to assist them in implementing comprehensive and scientifically based safety and discipline policies

and practices that maximize supportive school responses to student concerns and minimize the use of exclusion from school as a disciplinary tool.

- *Social Norms Project* – This project will be expanded to include more school districts. The project is designed to apply established social psychological principles concerning the influence of group norms on individual behavior to reduce student alcohol, tobacco and other drug use and bullying, harassment and intimidation behavior in participating schools.
4. Random Testing of Alcohol and Controlled Dangerous Substances: Pursuant to *N.J.S.A. 18A:40A-25*, the New Jersey State Board of Education is considering regulations that would apply only to districts that choose to adopt a policy for the *random testing of alcohol and controlled dangerous substances* of the district's students in grades nine through twelve who participate in extracurricular activities or who possess parking permits. These rules implement the Governor's and Legislature's desire for establishing parameters for implementing random drug testing as a means to deter drug use and for the early detection of student's with drug problems so that counseling and rehabilitative services may be offered.
  5. The Federal Safe and Drug-Free Schools and Communities Act (SDFSCA) Program: *SDFSCA* (Title IV-A of the *No Child Left Behind Act*) is the department's sole source of dedicated funding for the promotion, implementation and support of best practices for violence and substance abuse prevention and intervention in New Jersey schools. A total of \$6.9 million dollars were provided to local school districts through the department for this purpose in 2006-2007. The allocation amount represented a 24% reduction in funding provided to school districts under the *SDFSCA* from the 2005-2006 school year. The department has received level funding in the 2007-2008 school year, which will challenge the department to fulfill the obligations set forth in the Title IV-A statute, support the statewide initiatives described in this Programmatic Response section (and in greater detail in Appendix C), and new activities, assignments and emergent issues, despite rising costs, reduced fiscal resources, ever increasing demands for assured school safety and security.
  6. School Safety and Security: The department has demonstrated its commitment to address the *School Safety and Security* needs of schools by developing regulations, creating and

disseminating resources and materials, and providing training and technical assistance. Through its three safety and security staff in the Office of Educational Support Services, the department will:

- Conduct statewide and regional training for educators and key stakeholders on safety and security issues;
  - Provide technical assistance to educators and other State, county and local officials to ensure the development of plans and procedures to implement the *School Safety & Security Manual*;
  - Expand the use of its *School Security Web-site* by adding sections that include frequently asked questions, pandemic and health-related links, regularly updated school safety and security bulletins and on-line requests for technical assistance.
  - Continue to provide schools with emergent best practices and develop and distribute the minimum requirements for school districts' safety and security plans.
  - Assist local school officials to update their *School Safety and Security Audits* in the *SSSC Data Base*, and provide both State and county agencies and schools with access to the SSSC data base system to generate reports for use in state, county and local school safety and security planning.
7. Data Quality: The department will endeavor to improve *the quality of data and its use* through the development of programs, training and a special data collection:
- In cooperation with the New Jersey Network (NJN), the department will produce an EVVRS instructional program in DVD format that will contain dramatizations of the types of incidents which school and district staff find difficult to classify as incidents to be reported over the EVVRS. Basic information on the system, a description of the roles of staff, principals, and chief school administrators, and the uses to which the data are put also will be explained. The DVD will be distributed to all schools and districts in the fall of 2007.
  - The department will make modifications to the EVVRS for the 2007-08 school year that reflect changes in incident definitions and in Federal reporting requirements. The revised system will be redeployed in the fall of 2007.

- Training programs will be provided that demonstrate to school district staff how to use the new video program to improve the accuracy of school staff reporting incidents of violence and vandalism.
  - The department will initiate the first stages of data collection on school districts' implementation of their codes of student conduct, to fulfill the new reporting requirements in *N.J.A.C. 6A:16, Programs to Support Student Development*. The department will review the chief school administrator's (CSA) annual reports on student conduct, (including all student suspensions and expulsions), implementation of the code of student conduct and student attendance.
8. Uniform State Memorandum of Agreement: The department, in collaboration with the Attorney General's Education – Law Enforcement Working Group, is *revising the Uniform State Memorandum of Agreement between Education and Law Enforcement Officials (MOA)* for dissemination to all school districts for use in the 2007-2008 school year. The revisions include, for the first time, information on school safety and security, harassment, intimidation and bullying, hazing, gang reporting, computer crimes and other current issues of concern.

## **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, the superintendent of schools shall report to the board of education all acts of violence and vandalism which occurred during the previous school year. 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.

Approved February 15, 2007.

### **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.



## Appendix B: Data Collection Form

# VIOLENCE, VANDALISM, AND SUBSTANCE ABUSE INCIDENT REPORT FORM

**2005-2006**

## 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

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 # \_\_\_\_\_

<b>INCIDENT DETAIL</b>			
Check the items which describe the incident and, if applicable, the type of weapon, bomb or substance.			
<b><u>VIOLENCE</u></b>	<b><u>VANDALISM</u></b>	<b><u>ALCOHOL &amp; OTHER DRUG</u></b>	<b><u>DRUG TYPE</u></b>
<input type="checkbox"/> Simple Assault <input type="checkbox"/> Aggravated Assault <input type="checkbox"/> Fight <input type="checkbox"/> Gang/Group Fight <input type="checkbox"/> Robbery <input type="checkbox"/> Extortion <input type="checkbox"/> Sex Offense	<input type="checkbox"/> Threat <input type="checkbox"/> Terroristic Threat <input type="checkbox"/> Kidnapping <input type="checkbox"/> Harassment/ Intimidation/ Bullying	<input type="checkbox"/> Arson <input type="checkbox"/> Burglary <input type="checkbox"/> Damage to Property <input type="checkbox"/> Fireworks Offense <input type="checkbox"/> Theft <input type="checkbox"/> Trespassing  Cost to LEA: \$ _____	<input type="checkbox"/> Suspected use not confirmed <input type="checkbox"/> Suspected use confirmed <input type="checkbox"/> Possession <input type="checkbox"/> Distribution  <input type="checkbox"/> Alcohol <input type="checkbox"/> Marijuana <input type="checkbox"/> Amphetamines <input type="checkbox"/> Party drug <input type="checkbox"/> Cocaine/Crack <input type="checkbox"/> Hallucinogens (e.g. LSD, PCP) <input type="checkbox"/> Narcotics (e.g. heroin, morphine) <input type="checkbox"/> Depressants (e.g. barbiturates, tranquilizers)
<b><u>WEAPONS</u></b>	<b><u>FIREARM/OTHER WEAPONS</u></b>	<b><u>FIREARM TYPE</u></b>	<b><u>OTHER WEAPON TYPE</u></b>
<b><u>BOMB TYPE</u></b>	<b><u>OFFENSE</u></b>		
<input type="checkbox"/> Explosive devise (detonated) <sup>1</sup> <input type="checkbox"/> Explosive devise (not detonated, but possible) <sup>1</sup> <input type="checkbox"/> Fake bomb (detonation not possible) <input type="checkbox"/> Bomb threat (no bomb found)	<input type="checkbox"/> Possession of Firearm <input type="checkbox"/> Assault with a Firearm <input type="checkbox"/> Sale or Transfer of Firearm  <input type="checkbox"/> Assault with Other Weapon <input type="checkbox"/> Possession of Other Weapon <input type="checkbox"/> Sale or Transfer of Weapon	<input type="checkbox"/> Handgun <input type="checkbox"/> Rifle or shotgun <input type="checkbox"/> BB, air or pellet gun	<input type="checkbox"/> Knife, Blade, Razor, Scissors, Box Cutter <input type="checkbox"/> Pin, Sharp Pen/Pencil <input type="checkbox"/> Chain, Club, "Brass Knuckles" <input type="checkbox"/> Spray <input type="checkbox"/> Imitation gun, Toy gun, Paintball gun <input type="checkbox"/> Other
1. Report large fireworks such as cherry bombs and M-90's under Vandalism/Fireworks <b>Incident Description: (optional)</b> _____ _____			<b>OFFENDER (Check One):</b> <input type="checkbox"/> Known – Attach Offender Page(s) <input type="checkbox"/> Unknown – Do not attach Offender Page

Signature 1	Title	Date	Signature 2 (principal)	Date
-------------	-------	------	-------------------------	------

## VV-SA, OFFENDER INFORMATION, 2005-2006

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

**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, 2005-2006

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

**VICTIM TYPE**

- |  |   |
|--|---|
| <input type="checkbox"/> Regular student               | <input type="checkbox"/> School personnel |
| <input type="checkbox"/> Student with disabilities     | <input type="checkbox"/> Non-student      |
| <input type="checkbox"/> 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)

**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          |

**VICTIM OF VIOLENT CRIMINAL OFFENSE:**

Victim of Violent Criminal Offense\*

Transfer Option Available? Yes No (If 'No,' Stop here. If 'Yes,' continue.)

Outcome:

- Transfer Option Accepted, Transfer completed  
 Transfer Option Accepted, Transfer not completed  
 Transfer Option Declined

\*Determined based on Unsafe School Choice Option (USCO) Policy

## Appendix C: Department Initiatives

### A. Policy, Data Collection and Publications

#### Policy

##### 1. Administrative Code

The chapter of administrative code titled *Programs to Support Student Development* (*N.J.A.C. 6A:16*), which was first adopted by the State Board of Education in April 2001, sets minimum standards for district boards of education in establishing policies and procedures and in operating programs to support the social, emotional and physical development of students. In August 2005, the State Board of Education adopted new regulations on student conduct as subchapter seven (*N.J.A.C. 6A:16-7, Student Conduct*) within *N.J.A.C. 6A:16*, as well as technical amendments to the subchapters on school safety, law enforcement operations for substances, weapons and safety and intervention and referral services. Additionally, *N.J.A.C. 6A:16, Programs to Support Development*, was re-adopted, with significant amendments throughout, in August 2006. The regulations at *N.J.A.C. 6A:16* include standards for health services, alcohol, tobacco and other drug abuse programs and procedures, school safety and security, law enforcement operations, student conduct, intervention and referral services, alternative education programs, home or out-of-school instruction and reporting potentially missing or abused children.

##### 2. Unsafe School Choice Option Policy

As a condition for receiving funds under the federal *No Child Left Behind Act (NCLB)*, the department is required to implement a statewide policy mandating that students who attend persistently dangerous schools, as determined by the department, or who become victims of violent criminal offenses while in or on the school grounds that they attend, be allowed to transfer to a safe public school within the local educational agency (Unsafe School Choice Option, Title IX, Part E, Subpart 2, Section 9532 of the *No Child Left Behind Act*). The department's policy was adopted by resolution by the State Board of Education in June 2003. All local educational agencies must comply with the provisions of the policy, as appropriate.

### 3. Harassment, Intimidation and Bullying (HIB)

New Jersey statute *N.J.S.A. 18A:37-13 et seq.* (2002), required the department to develop and issue a model policy on HIB applicable to grades kindergarten through twelve. The department's model policy was developed and first disseminated in December 2002 and updated in the spring of 2006 and again in the spring of 2007. The model HIB policy can be found at:

<http://www.state.nj.us/njded/parents/bully.htm>. Pertinent regulations (*N.J.A.C. 6A:16-7.9*) can be found at: <http://www.state.nj.us/njded/code/current/title6a/chap16.pdf>.

### 4. School Violence Awareness Week

The department has provided guidelines and information to local boards of education for use in planning the activities that are required in observance of School Violence Awareness Week (*N.J.S.A. 18:36-5.1* and *N.J.A.C. 6A:16-5.2*) for each year that the requirements have been in effect (see <http://www.state.nj.us/njded/students/safety/violence.htm>). Pertinent regulations can be found at: <http://www.state.nj.us/njded/code/current/title6a/chap16.pdf>.

### 5. Public Hearings on School Violence and Vandalism

Since *N.J.S.A. 18A:17-46* and *N.J.A.C. 6A:16-5.2(a)4* and *5.3(f)* have required schools to conduct annual public hearings on violence and vandalism, the department has provided guidelines and information to local boards of education for complying with the statute and submitting documentation to the department. The guidelines in effect for the 2006-07 school year can be found at: <http://www.state.nj.us/njded/students/safety/violence.htm>. *N.J.S.A. 18A:17-46* was amended in 2007 to lessen the reporting mandate on districts, but still maintain the requirement. Districts must continue to hold an annual public hearing, and verification remains a part of State monitoring. However, districts are not mandated to hold the public hearing in October and the proceedings do not have to be kept on file or made available to the public. In addition, a transcript of the hearing does not have to be maintained or filed with and reviewed by the department.

### 6. Alternative Education

Alternative education programs offer a necessary and viable educational option for students who have been removed from school due to conduct violations, who are not engaged in school, who have lost their commitment to school or who have not succeeded in school, and provide

them with a program to address their individualized needs. Regulations for alternative education programs were revised and adopted in 2006 at N.J.A.C. 6A:16-9 to assure available quality programs for at-risk students. The revised rules change the program approval process, permit non district educational agencies to establish programs, and strengthen program standards of alternative education programs.

## **Data Collection**

### **1. Prevention Data Grant**

The Substance Abuse and Violence Prevention Data Grant Project is a three-year grant (2004-2007) from the U.S. Department of Education to improve the use of data in the management of drug and violence prevention programs. The grant funds have supported technological enhancement of the Title IV-A program plan section of the *No Child Left Behind* electronic application in order to make district plans more transparent and accessible to the public. The grant also supports: development of an EVVRS data warehouse that provides the public with school-level violence and vandalism data; a study leading to recommendations on enhancing participation in student surveys about at-risk behavior; and a series of county forums to broaden the use of data and collaborative participation in the drug and violence planning process at the county and local levels.

### **2. New Jersey Student Health Survey**

The New Jersey Student Health Survey is administered bi-annually among a sample of public school students. This survey, which is based on the Youth Risk Behavior Survey sponsored by the United States Centers for Disease Control and Prevention (CDC), asks students to self-report on their actions and attitudes in six areas that are highly related to preventable, high-risk behaviors and premature injury or illness. The survey contains items on lifetime and recent use of alcohol, tobacco, and marijuana as well as lifetime use of other drugs. Concerning violence, the survey includes questions on carrying weapons, fighting, having personal property stolen at school, having been hit by a boyfriend or girlfriend, having been forced to have sex and having tried to commit suicide. The findings are used by state agencies for planning, program assessment and federal reporting. The department uses the findings to gauge progress in reducing the various high-risk behaviors and to identify need for further programming. A full report of findings from the 2005 survey plus a summary report are available at

<http://www.state.nj.us/education/students/yrbs/index.html>. The results of the 2007 survey will be available in Spring 2008.

### 3. School Safety and Security Checklist Audits

The Department of Education has administrative and program management responsibilities for overseeing the School Safety and Security Checklist (SSSC) and Data Base. The checklist was developed with input from the Department of Law and Public Safety and the audits were conducted by local law enforcement and the New Jersey State Police with school administrators. The data base contains the 2005 results of these on-site safety and security audits of all school buildings in New Jersey. The results of the audits are confidential and shall not be deemed a public record under the provision of the N.J.S.A. 47:1A-1 et seq. or the common law concerning access to public records.

Based on analysis of the data from over 3,400 SSSC audits, the department staff created a training plan to provide direct technical assistance to public and nonpublic schools and on-site consultation on request. These efforts supported the development and implementation of best practices and corrective actions for safety and security vulnerabilities. The database has been modified to permit local school administrators to periodically update their 2005 SSS audits in order to inform the state of how they have enhanced school security or addressed a particular deficiency identified during the previous audit. Local school administrators will be able to update their data during the summer of 2007. The department will continue to analyze audit information to define training goals and inform new school safety and security policies.

### **Publications and Materials**

#### 1. Resource Manual for Intervention and Referral Services

In support of the Intervention and Referral Services regulations (*N.J.A.C. 6A:16-8*), the publication titled *Resource Manual for Intervention and Referral Services* was reprinted and made available to districts in August 2005. The manual is posted at:

<http://www.state.nj.us/njded/students/irs/>. A new package of *I&RS Program Materials* was distributed to all school districts in September 2005. The following materials are included in the package:



- A four-part series prepared in VHS videotape and DVD formats, which addresses the following topics – Program Overview (Part 1), Planning and Organizing the Program (Part 2), The I&RS Process (Part 3) and Innovations and Best Practices (Part 4);
- A flyer, which contains concise descriptions of the I&RS technical support materials made available by the department; and
- A CD-ROM containing an electronic file of the *Resource Manual for Intervention and Referral Services*, sample forms and other supportive information and resources for I&RS teams.

These materials were created to support school-based I&RS teams in fulfilling the requirements of the I&RS regulations at *N.J.A.C. 6A:16-8*, to assist in the provision of professional development programs for staff and to increase community awareness of the I&RS regulations.

## 2. School Safety and Security Manual: Best Practices Guidelines

To assist districts in developing and enhancing School Safety and Security Plans, as mandated under *N.J.A.C. 6A:16 5.1*, the revised *School Safety & Security Manual: Best Practice Guidelines* was made available electronically to all chief school administrators of public and nonpublic schools in January 2007. The manual is posted on a secure website that requires an access password. The information contained within the *School Safety & Security Manual: Best Practice Guidelines* is confidential and shall not be deemed a public record under the provision of the N.J.S.A. 47:1A-1 et seq. or the common law concerning access to public records.

Communication with other state agencies and infrastructure sectors and feedback from school staff who used the manual to develop their comprehensive crisis emergency management plans informed the revisions. The manual's content was expanded to include information on gang awareness, communication protocols, pandemic and continuity planning, and the four phases of crisis planning. One section of the manual is dedicated to Behavioral Threat Assessment, which is intended to increase the abilities of school officials to assess and prevent behaviors of concern, including illegal gang activity, at all stages of identification. In addition, the manual includes a detailed narrative of the National Incident Command System, which is to be used as the organizing system for crisis response, and an overview of responses and strategies for each type of weapon and chemical, biological, and radioactive agent.

### 3. Harassment, Intimidation and Bullying

To assist school districts in developing and adopting policies prohibiting and stipulating consequences for harassment, intimidation and bullying policies, as mandated under *N.J.S.A. 18A:37-13 et seq.*, the department developed a model policy applicable to grades kindergarten through twelve. Updated in the spring of 2007, the policy may be found at: <http://www.state.nj.us/njded/parents/bully.htm>.

### 4. 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*, which includes sections on weapons offenses, bias crimes and sexual harassment. Requirements for the memorandum are set forth in the 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 current model memorandum of agreement can be found at: [www.state.nj.us/lps/dcj/pdfs/agree.pdf](http://www.state.nj.us/lps/dcj/pdfs/agree.pdf).

The Attorney General's Education and Law Enforcement Working Group plans to propose revisions to the memorandum to make it consistent with new statutes and regulations and to clarify and update issues and procedures. The clarifications will address school safety and security, harassment, intimidation and bullying, hazing, gang reporting, computer crimes, School Violence Awareness Week and on child abuse reporting. It is anticipated that the revised MOA will be released in the 2007-2008 school year.

### 5. Public Access to EVVRS Data

In January 2007, the department opened a web site (<http://www.state.nj.us/education/schools/vandv/index.html>) that holds school, district and state summary data from the Electronic Violence and Vandalism Reporting System (EVVRS) for the 2002-2003 through 2005-2006 school years. Members of the public may view statewide trends, district trends by major reporting category, and incident detail (e.g., the number of fights) for any public school. This type of information can put the violence and vandalism data of any one school or district in perspective and assist in the review of the summary Annual District Report

of Violence and Vandalism presented, by law, at an annual public hearing conducted by the chief school administrator.

## **B. Prevention and Intervention Programs**

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

The capacity for local school response to behavioral, social-emotional and health problems 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 (Title IV-A of the *No Child Left Behind Act*), a total of \$6.9 million dollars was provided through the department to local school districts for this purpose in 2006-2007. The allocation amount represented a 24% reduction in funding provided under the *SDFSCA* for the 2005-2006 school year. This funding decrease dramatically reduced the fiscal resources available to schools and the department for responding to school safety and security needs.

### **2. Homeland Security Grant**

The department was awarded a Homeland Security grant from the New Jersey Department of Law and Public Safety for the 2005-2007 school years. Funding from this grant is being used to support two key school safety and security goals. The first goal is to increase the critical infrastructure protection of school facilities and school staff and students by identifying and reducing vulnerabilities, preventing acts of terrorism and other traumas and maximizing response to and recovery from terrorism, sudden traumatic loss and other emergencies and crises. The second goal is to provide training and technical assistance services to school staff for the efficient and effective response to terrorism, sudden traumatic loss and other emergencies and crises.

The department hired two safety and security planners under the grant and reassigned a state-funded position to provide supportive services to schools for the planning, coordination and maintenance of safety and security for students, staff and school facilities. These dedicated positions provide technical support to school staff for the implementation of the best practices described in the *School Safety Manual: Best Practices Guidelines*. Additionally, they address priority safety and security needs of schools identified by the department, in cooperation with the Domestic Security Preparedness Task Force (DSPTF), through review of baseline data provided on the *School Safety and Security Checklist (SSSC)* by school and law enforcement officials.

These staff conduct school site visits, provide direct technical assistance to schools statewide and provide statewide, regional and local training to educators on safety and security issues. Finally, department staff collaborate with the Office of the Attorney General, the Office of Emergency Management, the Office of Counterterrorism, the State Police, other state, county and local agencies, and critical infrastructure sectors identified by the DSPTF for the statewide coordination of services designed to support school safety and security.

### 3. Core Curriculum Content Standards

New regulations for Core Curriculum Content Standards in Comprehensive Health and Physical Education (*N.J.A.C.* 6A:8) were adopted by the State Board of Education in April 2004. These standards contain specific indicators under Standards 2.1 (Wellness - health promotion concepts and skills), 2.2 (Integrated Skills - health enhancing personal, interpersonal and life skills) 2.3 (Drugs and Medicines – Information to make decisions that support a healthy active lifestyle) and 2.4 ( Human Relationships and Sexuality – physical, emotional and social aspects of human relationships and sexuality) that require public schools to teach violence prevention skills, including media resistance, peer pressure resistance, peer leadership, problem-solving, conflict resolution and stress management. Additionally, Standard 9.2: Consumer, Family, and Life Skills, addresses significant related areas, such as critical thinking, self- management, interpersonal communication, character development, ethics and safety. Each of these strands focuses on conflict management, problem-solving, personal responsibility and cooperation.

The standards provide a strong focus on bullying and violence prevention strategies, with a clear emphasis on character education. Topical strands infused in each of the Core Curriculum Content Standards in Comprehensive Health and Physical Education help teachers locate specific content and skills related to violence prevention. The standards are further defined by progress indicators at grades two, four, six, eight and twelve.

*The Curriculum Framework for Health and Physical Education* (1999), which can be found at <http://www.state.nj.us/njded/frameworks/chpe/index.html>, includes 140 suggested sample lessons for educators to use to address topics related to violence prevention and positive social and emotional development. The New Jersey Core Curriculum Content Standards in Comprehensive Health and Physical Education provide an age-appropriate and culturally sensitive focus that helps students develop the knowledge and skills that lead to healthy, active lifestyles.

#### 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:16-8*) 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 the department includes a comprehensive *Resource Manual for Intervention and Referral Services*; a set of *I&RS Program Materials*, which include a four-part series prepared in VHS videotape and DVD formats, an I&RS program flyer and a CD-ROM containing an electronic file of the *Resource Manual for Intervention and Referral Services* and other supportive materials; and the provision of training programs to prepare building-based teams to implement the I&RS regulations, as well as additional training programs designed to supplement I&RS team members' knowledge and skills regarding effective team, intervention and instructional practices.

#### 5. Positive Student Discipline Reform Demonstration Project

The department entered 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) under which VINJ is 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 four-year project (2003-2007) is to create safety and order in participating schools without unnecessarily excluding students. The project involves 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. In project year one, all three districts completed needs assessments, provided orientations for district staff and developed program plans in consultation with a representative group of school and community members. In project year two, the participating districts began implementing program plans, including leadership development for administrators and selecting and implementing comprehensive frameworks to support programs currently in place. In project year three, participating districts implemented

program plans, including the provision of leadership training for administrators, actively using project data to systematically assess needs and enhance project implementation and final project evaluation. In project year four, districts continued to implement program plans and the institutionalization of project initiatives, while VINJ concludes the evaluation of the project. It is anticipated that final project findings will be disseminated to all school districts in the 2007-2008 school year.

#### 6. Social Norms Project

The department is collaborating with the Center for Addiction Studies (CAS) at Rowan University to implement and evaluate a project that uses the social norms approach for (1) reducing the use of alcohol, tobacco and other drugs among students in ten New Jersey high schools, and (2) reducing bullying, harassment and intimidation behavior among students in eight New Jersey middle schools. The project is based, in part, on the successful research-based project of the New Jersey Higher Education Consortium that was designed to alter social norms and behavior regarding the use of harmful substances among students in participating institutions of higher education.

Reports from the social norms research literature indicate that regardless of the actual incidence and prevalence of a problem, perception of the pervasiveness of the problem behavior typically exceeds the actual problem. Therefore, the goal of the Social Norms Project is to use established social psychological principles concerning the influence of group norms on individual behavior to reduce student alcohol, tobacco and other drug use and bullying, harassment and intimidation behavior in the participating schools, as appropriate.

Under the Social Norms Project, CAS performs assessments to determine actual norms regarding alcohol, tobacco and other drug use and bullying, harassment and intimidation behavior in participating schools, as appropriate, and develops and implements marketing campaigns to inform students, school staff, parents and other community members of these norms. It is anticipated that as the actual behavioral norms become known in school communities, the incidence and prevalence of student alcohol, tobacco and other drug use and bullying, harassment and intimidation behavior will be reduced.

## 7. Safe and Civil Schools: A Social and Emotional Learning Initiative

Reports of the research literature document that when social-emotional and academic learning both become part of schooling, students are more likely to remember and apply what they are taught. Findings from the research literature also indicate that schools can benefit from applying proven strategies for enhancing academic and social-emotional learning, which have demonstrated improved academic achievement, and reduced high-risk behavior. In response to these important findings, the department is collaborating with Rutgers University to provide technical support to schools in fully integrating social-emotional learning (SEL) throughout their educational programs.

A primary tenet of the project is that successful performance of students can be enhanced through supportive SEL programs and services that are designed to increase coordination and decrease program and service gaps and overlap among SEL-related and other educational initiatives. To accomplish this end, the various programs and services in schools related to student conduct (e.g., substance abuse prevention, violence, vandalism and bullying prevention, school safety) and positive youth development (e.g., service learning, character education) are being optimized in their individual effectiveness and will be synergistically linked. The training, technical assistance and other supportive services and resources provided or coordinated by Rutgers University under this project are intended to assist school staff in organizing the various resources, programs and services to create strong SEL conditions designed to result in reduced at-risk student behavior, the development of positive learning climates and improved academic performance among students in participating schools.

Low-performing non-Abbott school districts are given first opportunity to participate in this initiative. Under the project, working relationships are established among 30 participating school districts and their school staff, experts from the national Collaborative for Academic Social and Emotional Learning and New Jersey experts with demonstrated experience in creating well-coordinated and effective SEL conditions in schools to support project initiatives. Participating school districts and schools receive assistance in selecting, developing and implementing projects based on findings derived from a needs assessment. Projects are designed to have a measurable impact on school violence, school climate and student academic performance. Information on project findings will be made available to all school districts upon conclusion of the project.

#### 8. 21st Century Community Learning Centers Program

Under Title IV, Part B of the *No Child Left Behind (NCLB) Act of 2001*, 21<sup>st</sup> Century Community Learning Centers (CCLC) are defined as centers that offer academic remediation and enrichment activities in tandem with a broad array of other enrichment activities in the areas of arts and culture, youth development, and physical activity to students and their adult family members when school is not in session. Under this Federal program, the department has awarded grants to fund 45 programs operating in 131 sites and serving approximately 13,000 youth in grades four through twelve. Along with the academic enrichment component, programs are required to infuse character education throughout their program and may also offer a student mentoring component, which research reports indicate helps to reduce participation in gang-related activities. The department believes that quality after-school or out-of-school-time programs can lead to a positive school climate, increase school safety and security and reduce school violence and related problems.

#### 9. The New Jersey Character Education Initiative

New Jersey was the first state in the nation to provide state aid funding to implement character education programs and services. The New Jersey Character Education Partnership (NJCEP) Initiative, a six-year initiative (2000-2006) funded as a part of the Governor's budget, provided a total of \$4.75 million annually to all school districts in the state. The purpose of NJCEP was to provide public school districts with start-up funding to implement validated character education programs to 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.

In 2006, the national Character Education Partnership (CEP) awarded 16 New Jersey schools with promising practices citations for their outstanding character education programs. Additionally, CEP presented one New Jersey school with the National School of Character Award for demonstrating an outstanding character education program that yielded positive results in student behavior, school climate and academic performance. This national recognition demonstrates the success of the sustained emphasis New Jersey has placed character education.



#### 10. New Jersey Center for Character Education

In 2002, New Jersey was one of only five States to receive a four-year federal grant award under the Partnerships in Character Education grant (PCEP) program (*Title V, Part D of the No Child Left Behind Act*). With this grant, the department created the New Jersey Center for Character Education (NJCCE) at Rutgers, the State University's Center for Applied Psychology. The NJCCE provided in-depth technical assistance and opportunities for professional development and skill enhancement to public and nonpublic schools throughout the state to help schools adopt programs and strategies that have been proven effective.

Under a new federal PCEP, awarded in July 2006, the department is building upon the accomplishments of the previous grant program. This four-year \$2.78 million grant will enable the department to fully incorporate character education into the mainstream of changes that are occurring in curriculum standards and student services by: 1) increasing the capacity of New Jersey school systems to implement and sustain character education and social-emotional learning programs in the context of current state reform efforts; and 2) evaluating the impact of character education on the social inclusion of students with disabilities.

#### 11. Youth Gang Prevention and Intervention Project

Under a memorandum of understanding between the department and the Juvenile Justice Commission (JJC), the following gang-related programs and services have been provided during the 2004-2006 school years: delivery of gang prevention and education to students in Newark, Trenton and Camden at high risk for involvement in gang activity, utilizing a curriculum developed in Phase I of the project; production of a VHS videotape program introducing the curriculum and distribution of the program to schools and community organizations; guidance to assist community-based organizations in establishing community "safety nets" for gang-involved youth who are under the jurisdiction of the JJC's transitional services; development and distribution of gang awareness and resource booklets to schools and community organizations; implementation of regional gang awareness conferences for school personnel, community members and organizations; and delivery of professional development programs on gang issues for JJC staff, county youth services commission staff and members, county juvenile detention center personnel and juvenile peer facilitators.

## 12. Peer Transitions Project

The project, in part, builds upon the existing network of peer leadership programs in New Jersey that has been established under the New Jersey Middle School Peer-to-Peer Program, which was initiated as a collaborative effort among the department, the Division of Addiction Services (DAS) of the Department of Human Services, the Governor's Council on Alcoholism and Drug Abuse and the Department of Law and Public Safety. The 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. The department provided a seventh and final year of funding to DAS to expand the Peer Transitions Project in 2006-2007 by adding new schools in the project while maintaining support for schools already participating in the project. Utilizing learning stations, peer educators provide students with information and facilitate discussions on issues (e.g., substance abuse, prevention, gang avoidance, bullying prevention, coping) that will help students make successful transitions to high school. In the final year of the project, materials are being developed to support school staff in the planning, development and implementation of local peer transitions projects. The materials will be disseminated to all school districts and supported by regional workshops to be conducted in the 2007-2008 school year.

## 13. Drug Abuse Education Fund Project

As required under *N.J.S.A. 2C:43-3.5* and *N.J.S.A. 54A:9-25.12 et seq.*, a Drug Abuse Education Fund 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 the department for distribution to non-governmental entities for the use of law enforcement personnel in providing drug abuse education to students in grades kindergarten through twelve on a statewide basis. Under the appropriation for these statutory provisions, funds have been provided annually to D.A.R.E. New Jersey, Inc. for the provision of substance abuse education to students in New Jersey schools.

## **C. Collaboration, Professional Development and Technical Support**

### **Collaboration**

#### **1. Domestic Security Preparedness Task Force**

In response to the terrorist attacks on September 11, 2001, the Governor created the Domestic Security Preparedness Task Force, pursuant to *P.L.2001*, ch. 246, the *Domestic Security Preparedness Act*, which is chaired by the Office of the Attorney General (OAG) and includes representatives from appropriate state agencies. As a result of task force planning, a committee was formed to specifically address the unique needs of schools for responding to potential attacks and threats. The Infrastructure Advisory Committee - School Sector - made recommendations to be considered for implementation in the 2004-05 school year, including the development of a publication titled *School Safety and Security Manual: Best Practices Guidelines*. The manual was disseminated to all chief school administrators as a secure document in September 2004.

In support of the *School Safety and Security Manual*, interdepartmental meetings, including representatives from the department, Office of the Attorney General, State Police, Office of Homeland Security and Preparedness, state and county offices of emergency management, county prosecutors, county superintendents of schools and other state agencies, focus on identifying and assessing emerging needs regarding safety and security. Additionally, key stakeholders are meeting to develop and disseminate the minimum requirements for district's school safety and security procedures.

#### **2. Governor's School Security Task Force**

In October 2006, Governor Jon S. Corzine announced the creation of a School Security Task Force to evaluate security measures at New Jersey schools. The School Security Task Force has brought together state, county and local government as well as members of the education and law enforcement communities. The Department of Education and Attorney General's Office have worked closely with the Office of Homeland Security and Preparedness on this topic. The department works with the Office of Homeland Security and Preparedness, responsible for chairing the task force, to provide key technical assistance and guidance in response to policy development for school safety and security.

The members of the task force include county prosecutors, county superintendents, district superintendents, NJEA, DCF, Nonpublic, Fire Officials, State Police and municipal law enforcement officials all playing important roles.

3. Governor's Public Safety Plan-Delinquency Prevention Subcommittee

The department is assisting in the development of the Governor's Public Safety Plan by participating on the Delinquency Prevention Subcommittee and the committee at large. This multi-level, multi-agency initiative is identifying mechanisms for prevention, intervention, enforcement and re-entry to help reduce the criminal behavior of youth, including gang-related activities.

4. Collaboration with Mental Health Agencies and Student Support Staff

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 and how they utilize existing student support services staff. The effective use of student support services staff and the development of cooperative relationships between them and mental health providers are important components of schools' responses to violence. Therefore, the department continues to forge links among New Jersey schools, mental health and other human service and health providers to establish effective working relationships, identify areas of concern and consider strategies for improving the delivery of student support services.

Specifically, department staff continue to serve on the New Jersey Department of Human Services, Division of Mental Health Services' statewide infrastructure advisory group on mental health services. Department staff also collaborate with the leadership of the Association of Student Assistance Professionals of New Jersey (ASAPNJ), the New Jersey Association of School Psychologists (NJASP) and the New Jersey School Counselors Association (NJSCA). Representatives of these organizations serve on advisory committees for department projects, including the Developing Safe and Civil Schools: A Social Emotional Learning Initiative, the Unsafe School Choice Option Policy, the Social Norms Project and the Positive Student Discipline Reform Demonstration Project.

## 5. Collaboration with Child Welfare Agencies

Because the department recognizes that a child's familial situation directly impacts his/her behavior in school, the department has continued to nurture its collaborative efforts with child welfare agencies including the Department of Children and Families (DCF) and the Department of Human Services (DHS). The department continues to participate as a standing member of the Governor's Task Force on Child Abuse and Neglect and is working with New Jersey Child Assault Prevention (NJCAP) and other child advocacy entities. These collaborations are focused on facilitating improved supports to students whose families have been impacted by state intervention.

The department is exploring various ways to increase the knowledge of school staff and the inclusion of preventative and/or supportive efforts into the existing programs and services required of schools. The department adopted regulatory changes at N.J.A.C. 6A:16-11 that establishes policies and procedures related to reporting potentially missing or abused children. The adopted rules establish parameters for school districts in the development of policies and procedures for reporting potentially missing or abused children to law enforcement and child welfare authorities.

## 6. Other Collaborative Partnerships

The department aims to continue to collaborate with the following groups: the New Jersey School Boards Association, New Jersey Association of School Administrators, New Jersey Principals and Supervisors Association, New Jersey Association of Federal Program Administrators, New Jersey Education Association, New Jersey Pupil Services Administrators Association, New Jersey School Counselors Association, Association of Student Assistance Professionals of New Jersey, New Jersey Association of Mental Health Agencies, New Jersey Association of School Psychologists, University of Medicine and Dentistry of New Jersey (UMDNJ), including the Violence Institute of New Jersey at UMDNJ and the County Traumatic Loss Coalitions for Youth administered by UMDNJ, the Departments of State, Health and Senior Services, Human Services and Law and Public Safety, including the Juvenile Justice Commission and the Domestic Security Preparedness Task Force and affiliated committees and work groups, the Administrative Office of the Courts, the Attorney General's Education and Law Enforcement Working Group, and other organizations, associations and agencies.

The department continues to be represented on the following organizations and their subgroups: Governor's Council on Alcoholism and Drug Abuse, Governor's Advisory Council on Domestic Violence, Governor's Advisory Council on Sexual Violence, New Jersey Association of County Youth Services Coordinators, Juvenile Justice Delinquency Prevention Committee and School-based Probation Committee, New Jersey Coalition for Bullying Awareness and Prevention and intends to continue to support the various collaborative initiatives described above.

### **Professional Development and Technical Assistance**

#### **1. Title IV-A and USCO Training and Technical Assistance Project**

The department, in collaboration with the Center for Applied Psychology (CAP) at Rutgers University, is implementing this project designed to assist the department in fulfilling the statutory requirements of Title IV-A (the Federal *Safe and Drug-Free Schools and Communities Act*) and the *Unsafe School Choice Option (Title IX, Part E, Subpart 2, Section 9532)* of the *No Child Left Behind Act*. The Title IV-A and Unsafe School Choice Option Training and Technical Assistance Project is intended to help the department increase its capacity for providing schools and DOE staff with technical assistance, training services and support for the successful implementation of the requirements under Title IV-A and the department's Unsafe School Choice Option (USCO) Policy.

Under the project, CAP provides technical assistance, training services and support for resource development to assigned department staff and local educational agencies (LEAs) in implementing the provisions of Title IV-A. CAP also supports department staff and assists personnel from "persistently dangerous schools," "early warning schools" and special services schools identified under the USCO Policy in the development of corrective action plans or school safety plans, as appropriate. The plans are designed to reduce the number of incidents of violence in the identified schools, as determined based on the data collected in the Electronic Violence and Vandalism Reporting System.

Training programs were provided on the following topics in 2006-2007: (1) Reviewing the Implementation of 2006/2007 Title IV-A Programming and Preparing for the 2007/2008 Title IV-A Application; (2) Evaluating Title IV-A Program Results; (3) Completing the Title IV-A Application; (4) Harassment, Intimidation and Bullying (HIB) Policies that Work: A Workshop

on Updating Your School District's HIB Policy; (5) Implementing Title IV-A Programs; (6) School Safety Workshop; (7) Program Selection Specialty Workshop; (8) Gang/Bullying Prevention and Intervention Workshop.

## 2. School Safety and Security

The department's School Security Unit created a comprehensive training plan, which was implemented in the fall of the 2006. To build the capacity of school staff, the school security unit has provided statewide, regional, and local training and technical assistance. Using information in the newly revised *School Safety and Security Manual: Best Practices Guidelines*, the training and technical assistance has facilitated effective crisis and emergency management planning, preparedness and responses. The trainings also have improved local-level expertise on safety and security best practices. Most of the fall training sessions concentrated on *Crisis and Emergency Management Planning* and *Preparing Schools for a Pandemic*. These interactions have helped the department identify areas where statewide policies and protocols need to be developed or revised to assist with statewide coordination. The following are some training and technical assistance highlights:

- 2006 Safe Schools Regional Trainings For School Administrators
- 2006 Morris County Fall Security Conference
- The American Red Cross 4<sup>th</sup> Annual Conference
- 2006 New Jersey Parent Teacher Association Annual Conference
- Public LEA School Administrator School Security Refresher Training
- Nonpublic School Administrator School Security Refresher Trainings
- Salem County School Security Meeting
- LEAP Academy Charter School (School Security In-service)

By the end of 2006, the department conducted 20 training and technical assistance sessions dedicated to school safety and security, serving approximately 1,000 participants.

## 3. School Security Web-site

To assist schools in enhancing school safety and security and to align with Governor Corzine's SAVE: Strategic Actions for Violence Elimination, a new school security initiative, the department developed a School Security Web site. The new Web site is dedicated to providing school security information to students, school officials, and parents, but will prove to

be a valuable resource to all members of the public. Currently, the website provides information about trainings, regulations, funding opportunities and other safety and security issues. It also provides a mechanism for school and district staff to request technical assistance from the department. In fall of 2007, the website will be expanded to include health related links, frequently asked questions, and information on, and links to, programs that are vital to a school's recovery following a violent incident or other emergency. The new web site, which was launched January 2007, can be found at: <http://www.nj.gov/njded/schools/security/>.

#### 4. Administrative Code

Training in the readopted chapter of the administrative code titled *Programs to Support Student Development* (N.J.A.C. 6A:16) was provided to staff from the county offices of education through three regional sessions held in the fall of 2006 and to all school staff through three regional sessions conducted in the spring of 2007. School and department staff were provided with information on current standards for health services, alcohol, tobacco and other drug abuse programs and procedures, school safety and security, law enforcement operations, student conduct, intervention and referral services, alternative education programs, home or out-of-school instruction and reporting potentially missing or abused children. Supportive materials on the regulations can be found at: <http://www.nj.gov/education/edsupport/training/>.

#### 5. Student Conduct

The department has provided various trainings specifically on the new regulations on student conduct (N.J.A.C. 6A:16-7), re-adopted in September 2006, in collaboration with the New Jersey Principals and Supervisors Association, the New Jersey Association of School Administrators, the New Jersey Association of Federal Program Administrators and the New Jersey Law Center.

#### 6. Harassment, Intimidation and Bullying

An updated version of the *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.*, was posted in the spring of 2007 at <http://www.state.nj.us/njded/parents/bully.htm>.



## 7. Electronic Violence and Vandalism Reporting System (EVVRS)

Regional trainings in the 2005-06 and 2006-07 school years reached approximately 500 school staff with EVVRS reporting responsibilities. Training emphasized new features of the system, the accurate reporting consistent with the published definition of the offenses, the use of the reports module to verify local data on the system, and the public access site for EVVRS data.

## 8. Intervention and Referral Services

Teams of school staff from approximately 720 schools have been trained in the establishment of building-based teams of intervention and referral services (*N.J.A.C. 6A:16-8*) since April 2000, with 120 of the schools receiving training in the 2006-07 school year. In addition to providing annual team training, the department trained 360 school staff, who joined their school's intervention and referral services (I&RS) teams subsequent to initial training, with 120 being trained in 2006-2007. A supplemental training program titled *A Crash Course in the Brain: Using Current Knowledge to Understand Students' Difficulties and Help Them Succeed*, designed specifically for trained I&RS team members was delivered to 60 I&RS team members in 2005-2006. Five additional supplemental training programs expressly designed to address the ongoing professional development needs of I&RS teams, in accordance with the provisions of *N.J.A.C. 6A:16-8.2(a)4* and *6A:16-8.2(a)5*, were provided in 2006-2007 on the following topics: (1) *Developing Strategies to Address the Learning and Behavior Problems of Elementary School Students*, (2) *One Size Does Not Fit All: Developing Strategies to Address Learning and Behavior Problems of Middle School Students* and (3) *A Crash Course in the Brain: Using Current Knowledge to Understand Students' Difficulties and Help Them Succeed*. The same and additional supplemental training opportunities are planned to be made available to I&RS team members in 2007-2008.

## 9. Unsafe School Choice Option Policy

Training was provided to assigned department staff for supporting schools identified as persistently dangerous or in early warning status, as well as special services schools identified under the Unsafe School Choice Option (USCO) Policy. Assigned department staff provided ongoing technical assistance to schools identified as persistently dangerous or in early warning status in the fulfillment of their obligations under the USCO Policy, including the development and implementation of corrective action plans and school safety plans. Staff from the Title IV-A

and Unsafe School Choice Option Policy Training and Technical Assistance Project also provided technical support for the development and implementation of corrective action plans and school safety plans to schools identified under the USCO policy.

#### 10. Positive Student Discipline Reform Demonstration Project

Training programs on the following topics were provided in 2006-2007 to schools participating in this project: 1) Positive Behavior Supports; 2) crisis de-escalation skills, Lions-Quest Skills for Adolescence and Skills for Action; and 3) developing behavior skills.

#### 11. Social Norms Project

Training programs on the following topics were provided in 2006-2007 to schools participating in this project: 1) Introductory Training; 2) Marketing Strategies; 3) Data Collection; and 4) Marketing Success and Second Surveys.

#### 12. Technical Assistance

The department continues to provide technical support programs and services for the implementation of the regulations addressing school safety, violence, substance abuse, student conduct and health services found in N.J.A.C. 6A:16, Programs to Support Student Development and related statutes. The department, through the Title IV-A and Unsafe School Choice Options Training and Technical Assistance Project, provides assistance to schools in the effective implementation of the Principles of Effectiveness required under the Federal *Safe and Drug-Free Schools and Communities Act*. Additionally, the department provided a workshop on the effective coordination and funds under the *No Child Left Behind Act* at the annual conference of the New Jersey Association of Federal Program Administrators in the Spring of 2006.

## Appendix D: Weapons and Substance Detail

	2004-05		2005-06		Change	
	N	%	N	%	N	%
<b>Weapons</b>						
Handgun	7	0.5%	10	0.7%	3	43%
Rifle	0	0.0%	1	0.1%	1	NA
Air Gun	68	4.6%	108	7.4%	40	59%
Imitation Gun	101	6.8%	97	6.6%	-4	-4%
Bomb - Exploded	4	0.3%	0	0.0%	-4	-100%
Bomb - Unexploded	3	0.2%	1	0.1%	-2	-67%
Knife	1,095	73.3%	1,052	71.9%	-43	-4%
Pin	45	3.0%	30	2.1%	-15	-33%
Chain	22	1.5%	21	1.4%	-1	-5%
Pepper Spray	12	0.8%	21	1.4%	9	75%
Other	137	9.2%	122	8.3%	-15	-11%
<b>Total Weapons (duplicated*)</b>						
	1,494	100.0%	1,463	100.0%	-31	-2%
<b>Substances</b>						
Alcohol	546	18.8%	537	19.3%	-9	-2%
Marijuana	1,898	65.3%	1,794	64.5%	-104	-5%
Amphetamines	37	1.3%	39	1.4%	2	5%
Party Drug	7	0.2%	12	0.4%	5	71%
Cocaine	109	3.8%	122	4.4%	13	12%
Hallucinogens	10	0.3%	18	0.6%	8	80%
Narcotics	53	1.8%	51	1.8%	-2	-4%
Depressants	41	1.4%	22	0.8%	-19	-46%
Steroids	2	0.1%	0	0.0%	-2	-100%
Prescription Drugs	125	4.3%	110	4.0%	-15	-12%
Inhalants	8	0.3%	4	0.1%	-4	-50%
Drug Paraphernalia	69	2.4%	72	2.6%	3	4%
<b>Total Substances (duplicated*)</b>						
	2,905	100.0%	2,781	100.0%	-124	-4%

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

## Appendix E: 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  
Terroristic Threat  
Kidnapping  
Harassment/Intimidation/Bullying

#### 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

#### Total

#### Vandalism

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

#### Substance Abuse

Use  
Possession  
Sale or Distribution

Unduplicated count of incidents. May not sum to the total of the four categories.

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
ATLANTIC							
	ABSECON CITY	869	8	2	0	0	10
	ATLANTIC CITY	6,974	143	16	15	24	197
	ATLANTIC CO VOCATIONAL	459	3	0	5	8	16
	ATLANTIC CO SPECIAL SERV	472	8	5	3	0	16
	BRIGANTINE CITY	973	4	3	1	0	8
	BUENA REGIONAL	2,640	63	2	1	14	79
	EGG HARBOR CITY	545	1	0	0	0	1
	EGG HARBOR TWP	7,207	151	29	12	28	219
	ESTELL MANOR CITY	226	0	0	0	0	0
	FOLSOM BORO	403	0	0	0	0	0
	GALLOWAY TWP	3,896	38	6	5	9	58
	GREATER EGG HARBOR REG	3,885	67	23	11	34	133
	HAMILTON TWP	3,218	38	0	4	2	44
	HAMMONTON TOWN	3,384	22	6	2	6	36
	LINWOOD CITY	1,024	2	2	0	0	4
	MAINLAND REGIONAL	1,643	13	19	1	21	53
	MARGATE CITY	583	0	0	0	0	0
	MULLICA TWP	786	3	0	2	0	5
	NORTHFIELD CITY	1,241	20	1	0	0	21
	PLEASANTVILLE CITY	3,707	88	17	14	29	146
	PORT REPUBLIC CITY	128	2	0	0	0	2
	SOMERS POINT CITY	1,163	32	6	1	0	38
	VENTNOR CITY	1,005	10	1	0	3	14
	WEYMOUTH TWP	246	0	2	0	0	2
	Galloway Community CS	264	7	0	0	0	7
	chARTer~TECH HIGH SCHOOL	248	4	1	3	0	8
	Oceanside CS	357	0	0	0	0	0
	Pleasantech Academy CS	570	5	0	0	0	5
	<b>County Total</b>	<b>48,115</b>	<b>732</b>	<b>141</b>	<b>80</b>	<b>178</b>	<b>1,122</b>
BERGEN							
	ALLENDALE BORO	1,062	5	0	0	2	7
	ALPINE BORO	134	1	0	0	0	1
	BERGEN CO SPECIAL SERVICE	1,002	0	0	0	0	0
	BERGEN COUNTY VOCATIONAL	2,192	28	4	1	17	50
	BERGENFIELD BORO	3,778	19	10	2	7	37
	BOGOTA BORO	1,144	12	2	2	2	17
	CARLSTADT BORO	524	4	0	0	0	4
	CARLSTADT-EAST RUTHERFORD	550	7	3	0	0	10
	CLIFFSIDE PARK BORO	2,652	0	0	0	0	0
	CLOSTER BORO	1,208	3	4	0	0	7
	CRESSKILL BORO	1,604	4	0	0	1	5
	DEMAREST BORO	721	3	7	4	0	13
	DUMONT BORO	2,663	8	0	2	10	20
	EAST RUTHERFORD BORO	745	1	2	0	0	3
	EDGEWATER BORO	421	7	0	0	1	8

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
	ELMWOOD PARK	2,128	26	3	1	2	32
	EMERSON BORO	1,155	1	4	1	0	6
	ENGLEWOOD CITY	2,781	45	17	3	4	67
	ENGLEWOOD CLIFFS BORO	449	2	0	1	0	3
	FAIR LAWN BORO	4,652	3	11	1	0	14
	FAIRVIEW BORO	1,013	3	1	0	0	4
	FORT LEE BORO	3,484	21	22	2	5	50
	FRANKLIN LAKES BORO	1,536	4	1	1	0	5
	GARFIELD CITY	4,518	5	0	3	1	8
	GLEN ROCK BORO	2,471	7	1	0	0	8
	HACKENSACK CITY	5,059	12	3	6	3	24
	HARRINGTON PARK BORO	700	4	0	1	0	5
	HASBROUCK HEIGHTS BORO	1,686	22	18	2	0	40
	HAWORTH BORO	545	0	0	0	0	0
	HILLSDALE BORO	1,439	1	0	2	0	3
	HO HO KUS BORO	650	0	0	0	0	0
	LEONIA BORO	1,733	17	9	4	3	32
	LITTLE FERRY BORO	953	0	6	0	0	6
	LODI BOROUGH	3,127	11	4	3	4	22
	LYNDHURST TWP	2,222	15	3	2	8	28
	MAHWAH TWP	3,391	21	44	1	1	67
	MAYWOOD BORO	813	5	1	0	0	6
	MIDLAND PARK BORO	1,101	14	4	0	9	27
	MONTVALE BORO	1,028	1	3	0	0	3
	MOONACHIE BORO	281	7	0	0	0	7
	NEW MILFORD BORO	1,983	32	11	2	0	45
	NORTH ARLINGTON BORO	1,536	13	2	1	1	17
	NORTHERN HIGHLANDS REG	1,309	5	1	0	7	13
	NORTHERN VALLEY REGIONAL	2,429	13	3	0	26	42
	NORTHVALE BORO	577	2	1	0	0	3
	NORWOOD BORO	638	1	2	0	0	3
	OAKLAND BORO	1,696	0	6	0	0	6
	OLD TAPPAN BORO	855	0	3	0	0	3
	ORADELL BORO	754	2	0	0	0	2
	PALISADES PARK	1,436	15	5	0	2	22
	PARAMUS BORO	4,588	62	8	2	8	80
	PARK RIDGE BORO	1,339	0	10	1	6	17
	PASCACK VALLEY REGIONAL	1,757	8	4	0	12	24
	RAMAPO-INDIAN HILL REG	2,269	37	4	0	6	47
	RAMSEY BORO	3,056	2	16	0	3	21
	RIDGEFIELD BORO	2,146	55	6	3	9	73
	RIDGEFIELD PARK TWP	2,010	2	0	0	3	5
	RIDGEWOOD VILLAGE	5,553	37	42	2	14	95
	RIVER DELL REGIONAL	1,471	0	27	0	0	27
	RIVER EDGE BORO	1,104	1	3	0	0	4
	RIVER VALE TWP	1,344	3	4	0	0	6
	ROCHELLE PARK TWP	471	7	0	0	0	7
	RUTHERFORD BORO	2,410	7	3	1	12	22

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
	SADDLE BROOK TWP	1,700	12	15	2	1	30
	SADDLE RIVER BORO	207	0	0	0	0	0
	SOUTH BERGEN JOINTURE COM	304	0	0	1	0	1
	SOUTH HACKENSACK TWP	239	0	0	2	0	2
	TEANECK TWP	4,264	59	9	7	16	90
	TENAFLY BORO	3,230	11	4	0	0	15
	UPPER SADDLE RIVER BORO	1,344	1	0	1	0	2
	WALDWICK BORO	1,573	4	3	1	2	9
	WALLINGTON BORO	1,169	4	1	1	2	8
	WESTWOOD REGIONAL	2,646	5	2	1	12	20
	WOOD-RIDGE BORO	1,131	4	0	0	1	5
	WOODCLIFF LAKE BORO	865	2	5	0	0	7
	WYCKOFF TWP	2,403	6	6	1	1	13
	Englewood on the Palisade	205	10	0	0	0	10
	Teaneck Community CS	232	0	0	0	0	0
	<b>County Total</b>	133,552	771	393	74	224	1,445
<b>BURLINGTON</b>							
	BASS RIVER TWP	131	0	0	0	0	0
	BEVERLY CITY	219	2	2	3	0	7
	BORDENTOWN REGIONAL	2,100	22	5	3	2	32
	BURLINGTON CITY	1,860	148	26	4	6	184
	BURLINGTON CO SPEC SERV	1,111	54	6	10	11	79
	BURLINGTON CO VOCATIONAL	2,028	59	13	7	14	88
	BURLINGTON TWP	4,111	27	8	6	6	46
	CHESTERFIELD TWP	295	0	0	0	0	0
	CINNAMINSON TWP	2,578	50	34	1	11	94
	DELANCO TWP	364	1	3	0	0	4
	DELTRAN TWP	2,818	16	1	1	8	25
	EASTAMPTON TWP	795	1	0	0	1	2
	EDGEWATER PARK TWP	865	4	4	3	0	11
	EVESHAM TWP	5,186	12	8	2	1	23
	FLORENCE TWP	1,538	7	6	1	7	20
	HAINESPORT TWP	668	0	0	2	0	2
	LENAPE REGIONAL	7,364	40	6	5	21	72
	LUMBERTON TWP	1,749	16	3	4	1	23
	MANSFIELD TWP	674	3	0	1	0	4
	MAPLE SHADE TWP	2,139	18	4	0	6	28
	MEDFORD LAKES BORO	550	0	6	0	0	6
	MEDFORD TWP	3,091	0	0	0	0	0
	MOORESTOWN TWP	4,340	10	12	3	6	31
	MOUNT HOLLY TWP	1,090	10	24	6	1	41
	MOUNT LAUREL TWP	4,515	6	3	0	2	11
	NEW HANOVER TWP	151	0	0	0	0	0
	NORTH HANOVER TWP	1,288	0	1	0	0	1
	NORTHERN BURLINGTON REG	1,929	51	16	3	9	79
	PALMYRA BORO	1,089	30	2	2	0	34
	PEMBERTON BOROUGH	91	2	1	0	0	3

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
	PEMBERTON TWP	5,460	68	12	8	11	99
	RANOCAS VALLEY REGIONAL	2,349	26	2	7	24	59
	RIVERSIDE TWP	1,444	0	5	2	2	9
	RIVERTON	229	0	3	0	0	3
	SHAMONG TWP	975	5	1	1	0	6
	SOUTHAMPTON TWP	810	13	0	1	5	19
	SPRINGFIELD TWP	316	8	0	0	0	8
	TABERNACLE TWP	943	4	0	0	0	4
	WASHINGTON TWP	79	0	0	0	0	0
	WESTAMPTON	955	14	2	1	0	17
	WILLINGBORO TWP	5,343	160	17	4	1	181
	WOODLAND TWP	153	3	0	0	0	3
	<b>County Total</b>	<b>75,780</b>	<b>890</b>	<b>236</b>	<b>91</b>	<b>156</b>	<b>1,358</b>
<b>CAMDEN</b>							
	AUDUBON BORO	1,627	23	4	0	7	32
	BARRINGTON BORO	583	7	0	0	0	7
	BELLMAWR BORO	1,087	1	2	2	0	5
	BERLIN BORO	822	3	1	0	0	4
	BERLIN TWP	665	0	0	0	0	0
	BLACK HORSE PIKE REGIONAL	4,194	60	9	3	30	98
	BROOKLAWN BORO	330	0	0	0	0	0
	CAMDEN CITY	15,850	11	13	1	2	27
	CAMDEN COUNTY VOCATIONAL	1,914	56	4	11	18	89
	CHERRY HILL TWP	11,615	36	27	4	46	111
	CHESILHURST	115	0	0	0	0	0
	CLEMENTON BORO	601	9	1	4	0	14
	COLLINGSWOOD BORO	1,912	12	5	2	7	25
	EASTERN CAMDEN COUNTY REG	2,234	23	6	4	15	47
	GIBBSBORO BORO	272	6	3	0	0	9
	GLOUCESTER CITY	2,206	1	0	0	6	7
	GLOUCESTER TWP	7,858	27	2	3	5	36
	HADDON HEIGHTS BORO	1,286	4	0	2	0	6
	HADDON TWP	2,234	4	11	1	1	17
	HADDONFIELD BORO	2,377	4	4	1	5	14
	LAUREL SPRINGS BORO	199	0	1	0	0	1
	LAWNSIDE BORO	330	0	0	1	0	1
	LINDENWOLD BORO	2,388	3	13	7	1	24
	MAGNOLIA BORO	506	6	1	0	2	9
	MERCHANTVILLE BORO	391	3	3	0	0	6
	MOUNT EPHRAIM BORO	467	0	0	0	0	0
	OAKLYN BORO	453	3	1	1	0	5
	PENNSAUKEN TWP	5,814	84	15	14	19	128
	PINE HILL BORO	2,202	18	18	0	21	57
	RUNNEMEDE BORO	787	0	0	0	1	1
	SOMERDALE BORO	484	12	0	0	0	12
	STERLING HIGH SCHOOL DIST	968	9	3	0	2	14
	STRATFORD BORO	857	6	0	2	0	8



## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
	VOORHEES TWP	3,409	2	2	1	0	5
	WATERFORD TWP	938	13	2	1	0	16
	WINSLOW TWP	6,375	78	19	11	5	111
	WOODLYNNE BORO	497	14	1	1	0	16
	Camden Academy Charter HS	375	3	0	0	1	4
	Camden's Promise CS	347	3	0	0	0	3
	Environment Community CS	159	0	0	0	0	0
	Freedom Academy CS	138	0	0	0	0	0
	D.U.E. Season CS	215	0	0	0	0	0
	LEAP Academy University C	702	0	0	0	0	0
	<b>County Total</b>	<b>88,783</b>	<b>544</b>	<b>171</b>	<b>77</b>	<b>194</b>	<b>969</b>
<b>CAPE MAY</b>							
	AVALON BORO	82	0	0	0	0	0
	CAPE MAY CITY	150	0	1	0	0	1
	CAPE MAY CO SPECIAL SERV	341	31	10	1	8	46
	CAPE MAY CO VOCATIONAL	580	9	1	2	0	12
	DENNIS TWP	755	0	0	0	0	0
	LOWER CAPE MAY REGIONAL	1,837	12	1	2	13	28
	LOWER TWP	1,915	0	0	0	0	0
	MIDDLE TWP	2,866	32	2	4	21	58
	NORTH WILDWOOD CITY	296	1	0	0	0	1
	OCEAN CITY	2,140	50	11	3	9	72
	SEA ISLE CITY	98	0	1	0	0	1
	STONE HARBOR BORO	85	0	0	0	0	0
	UPPER TWP	1,643	2	7	1	0	10
	WEST CAPE MAY BORO	56	0	0	0	0	0
	WILDWOOD CITY	849	30	4	2	9	44
	WILDWOOD CREST BORO	291	0	1	0	0	1
	WOODBINE BORO	216	0	1	0	0	1
	<b>County Total</b>	<b>14,197</b>	<b>167</b>	<b>40</b>	<b>15</b>	<b>60</b>	<b>275</b>
<b>CUMBERLAND</b>							
	BRIDGETON CITY	4,536	17	9	5	1	32
	COMMERCIAL TWP	683	0	0	0	0	0
	CUMBERLAND CO VOCATIONAL	310	4	9	1	0	14
	CUMBERLAND REGIONAL	1,350	45	3	6	8	62
	DEERFIELD TWP	339	6	0	0	0	6
	DOWNE TWP	219	0	0	0	1	1
	FAIRFIELD TWP	524	8	0	3	0	11
	GREENWICH TWP	84	0	1	2	0	3
	HOPEWELL TWP	537	8	3	0	0	11
	LAWRENCE TWP	491	40	4	1	0	45
	MAURICE RIVER TWP	406	4	1	1	0	6
	MILLVILLE CITY	6,316	112	24	28	12	171
	SHILOH BORO	81	0	0	0	0	0
	STOW CREEK TWP	140	3	0	0	0	3
	UPPER DEERFIELD TWP	881	1	1	1	0	3

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
	VINELAND CITY	9,637	143	39	18	23	221
	<b>County Total</b>	26,533	391	94	66	45	589
ESSEX							
	BELLEVILLE TOWN	4,457	12	3	0	2	16
	BLOOMFIELD TWP	6,006	27	0	12	5	44
	CALDWELL-WEST CALDWELL	2,636	17	15	3	11	43
	CEDAR GROVE TWP	1,566	11	4	0	2	17
	EAST ORANGE	10,796	80	22	19	1	117
	ESSEX CO ED SERV COMM	149	3	1	0	0	3
	ESSEX CO VOC-TECH	2,112	25	15	4	1	45
	ESSEX FELS BORO	268	0	0	0	0	0
	FAIRFIELD TWP	721	7	0	0	0	7
	GLEN RIDGE BORO	1,814	6	2	0	0	8
	IRVINGTON TOWNSHIP	7,371	86	18	4	11	119
	LIVINGSTON TWP	5,367	15	11	0	5	30
	MILLBURN TWP	4,573	20	7	1	3	30
	MONTCLAIR TOWN	6,650	23	12	9	3	44
	NEWARK CITY	41,855	203	120	73	18	414
	NORTH CALDWELL BORO	731	0	1	0	0	1
	NUTLEY TOWN	4,178	75	35	8	3	119
	CITY OF ORANGE TWP	4,615	52	12	9	4	75
	ROSELAND BORO	467	0	0	0	0	0
	SOUTH ORANGE-MAPLEWOOD	6,210	93	10	8	11	122
	VERONA BORO	2,046	7	56	2	0	64
	WEST ESSEX REGIONAL	1,559	14	10	0	0	24
	WEST ORANGE TOWN	6,327	28	1	17	52	94
	Discovery CS	75	0	0	0	0	0
	East Orange Community CS	504	0	0	0	0	0
	Gray CS	289	0	0	0	0	0
	Lady Liberty Academy CS	443	5	4	3	0	12
	Marion P. Thomas CS	352	5	2	0	0	7
	Greater Newark Academy CS	183	0	0	0	0	0
	New Horizons Comm. CS	543	0	0	0	0	0
	North Star Acad. CS of Ne	384	0	0	0	0	0
	TEAM Academy Charter Scho	319	0	0	0	0	0
	Robert Treat Academy CS	450	0	0	0	0	0
	Maria L. Varisco-Rogers C	96	0	0	0	0	0
	<b>County Total</b>	126,105	814	361	172	132	1,455
GLOUCESTER							
	CLAYTON BORO	1,290	27	3	2	6	37
	CLEARVIEW REGIONAL	2,288	43	0	3	4	50
	DEPTFORD TWP	4,285	33	14	1	15	63
	EAST GREENWICH TWP	714	0	0	0	0	0
	ELK TWP	365	1	0	0	0	1
	FRANKLIN TWP	1,469	6	1	2	0	9
	GATEWAY REGIONAL	1,042	21	4	2	2	29
	GLASSBORO	2,409	21	5	3	3	32

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
	GLOUCESTER CO SPEC SERV	636	1	0	0	2	3
	GLOUCESTER CO VOCATIONAL	740	5	2	0	1	8
	GREENWICH TWP	526	1	3	0	0	4
	HARRISON TWP	1,465	0	1	0	0	1
	KINGSWAY REGIONAL	1,896	26	3	0	9	38
	LOGAN TWP	930	2	4	0	2	8
	MANTUA TWP	1,560	5	10	0	0	15
	MONROE TWP	5,736	62	24	4	14	104
	NATIONAL PARK BORO	315	0	1	0	0	1
	PAULSBORO BORO	1,422	0	6	0	0	6
	PITMAN BORO	1,574	4	1	0	1	6
	SOUTH HARRISON TWP	288	1	0	0	0	1
	DELSEA REGIONAL H.S.DIST.	1,831	18	5	2	5	30
	SWEDESBORO-WOOLWICH	1,240	0	0	0	0	0
	WASHINGTON TWP	9,276	70	31	10	17	127
	WENONAH BORO	243	1	1	0	0	2
	WEST DEPTFORD TWP	3,285	40	19	3	28	89
	WESTVILLE BORO	358	2	1	0	0	3
	WOODBURY CITY	1,509	27	6	5	1	39
	WOODBURY HEIGHTS BORO	240	0	1	0	0	1
	<b>County Total</b>	<b>48,930</b>	<b>417</b>	<b>146</b>	<b>37</b>	<b>110</b>	<b>707</b>
HUDSON							
	BAYONNE CITY	9,585	8	8	2	1	19
	EAST NEWARK BORO	240	16	0	0	0	16
	GUTTENBERG TOWN	923	3	4	1	0	8
	HARRISON TOWN	1,837	13	3	0	4	20
	HOBOKEN CITY	1,900	51	11	3	0	65
	HUDSON COUNTY VOCATIONAL	1,275	0	0	0	0	0
	JERSEY CITY	29,288	114	10	10	14	148
	KEARNY TOWN	5,470	59	17	6	9	89
	NORTH BERGEN TWP	7,466	13	2	4	7	24
	SECAUCUS TOWN	1,924	11	5	2	0	17
	UNION CITY	10,047	216	43	9	41	308
	WEEHAWKEN TWP	1,189	0	1	0	0	1
	WEST NEW YORK TOWN	6,406	10	20	1	2	31
	C.R.E.A.T.E. CS	410	59	23	1	0	83
	Liberty Academy CS	376	31	2	6	1	39
	Elysian CS of Hoboken	268	0	0	0	0	0
	Gateway CS	164	0	0	0	0	0
	Hoboken CS	256	0	0	0	0	0
	Jersey City Comm. CS	478	8	0	1	1	10
	Jersey City Golden Door	497	11	1	1	0	12
	Learning Community CS	327	10	0	0	0	10
	Schomburg CS	450	24	0	0	0	24
	Soaring Heights CS	201	1	0	0	0	1
	University Academy CS	413	5	6	0	1	12
	<b>County Total</b>	<b>81,388</b>	<b>663</b>	<b>156</b>	<b>47</b>	<b>81</b>	<b>937</b>

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
<b>HUNTERDON</b>							
	ALEXANDRIA TWP	649	14	0	0	0	14
	BETHLEHEM TWP	623	1	0	0	0	1
	BLOOMSBURY BORO	165	0	2	0	0	2
	CALIFON BORO	143	0	0	0	0	0
	CLINTON TOWN	539	6	0	2	0	8
	CLINTON TWP	1,818	4	2	2	0	8
	DELAWARE TWP	510	5	1	1	0	7
	DELAWARE VALLEY REGIONAL	935	0	2	1	4	7
	EAST AMWELL TWP	486	1	0	0	0	1
	FLEMINGTON-RARITAN REG	3,563	13	5	1	1	19
	FRANKLIN TWP	379	3	0	0	0	3
	FRENCHTOWN BORO	133	0	0	0	0	0
	HAMPTON BORO	182	1	0	0	0	1
	HIGH BRIDGE BORO	442	2	2	0	0	4
	HOLLAND TWP	721	1	0	0	0	1
	HUNTERDON CENTRAL REG	2,811	6	7	1	16	30
	HUNTERDON CO ED SER COMM	155	11	8	3	3	22
	HUNTERDON CO VOCATIONAL	228	4	4	0	1	9
	KINGWOOD TWP	489	0	0	0	0	0
	LAMBERTVILLE CITY	177	0	0	0	0	0
	LEBANON BORO	91	0	1	0	0	1
	LEBANON TWP	813	6	1	0	0	7
	MILFORD BORO	122	0	0	0	0	0
	N HUNT/VOORHEES REGIONAL	2,913	17	11	4	22	54
	READINGTON TWP	2,269	26	7	1	0	33
	SOUTH HUNTERDON REGIONAL	331	10	3	2	3	18
	STOCKTON BORO	45	2	0	0	0	2
	TEWKSBURY TWP	753	8	0	0	0	8
	UNION TWP	600	1	0	0	0	1
	WEST AMWELL TWP	250	0	0	0	0	0
	<b>County Total</b>	<b>23,334</b>	<b>142</b>	<b>56</b>	<b>18</b>	<b>50</b>	<b>261</b>
<b>MERCER</b>							
	EAST WINDSOR REGIONAL	4,953	35	13	4	14	66
	EWING TWP	3,948	61	7	13	13	93
	HAMILTON TWP	13,331	15	28	4	38	85
	HOPEWELL VALLEY REGIONAL	3,988	33	13	8	8	61
	LAWRENCE TWP	4,188	79	19	12	24	131
	MERCER CO SPECIAL SERVICE	731	14	0	3	0	17
	MERCER COUNTY VOCATIONAL	435	13	17	0	0	28
	PRINCETON REGIONAL	3,369	23	7	4	8	41
	TRENTON CITY	12,511	343	38	24	4	406
	WASHINGTON TWP	1,985	15	2	0	1	18
	W WINDSOR-PLAINSBORO REG	9,285	19	19	5	21	63
	Emily Fisher CS of Adv. S	280	4	3	6	1	14
	International CS of Trent	88	1	0	0	0	1

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
	Pace CS of Hamilton	153	0	0	0	0	0
	Princeton CS	287	0	0	2	0	2
	Trenton Community CS	609	116	1	2	0	119
	Village CS	356	0	0	0	0	0
	<b>County Total</b>	60,495	771	167	87	132	1,145
<b>MIDDLESEX</b>							
	CARTERET BORO	3,890	67	44	15	2	128
	CRANBURY TWP	650	3	1	0	0	4
	DUNELLEN BORO	1,133	7	8	2	0	17
	EAST BRUNSWICK TWP	9,031	30	10	5	13	58
	EDISON TWP	13,683	202	31	17	14	257
	HIGHLAND PARK BORO	1,507	25	50	5	4	83
	JAMESBURG BORO	645	13	1	2	0	15
	METUCHEN BORO	1,942	11	0	0	0	11
	MIDDLESEX BORO	2,037	8	3	0	1	12
	MIDDLESEX CO ED SER COMM	570	4	3	7	5	19
	MIDDLESEX CO VOCATIONAL	1,853	6	1	2	5	13
	MILLTOWN BORO	687	7	8	0	0	12
	MONROE TWP	4,652	30	5	0	10	45
	NEW BRUNSWICK CITY	6,742	62	16	15	13	105
	NORTH BRUNSWICK TWP	5,399	28	6	5	0	39
	OLD BRIDGE TWP	9,844	34	18	9	6	67
	PERTH AMBOY CITY	9,243	23	3	11	3	40
	PISCATAWAY TWP	6,890	33	9	13	3	58
	SAYREVILLE BORO	5,753	61	31	6	11	107
	SOUTH AMBOY CITY	1,026	37	8	3	0	48
	SOUTH BRUNSWICK TWP	8,781	13	7	1	6	27
	SOUTH PLAINFIELD BORO	3,799	30	46	4	0	77
	SOUTH RIVER BORO	2,138	34	3	3	2	42
	SPOTSWOOD BORO	1,858	4	3	0	11	18
	WOODBIDGE TWP	13,473	40	30	27	14	108
	Greater Brunswick CS	234	18	0	0	0	18
	<b>County Total</b>	117,455	830	345	152	123	1,428
<b>MONMOUTH</b>							
	ASBURY PARK CITY	2,659	27	8	19	4	55
	ATLANTIC HIGHLANDS BORO	290	0	1	0	0	1
	AVON BORO	132	0	3	0	0	3
	BAYSHORE JOINTURE COMM	37	0	0	0	0	0
	BELMAR BORO	540	25	4	0	0	29
	BRADLEY BEACH BORO	294	0	0	1	0	1
	BRIELLE BORO	698	0	0	0	0	0
	COLTS NECK TWP	1,622	6	0	2	0	8
	DEAL BORO	107	0	0	0	0	0
	EATONTOWN BORO	1,162	4	4	2	3	12
	FAIR HAVEN BORO	992	4	4	2	0	10
	FARMINGDALE BORO	154	0	0	0	0	0

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
	FREEHOLD BORO	1,319	14	1	1	0	15
	FREEHOLD REGIONAL	11,432	104	33	10	68	215
	FREEHOLD TWP	4,665	1	3	0	0	4
	HAZLET TWP	3,371	23	32	0	6	61
	HENRY HUDSON REGIONAL	474	5	0	0	3	8
	HIGHLANDS BORO	210	1	2	3	0	6
	HOLMDEL TWP	3,564	7	5	0	3	15
	HOWELL TWP	7,219	7	8	2	2	19
	KEANSBURG BORO	1,947	70	11	2	11	93
	KEYPORT BORO	1,177	12	6	1	5	24
	LITTLE SILVER BORO	802	1	3	0	0	3
	LONG BRANCH CITY	4,971	14	1	8	3	24
	MANALAPAN-ENGLISHTOWN REG	5,495	15	2	0	0	17
	MANASQUAN BORO	1,728	8	0	0	0	8
	MARLBORO TWP	6,143	3	0	1	0	4
	MATAWAN-ABERDEEN REGIONAL	3,809	23	9	6	5	41
	MIDDLETOWN TWP	10,238	156	126	5	86	370
	MILLSTONE TWP	1,731	3	5	1	3	12
	MONMOUTH BEACH BORO	318	1	1	0	0	2
	MONMOUTH-OCEAN ED SER COM	118	18	7	0	6	30
	MONMOUTH CO VOCATIONAL	2,127	6	6	5	8	24
	MONMOUTH REGIONAL	1,191	23	1	2	3	29
	NEPTUNE CITY	402	0	3	0	0	3
	NEPTUNE TWP	5,173	7	3	10	2	16
	OCEAN TWP	4,403	9	4	1	1	14
	OCEANPORT BORO	673	4	0	0	0	4
	RED BANK BORO	760	3	0	2	0	5
	RED BANK REGIONAL	1,151	31	21	2	15	68
	ROOSEVELT BORO	74	0	2	0	0	2
	RUMSON BORO	972	0	2	0	0	2
	RUMSON-FAIR HAVEN REG	943	13	8	0	1	22
	SEA GIRT BORO	175	3	0	0	0	3
	SHORE REGIONAL	755	9	4	0	2	15
	SHREWSBURY BORO	513	0	0	0	0	0
	SPRING LAKE BORO	282	0	0	0	0	0
	SPRING LAKE HEIGHTS BORO	376	8	1	0	0	9
	TINTON FALLS	1,640	35	2	0	0	37
	UNION BEACH	873	75	3	2	0	80
	UPPER FREEHOLD REGIONAL	2,259	17	0	0	19	36
	WALL TWP	4,362	35	10	0	14	59
	WEST LONG BRANCH BORO	733	1	0	0	0	1
	Academy Charter High School	197	6	0	0	0	6
	Hope Academy CS	134	14	0	2	0	16
	The Red Bank CS	153	3	1	0	0	4
	<b>County Total</b>	109,731	854	350	92	273	1,545

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
MORRIS							
	BOONTON TOWN	1,312	45	9	3	3	60
	BOONTON TWP	520	3	0	0	0	3
	BUTLER BORO	1,147	18	1	2	2	21
	SCH DIST OF THE CHATHAMS	3,358	6	1	1	6	13
	CHESTER TWP	1,377	4	0	1	0	5
	DENVILLE TWP	1,928	4	2	2	0	8
	DOVER TOWN	2,948	18	12	5	6	41
	EAST HANOVER TWP	1,130	30	5	1	0	36
	FLORHAM PARK BORO	993	0	0	0	0	0
	HANOVER PARK REGIONAL	1,508	8	2	0	6	16
	HANOVER TWP	1,552	2	1	0	0	3
	HARDING TOWNSHIP	321	3	0	0	0	3
	JEFFERSON TWP	3,622	30	21	2	9	59
	KINNELON BORO	2,157	11	0	0	3	14
	LINCOLN PARK BORO	946	4	0	1	0	5
	MADISON BORO	2,225	8	4	0	6	18
	MENDHAM BORO	650	0	0	0	0	0
	MENDHAM TWP	926	3	0	0	0	3
	MINE HILL TWP	369	0	0	0	0	0
	MONTVILLE TWP	4,120	33	28	4	3	67
	EDUC SERV COMM MORRIS CO	134	0	0	0	0	0
	MORRIS COUNTY VOCATIONAL	547	11	4	0	7	22
	MORRIS HILLS REGIONAL	2,792	14	1	2	17	33
	MORRIS PLAINS BORO	598	0	0	0	0	0
	MORRIS SCHOOL DISTRICT	4,627	52	21	11	32	116
	MOUNT ARLINGTON BORO	415	1	2	1	0	4
	MOUNT OLIVE TWP	4,926	25	10	5	13	52
	MOUNTAIN LAKES BORO	1,631	2	7	0	5	14
	NETCONG BORO	288	1	0	0	0	1
	PARSIPPANY-TROY HILLS TWP	7,105	27	28	6	15	76
	LONG HILL TWP	1,095	0	0	0	0	0
	PEQUANNOCK TWP	2,502	3	2	0	0	5
	RANDOLPH TWP	5,544	14	6	2	10	30
	RIVERDALE BORO	266	3	0	1	0	4
	ROCKAWAY BORO	611	7	1	0	0	8
	ROCKAWAY TWP	2,844	15	4	2	0	21
	ROXBURY TWP	4,476	5	1	0	10	16
	WASHINGTON TWP	2,919	16	0	0	0	16
	WEST MORRIS REGIONAL	2,520	3	6	0	11	19
	WHARTON BORO	780	4	2	0	0	6
	Unity CS	97	0	0	0	0	0
	<b>County Total</b>	<b>79,824</b>	<b>433</b>	<b>181</b>	<b>52</b>	<b>164</b>	<b>818</b>

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
OCEAN							
	BARNEGAT TWP	2,795	4	1	0	3	8
	BAY HEAD BORO	90	3	0	0	0	3
	BEACH HAVEN BORO	72	0	0	0	0	0
	BERKELEY TWP	1,903	0	4	0	0	4
	BRICK TWP	10,895	167	18	5	22	212
	CENTRAL REGIONAL	2,212	18	12	0	22	52
	EAGLESWOOD TWP	154	0	0	0	0	0
	ISLAND HEIGHTS BORO	102	0	0	0	0	0
	JACKSON TWP	9,625	71	82	8	17	175
	LACEY TWP	4,964	30	14	4	14	62
	LAKEHURST BORO	487	16	3	0	0	17
	LAKEWOOD TWP	5,359	66	34	16	11	123
	LAVALLETTE BORO	141	1	0	0	0	1
	LITTLE EGG HARBOR TWP	1,670	13	1	0	0	14
	LONG BEACH ISLAND	267	0	0	0	0	0
	MANCHESTER TWP	3,307	36	4	4	3	46
	OCEAN COUNTY VOCATIONAL	1,084	12	3	3	2	20
	OCEAN GATE BORO	162	0	0	0	0	0
	OCEAN TWP	533	6	1	0	0	7
	PINELANDS REGIONAL	1,907	48	9	1	5	63
	PLUMSTED TWP	1,806	8	1	1	1	11
	POINT PLEASANT BORO	3,257	20	11	2	11	43
	POINT PLEASANT BEACH BORO	872	3	0	1	0	4
	SEASIDE HEIGHTS BORO	245	4	0	1	0	4
	SEASIDE PARK BORO	108	1	0	0	0	1
	SOUTHERN REGIONAL	3,534	13	4	1	6	24
	STAFFORD TWP	2,515	2	3	1	0	5
	TOMS RIVER REGIONAL	17,911	198	32	18	73	317
	TUCKERTON BORO	287	0	0	0	0	0
	<b>County Total</b>	<b>78,259</b>	<b>740</b>	<b>237</b>	<b>66</b>	<b>190</b>	<b>1,216</b>
PASSAIC							
	BLOOMINGDALE BORO	645	29	8	3	0	40
	CLIFTON CITY	10,428	22	14	8	25	68
	HALEDON BORO	987	15	4	0	0	19
	HAWTHORNE BORO	2,331	1	9	3	7	20
	LAKELAND REGIONAL	1,147	27	17	0	19	63
	LITTLE FALLS TWP	842	0	0	0	0	0
	NORTH HALEDON BORO	676	2	1	0	0	3
	PASSAIC CITY	12,321	50	31	29	35	137
	PASSAIC CO ED SERV COMM	329	8	0	3	4	14
	PASSAIC CO MANCHESTER REG	767	29	7	1	5	40
	PASSAIC VALLEY REGIONAL	1,266	18	14	0	4	36
	PASSAIC COUNTY VOCATIONAL	2,301	52	23	2	5	82
	PATERSON CITY	25,308	94	23	19	68	201
	POMPTON LAKES BORO	1,806	13	3	3	6	24



## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
	PROSPECT PARK BORO	836	16	2	0	0	17
	RINGWOOD BORO	1,433	22	4	3	0	28
	TOTOWA BORO	943	3	0	1	0	4
	WANAUKE BORO	1,010	1	10	4	0	15
	WAYNE TWP	8,807	89	42	8	17	151
	WEST MILFORD TWP	4,821	20	13	2	4	38
	WEST PATERSON BORO	949	1	1	2	0	3
	Classical Academy CS of C	94	0	1	0	0	1
	Paterson CS for Sci/Tech	321	0	0	0	0	0
	<b>County Total</b>	80,367	512	227	91	199	1,004
SALEM							
	ALLOWAY TWP	490	2	0	0	0	2
	ELMER BORO	83	0	0	0	0	0
	EL SINBORO TWP	124	0	0	0	0	0
	LOWER ALLOWAYS CREEK	229	0	0	0	0	0
	MANNINGTON TWP	158	1	0	0	0	1
	OLDMANS TWP	244	1	1	0	0	2
	PENNS GRV-CARNEY'S PT REG	2,314	5	8	2	15	30
	PENNSVILLE	2,080	14	6	3	3	26
	PITTS GROVE TWP	1,950	6	4	1	15	26
	QUINTON TWP	339	0	1	0	2	3
	SALEM CITY	1,505	28	6	11	5	50
	SALEM CO SPECIAL SERVICE	85	13	1	0	0	14
	SALEM COUNTY VOCATIONAL	556	7	0	1	0	8
	UPPER PITTS GROVE TWP	426	0	0	0	0	0
	WOODSTOWN-PILES GROVE REG	1,651	45	2	5	3	54
	<b>County Total</b>	12,231	122	29	23	43	216
SOMERSET							
	BEDMINSTER TWP	585	2	0	1	0	2
	BERNARDS TWP	5,328	31	10	1	11	51
	BOUND BROOK BORO	1,515	21	6	3	2	32
	BRANCHBURG TWP	1,974	6	3	1	0	10
	BRIDGEWATER-RARITAN REG	8,999	44	20	4	25	93
	FRANKLIN TWP	7,177	34	5	6	2	47
	GREEN BROOK TWP	952	1	0	0	0	1
	HILLSBOROUGH TWP	7,650	33	7	3	18	60
	MANVILLE BORO	1,310	3	2	10	0	15
	MONTGOMERY TWP	5,114	5	4	0	6	15
	NORTH PLAINFIELD BORO	3,218	72	8	6	8	93
	SOMERSET CO ED SERV COMM	171	3	1	4	10	17
	SOMERSET CO VOCATIONAL	427	14	8	1	5	28
	SOMERSET HILLS REGIONAL	2,004	1	1	0	3	5
	SOMERVILLE BORO	2,183	27	7	0	3	37
	SOUTH BOUND BROOK	490	18	2	1	0	21
	WARREN TWP	2,271	4	4	1	1	10
	WATCHUNG BORO	689	3	3	0	0	6

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
	WATCHUNG HILLS REGIONAL	1,916	26	6	0	9	41
	<b>County Total</b>	53,969	348	97	42	103	584
<b>SUSSEX</b>							
	ANDOVER REG	734	4	1	0	1	6
	BYRAM TWP	1,151	6	1	2	1	10
	FRANKFORD TWP	720	1	0	0	0	1
	FRANKLIN BORO	532	1	1	0	1	3
	FREDON TWP	329	1	0	0	0	1
	GREEN TWP	513	12	1	0	0	13
	HAMBURG BORO	332	3	0	0	0	3
	HAMPTON TWP	426	4	0	1	0	5
	HARDYSTON TWP	746	17	0	0	0	17
	HIGH POINT REGIONAL	1,387	9	2	0	2	13
	HOPATCONG	2,578	15	5	2	3	25
	KITTATINNY REGIONAL	1,249	10	1	2	3	16
	LAFAYETTE TWP	330	3	0	0	0	3
	LENAPE VALLEY REGIONAL	887	20	1	0	2	23
	MONTAGUE TWP	319	0	0	0	0	0
	NEWTON TOWN	1,741	23	5	0	15	43
	OGDENSBURG BORO	352	2	6	0	0	8
	SANDYSTON-WALPACK TWP	177	0	0	0	0	0
	SPARTA TWP	4,027	15	12	0	10	37
	STANHOPE BORO	423	0	0	0	0	0
	STILLWATER TWP	404	0	0	0	0	0
	SUSSEX-WANTAGE REGIONAL	1,929	5	3	0	0	8
	SUSSEX CO ED SERV COMM	22	0	0	0	0	0
	SUSSEX COUNTY VOCATIONAL	622	22	18	5	16	59
	VERNON TWP	5,184	48	5	2	7	61
	WALLKILL VALLEY REGIONAL	882	13	3	0	3	19
	Sussex County CS for Tech	100	3	0	0	0	3
	<b>County Total</b>	28,095	237	65	14	64	377
<b>UNION</b>							
	BERKELEY HEIGHTS TWP	2,832	8	16	1	11	36
	CLARK TWP	2,555	16	21	2	2	40
	CRANFORD TWP	3,687	0	3	0	0	3
	ELIZABETH CITY	21,101	86	41	37	21	181
	GARWOOD BORO	402	4	0	0	0	4
	HILLSIDE TWP	3,373	17	6	10	3	36
	KENILWORTH BORO	1,343	20	1	2	3	26
	LINDEN CITY	6,275	53	15	17	3	83
	MORRIS-UNION JOINTURE COM	292	0	1	0	0	1
	MOUNTAINSIDE BORO	707	0	0	0	0	0
	NEW PROVIDENCE BORO	2,185	12	7	0	2	21
	PLAINFIELD CITY	7,122	111	75	17	2	205
	RAHWAY CITY	3,929	6	11	7	3	26
	ROSELLE BORO	2,896	22	4	5	1	30

## District Totals by County

County	District	Enrollment	Violence	Vandalism	Weapon	Substance	Total
	ROSELLE PARK BORO	2,041	17	2	0	4	23
	SCOTCH PLAINS-FANWOOD REG	5,214	33	9	4	8	54
	SPRINGFIELD TWP	2,079	52	17	0	6	75
	SUMMIT CITY	3,671	7	19	1	1	28
	UNION CO ED SERV COMM	331	21	4	7	10	40
	UNION COUNTY VOCATIONAL	1,068	11	6	3	0	20
	UNION TWP	7,934	74	4	1	0	78
	WESTFIELD TOWN	6,040	5	6	2	7	20
	WINFIELD TWP	124	3	1	0	0	4
	Queen City Academy CS	214	7	0	0	0	7
	Union County TEAMS CS	178	7	0	0	0	7
	<b>County Total</b>	<b>87,587</b>	<b>592</b>	<b>269</b>	<b>116</b>	<b>87</b>	<b>1,048</b>
WARREN							
	ALLAMUCHY TWP	354	1	0	0	0	1
	ALPHA BORO	258	0	0	0	0	0
	BELVIDERE TOWN	965	23	3	2	5	33
	BLAIRSTOWN TWP	744	0	1	0	0	1
	FRANKLIN TWP	398	1	0	0	0	1
	FRELINGHUYSEN TWP	194	0	1	0	0	1
	GREAT MEADOWS REGIONAL	989	3	0	0	0	3
	GREENWICH TWP	971	0	0	0	0	0
	HACKETTSTOWN	1,907	3	2	0	16	21
	HARMONY TWP	311	0	0	0	0	0
	HOPE TWP	222	1	1	0	0	2
	KNOWLTON TWP	318	0	0	0	0	0
	LOPATCONG TWP	889	8	0	2	0	10
	MANSFIELD TWP	711	0	0	0	0	0
	NORTH WARREN REGIONAL	1,255	31	7	1	9	48
	OXFORD TWP	314	6	1	0	0	7
	PHILLIPSBURG TOWN	3,603	82	21	10	3	113
	POHATCONG TWP	375	6	0	0	0	6
	WARREN CO SPECIAL SERVICE	62	7	2	1	0	9
	WARREN COUNTY VOCATIONAL	390	5	1	0	4	10
	WARREN HILLS REGIONAL	2,114	15	6	2	2	25
	WASHINGTON BORO	506	0	0	0	0	0
	WASHINGTON TWP	670	2	2	0	0	4
	WHITE TWP	437	0	0	0	0	0
	Ridge and Valley CS	98	2	0	0	0	2
	<b>County Total</b>	<b>19,055</b>	<b>196</b>	<b>48</b>	<b>18</b>	<b>39</b>	<b>297</b>
	<b>State Total</b>	<b>1,393,782</b>	<b>11,166</b>	<b>3,809</b>	<b>1,430</b>	<b>2,647</b>	<b>18,796</b>