

**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, 2015 to June 30, 2016

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

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Table of Contents

<u>INTRODUCTION</u>	4
<u>KEY FINDINGS</u>	5
<u>Overall Total and Totals by EVVRS Incident Categories</u>	5
<u>Trends in Types of Incidents Reported to EVVRS</u>	6
<u>Characteristics of EVVRS Incidents</u>	10
<u>Disciplinary Action Taken and Program Provided (EVVRS)</u>	11
<u>Harassment, Intimidation, and Bullying – Investigations, Trainings and Programs (HIB-ITP)</u>	14
<u>The Nature of HIB Incidents and Related Discipline and Support Services (EVVRS)</u>	16
<u>PROGRAMMATIC RESPONSE</u>	23
<u>Methods of Prevention</u>	24
<u>Department Recommendations</u>	26
<u>Department Actions</u>	28
<u>Appendix A: Public School Safety Law</u>	A-1
<u>Appendix B: Glossary of Terms</u>	B-1
<u>Appendix C: Data Collection Forms</u>	C-1
<u>Appendix D: District Totals by County</u>	D-1

INTRODUCTION

This report presents information provided by New Jersey public schools for the 2015-16 school year on incidents of violence; vandalism; weapon offenses; substance offenses; and harassment, intimidation, and bullying (HIB). The information is presented annually by the New Jersey Department of Education (NJDOE) to the Governor and Legislature to fulfill the requirements of the *Public School Safety Law* (N.J.S.A. 18A:17-46 through 48), as amended by P.L. 2010, c.122 (see [Appendix A](#)).

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

In addition to state-level results presented in this report, counts of incidents by district are reported in [Appendix D](#). Summary data for each district and school along with reports from prior years starting with the 2003-04 school year are [available online](#). Percentages reported in tables and figures may not total 100 percent, due to rounding or by the school or district selecting more than one answer, (e.g., “check all that apply”). The data in this report represents the incidents from the 2015-16 school year based on each district's data verified by August 8, 2016. All districts verified their data in the EVVRS and HIB-ITP system for the 2015-16 school year.

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

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

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

KEY FINDINGS

Overall Total and Totals by EVVRS Incident Categories

In 2015-16, schools reported 19,181 incidents to the NJDOE through the EVVRS (See Figure 1). The number of reported EVVRS incidents increased compared to the 2014-15 school year after decreasing from 2013-14 to 2014-15. County and district totals for 2015-16 can be found in [Appendix D](#).

Figure 1. Total EVVRS Incidents

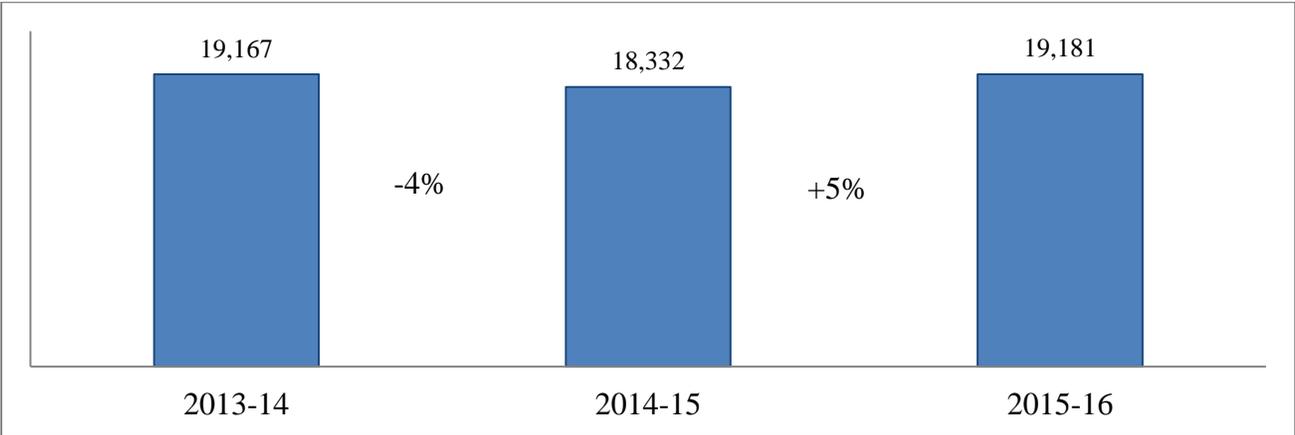
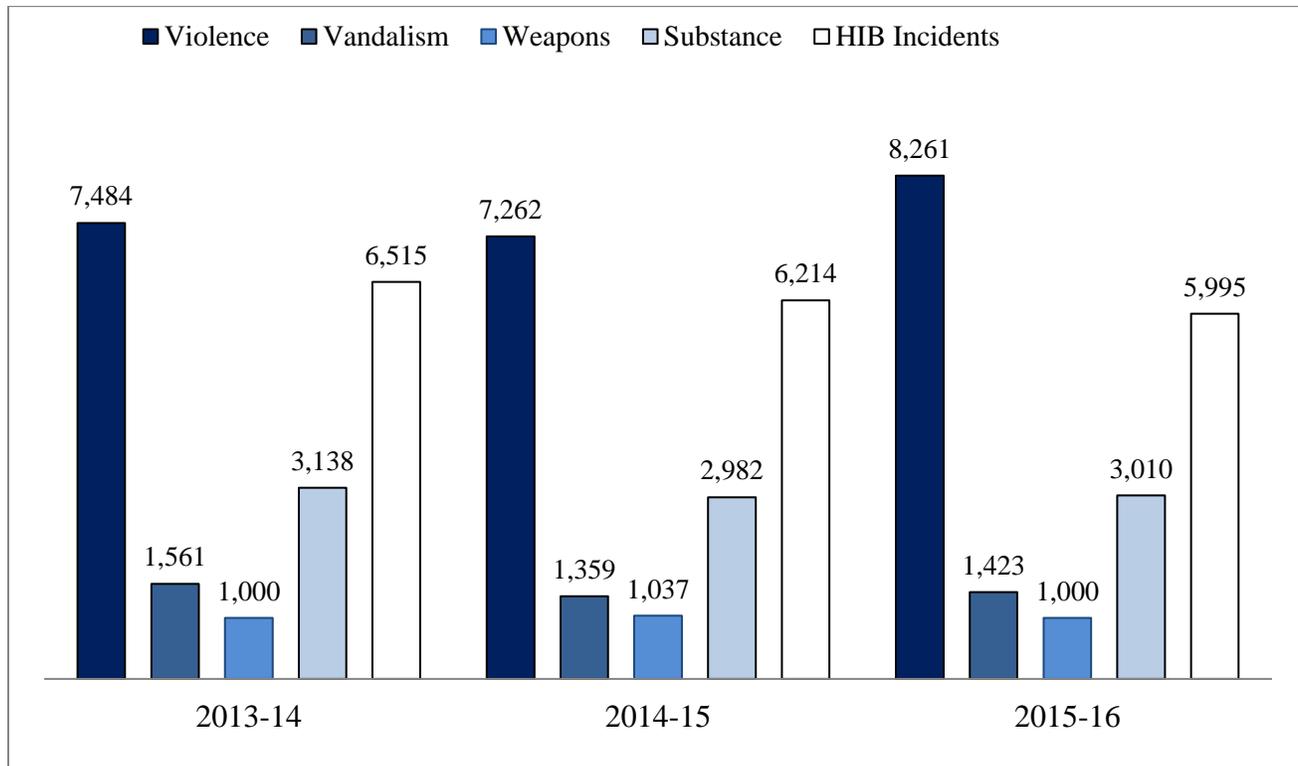


Figure 2 shows that incidents are most commonly reported in the categories of violence and HIB, with violence representing 43 percent of the total incidents and HIB representing 31 percent of the total incidents in 2015-16, similar to last year. While the numbers of vandalism, substance use, and HIB incidents have decreased since 2013-14, the number of violent incidents has increased and the number of incidents involving weapons has been stable.

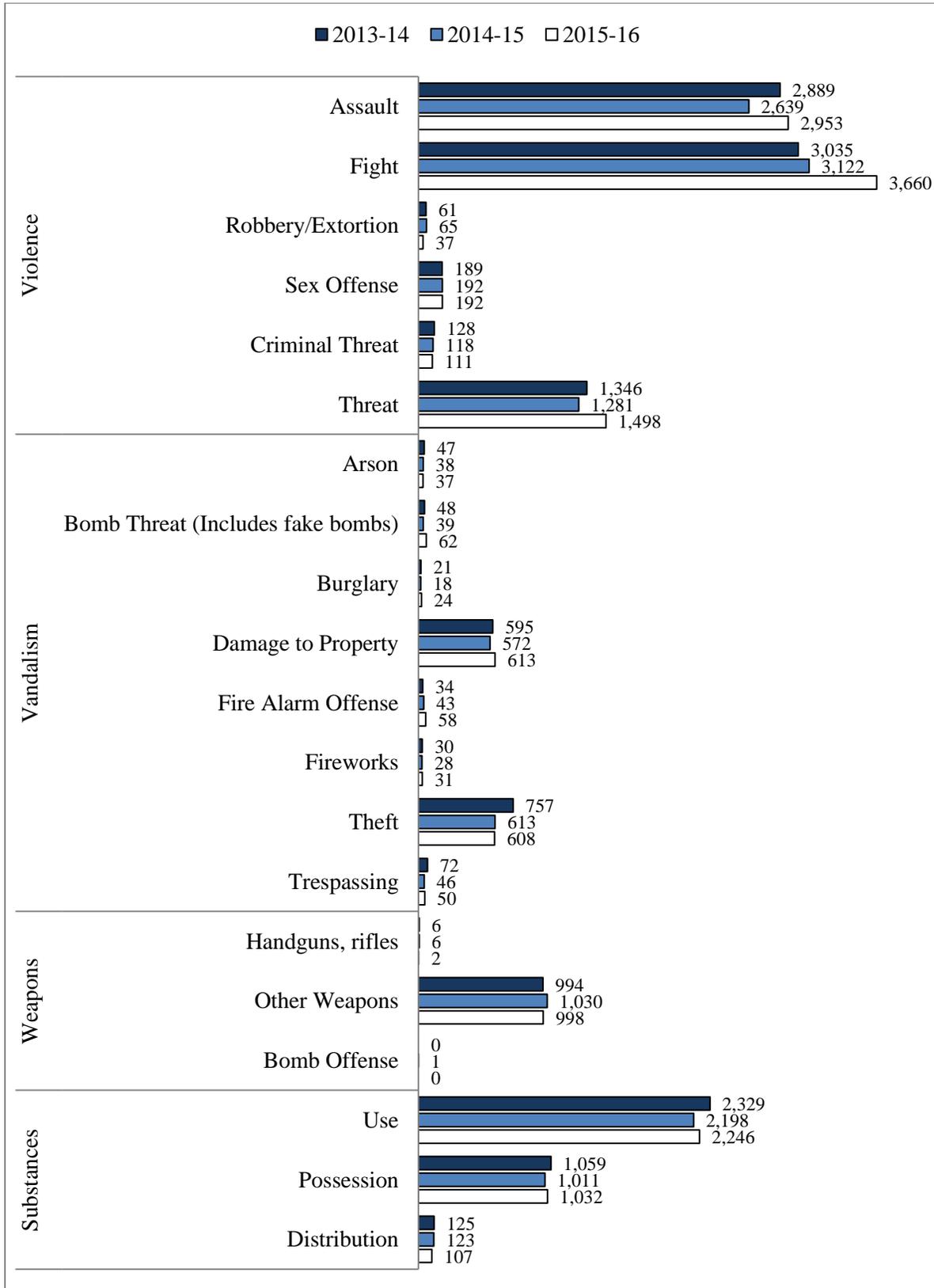
Figure 2. Total Incidents for Major Reporting Categories



Trends in Types of Incidents Reported to EVVRS

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

Figure 3. Incidents by Type



Violence

Fights, assaults, and threats remain the most commonly reported incident types in the category of violent incidents. The number of reports of fights has increased each of the past two years, while assaults and threats saw one-year increases after decreasing from the prior year. The *robbery/extortion* and *criminal threats* categories both decreased since last year, while the number of *sex offenses* remained stable.

Vandalism

Theft and damage to property are the most commonly reported types of vandalism. Theft has decreased since 2014-15, while damage to property has increased slightly. Other types of vandalism are reported infrequently, and changes over the three-year period are difficult to describe as noteworthy increases or decreases. Incidents of "swatting" – the term for a perpetrator making false claims of an emergency, often resulting in emergency responders arriving on site and disrupting normal activity – may be the reason behind a sudden uptick in "bomb threats" noted in the school report, which shows 62 such incidents were reported in 2015-16, up from 39 in 2014-15. Schools report swatting incidents in the "bomb threat" incident category when those incidents include a threat of a bomb. In 2016, the New Jersey Office of Homeland Security indicated that New Jersey saw increases in swatting incidents, specifically those with fake bomb threats, and that one swatting incident alone in April 2016 disrupted 22 schools with the same fake bomb threat.

Weapons

Handgun or rifle incidents in schools are rare. Figure 4 shows that there were two handgun incidents in 2015-16, and no rifle incidents. *Air guns* (including BB guns and pellet guns) and *imitation guns* are not common but were reported on school grounds more frequently than handguns or rifles. There were 99 incidents with air guns in schools in 2015-16 compared to 110 in 2014-15, and 30 incidents with imitation guns in 2015-16 compared to 28 from 2014-15.

Weapons include any instrument readily capable of lethal use or inflicting bodily injury. Among the 1,000 weapons incidents in the 2015-16 school year, the most commonly reported weapons were *knives, blades, razors, scissors, and box cutters*, consistent with the past three years (see Figure 4).

Substance Offenses

There have not been sizeable changes in reports of substance use, possession, or distribution in the past three years on school grounds (see Figure 5). Seventy-five percent of substance cases in 2015-16 involved marijuana on school grounds, with 2,270 incidents. Alcohol is the substance with the next highest frequency on school grounds, with 468 cases representing 16 percent of the total substance abuse incidents. Most other substance types were reported in 2 percent or fewer of the total cases, with the exception of unauthorized prescription drugs and depressants, representing 3 percent of the cases.

Figure 4. Weapons Offense Detail

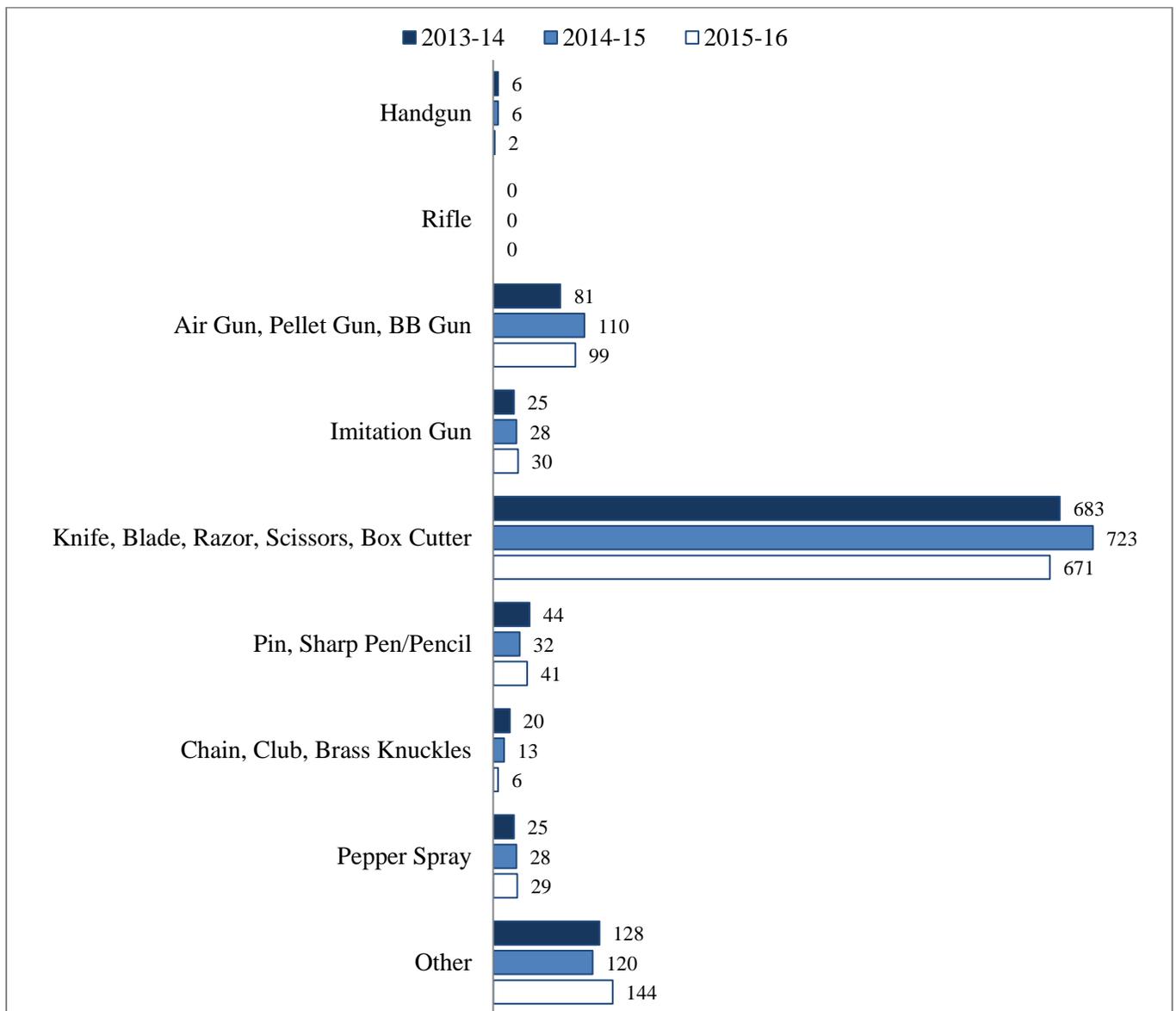
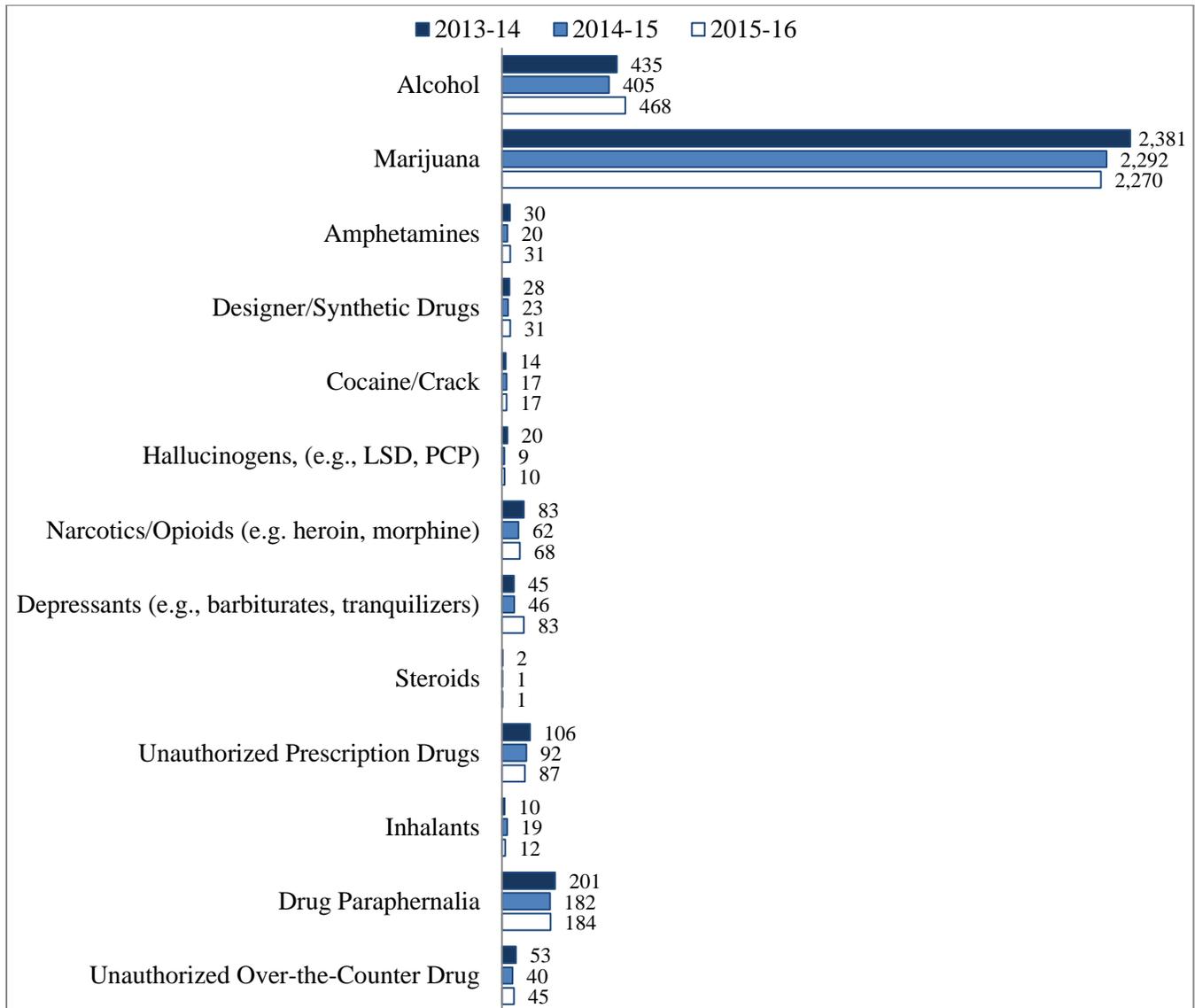


Figure 5. Substance Offense Detail



Characteristics of EVVRS Incidents

Police Notification

In 2015-16, police were notified in 5,347 instances. In nearly half of the cases (2,486), a complaint was filed with or by the police. Police were notified in 28 percent of all incidents reported in the EVVRS, similar to the proportion of incidents (29 percent) reported to police in 2014-15. The frequency of police notification indicates that school personnel are continuing to work with law enforcement to ensure schools are safe, particularly whenever any school employee develops reason to believe that a criminal offense has been committed on school grounds.

Schools are more likely to report that certain types of incidents led to police notification than others. Weapons incidents are most likely to be reported, with 70 percent of all weapons incidents reported to police in 2015-16. Vandalism incidents were reported to police in 45 percent of cases, substance offenses were reported in 42 percent of cases, and violent incidents were reported in 29 percent of cases. HIB incidents were reported to police in 10 percent of cases.

Location

Incidents must be reported in the EVVRS if they occur on school grounds. HIB incidents occurring off school grounds must also be reported. Figure 6 shows the distribution of the location of all incidents during the 2015-16 school year. The first five categories, from top to bottom, identify a location inside the school building. Seventy-five percent of all incidents in 2015-16 occurred within the school building, frequently occurring within the classroom (33 percent). These proportions are consistent with previous years' results.

Figure 6. All Incidents by Location, 2015-16

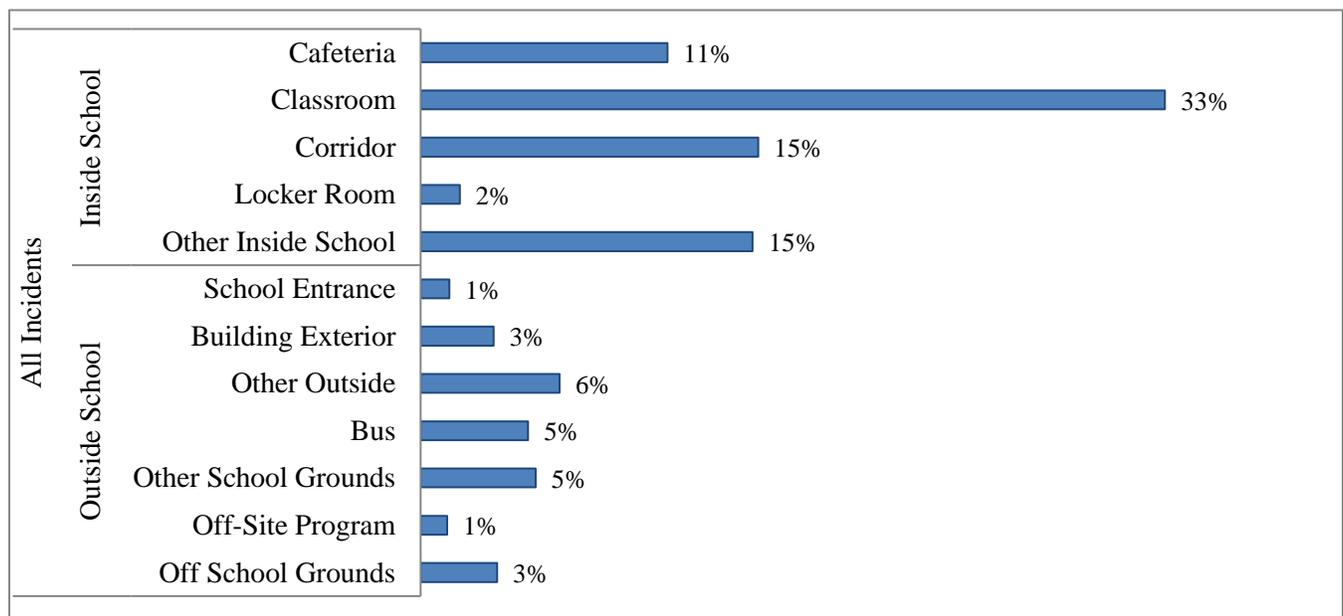
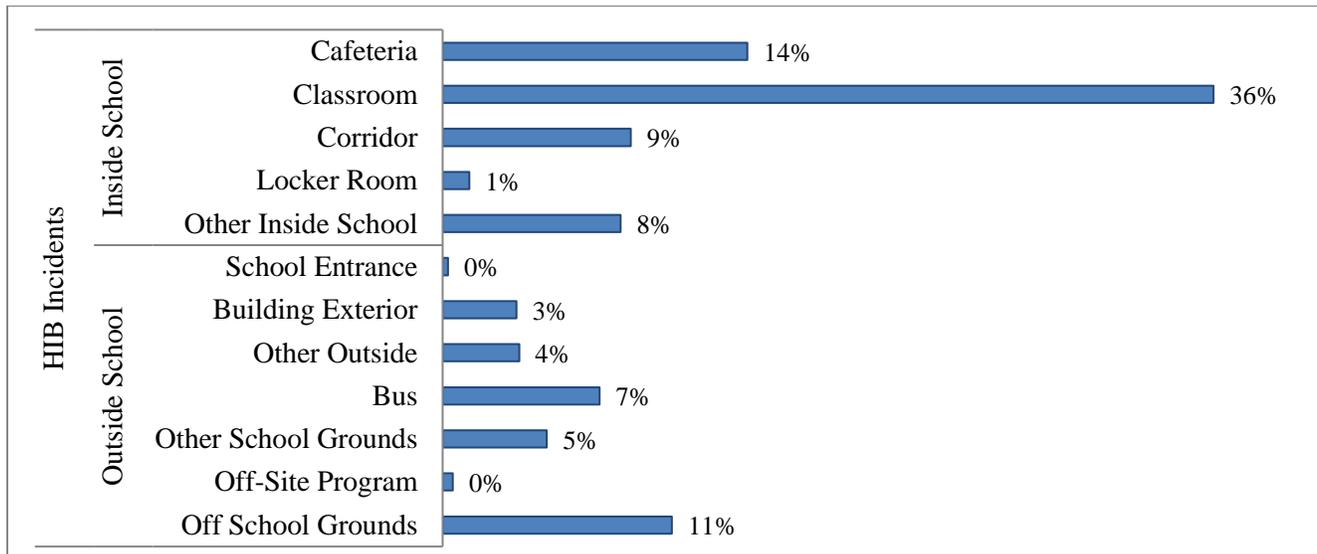


Figure 7 shows the distribution of HIB incidents by location for 2015-16. Of the 5,995 HIB incidents, 36 percent of all HIB incidents occurred in the classroom. Fourteen percent of HIB incidents occurred in the cafeteria, and 18 percent occurred at other locations inside the school. Seven percent of HIB incidents occurred on the bus. In addition, 11 percent of HIB incidents occurred off school grounds. These proportions have not changed substantially from previous years' results.

Figure 7. Incidents by Location, HIB only, 2015-16



Other Bias-Related Incidents

Any EVVRS-defined incident of violence, vandalism, weapons, or substance offense may also be reported as motivated by bias. In addition to the 5,995 incidents of HIB reported in 2015-16 that include bias by definition, there were 83 non-HIB incidents reported as bias-related, for a total of 6,078 bias-related incidents. The 83 non-HIB bias-related incidents reported this year represent an increase from the 50 incidents reported in 2014-15.

Gang-Related Incidents

Gang-related incidents are those incidents of violence, vandalism, HIB, weapons or substance offenses where there is confirmation from either a law enforcement official, the victim, or the offender that the incident was gang-related. Any incident type may be reported as gang-related. Thirteen incidents were reported as gang-related in 2015-16, similar to 16 reported last year.

Disciplinary Action Taken and Program Provided (EVVRS)

Figure 8 shows the number of suspensions by duration for incidents reported in the EVVRS over a three-year period. This figure does not account for all suspensions resulting from disciplinary referrals (e.g., for defiance of authority or academic dishonesty), but only those incidents that meet EVVRS criteria. In addition, this figure shows the suspensions of all offenders; a single incident may have multiple offenders receiving suspensions of different types or durations. The total duration of suspensions resulting from reported incidents includes in-school suspensions and out-of-school

suspensions. Out-of-school suspensions include unilateral removals or removals by an administrative law judge for dangerousness, which are removals that are specific to students with disabilities. Most suspensions reported in the EVVRS last from two to four days, followed by one-day suspensions, 10-day or more suspensions, and five-day suspensions. The least common suspension duration is between six and nine days. There have been drops in the number of suspensions of 5 days and 10 or more days since 2013-14, with increases in suspensions of other durations.

Figure 8. Number of In-School and Out-of-School Suspensions by Duration

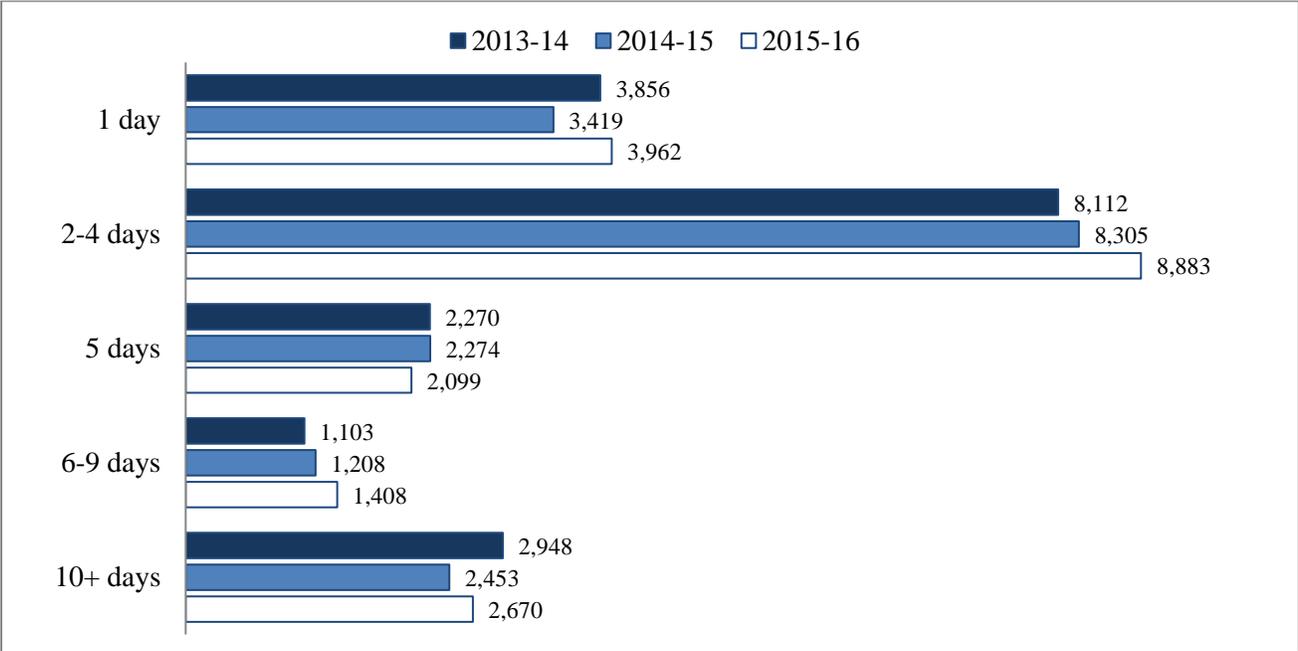
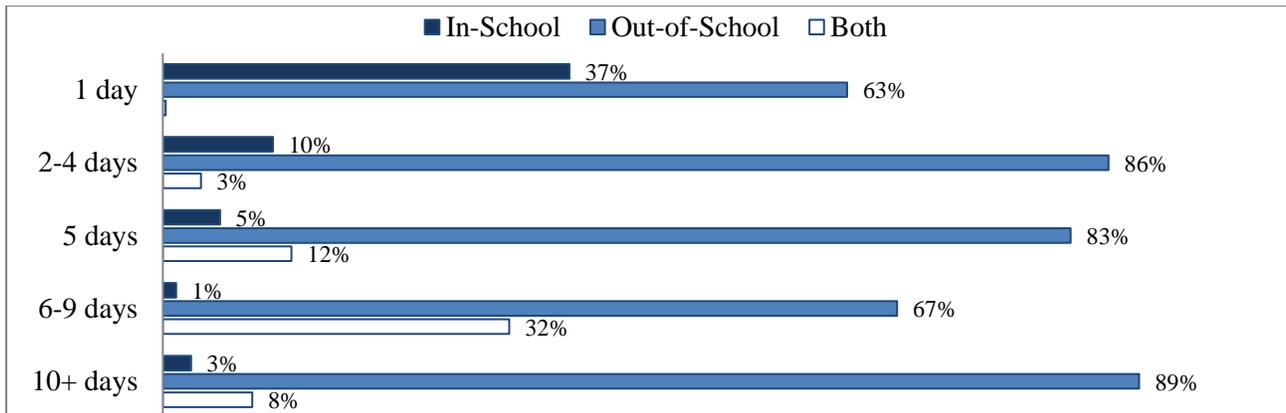


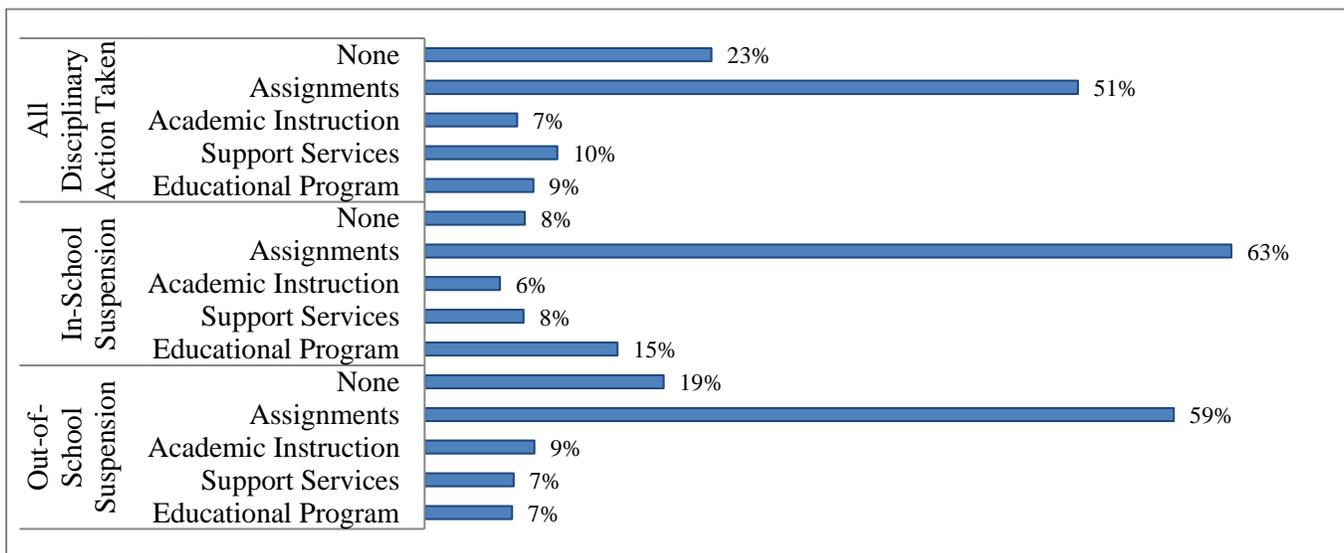
Figure 9 shows the proportion of these suspensions in 2015-16 by type and duration, including out-of-school suspensions, in-school suspensions, or cases where a student received both in- and out-of-school suspension for the same incident. Most in-school suspensions last for one day. Suspensions occurring out of school are much more common than those occurring in school. These proportions are not substantially different from 2014-15 proportions. Weapons incidents and substance offense incidents were the most likely to result in extended out-of-school suspensions, with 33 percent of incidents involving a weapon and 22 percent of incidents involving substance use, possession, or distribution resulting in out-of-school suspensions lasting longer than 10 days. Incidents of HIB (2 percent) and vandalism (9 percent) were the least likely to result in a 10-day or longer out-of-school suspension.

Figure 9. Proportion of Suspensions by Type and Duration, 2015-16



EVVRS collects information on programs/services provided when disciplinary actions are taken. Figure 10 shows the distribution of the types of programs/services provided to offending students for all types of disciplinary actions taken. It also shows the distribution of the programs/services provided for students who, as a result of an EVVRS incident, received in-school suspensions or out-of-school suspensions for the disciplinary action taken. Assignments were the most frequently indicated category of program/services provided as part of the disciplinary actions taken for all groups. Most students receiving in-school suspensions (92 percent) received some type of program or service, compared to 77 percent for all student offenders, and 81 percent for students receiving out-of-school suspension. The proportions of student offenders receiving each type of program and service are very similar to previous years' distributions.

Figure 10. Programs Provided by Disciplinary Action Type, 2015-16



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

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

In 2015-16, there were 17,650 bullying investigations leading to 6,201 affirmed incidents (i.e., found to be HIB by the district BOE). The vast majority of investigations, 98 percent, were completed within 10 days. In 2014-15, there were 18,635 investigations leading to 6,664 affirmed cases. In 2015-16, 35 percent of HIB investigations were affirmed by the BOE as HIB, similar to 2014-15 when 36 percent of investigations were affirmed.

The incident detail for each BOE-affirmed incident of HIB is collected in the EVVRS, while the total number of incidents affirmed by the BOE is collected in the HIB-ITP system. The number of total HIB incidents reported to EVVRS should be equal to those reported in the HIB-ITP system. As in previous years, there were discrepancies in the number of affirmed HIB incidents in the EVVRS (5,995) and the number reported in the HIB-ITP system (6,201). However, the 2015-16 incident count difference between the two systems (206) has decreased compared to the reporting discrepancies in the previous three years, as can be seen in Figure 11, suggesting that schools and districts are continuing to improve their accuracy when reporting HIB cases to the NJDOE. The NJDOE will continue to provide training to district and school staff to improve reporting in both systems. For clarity, the remainder of this section of the report will refer to counts based on affirmed incidents in the HIB-ITP system unless otherwise specified.

As Figure 11 illustrates, the number of reported HIB incidents is similar to last year, and notably lower than the number of HIB incidents since the first year after the ABR was enacted in New Jersey. This may be attributable to efforts of school districts and the NJDOE to train staff in how to accurately identify incidents that meet all of the criteria of the HIB definition; an increase in trainings and programs to prevent and reduce HIB offered by schools and districts (see Figure 21); and the continued efforts of

schools to build positive school climates that promote academic achievement while preventing negative behaviors.

Figure 11. Count of HIB Incidents Reported in HIB-ITP and EVVRS

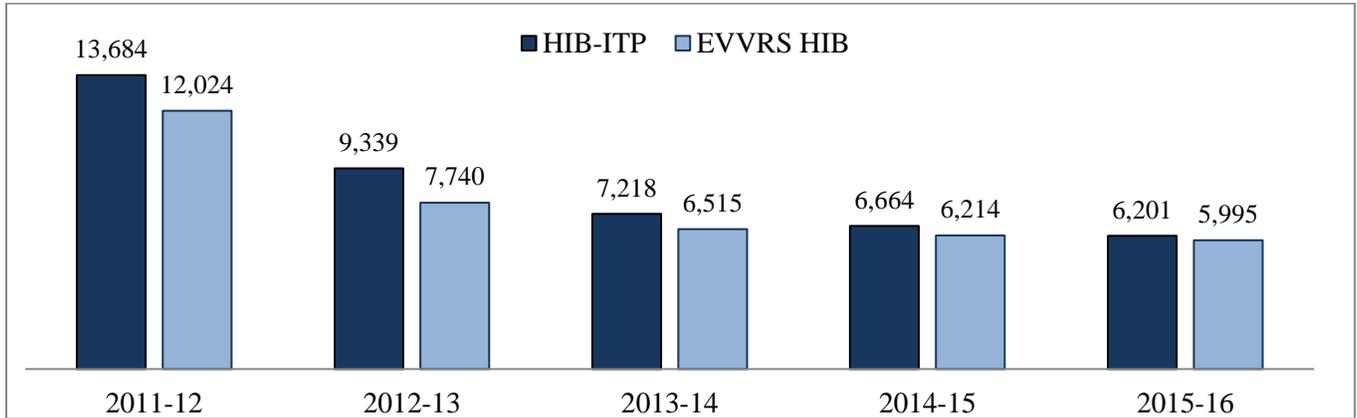


Figure 12 displays the count of schools by the number of HIB incidents reported within each school in the past three years. In 2015-16, 1,452 schools reported at least one affirmed incident of bullying. This is slightly lower than 2014-15, with 1,520 schools reporting HIB incidents. Among those schools that did report incidents, most reported between two and four incidents. In addition, 128 schools reported more than 10 affirmed HIB cases. A total of 1,095 schools reported no instances of bullying in 2015-16, although among those, 50 percent reported at least one HIB investigation during the school year.

Figure 12. Count of Schools by Range of HIB Incidents

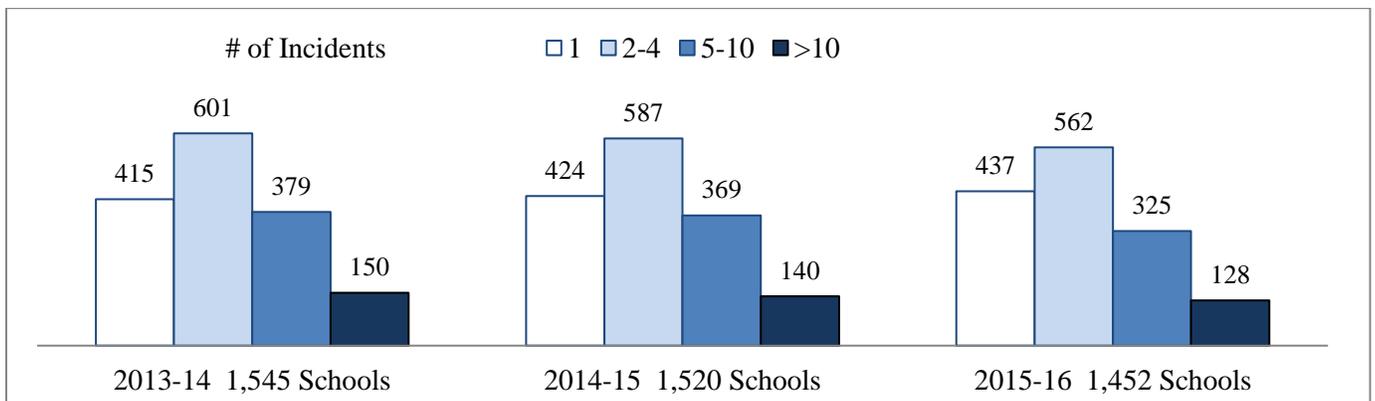
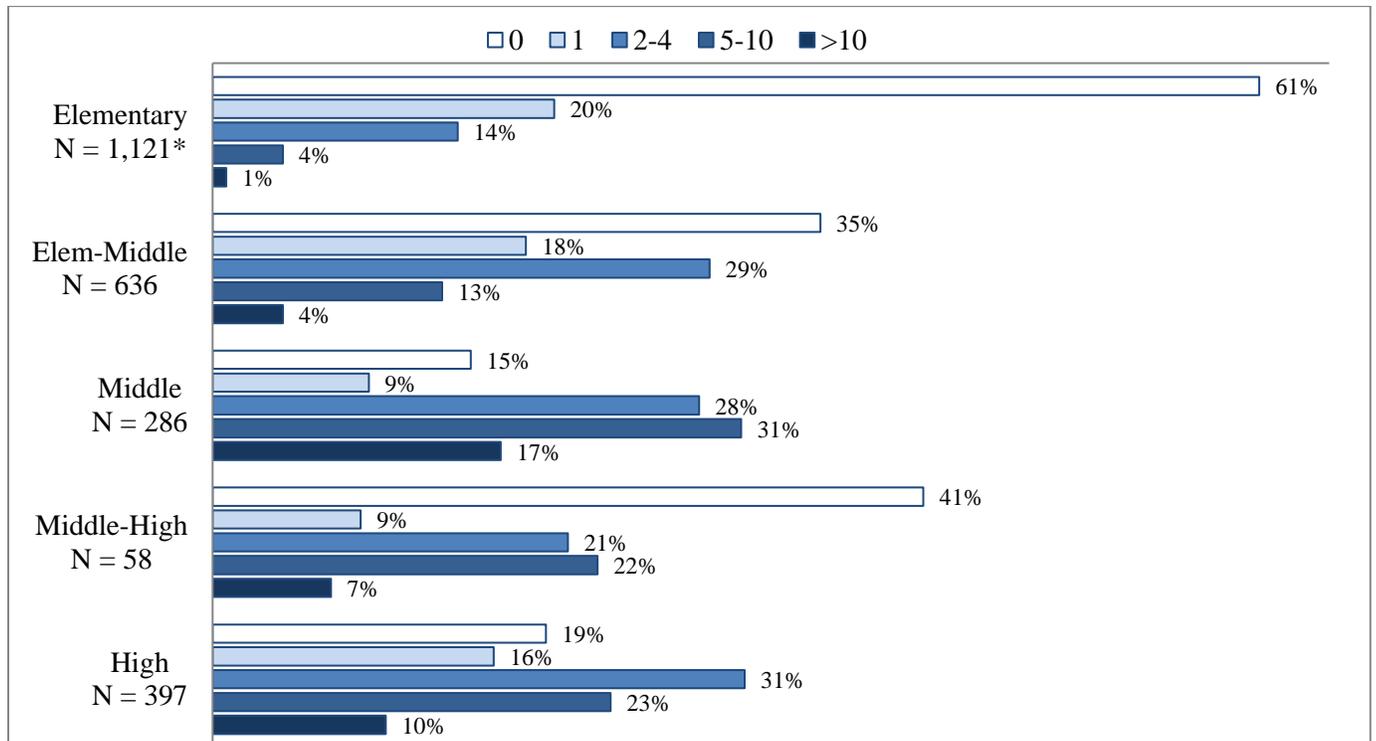


Figure 13 displays the types of schools reporting HIB incidents and how they are distributed across school types. The majority of elementary schools in New Jersey, which constitute nearly half of all schools reporting to the HIB-ITP system, did not report any affirmed HIB incidents in 2015-16. Of the elementary schools that did report incidents, most have between one and four cases. Only 5 percent

reported five or more affirmed instances of bullying. Schools serving students beyond elementary grades reported more HIB incidents. As Figure 13 shows, the number of incidents peak in middle school, with 85 percent of middle schools reporting one or more affirmed instances of bullying in 2015-16, while 48 percent reported five or more instances. The higher rate of bullying reported in middle schools was also seen in last year's report.

Figure 13. Distribution of HIB Incidents by School Grade Level, 2015-16



*N = Number of Schools

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

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

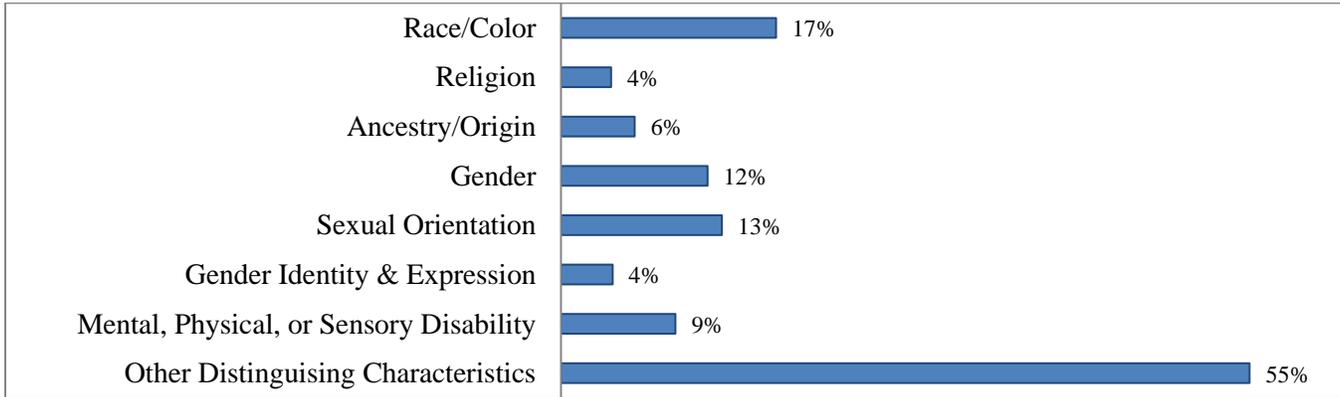
Nature of HIB Incidents

Data on the nature of HIB incidents is collected under the following groupings in the EVVRS:

Protected Category; Effect of HIB Incident; and Mode of HIB Incident. Figure 14 shows the percentages

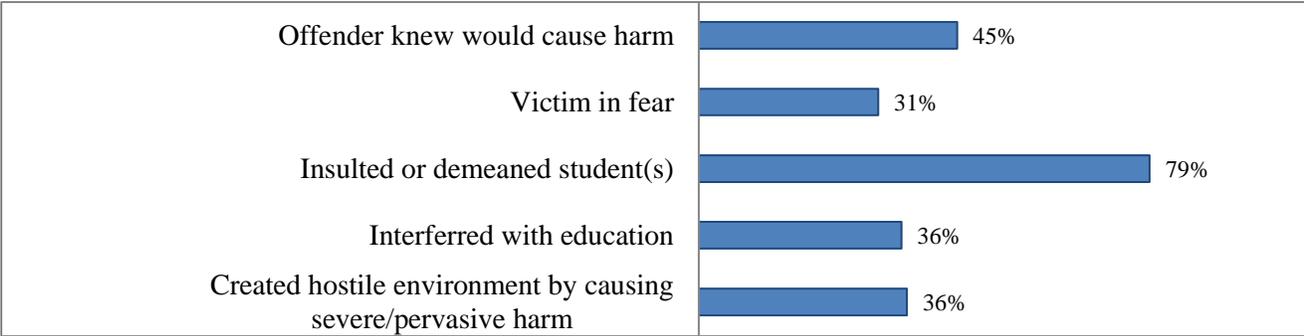
of each **protected category** in 2015-16. The percentages do not sum to 100 because schools can report more than one category for a given incident. The category of *other distinguishing characteristics* is the most frequently cited category, and has been since this data collection began in 2011-12. Based on their investigations, schools determine when it is appropriate to use this category as part of the criteria to establish if an incident meets the definition of HIB. The next most commonly cited categories, as in the past, were the categories *race/color*, followed by *sexual orientation* and *gender*.

Figure 14. Protected Categories, 2015-16



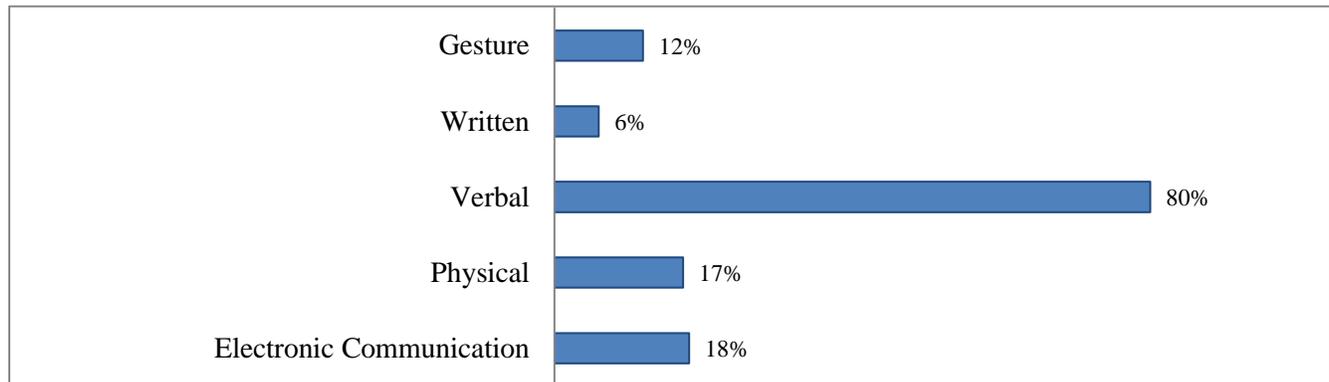
Schools also report what they perceived to be the **effect** of the HIB incident on the victim, shown in Figure 15. As with protected categories, schools may select more than one effect for each incident, and most commonly selected at least two categories. As in past years, the most frequently cited effect was *insulted or demeaned a student or group of students* (79 percent). The frequency of other effects was also similar to prior years. Schools reported that the offender knew his or her action would cause harm to the victim or damage the victim’s property in 45 percent of the cases; 31 percent of incidents had the effect of the victim being in fear; 36 percent interfered with the victim’s education; and 36 percent said the effect was creating a hostile education environment.

Figure 15. Effect of HIB Incidents, 2015-16



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

Figure 16. Mode of HIB Incidents, 2015-16



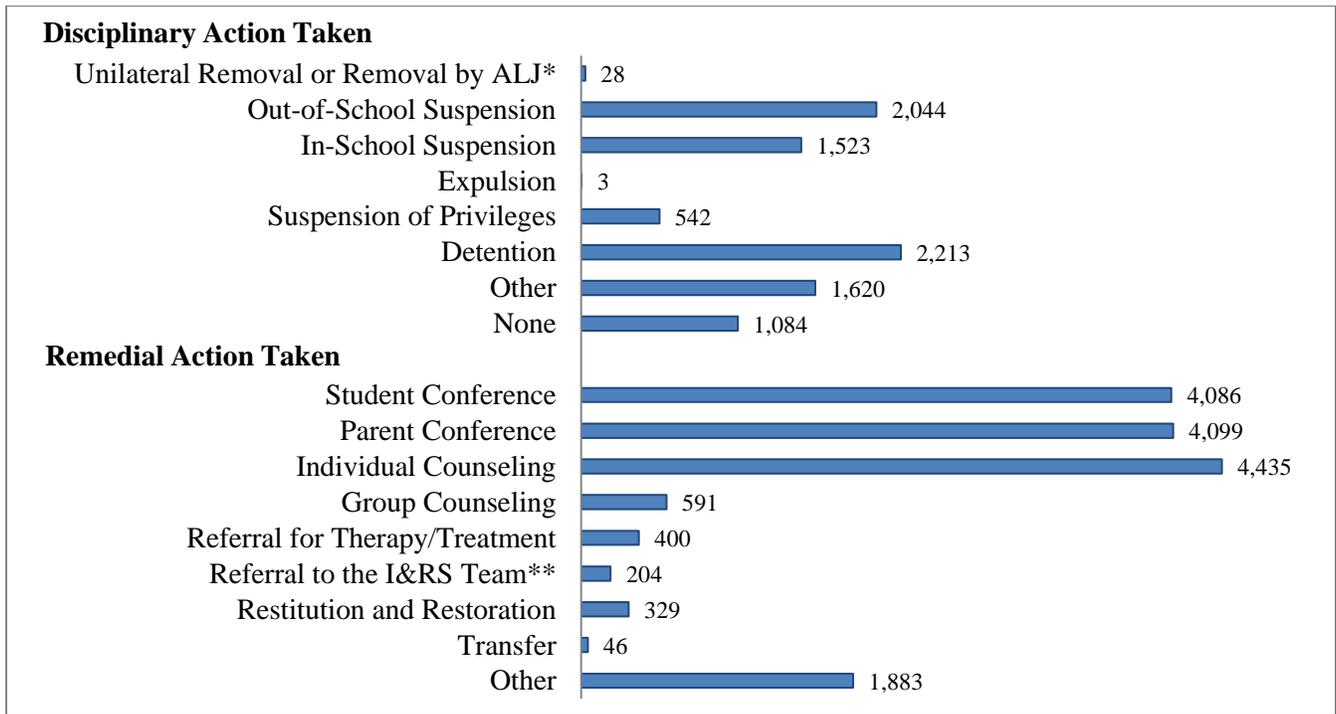
Disciplinary and Remedial Actions for HIB Offenders and Victims

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

Figure 17 shows the disciplinary actions imposed on and remedial actions offered to the 7,836 offenders involved in the 5,995 HIB incidents reported to the 2015-16 EVVRS. The most common disciplinary actions were detention and out-of-school suspension, followed closely by “other” disciplinary actions and in-school suspension. In terms of remedial actions taken, schools primarily provided student and parent conferences and individual counseling to students.

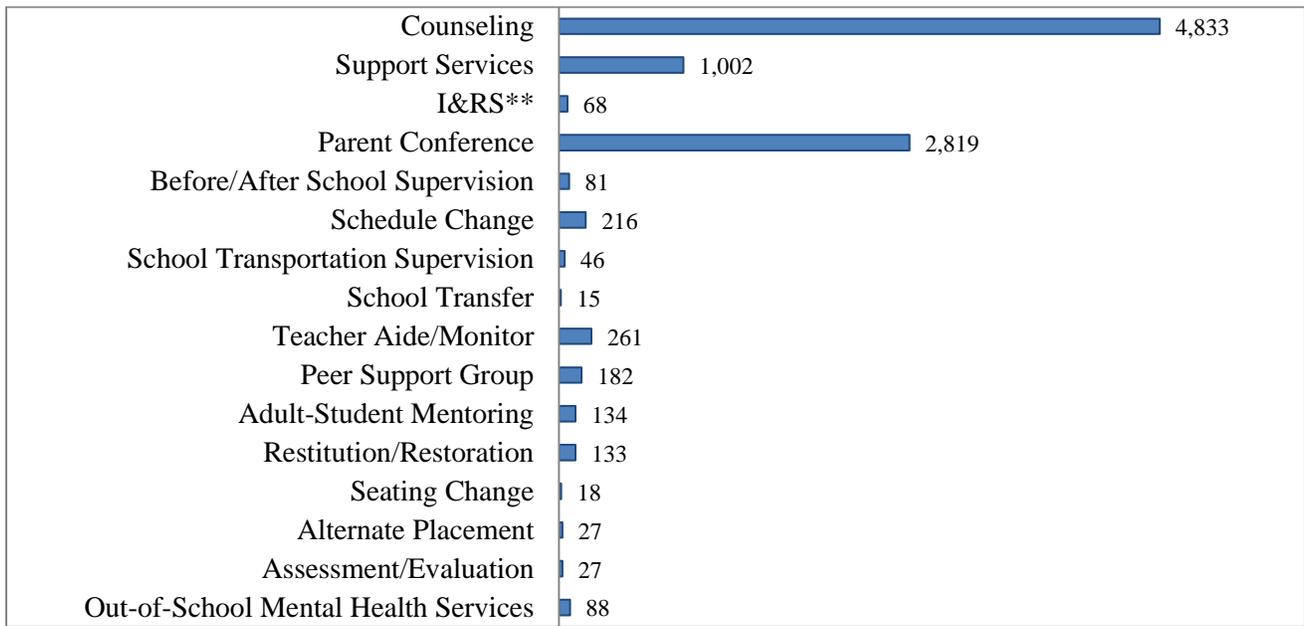
There were also remedial actions taken for the 6,549 victims of the HIB incidents in 2015-16 (see Figure 18). Counseling was the most frequently provided remedial action, followed by parent conferences, and support services.

Figure 17. Disciplinary and Remedial Actions Taken for HIB Offenders, 2015-16



* ALJ: Administrative Law Judge
 ** I&RS: Intervention and Referral Services

Figure 18. Remedial Actions Taken for HIB Victims, 2015-16



** I&RS: Intervention and Referral Services

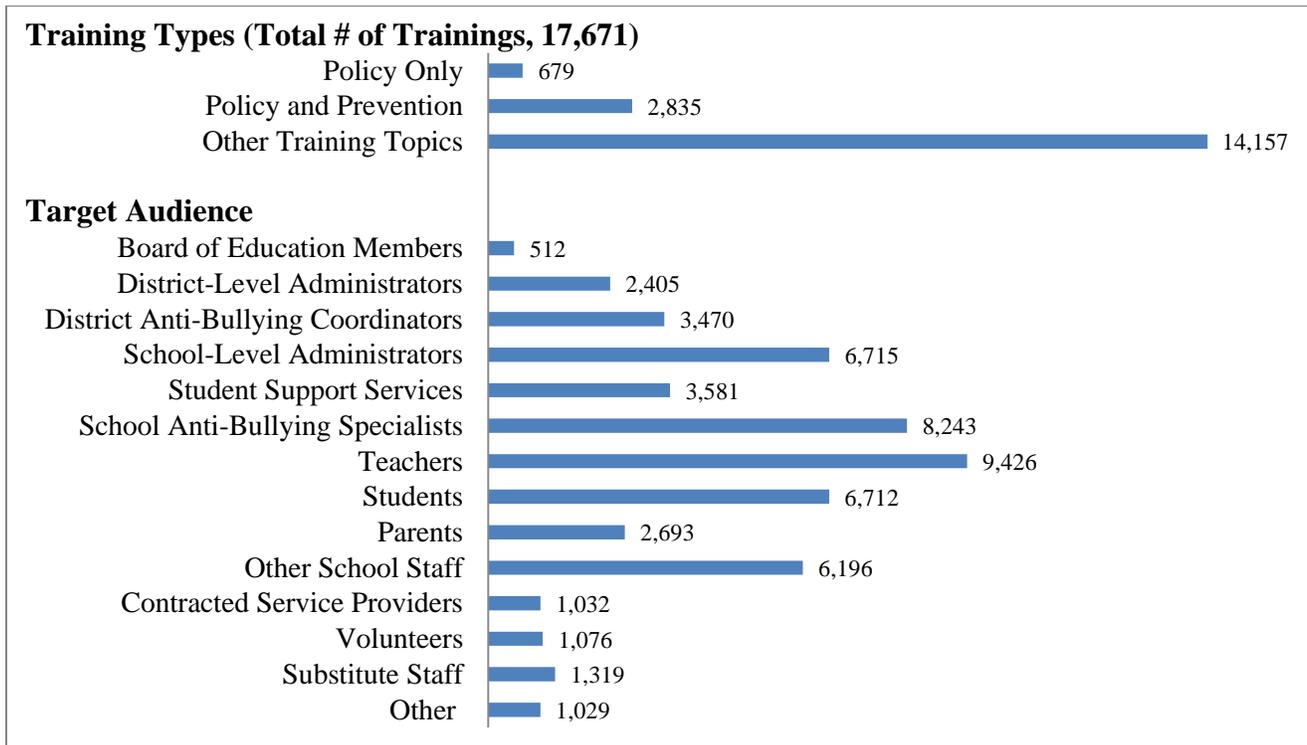
Trainings Provided to Reduce Incidents of HIB

For the purposes of the HIB-ITP data collection, the term “training” is defined as instruction and/or practice activities specifically designed to prepare someone to implement a program or strategy, fulfill a responsibility, or implement a skill proficiently. Training may be provided to all or some select staff to support implementation of a program or curriculum. For the purposes of HIB reporting, training is not considered a “program,” which is defined in the HIB-ITP data collection form as “an event, plan, system or series of scheduled, organized activities or procedures under which action may be taken toward a goal.” Trainings conducted to reduce incidents of HIB are reported in three categories: 1) district HIB policy training (*Policy Only*); 2) district policy training including instruction on preventing bullying on the basis of protected categories and other distinguishing characteristics (*Policy and Prevention*); and 3) *Other Training Topics*. Figure 19 shows a total of 17,671 trainings related to the reduction of HIB were provided in 2015-16. Trainings averaged two hours in length, with a great deal of variation in the number of participants in each training: 43 percent of trainings had fewer than 25 participants, 30 percent had between 25 and 100 participants, and 26 percent of trainings had more than 100 participants.

Schools reported training in “policy only,” “policy and prevention,” or “other training topics” in the HIB-ITP system. Most schools reported that their trainings involved “other training topics.” Among the more popular of these “other training topics” were: *School Climate and Culture Improvement*, *HIB Prevention*, *Social Skills/Relationship Improvement*, *Peer Relationships/Peer Social Norms*, and the *Anti-Bullying Bill of Rights Act*. The number of trainings focusing on *Social Skills/Relationship Improvement*, *Characteristics or Needs of Individuals or Groups At Risk for HIB*, and *Social Norms* grew the most from 2014-15 to 2015-16, increasing 28, 25, and 25 percent, respectively.

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

Figure 19. Trainings Conducted to Reduce Harassment, Intimidation and Bullying Incidents, 2015-16



Programs Provided to Reduce Incidents of HIB and Conditions Addressed

For the purposes of the HIB-ITP data collection, the term “program” is defined as an event or a planned system of organized activities or procedures under which action may be taken toward a goal. School districts offered 25,114 programs to reduce HIB incidents in the 2015-16 school year. Figure 20 shows more than nine in 10 programs, 93 percent, were targeted to students. Teachers participated in over half (54 percent) of the programs, while school anti-bullying specialists, school-level administrators and other school staff were the target population in approximately one-third of the programs. The percentage of programs targeted to each group is very similar to the percentages reported in the past two years.

As part of reporting, districts selected the type of safe and supportive school-wide conditions for learning on which the programs, approaches or initiatives focused. Each program may support one or more of the condition types. The conditions for learning are organized into seven domains and are fully described in the *Domains of Safe and Supportive School Conditions for Learning* (HIB-ITP Data Collection Form, [Attachment C](#)). Of the 25,114 programs provided, the four top school-wide conditions addressed in 2015-16 were *Student Relationships* (84 percent), *Emotional Environment* (79 percent),

Morale in the School Community (78 percent), and Teaching and Learning (66 percent). Both HIB trainings and programs have increased since last year, from 14,810 and 20,725 to 17,671 and 25,144, respectively (see Figure 21).

Figure 20. Programs Conducted to Reduce Harassment, Intimidation and Bullying Incidents, 2015-16

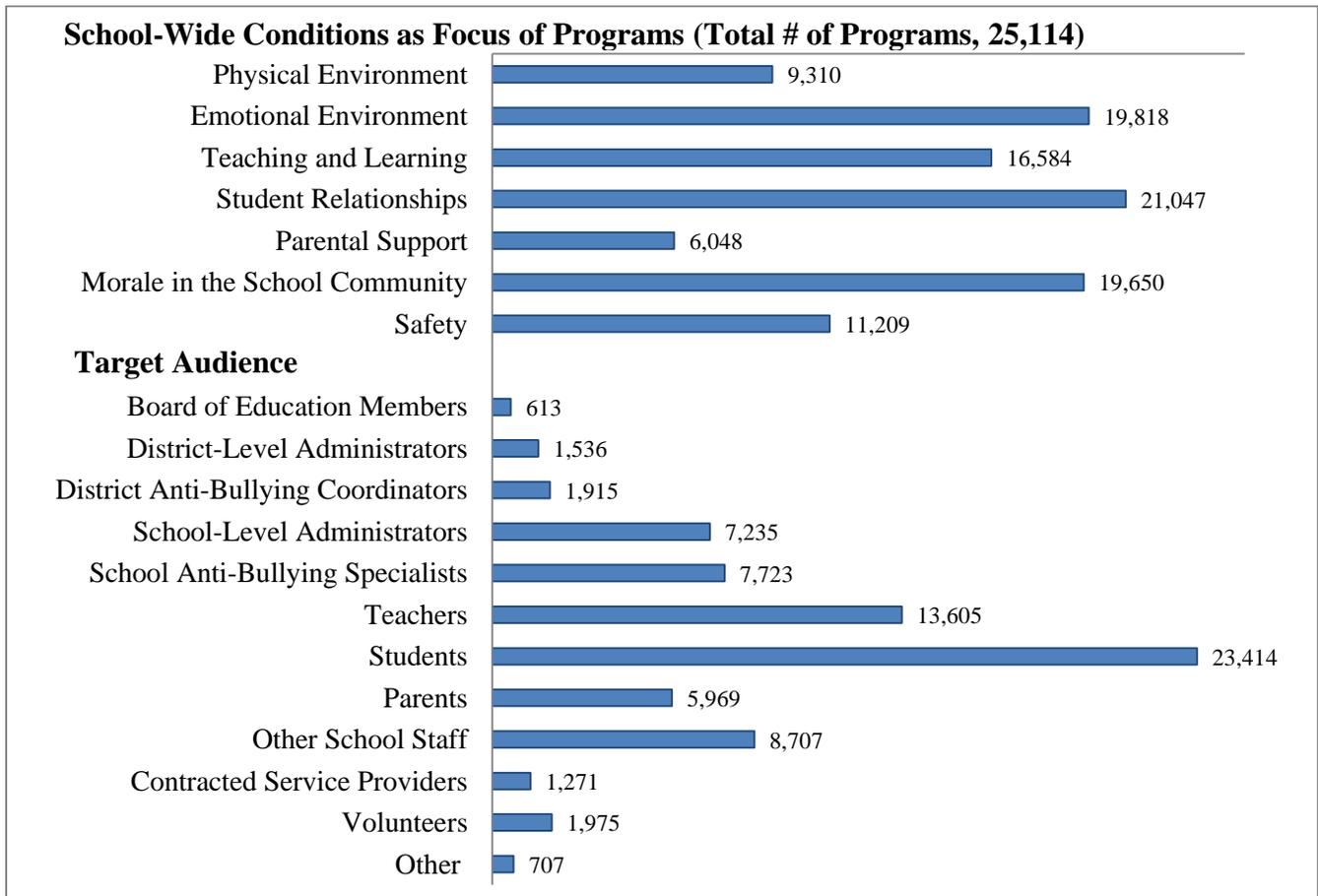
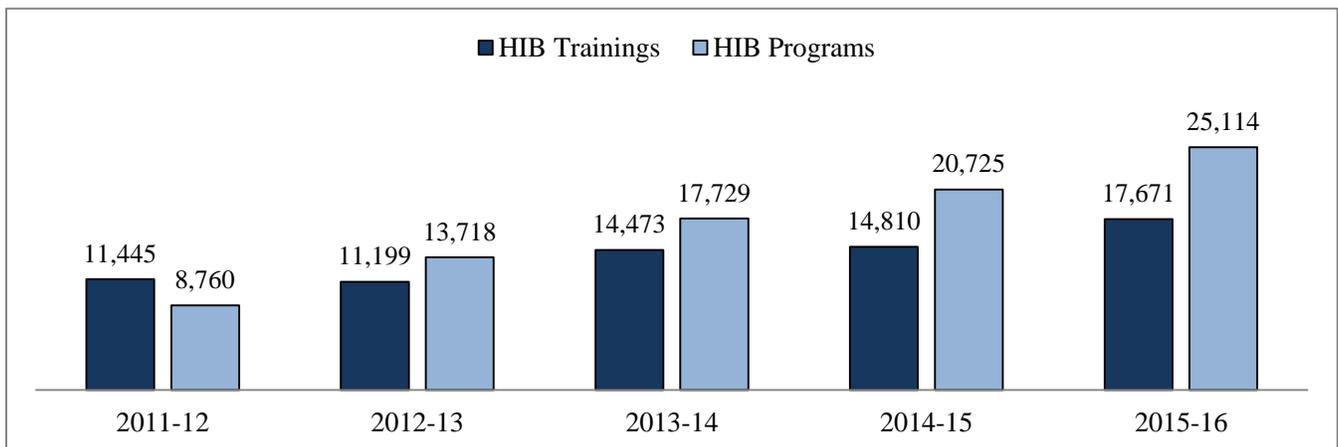


Figure 21. Trainings and Programs to Reduce Harassment, Intimidation and Bullying Incidents



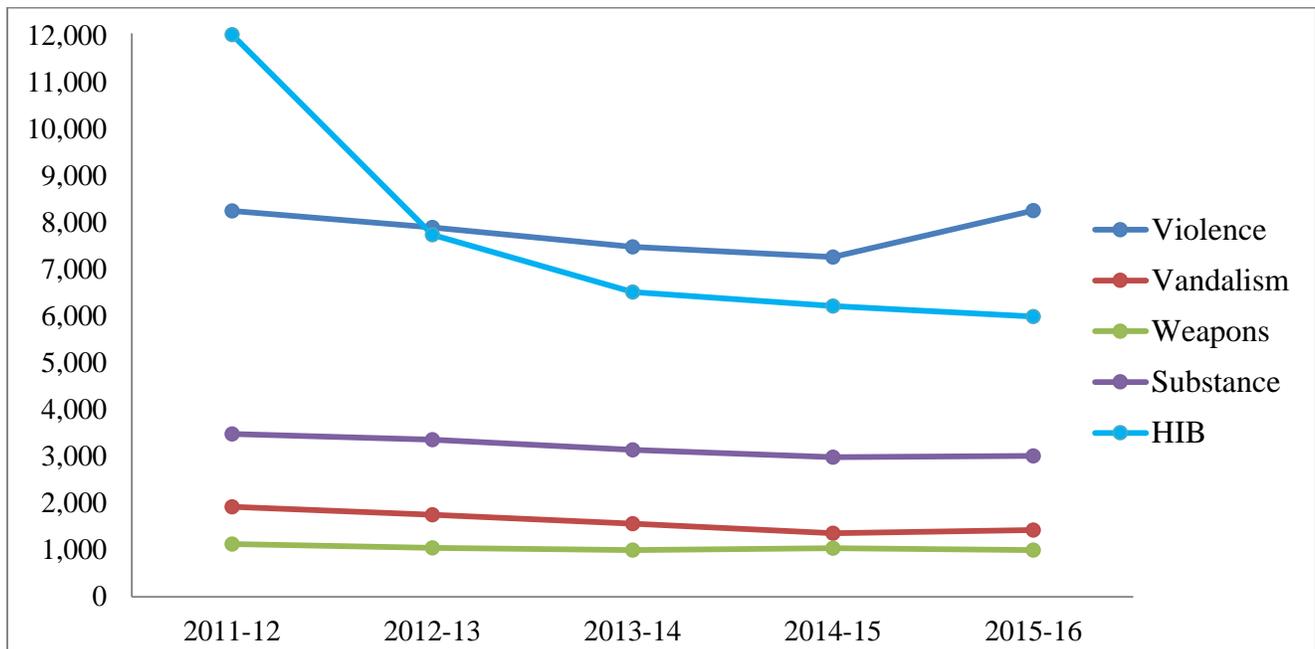
PROGRAMMATIC RESPONSE

Introduction

In the 2015-16 school year, there were 19,181 incidents reported to the NJDOE that met the criteria of an EVVRS-defined incident, including harassment, intimidation and bullying (HIB). This marks a 5% increase from incidents in the 2014-15 school year.

Understanding that year-to-year fluctuations can be erratic in their variations, the NJDOE has reviewed the past five years of reporting to understand longer-term trends. HIB incidents have decreased notably, with larger drops from 2011-12 to 2013-14 followed by much smaller declines in the past two years. Vandalism has dropped slowly and steadily every year, and the frequency of weapons and substance offenses have remained relatively stable, with only slight declines overall. This year's number of violent incidents is nearly identical to that of the 2011-12 school year; however, reports of violent incidents have seen slight drops annually for the past three years until this year. It is unclear at this time whether this year-to-year increase in reports of violent incidents is related to an actual increase in violence in schools or an increase in accuracy of reporting. Updated training manuals, targeted monitoring visits, and other increased outreach to districts during the 2015-16 school year may be contributing to an increase in more accurate reporting by school districts.

Figure 22. EVVRS Incidents, 2011-12 – 2015-16



Methods of Prevention

In the 2015-16 school year, there were 19,181 incidents reported to the NJDOE that met the criteria of an EVVRS-defined incident, including harassment, intimidation and bullying (HIB). There are a variety of supports school districts may provide for students when responding to violations of the student code of conduct that assist in resolving issues, proposing solutions, addressing inappropriate behavior, and developing techniques that help overcome personal challenges. These supports include, but are not limited to individual or group counseling, restitution and restoration, and referral to the intervention and referral services (I&RS). School staff often request assistance for problems after they have tried many traditional approaches to correct the behavior(s) of concern, exhausted their repertoire of correctional strategies, are overwhelmed by the scope of the apparent problems, or when they have encountered complex or intense problems that defy simple or conventional solutions.

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

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

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

- Protect the health, safety, security and welfare of school populations;
- Establish and maintain civil educational climates and cultures;
- Prevent at-risk student behaviors;

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

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

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

Schools are most likely to prevent problematic behavior and promote student well being and success through comprehensive, coordinated and systematically planned programs, services, and activities. These programs, services, and activities should be designed to develop students' abilities to identify and manage emotions, make healthy decisions, establish constructive relationships, develop care and concern for others, and effectively manage challenging situations. For example, the I&RS team can identify a variety of new strategies, ideas and perspectives for the resolution of the problem, or act as a vehicle for the creation of new and innovative strategies that are specifically designed to address the particulars of each case. Each school may implement a coordinated system for planning and delivering I&RS designed to assist staff who are having difficulty addressing students' needs using a multi-disciplinary team approach. The [New Jersey Tiered System of Supports \(NJTSS\)](#), described in the sections below, can be implemented to create a positive approach to behavior and academics, and provide supports early, before behavior results in disciplinary action.

Department Recommendations

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

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

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

- Out-of-school programs that engage students in productive, educational and healthy activities before and after school and during the summer, when youth might lack adult supervision and are most likely to become involved in delinquent or dangerous activities;
 - School wellness teams (councils) that promote healthier nutrition choices, breakfast in the classroom, and increased physical activity throughout the day; and
 - Educational stability guidelines that are designed to improve the educational outcomes of children in out-of-home placement by promoting, developing, and enhancing collaboration between schools and child protective and behavioral health and prevention systems.
4. Implementation of a system such as the [New Jersey Tiered System of Supports \(NJTSS\)](#) as a framework for prevention and intervention to address both academic and behavioral challenges. In addressing such challenges, schools and districts can consider:
- Utilization of the New Jersey School Climate Survey to initialize the improvement of school culture and climate, a foundational component of the NJTSS;
 - Administration of the Dual Capacity Building Framework to assess family and community engagement to assess strengths and needs with regards to family and community engagement, another foundational component of the NJTSS; and
 - Implementation of the Positive Behavioral Supports in Schools (PBSIS) model of tiered interventions for behavior to address challenges at the school, classroom and individual student levels.

Department Actions

During the 2015-16 school year, the NJDOE continued efforts to encourage the use of sustainable systems of prevention and intervention, such as universal design for learning; multi-tiered system of supports; positive behavior support in schools; and response to intervention. Detailed below are specific actions taken to support the EVVRS and HIB-ITP data collection, implementation of the *Anti-Bullying Bill of Rights Act*, school climate improvement, New Jersey Tiered System of Supports (NJTSS), and inter-agency collaboration.

EVVRS and HIB-ITP Data Collection

Effective data collection and analysis are powerful tools to support schools in improving their school climates through identification of what is working well and what needs improvement. In the 2015-16 school year, the NJDOE continued development of a new discipline data collection system to better assist districts in making data-driven decisions so they may: 1) improve overall school safety; 2) address specific safety or bullying issues; 3) identify racial and other demographic subgroup disparities in discipline; and 4) develop effective prevention and intervention plans. In addition to working on this new data-collection system, the NJDOE:

- Revised and updated the EVVRS and HIB-ITP guidance documents that can be found on the [EVVRS Welcome Page](#);
- Opened EVVRS for the 2015-16 school year in September 2015, earlier than in previous years. Districts were notified and provided guidance on changes made to the EVVRS and HIB-ITP data collection systems to further increase accuracy in reporting and to facilitate state and federal reporting requirements;
- Released the report on violence and vandalism, including HIB, for 2014-15, to the Education Committees of the Senate and General Assembly, and provided notification to districts of this release made [publicly available online](#) in October 2015;
- Provided school and district-level data through the [Archived Data of the Electronic Violence and Vandalism Reporting System](#) for public access at the time of release of the violence and vandalism report, in October 2015;
- Provided technical support to districts on an as-needed basis on the use of the EVVRS and HIB-ITP reporting systems and their respective reporting requirements to increase consistent and accurate reporting;
- Conducted monitoring visits to selected schools to help ensure accurate reporting in the EVVRS and HIB-ITP systems; and
- Notified districts of the process for confirming Report Period 1 data and verifying Report Period 2 data in the EVVRS for the 2015-16 school year and for certifying their data reported on the HIB-ITP for Report Periods 1 and 2.

Anti-Bullying Bill of Rights Act (ABR) Implementation

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

The NJDOE reviewed all recommendations made by the ABTF in its [annual reports](#) and has taken action, in one form or another, on each recommendation. In response to several recommendations from the ABTF to provide guidance on the ABR, the NJDOE issued a revised *Questions and Answers about the ABR* in November 2015. The revised document provides school districts and families with answers to many topics deliberated on by the ABTF, including the definition of HIB; incidents where a staff member is the alleged offender; and coordination between HIB investigations and criminal investigations. In addition, the NJDOE presented amendments to *N.J.A.C. 6A:16, Programs to Support Student Development*, to the State Board of Education at its April 6, 2016 meeting. The proposed amendments clarify existing rules for implementing the ABR and will ensure all students have the opportunity to achieve academic and behavioral success in safe and supportive learning environments. The NJDOE also provided training on topics suggested by the ABTF and is reviewing needs for future trainings. In addition to addressing the ABTF recommendations, during the 2015-16 school year the NJDOE has:

- Continued to provide technical support for the implementation of the ABR;
- Issued HIB Grade Reports and guidance materials on the school and district procedures for complying with the [Commissioner's Program and Guidance for Determining Grades under the Anti-Bullying Bill of Rights Act](#) (Self-Assessment), in accordance with *N.J.S.A. 18A:17-46*, for the time period of July 1, 2014 to June 30, 2015;
- Provided regional trainings on the HIB Grade Reports for schools that rated themselves below “meets all requirements” on the 2014-15 Self-Assessment;
- Collaborated with the New Jersey Association of School Administrators (NJASA), New Jersey Principals and Supervisors Association (NJPSA) and the New Jersey State Interscholastic

Athletic Association (NJSIAA) to organize and facilitate a statewide symposium entitled *Beyond Hazing: The Impact of Athletics and Extra-Curricular Activities on School Climate/Culture*;

- Issued a revised *Uniform State Memorandum of Agreement between Education and Law Enforcement Officials*, which includes revisions to enhance coordination of HIB and criminal investigations;
- Supported school climate improvement and other functions of the school safety teams that were established under the ABR; and
- Provided ongoing technical support to the county offices of education and local school districts regarding requirements in the ABR.

School Climate Improvement

The NJDOE, along with a group of key stakeholders from across the state, continues to examine ways to foster a comprehensive approach to social-emotional learning for all students. The group is working on the development and proposal of social-emotional learning competencies across the curriculum and strategies for implementation that will capitalize on the resources and structures already in place. Social-emotional learning involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions. A format to promote social-emotional learning across the curriculum that will best serve New Jersey students will be developed by the Social-Emotional Learning Working Group.

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

- Provided presentations on “School Climate and the New Jersey School Climate Survey,” “The Anti-Bullying Bill of Rights Act and School Climate,” and “Supporting Personal and Social Growth for College and Career Readiness”;
- Continued work supporting school district efforts to create positive school climates for all students. Specifically, the Office of Special Education Programs (NJOSPEP) continues to expand the use of Positive Behavior Supports in Schools (PBSIS) statewide through training and technical assistance initiatives conducted in collaboration with the Boggs Center on

Developmental Disabilities, Robert Wood Johnson Medical School and through the Learning Resource Centers. Activities include targeted training and technical assistance for school districts, implementation of a PBSIS network of districts and schools, and resource dissemination activities;

- Collaborated with the Rutgers Center for Applied Psychology to provide training and technical assistance to seventeen schools from across the state to analyze school climate related data, and to develop, and implement school climate improvement plans;
- Disseminated the “Week of Respect” and “School Violence Awareness Week” guidance in August 2015 to assist districts with observances;
- Maintained a [School Climate and Culture](#) web page that includes information on government agencies, statutes, regulations and case law, resources, reports, data collection and professional associations;
- Promoted the utilization of the [New Jersey School Climate Survey \(NJSCS\)](#) and supportive materials developed in collaboration with the Bloustein Center for Survey Research at Rutgers, The State University of New Jersey. The NJSCS materials include an administration guide, student, staff and parent survey questionnaires (which are now available in Spanish and Creole as of 2015), and survey and data-entry display tools;
- Provided technical assistance to support the transition from the paper version of the *New Jersey School Climate Survey* to an electronic survey for data entry and school reports;
- Assisted the school climate specialists at each Regional Achievement Center in providing support to the school climate improvement efforts of the Priority and Focus schools;
- Assisted 13 partner schools with high prevalence of HIV/STD/pregnancy to assess and support school climate improvement efforts as part of a cooperative agreement with the Centers for Disease Control and Prevention;
- Convened a focus group to update the *Resource Manual for Intervention and Referral Services (I&RS)* (*N.J.A.C. 6A:16-8*) and best practices for implementing I&RS; and
- Provided presentations on social and emotional learning practices and research.

New Jersey Tiered System of Supports (NJTSS)

The Division of Learning Supports and Specialized Services, in collaboration with stakeholders and representatives from across the NJDOE, has developed a framework for prevention and intervention based on models of Response to Intervention (RTI) and Multi-Tiered System of Supports. The framework, entitled the New Jersey Tiered System of Supports (NJTSS), includes as essential components: positive school culture and climate, effective district and school leadership, and family and community engagement.

Within the NJTSS framework, school wide behavioral expectations are established and taught to all students, and positive behavioral supports are used in every classroom to prevent student behavior from interfering with learning. Additionally, data are used to identify students who need small group or individualized behavioral interventions. To promote the implementation of NJTSS throughout the state, the NJDOE:

- Developed a website with resources for districts to implement the framework; and
- Received a federal IDEA grant to provide intensive technical assistance in the implementation of NJTSS over the next five years.

Interagency Collaboration

In order to address the needs of students, parents and schools, the NJDOE continues interagency collaboration to provide more efficient access to services and supports. The NJDOE's Office of Student Support Services, which compiles this report, actively participated with the:

- American Academy of Pediatrics, New Jersey Chapter;
- Anti-Bullying Task Force;
- Elementary and Secondary Education Act Advisory Committee;
- Later School Start Times Study Group;
- New Jersey Youth Suicide Prevention Advisory Council;
- New Jersey Council on Juvenile Justice System Improvement and its Education Subcommittee;
- New Jersey Department of Education Human Trafficking Collaborative;

- New Jersey Department of Education Interdepartmental Working Group on Student Surveys;
- New Jersey Department of Education Re-entry After Confinement Working Group;
- New Jersey Department of Health Office of Maternal and Child Health;
- New Jersey Department of Health Vaccine Preventable Disease Program;
- New Jersey Prevention Network;
- New Jersey School Boards Association Health and Wellness Task Force;
- New Jersey Task Force on Child Abuse and Neglect and its Protection Subcommittee;
- New Jersey Tiered Systems of Support Leadership Team and Steering Committee;
- Pediatric and Adult Asthma Coalition of New Jersey;
- State Epidemiological Outcomes Workgroup;
- Statewide School Breakfast Committee; and
- Sustainable Jersey for Schools Health and Wellness Task Force.

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

Appendix A

Public School Safety Law

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

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

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

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

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

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

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

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

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

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

18A:17-48 Annual report to Legislature.

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

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

Appendix B

Glossary of Terms

Charter School

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

Renaissance School Project

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

Electronic Violence and Vandalism (EVVRS) Incident Definitions – 2015-16

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

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

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

Incident Header Information

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

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

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

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

Violence

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

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

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

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

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

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

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

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

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

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

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

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

Harassment, Intimidation, or Bullying (HIB)

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

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

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

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

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

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

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

Substance Offense

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

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

Weapons

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

Appendix C

Data Collection Forms

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

Incident Information (C-2)

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

Offender Information (C-4)

Victim Information (C-5)

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

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

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

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

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

2015-2016

INCIDENT INFORMATION

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

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

School Name: _____

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

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

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

Contact Name: _____ Contact Phone # _____

INCIDENT TYPE (There can be multiple offense categories in one incident report)	
<p>VIOLENCE</p> <p>Assault _____</p> <p>Criminal Threat _____</p> <p>Extortion _____</p> <p>Fight _____</p> <p>Threat _____</p> <p>Kidnapping _____</p> <p>Robbery _____</p> <p>Sex Offense _____</p>	<p>VANDALISM RELATED</p> <p>Arson _____</p> <p>Bomb Threat _____</p> <p>Burglary _____</p> <p>Damage to Property _____</p> <p>Fake Bomb _____</p> <p>_____ Cost Incurred by LEA? (only check if yes)</p> <p>_____ Theft (>=\$10) _____</p> <p>_____ Trespassing _____</p> <p>_____ Fire Alarm Offense _____</p> <p>_____ Fireworks Offense _____</p> <hr/> <p>HARASSMENT, INTIMIDATION OR BULLYING (Affirmed (i.e. found to be HIB) by the Board of Education)</p>
<p>WEAPONS Check either Possession or Used in Offense</p> <p>Possession _____</p> <p>Used in Offense _____</p> <p>Handgun _____</p> <p>Rifle _____</p> <p>Air Gun, Pellet Gun, BB Gun _____</p> <p>Imitation Firearm _____</p> <p>Knife, Blade, Razor, Scissors, Box Cutter _____</p> <p>Pin, Sharp Pen/Pencil _____</p> <p>Chain, Club, Brass knuckles _____</p> <p>Spray _____</p> <p>Other _____</p>	<p>SUBSTANCE OFFENSE</p> <p>Use confirmed _____ Possession _____ Sale/Distribution _____</p> <p>SUBSTANCE TYPE</p> <p>Alcohol _____</p> <p>Marijuana _____</p> <p>Amphetamines _____</p> <p>Designer/Synthetic Drugs (e.g., Party Drugs, Club Drugs, Bath Salts, Synthetic Marijuana, China White, Synthetic Heroin (MPTP), Ecstasy (MDMA), GHB, Rohypnol K2, Spice, Cloud Nine (MDPV)) _____</p> <p>Cocaine/Crack _____</p> <p>Hallucinogens (e.g., THC, LSD, Jimson Weed, Angel Dust (PCP) Psilocybin (Mushrooms), DMT, Ketamine, Mescaline (Peyote)) _____</p> <p>Narcotics (e.g., Morphine, Heroin, Hydrocodon, Oxycodone, Codeine, Vicodin, Methadone) _____</p> <p>Depressants (e.g., Barbiturates, Valium, Xanax, Tranquilizers) _____</p> <p>Anabolic Steroids _____</p> <p>Unauthorized Prescription Drugs _____</p> <p>Unauthorized Over the Counter Drugs _____</p> <p>Inhalants _____</p> <p>Drug Paraphernalia _____</p>
<p>Incident Description: _____</p>	<p>BOMB OFFENSE</p> <p>Bomb – exploded _____</p> <p>Bomb – unexploded _____</p> <p><small>*Select "off-site program" when a program that is part of a school in which the student is enrolled but that operates at another site and has NOT been assigned a school code by the Department of Education. You may indicate the off-site program name and address in the "Incident Description" field.</small></p>

HARASSMENT, INTIMIDATION, OR BULLYING (HIB) INFORMATION, 2015-2016

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

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

● **Protected Category (check all that apply)**

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

● **Effect of HIB Incident (check all that apply)**

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

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

● **Mode of HIB Incident (check all that apply)**

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

OFFENDER INFORMATION, 2015-2016

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

For Students of This School Only

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

Disciplinary action(s) taken and days suspended or removed

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

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

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

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

for HIB only Individual Counseling Group Counseling Other measures imposed _____

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

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

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

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

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

*District Board of Education or Department of Education approved only

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

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

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

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

STUDENT FIRST NAME: _____ STUDENT LAST NAME: _____

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

ETHNICITY: Hispanic Non Hispanic

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

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

STUDENT DISABILITY CATEGORY FOR FEDERAL REPORTING

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

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

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

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

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

(Attach a page for each additional Offender)

System-Assigned Incident Number

VICTIM TYPE: General Education Student Student with Disabilities Student from Another School Non-student School Personnel

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

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

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

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

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

For students of this school only

STUDENT FIRST NAME: STUDENT LAST NAME:

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

ETHNICITY: Hispanic Non Hispanic

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

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

STUDENT DISABILITY CATEGORY FOR FEDERAL REPORTING

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

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

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

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

Outcome:

Transfer Option Accepted, Transfer Completed
Transfer Option Accepted, Transfer Not Completed
Transfer Option Declined

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

(Attach a page for each additional Victim)

Programs Provided

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

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

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

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

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

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

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

Check if training was provided for the program selected.

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

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

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

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

____ Physical Environment ____ Emotional Environment ____ Teaching and Learning ____ Student Relationships
____ Parental Support ____ Morale in the School Community ____ Safety

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

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

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

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

Attachment A

HIB-ITP “Other” Trainings

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

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

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

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

Attachment B

HIB-ITP Programs

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

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

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

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

Additional resources may be found at

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

Attachment C

Domains of Safe and Supportive School Conditions for Learning

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

Appendix D

District Totals by County

District Totals by County:

These are self-reported totals verified by the district and there may be some limitations in how the data can be viewed and interpreted. Every effort is made by the NJDOE to ensure accuracy and consistency in reporting.

Violence, Vandalism, Weapons, Substance, HIB columns:

- The types of offenses included in each column are as follows:
 - Violence: Assault, Fight, Robbery, Extortion, Sex Offense, Criminal Threat, Threat, Kidnapping;
 - Vandalism: Arson, Bomb Threat or Fake Bomb, Burglary, Damage to Property, Fire Alarm Offense, Fireworks Offense, Theft, Trespassing
 - Weapons: Use, Possession, Sale or Distribution
 - Substances: Use, Possession, Sale or Distribution
 - HIB: Harassment, Intimidation, or Bullying

- More than one type of offense may be reported for a single incident; therefore, the numbers within the major reporting category columns are *duplicated* counts. If the types of offenses are in different major reporting categories, the incident is counted in each major reporting category. For example, if an assault and a firearm offense were reported in the same incident, they are counted in both the violence and weapons major categories. If the types of offenses are in the same major reporting category, the incident is only counted once. For example, if a fight and a robbery occurred during the same incident, they are counted as one incident of violence.

Total Column: The numbers in the “Total Column” are an *unduplicated* count of the number of incidents reported by the district, regardless of the number of offense types selected within each incident.

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
ATLANTIC							
ABSECON CITY	862	4	0	0	0	4	8
ATLANTIC CITY	7,130	95	13	9	52	14	181
ATLANTIC CO SPECIAL SERV	375	9	0	0	0	1	10
ATLANTIC CO VOCATIONAL	1,499	19	1	1	13	4	37
BRIGANTINE CITY	660	4	0	0	0	5	9
BUENA REGIONAL	1,878	31	6	3	5	18	61
EGG HARBOR CITY	527	5	2	1	1	5	14
EGG HARBOR TWP	7,394	55	9	5	20	14	101
ESTELL MANOR CITY	173	0	0	0	0	0	0
FOLSOM BORO	401	0	0	0	0	1	1
GALLOWAY TWP	3,286	0	2	2	2	30	36
GREATER EGG HARBOR REG	3,273	79	10	4	27	4	120
HAMILTON TWP	3,076	27	5	5	3	43	82
HAMMONTON TOWN	3,645	8	2	2	8	12	30
LINWOOD CITY	832	0	0	0	0	1	1
MAINLAND REGIONAL	1,316	3	4	0	18	12	36
MARGATE CITY	399	1	0	0	0	0	1
MULLICA TWP	743	5	0	1	0	6	12
NORTHFIELD CITY	908	0	0	0	0	0	0
PLEASANTVILLE CITY	3,608	7	4	6	36	46	98
PORT REPUBLIC CITY	123	0	0	0	0	0	0
SOMERS POINT CITY	997	16	0	1	1	10	27
VENTNOR CITY	753	1	0	0	0	1	2
WEYMOUTH TWP	169	0	0	1	0	0	1
Atlantic County Total	44,027	369	58	41	186	231	868
BERGEN							
ALLENDALE BORO	904	0	1	0	0	0	1
ALPINE BORO	153	0	0	0	0	0	0
BERGEN CO SPECIAL SERVICE	735	10	1	1	6	4	20
BERGEN COUNTY VOCATIONAL	2,153	9	2	2	4	7	24
BERGENFIELD BORO	3,506	7	2	1	7	36	53
BOGOTA BORO	1,129	3	0	0	1	8	12
CARLSTADT BORO	561	2	0	1	0	3	6
CARLSTADT-EAST RUTHERFORD	461	3	2	0	3	9	17
CLIFFSIDE PARK BORO	2,997	8	3	0	3	0	14
CLOSTER BORO	1,119	1	0	0	0	8	9
CRESSKILL BORO	1,789	1	0	1	0	1	2
DEMAREST BORO	667	5	2	0	0	4	10
DUMONT BORO	2,532	6	1	1	4	24	35
EAST RUTHERFORD BORO	826	0	0	0	0	0	0
EDGEWATER BORO	917	0	1	0	0	1	2
ELMWOOD PARK	2,525	35	2	3	3	15	58
EMERSON BORO	1,174	2	0	1	0	11	13
ENGLEWOOD CITY	3,102	35	4	2	10	28	78
ENGLEWOOD CLIFFS BORO	548	4	3	0	0	2	9

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents							TOTAL
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB		
FAIR LAWN BORO	4,788	17	2	1	0	29	49	
FAIRVIEW BORO	1,333	18	5	1	0	1	25	
FORT LEE BORO	3,724	16	1	0	3	22	41	
FRANKLIN LAKES BORO	1,173	2	0	0	0	0	2	
GARFIELD CITY	4,778	20	0	1	1	40	62	
GLEN ROCK BORO	2,418	3	3	0	1	1	8	
HACKENSACK CITY	5,625	26	2	3	13	42	85	
HARRINGTON PARK BORO	633	1	0	0	0	4	5	
HASBROUCK HEIGHTS BORO	1,865	9	1	1	2	7	20	
HAWORTH BORO	419	0	1	0	0	0	1	
HILLSDALE BORO	1,186	2	1	1	0	0	3	
HO HO KUS BORO	618	0	0	0	0	1	1	
LEONIA BORO	1,846	5	3	2	11	1	22	
LITTLE FERRY BORO	975	5	0	0	0	0	5	
LODI BOROUGH	3,199	6	3	0	1	9	19	
LYNDHURST TWP	2,399	17	2	0	0	9	28	
MAHWAH TWP	2,980	11	16	0	14	7	48	
MAYWOOD BORO	967	8	0	0	0	0	8	
MIDLAND PARK BORO	971	1	0	1	4	15	20	
MONTVALE BORO	1,000	0	0	0	0	5	5	
MOONACHIE BORO	309	0	1	0	0	0	1	
NEW MILFORD BORO	1,991	3	3	1	1	3	11	
NORTH ARLINGTON BORO	1,768	9	1	1	4	16	31	
NORTHERN HIGHLANDS REG	1,334	3	0	0	6	8	17	
NORTHERN VALLEY REGIONAL	2,498	6	0	0	17	12	34	
NORTHVALE BORO	523	0	0	0	0	2	2	
NORWOOD BORO	579	0	0	0	0	0	0	
OAKLAND BORO	1,475	5	0	0	0	2	7	
OLD TAPPAN BORO	704	6	0	0	0	0	6	
ORADELL BORO	756	0	0	0	0	1	1	
PALISADES PARK	1,659	5	3	0	1	7	14	
PARAMUS BORO	3,883	6	7	3	7	41	64	
PARK RIDGE BORO	1,213	1	1	0	2	1	5	
PASCACK VALLEY REGIONAL	2,061	1	3	0	6	18	28	
RAMAPO-INDIAN HILL REG	2,275	12	1	0	12	7	32	
RAMSEY BORO	2,832	2	0	1	10	10	23	
RIDGEFIELD BORO	1,699	11	0	0	8	6	25	
RIDGEFIELD PARK TWP	2,380	15	0	0	14	0	29	
RIDGEWOOD VILLAGE	5,640	6	4	1	6	6	23	
RIVER DELL REGIONAL	1,642	0	1	0	0	3	4	
RIVER EDGE BORO	1,171	0	0	0	0	0	0	
RIVER VALE TWP	1,183	0	1	1	0	1	3	
ROCHELLE PARK TWP	475	0	0	0	0	0	0	
RUTHERFORD BORO	2,461	7	3	0	4	13	26	
SADDLE BROOK TWP	1,711	6	1	1	6	6	20	
SADDLE RIVER BORO	178	0	0	0	0	0	0	

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
SOUTH BERGEN JOINTURE COM	343	0	0	0	0	2	2
SOUTH HACKENSACK TWP	244	0	0	0	0	1	1
TEANECK TWP	3,647	12	1	6	21	19	55
TENAFLY BORO	3,605	5	1	0	2	10	18
UPPER SADDLE RIVER BORO	1,229	6	1	0	0	1	8
WALDWICK BORO	1,558	4	3	0	1	5	13
WALLINGTON BORO	1,294	5	1	1	1	6	14
WESTWOOD REGIONAL	2,743	5	4	0	10	25	44
WOODCLIFF LAKE BORO	766	0	0	0	0	0	0
WOOD-RIDGE BORO	1,189	9	2	2	4	4	19
WYCKOFF TWP	2,073	3	0	0	0	2	5
Bergen County Total	133,773	451	107	42	234	592	1,405
BURLINGTON							
BASS RIVER TWP	110	0	0	0	0	0	0
BEVERLY CITY	290	4	0	2	0	8	12
BORDENTOWN REGIONAL	2,551	14	12	0	12	2	40
BURLINGTON CITY	1,717	22	4	2	13	6	46
BURLINGTON CO SPEC SERV	568	19	0	2	18	0	37
BURLINGTON CO VOCATIONAL	2,063	28	2	2	10	9	51
BURLINGTON TWP	3,926	26	2	5	2	24	58
CHESTERFIELD TWP	758	5	1	0	0	1	7
CINNAMINSON TWP	2,441	9	6	2	2	16	35
DELANCO TWP	395	2	0	0	0	5	7
DELTRAN TWP	3,020	7	6	3	3	21	40
EASTAMPTON TWP	591	3	0	0	0	7	10
EDGEWATER PARK TWP	855	8	0	2	0	0	9
EVESHAM TWP	4,453	14	1	1	1	20	36
FLORENCE TWP	1,578	21	3	3	4	4	35
HAINESPORT TWP	613	11	0	0	0	11	22
LENAPE REGIONAL	6,756	38	10	2	27	4	77
LUMBERTON TWP	1,376	20	0	3	0	16	38
MANSFIELD TWP	623	0	1	0	0	1	2
MAPLE SHADE TWP	2,180	12	1	3	7	21	44
MEDFORD LAKES BORO	540	0	0	0	0	5	5
MEDFORD TWP	2,718	5	2	0	0	7	13
MOORESTOWN TWP	3,881	8	1	0	0	40	47
MOUNT HOLLY TWP	988	25	1	5	0	10	38
MOUNT LAUREL TWP	4,206	5	0	1	0	11	17
NEW HANOVER TWP	192	5	0	0	0	3	8
NORTH HANOVER TWP	1,194	9	1	3	0	6	17
NORTHERN BURLINGTON REG	2,047	30	2	2	18	4	56
PALMYRA BORO	936	5	2	0	3	5	15
PEMBERTON TWP	5,028	93	24	8	33	28	180
RANOCAS VALLEY REGIONAL	2,061	11	9	2	9	1	31
RIVERSIDE TWP	1,395	14	3	1	2	0	20
RIVERTON	288	3	2	0	0	1	6

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
SHAMONG TWP	771	2	0	0	0	1	3
SOUTHAMPTON TWP	699	12	3	0	0	5	20
SPRINGFIELD TWP	222	0	0	1	0	0	1
TABERNACLE TWP	747	2	0	1	0	5	8
WASHINGTON TWP	37	0	0	0	0	0	0
WESTAMPTON	979	3	0	0	1	1	5
WILLINGBORO TWP	3,660	136	10	5	3	6	157
WOODLAND TWP	151	1	0	0	0	2	3
Burlington County Total	69,604	632	109	61	168	317	1,256
CAMDEN							
AUDUBON BORO	1,537	8	0	0	3	6	17
BARRINGTON BORO	618	6	1	1	0	3	10
BELLMAWR BORO	1,192	4	0	0	0	9	11
BERLIN BORO	851	0	0	0	0	1	1
BERLIN TWP	647	1	0	1	0	3	5
BLACK HORSE PIKE REGIONAL	3,708	32	4	7	34	35	109
BROOKLAWN BORO	319	3	0	1	0	5	8
CAMDEN CITY	9,294	24	6	13	1	36	72
CAMDEN COUNTY VOCATIONAL	2,085	35	5	4	9	9	61
Camden Prep, Inc.	285	2	0	0	0	0	2
CHERRY HILL TWP	11,134	50	24	9	32	87	198
CLEMENTON BORO	435	0	0	1	0	3	4
COLLINGSWOOD BORO	1,945	11	2	0	3	6	22
EASTERN CAMDEN COUNTY REG	2,038	13	2	0	15	4	34
GIBBSBORO BORO	252	0	0	0	0	0	0
GLOUCESTER CITY	2,087	5	1	1	3	10	19
GLOUCESTER TWP	6,362	31	8	3	2	34	77
HADDON HEIGHTS BORO	1,297	5	1	2	9	7	24
HADDON TWP	2,073	3	17	0	1	4	25
HADDONFIELD BORO	2,660	0	0	0	0	0	0
KIPP: Cooper Norcross	498	1	0	0	0	3	4
LAUREL SPRINGS BORO	200	0	0	0	0	0	0
LAWNSIDE BORO	289	12	1	0	0	1	14
LINDENWOLD BORO	2,743	37	8	2	6	15	63
MAGNOLIA BORO	429	12	0	0	0	0	12
Mastery Schools of Camden, Inc.	1,406	11	4	6	1	6	27
MERCHANTVILLE BORO	373	0	0	0	0	0	0
MOUNT EPHRAIM BORO	437	0	0	0	0	1	1
OAKLYN BORO	383	3	0	0	0	4	7
PENNSAUKEN TWP	5,055	40	4	18	6	5	60
PINE HILL BORO	1,866	33	2	2	4	39	79
RUNNEMEDE BORO	865	14	1	1	0	3	18
SOMERDALE BORO	520	8	0	0	0	0	8
STERLING HIGH SCHOOL DIST	929	11	1	1	7	3	23
STRATFORD BORO	850	0	0	0	0	5	5
VOORHEES TWP	2,960	6	1	0	0	8	14

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
WATERFORD TWP	835	3	1	0	0	5	9
WINSLOW TWP	4,884	35	5	4	18	35	97
WOODLYNNE BORO	377	0	0	1	0	0	1
Camden County Total	76,718	459	99	78	154	395	1,141
CAPE MAY							
AVALON BORO	49	0	0	0	0	0	0
CAPE MAY CITY	186	0	0	0	0	3	3
CAPE MAY CO SPECIAL SERV	229	7	2	2	4	5	19
CAPE MAY CO VOCATIONAL	660	9	5	2	5	1	22
DENNIS TWP	541	0	0	0	0	1	1
LOWER CAPE MAY REGIONAL	1,373	28	1	1	24	8	59
LOWER TWP	1,732	5	0	3	0	6	13
MIDDLE TWP	2,506	47	2	4	5	3	61
NORTH WILDWOOD CITY	271	0	0	0	0	0	0
OCEAN CITY	2,142	12	1	0	4	9	26
STONE HARBOR BORO	68	0	0	0	0	0	0
UPPER TWP	1,410	0	1	0	0	3	4
WEST CAPE MAY BORO	84	0	0	0	0	0	0
WILDWOOD CITY	857	9	3	2	3	4	18
WILDWOOD CREST BORO	254	0	0	0	0	1	1
WOODBINE BORO	221	4	0	0	0	2	6
Cape May County Total	12,583	121	15	14	45	46	233
CUMBERLAND							
BRIDGETON CITY	5,747	205	31	13	4	28	274
COMMERCIAL TWP	584	4	0	5	2	3	12
CUMBERLAND CO VOCATIONAL	272	0	0	0	0	0	0
CUMBERLAND REGIONAL	1,255	52	5	0	13	4	73
DEERFIELD TWP	325	0	0	0	0	4	4
DOWNE TWP	180	0	0	0	0	3	3
FAIRFIELD TWP	640	13	0	1	3	5	22
GREENWICH TWP	60	0	0	0	0	0	0
HOPEWELL TWP	493	6	4	0	0	4	13
LAWRENCE TWP	487	0	0	1	0	4	5
MAURICE RIVER TWP	418	4	1	1	0	2	8
MILLVILLE CITY	5,646	110	11	14	25	23	176
STOW CREEK TWP	112	0	0	0	0	0	0
UPPER DEERFIELD TWP	921	0	2	0	0	5	7
VINELAND CITY	9,800	138	19	13	29	46	240
Cumberland County Total	26,939	532	73	48	76	131	837
ESSEX							
BELLEVILLE TOWN	4,544	37	2	4	8	34	85
BLOOMFIELD TWP	6,337	31	2	2	2	19	52
CALDWELL-WEST CALDWELL	2,610	1	2	0	2	7	12
CEDAR GROVE TWP	1,606	7	2	0	0	3	12
CITY OF ORANGE TWP	5,113	30	3	4	15	10	62
EAST ORANGE	9,219	140	18	22	40	22	227

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
ESSEX CO ED SERV COMM	83	4	1	0	1	0	6
ESSEX CO VOC-TECH	2,225	6	2	6	9	7	29
ESSEX FELLS BORO	205	0	0	0	0	0	0
FAIRFIELD TWP	645	0	0	0	0	4	4
GLEN RIDGE BORO	1,897	0	0	0	0	12	12
IRVINGTON TOWNSHIP	6,688	4	1	5	3	3	14
LIVINGSTON TWP	5,902	16	7	1	9	10	43
MILLBURN TWP	4,903	8	2	0	2	5	17
MONTCLAIR TOWN	6,663	39	6	3	6	11	62
NEWARK CITY	36,035	194	58	35	37	72	382
NORTH CALDWELL BORO	673	0	0	0	0	0	0
NUTLEY TOWN	4,026	12	0	3	2	19	35
ROSELAND BORO	441	0	0	0	0	5	5
SOUTH ORANGE-MAPLEWOOD	6,872	82	20	11	29	11	141
VERONA BORO	2,145	9	3	1	3	15	30
WEST ESSEX REGIONAL	1,698	6	3	1	9	8	26
WEST ORANGE TOWN	6,682	47	12	2	33	37	127
Essex County Total	117,209	673	144	100	210	314	1,383
GLOUCESTER							
CLAYTON BORO	1,449	31	0	2	2	3	38
CLEARVIEW REGIONAL	2,418	27	6	2	8	37	79
DELSEA REGIONAL H.S DIST.	1,614	17	3	1	9	19	49
DEPTFORD TWP	4,348	3	0	1	0	13	16
EAST GREENWICH TWP	1,276	0	0	0	0	4	4
ELK TWP	334	5	1	0	0	0	6
FRANKLIN TWP	1,387	5	1	4	0	18	27
GATEWAY REGIONAL	945	20	1	3	5	11	40
GLASSBORO	2,134	3	2	4	0	18	27
GLOUCESTER CO SPEC SERV	680	1	0	0	1	10	12
GLOUCESTER CO VOCATIONAL	1,332	5	0	3	0	0	8
GREENWICH TWP	465	0	0	0	0	3	3
HARRISON TWP	1,456	2	0	0	0	0	2
KINGSWAY REGIONAL	2,562	44	3	0	8	8	62
LOGAN TWP	853	0	0	1	0	11	12
MANTUA TWP	1,246	1	0	0	0	0	1
MONROE TWP	6,112	41	7	7	20	30	99
NATIONAL PARK BORO	271	0	1	0	0	3	4
PAULSBORO BORO	1,164	14	3	0	2	17	36
PITMAN BORO	1,418	7	1	0	1	10	19
SOUTH HARRISON TWP	385	3	0	0	0	0	3
SWEDESBORO-WOOLWICH	1,714	19	1	0	0	8	28
WASHINGTON TWP	7,323	35	6	2	16	22	81
WENONAH BORO	192	0	0	0	0	0	0
WEST DEPTFORD TWP	2,961	38	2	1	1	21	63
WESTVILLE BORO	355	2	0	0	0	2	4
WOODBURY CITY	1,514	32	3	3	0	4	42

Appendix D: District Totals by County, 2015-16

DISTRICT	EVRs Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
WOODBURY HEIGHTS BORO	224	0	0	0	0	1	1
Gloucester County Total	48,130	355	41	34	73	273	766
HUDSON							
BAYONNE CITY	9,368	45	5	5	16	10	80
EAST NEWARK BORO	268	0	0	0	0	0	0
GUTTENBERG TOWN	1,003	8	2	3	0	13	24
HARRISON TOWN	2,128	7	1	1	5	6	20
HOBOKEN CITY	1,943	21	0	0	3	9	33
HUDSON COUNTY VOCATIONAL	2,357	3	1	0	2	3	9
JERSEY CITY	27,488	49	8	18	71	66	201
KEARNY TOWN	5,910	42	9	8	21	26	104
NORTH BERGEN TWP	7,866	23	7	1	23	16	70
SECAUCUS TOWN	2,119	7	0	0	5	19	31
UNION CITY	12,077	70	11	8	2	7	92
WEEHAWKEN TWP	1,380	0	0	0	0	17	17
WEST NEW YORK TOWN	7,759	26	5	9	27	26	87
Hudson County Total	81,666	301	49	53	175	218	768
HUNTERDON							
ALEXANDRIA TWP	485	0	0	0	0	2	2
BETHLEHEM TWP	383	0	0	0	0	1	1
BLOOMSBURY BORO	120	0	0	0	0	2	2
CALIFON BORO	108	0	0	0	0	1	1
CLINTON TOWN	455	1	0	0	0	2	3
CLINTON TWP	1,387	6	1	1	0	4	12
DELAWARE TWP	402	3	1	1	0	1	6
DELAWARE VALLEY REGIONAL	838	9	1	0	4	3	17
EAST AMWELL TWP	364	0	0	0	0	0	0
FLEMINGTON-RARITAN REG	3,151	4	1	0	0	1	6
FRANKLIN TWP	293	8	0	0	0	0	8
FRENCHTOWN BORO	140	0	1	0	0	1	2
HAMPTON BORO	122	0	0	1	0	0	1
HIGH BRIDGE BORO	375	1	0	0	0	3	4
HOLLAND TWP	556	0	0	0	0	1	1
HUNTERDON CENTRAL REG	2,944	13	8	2	15	17	54
HUNTERDON CO ED SER COMM	58	24	2	0	2	1	29
HUNTERDON CO VOCATIONAL	276	3	1	0	0	1	5
KINGWOOD TWP	343	1	0	0	0	1	2
LEBANON BORO	100	0	0	0	0	0	0
LEBANON TWP	659	0	0	0	0	0	0
MILFORD BORO	95	0	0	0	0	0	0
N HUNT/VOORHEES REGIONAL	2,713	4	5	0	10	20	39
READINGTON TWP	1,674	11	1	0	0	2	14
SOUTH HUNTERDON REGIONAL	943	2	0	1	4	2	9
TEWKSBURY TWP	599	0	1	0	1	1	3
UNION TWP	449	3	0	0	0	1	4
Hunterdon County Total	20,030	93	23	6	36	68	225

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
MERCER							
EAST WINDSOR REGIONAL	5,140	33	11	2	7	33	84
EWING TWP	3,548	31	1	5	12	16	65
HAMILTON TWP	11,530	89	19	13	48	99	263
HOPEWELL VALLEY REGIONAL	3,649	2	2	2	7	10	23
Katzenbach	93	0	0	0	0	6	6
LAWRENCE TWP	3,923	31	7	2	4	34	76
MERCER CO SPECIAL SERVICE	645	15	0	0	0	0	15
MERCER COUNTY VOCATIONAL	569	9	0	1	3	2	15
PRINCETON REGIONAL	3,542	19	0	7	1	3	29
ROBBINSVILLE TWP	2,987	12	1	2	4	8	25
TRENTON CITY	11,035	129	8	12	12	5	161
W WINDSOR-PLAINSBORO REG	9,608	30	10	2	8	20	68
Mercer County Total	56,265	400	59	48	106	236	830
MIDDLESEX							
CARTERET BORO	3,712	59	12	2	6	12	89
CRANBURY TWP	492	0	1	0	0	0	1
DUNELLEN BORO	1,113	9	1	0	0	2	12
EAST BRUNSWICK TWP	8,084	33	7	3	27	62	128
EDISON TWP	15,020	24	3	4	9	20	59
HIGHLAND PARK BORO	1,612	22	6	4	4	7	42
JAMESBURG BORO	662	0	1	3	0	0	4
METUCHEN BORO	2,231	9	0	3	4	15	30
MIDDLESEX BORO	2,058	13	5	5	4	1	28
MIDDLESEX CO REG SER COMM	704	1	0	1	1	0	2
MIDDLESEX CO VOCATIONAL	2,090	5	0	1	7	17	30
MILLTOWN BORO	715	4	1	0	0	12	17
MONROE TWP	6,456	10	5	0	4	26	44
NEW BRUNSWICK CITY	8,975	93	9	6	18	88	211
NORTH BRUNSWICK TWP	6,063	43	9	7	10	23	87
OLD BRIDGE TWP	8,919	55	11	4	23	37	128
PERTH AMBOY CITY	10,548	143	15	25	16	39	230
PISCATAWAY TWP	7,240	19	2	4	14	20	58
SAYREVILLE BORO	6,068	32	4	6	15	13	66
SOUTH AMBOY CITY	1,067	32	0	3	2	5	40
SOUTH BRUNSWICK TWP	8,711	28	4	5	16	11	64
SOUTH PLAINFIELD BORO	3,528	13	5	3	10	11	41
SOUTH RIVER BORO	2,213	8	4	0	2	7	21
SPOTSWOOD BORO	1,770	8	2	0	9	0	19
WOODBRIE TWP	13,654	26	5	7	46	137	219
Middlesex County Total	123,700	689	112	96	247	565	1,670
MONMOUTH							
ASBURY PARK CITY	1,919	40	11	10	7	5	72
ATLANTIC HIGHLANDS BORO	327	0	0	0	0	0	0
AVON BORO	146	0	0	0	0	0	0
BAYSHORE JOINTURE COMM	52	0	0	0	0	0	0

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
BELMAR BORO	556	1	0	0	0	5	6
BRADLEY BEACH BORO	295	2	0	0	0	0	2
BRIELLE BORO	551	0	0	0	0	0	0
COLTS NECK TWP	955	1	0	0	0	8	9
DEAL BORO	165	0	0	0	0	1	1
EATONTOWN BORO	1,050	1	0	2	0	5	7
FAIR HAVEN BORO	1,012	0	0	0	0	4	4
FARMINGDALE BORO	168	0	0	0	0	0	0
FREEHOLD BORO	1,702	18	4	2	0	20	44
FREEHOLD REGIONAL	10,976	51	5	2	48	26	130
FREEHOLD TWP	3,824	1	0	1	1	14	17
HAZLET TWP	3,022	12	9	0	6	1	28
HENRY HUDSON REGIONAL	295	4	0	2	1	6	13
HIGHLANDS BORO	192	1	0	1	0	1	2
HOLMDEL TWP	2,965	5	1	2	4	11	23
HOWELL TWP	5,970	16	3	1	5	14	39
KEANSBURG BORO	1,512	35	4	0	12	1	52
KEYPORT BORO	1,073	11	0	1	2	12	26
LITTLE SILVER BORO	845	1	0	1	0	0	1
LONG BRANCH CITY	5,706	24	2	3	15	28	70
MANALAPAN-ENGLISHTOWN REG	5,000	1	0	0	0	20	21
MANASQUAN BORO	1,576	4	1	0	6	4	15
MARLBORO TWP	5,006	1	0	0	0	10	11
MATAWAN-ABERDEEN REGIONAL	3,794	36	2	6	4	15	62
MIDDLETOWN TWP	9,628	32	3	2	26	21	81
MILLSTONE TWP	1,199	2	0	0	0	6	8
MONMOUTH BEACH BORO	251	1	0	0	0	0	1
MONMOUTH CO VOCATIONAL	2,250	7	0	2	4	6	18
MONMOUTH REGIONAL	979	17	11	1	2	2	33
Monmouth-Ocean Ed Serv Comm	Not Available	5	1	3	0	0	7
NEPTUNE CITY	363	27	3	2	1	4	33
NEPTUNE TWP	4,249	81	9	11	12	2	106
OCEAN TWP	3,660	6	2	2	9	6	24
OCEANPORT BORO	614	5	3	0	0	0	8
RED BANK BORO	1,255	10	0	1	0	5	16
RED BANK REGIONAL	1,192	11	0	0	19	6	36
ROOSEVELT BORO	81	0	0	0	0	0	0
RUMSON BORO	971	1	1	0	0	2	4
RUMSON-FAIR HAVEN REG	984	1	0	0	4	6	11
SEA GIRT BORO	153	0	0	0	0	0	0
SHORE REGIONAL	609	4	0	0	12	6	21
SHREWSBURY BORO	512	1	0	1	0	1	3
SPRING LAKE BORO	209	0	0	0	0	1	1
SPRING LAKE HEIGHTS BORO	346	0	0	0	0	0	0
TINTON FALLS	1,509	9	3	2	0	6	17
UNION BEACH	624	5	1	0	0	0	6

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents							TOTAL
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB		
UPPER FREEHOLD REGIONAL	2,312	13	3	0	6	16	38	
WALL TWP	3,599	11	0	0	7	17	34	
WEST LONG BRANCH BORO	580	2	0	2	0	6	10	
Monmouth County Total	98,779	517	82	63	213	330	1,171	
MORRIS								
BOONTON TOWN	1,359	2	1	1	11	5	18	
BOONTON TWP	452	1	0	0	0	0	1	
BUTLER BORO	1,149	13	2	0	4	10	29	
CHESTER TWP	1,132	0	0	0	0	1	1	
DENVILLE TWP	1,630	5	1	1	0	5	11	
DOVER TOWN	3,214	7	0	3	4	32	44	
EAST HANOVER TWP	970	12	1	2	0	3	16	
EDUC SERV COMM MORRIS CO	62	0	0	0	0	0	0	
FLORHAM PARK BORO	960	1	0	2	0	4	6	
HANOVER PARK REGIONAL	1,555	9	2	0	16	18	45	
HANOVER TWP	1,459	15	3	1	0	13	31	
HARDING TOWNSHIP	303	0	0	0	0	1	1	
JEFFERSON TWP	3,150	21	5	8	9	21	62	
KINNELON BORO	1,952	4	2	2	3	15	25	
LINCOLN PARK BORO	935	0	3	0	0	14	17	
LONG HILL TWP	821	2	0	0	0	1	3	
MADISON BORO	2,567	10	0	1	6	13	29	
MENDHAM BORO	566	0	0	0	0	2	2	
MENDHAM TWP	708	0	0	0	0	0	0	
MINE HILL TWP	359	0	0	0	0	0	0	
MONTVILLE TWP	3,774	16	5	1	6	16	44	
MORRIS COUNTY VOCATIONAL	1,006	2	3	0	2	3	10	
MORRIS HILLS REGIONAL	2,777	2	0	2	16	8	28	
MORRIS PLAINS BORO	604	0	0	0	0	0	0	
MORRIS SCHOOL DISTRICT	5,229	38	6	4	38	40	120	
MOUNT ARLINGTON BORO	333	0	0	0	0	3	3	
MOUNT OLIVE TWP	4,568	10	2	0	2	21	35	
MOUNTAIN LAKES BORO	1,523	3	7	0	1	5	16	
NETCONG BORO	289	0	0	0	0	3	3	
PARSIPPANY-TROY HILLS TWP	7,013	16	15	5	16	25	75	
PEQUANNOCK TWP	2,163	14	5	2	4	21	46	
RANDOLPH TWP	4,788	5	5	0	0	13	23	
RIVERDALE BORO	342	4	1	2	0	2	9	
ROCKAWAY BORO	583	0	0	0	0	10	10	
ROCKAWAY TWP	2,399	1	0	0	0	3	4	
ROXBURY TWP	3,669	10	1	2	15	24	51	
SCH DIST OF THE CHATHAMS	4,154	8	2	1	8	30	48	
WASHINGTON TWP	2,206	0	0	0	0	8	8	
WEST MORRIS REGIONAL	2,604	4	1	0	7	10	22	
WHARTON BORO	789	1	0	0	0	9	10	
Morris County Total	76,112	236	73	40	168	412	906	

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
OCEAN							
BARNEGAT TWP	3,148	19	3	5	13	26	61
BAY HEAD BORO	149	0	0	0	0	0	0
BEACH HAVEN BORO	63	0	0	0	0	0	0
BERKELEY TWP	2,105	1	0	0	0	2	3
BRICK TWP	8,905	78	3	4	10	21	112
CENTRAL REGIONAL	1,971	7	2	1	3	23	35
EAGLESWOOD TWP	151	0	0	0	0	1	1
ISLAND HEIGHTS BORO	118	0	0	0	0	0	0
JACKSON TWP	8,658	33	12	2	45	42	134
LACEY TWP	4,120	4	3	0	5	12	24
LAKEHURST BORO	363	11	0	0	0	0	11
LAKEWOOD TWP	6,032	42	3	5	13	34	93
LAVALLETTE BORO	143	0	1	1	0	2	2
LITTLE EGG HARBOR TWP	1,572	20	1	5	0	9	31
LONG BEACH ISLAND	233	2	0	0	0	0	2
MANCHESTER TWP	2,968	28	3	3	5	15	54
OCEAN COUNTY VOCATIONAL	1,314	2	0	0	7	3	12
OCEAN GATE BORO	140	1	0	0	0	1	2
OCEAN TWP	513	0	0	0	0	8	8
PINELANDS REGIONAL	1,553	19	8	1	6	10	44
PLUMSTED TWP	1,445	16	5	3	3	18	43
POINT PLEASANT BEACH BORO	758	1	1	0	4	5	11
POINT PLEASANT BORO	2,741	1	4	0	1	7	13
SEASIDE HEIGHTS BORO	221	0	0	0	0	1	1
SOUTHERN REGIONAL	2,877	13	3	1	18	14	49
STAFFORD TWP	2,196	7	0	1	0	3	11
TOMS RIVER REGIONAL	15,732	57	11	11	43	125	246
TUCKERTON BORO	316	0	0	0	0	0	0
Ocean County Total	70,502	362	63	43	176	382	1,003
PASSAIC							
BLOOMINGDALE BORO	590	0	0	0	0	2	2
CLIFTON CITY	10,865	123	5	14	28	115	285
HALEDON BORO	1,058	27	4	3	0	1	33
HAWTHORNE BORO	2,323	23	1	0	1	7	32
LAKELAND REGIONAL	953	8	0	0	13	4	25
LITTLE FALLS TWP	874	5	1	0	0	7	13
NORTH HALEDON BORO	690	1	0	0	0	8	8
PASSAIC CITY	14,190	50	4	4	48	105	208
PASSAIC CO ED SERV COMM	38	0	0	0	0	0	0
PASSAIC CO MANCHESTER REG	865	17	2	0	1	0	20
PASSAIC COUNTY VOCATIONAL	3,359	14	8	0	18	12	52
PASSAIC VALLEY REGIONAL	1,298	8	3	1	2	3	17
PATERSON CITY	25,038	75	17	10	153	185	430
POMPTON LAKES BORO	1,664	0	0	0	1	5	6
PROSPECT PARK BORO	914	0	0	0	0	12	12

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
RINGWOOD BORO	1,199	6	0	0	4	14	24
TOTOWA BORO	1,081	0	0	0	0	2	2
WANAQUE BORO	943	9	0	0	0	0	9
WAYNE TWP	8,021	25	3	2	16	38	82
WEST MILFORD TWP	3,491	13	4	1	8	4	27
WOODLAND PARK	1,068	20	4	0	0	11	35
Passaic County Total	80,522	424	56	35	293	535	1,322
SALEM							
ALLOWAY TWP	383	0	0	1	0	1	2
ELSINBORO TWP	128	0	0	0	0	0	0
LOWER ALLOWAYS CREEK	161	0	1	0	0	0	1
MANNINGTON TWP	185	0	0	0	0	3	3
OLDMANS TWP	289	2	0	0	0	1	3
PENNS GRV-CARNEY'S PT REG	2,177	3	0	0	4	2	9
PENNSVILLE	1,712	6	1	0	0	12	19
PITTSGROVE TWP	1,695	17	3	2	6	10	37
QUINTON TWP	348	2	0	0	1	0	3
SALEM CITY	1,173	14	0	3	0	0	17
SALEM CO SPECIAL SERVICE	239	7	1	0	7	0	15
SALEM COUNTY VOCATIONAL	824	6	0	0	3	3	12
UPPER PITTSGROVE TWP	347	0	1	0	0	0	1
WOODSTOWN-PILES GROVE REG	1,511	24	6	0	3	6	38
Salem County Total	11,171	81	13	6	24	38	160
SOMERSET							
BEDMINSTER TWP	518	0	0	0	0	1	1
BERNARDS TWP	5,639	4	3	2	14	18	38
BOUND BROOK BORO	1,823	26	3	6	6	41	79
BRANCBURG TWP	1,469	0	2	0	0	0	2
BRIDGEWATER-RARITAN REG	8,453	33	12	11	33	23	107
FRANKLIN TWP	7,325	39	18	14	28	30	122
GREEN BROOK TWP	909	5	0	0	0	1	6
HILLSBOROUGH TWP	7,189	13	1	2	17	12	45
MANVILLE BORO	1,423	19	3	1	1	11	33
MONTGOMERY TWP	4,763	2	4	4	0	19	27
NORTH PLAINFIELD BORO	3,202	25	6	4	13	5	53
SOMERSET CO ED SERV COMM	127	32	4	3	1	0	39
SOMERSET CO VOCATIONAL	529	4	3	0	0	2	9
SOMERSET HILLS REGIONAL	2,012	4	1	0	4	4	12
SOMERVILLE BORO	2,393	24	1	2	18	10	55
SOUTH BOUND BROOK	450	1	1	0	0	8	10
WARREN TWP	1,779	2	0	0	0	8	10
WATCHUNG BORO	682	0	0	0	0	2	2
WATCHUNG HILLS REGIONAL	2,145	1	0	0	15	0	16
Somerset County Total	52,827	234	62	49	150	195	666
SUSSEX							
ANDOVER REG	507	2	3	2	0	0	6

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents							TOTAL
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB		
BYRAM TWP	874	4	1	0	0	14	19	
FRANKFORD TWP	525	2	0	0	0	4	6	
FRANKLIN BORO	474	0	0	0	0	0	0	
FREDON TWP	232	0	0	0	0	0	0	
GREEN TWP	461	0	0	0	0	0	0	
HAMBURG BORO	252	0	0	0	0	0	0	
HAMPTON TWP	291	0	0	0	0	2	2	
HARDYSTON TWP	736	0	0	0	0	2	2	
HIGH POINT REGIONAL	979	14	0	1	8	3	26	
HOPATCONG	1,588	14	0	0	2	12	27	
KITTATINNY REGIONAL	1,057	1	0	0	2	6	9	
LAFAYETTE TWP	242	1	0	1	0	0	1	
LENAPE VALLEY REGIONAL	808	9	1	0	2	0	12	
MONTAGUE TWP	215	0	0	0	0	2	2	
NEWTON TOWN	1,550	27	1	0	7	11	43	
OGDENSBURG BORO	253	0	0	0	0	2	2	
SANDYSTON-WALPACK TWP	146	0	0	0	0	0	0	
SPARTA TWP	3,275	1	2	1	9	3	14	
STANHOPE BORO	311	1	0	0	0	8	9	
STILLWATER TWP	323	1	0	0	0	2	3	
SUSSEX CO ED SERV COMM	36	2	1	2	0	1	5	
SUSSEX COUNTY VOCATIONAL	775	5	0	1	3	3	12	
SUSSEX-WANTAGE REGIONAL	1,086	6	0	0	0	3	9	
VERNON TWP	3,180	9	4	1	1	9	23	
WALLKILL VALLEY REGIONAL	673	10	1	2	4	0	17	
Sussex County Total	20,848	109	14	11	38	87	249	
UNION								
BERKELEY HEIGHTS TWP	2,667	18	2	5	0	34	55	
CLARK TWP	2,282	2	1	1	4	10	18	
CRANFORD TWP	3,881	2	8	0	0	1	10	
ELIZABETH CITY	25,929	76	21	35	79	71	273	
GARWOOD BORO	364	1	0	0	0	0	1	
HILLSIDE TWP	3,113	35	5	3	10	13	63	
KENILWORTH BORO	1,412	18	6	0	1	7	32	
LINDEN CITY	5,970	49	5	10	22	22	106	
MORRIS-UNION JOINTURE COM	271	0	6	1	0	0	6	
MOUNTAINSIDE BORO	732	1	0	0	0	1	2	
NEW PROVIDENCE BORO	2,386	3	3	0	0	10	16	
PLAINFIELD CITY	7,735	3	1	0	1	43	46	
RAHWAY CITY	3,748	13	4	3	7	14	39	
ROSELLE BORO	2,691	24	3	3	2	12	43	
ROSELLE PARK BORO	2,001	15	0	0	0	19	34	
SCOTCH PLAINS-FANWOOD REG	5,480	20	5	0	4	13	42	
SPRINGFIELD TWP	2,270	13	1	1	0	12	27	
SUMMIT CITY	4,092	29	8	0	9	13	59	
UNION CO ED SERV COMM	333	3	6	3	11	2	25	

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
UNION COUNTY VOCATIONAL	1,684	2	0	0	3	1	6
UNION TWP	7,257	59	7	7	15	16	103
WESTFIELD TOWN	6,265	16	1	4	5	11	35
WINFIELD TWP	154	0	0	0	0	1	1
Union County Total	92,712	402	93	76	173	326	1,042
WARREN							
ALLAMUCHY TWP	421	1	0	0	0	0	1
ALPHA BORO	209	2	0	0	0	0	2
BELVIDERE TOWN	747	6	0	0	3	6	15
BLAIRSTOWN TWP	506	3	0	0	0	3	6
FRANKLIN TWP	232	0	0	0	0	3	3
FRELINGHUYSEN TWP	157	0	0	0	0	0	0
GREAT MEADOWS REGIONAL	718	6	0	0	0	20	26
GREENWICH TWP	751	5	0	0	0	3	8
HACKETTSTOWN	1,922	4	1	0	5	12	22
HARMONY TWP	252	0	0	0	0	1	1
HOPE TWP	156	0	0	0	0	2	2
KNOWLTON TWP	201	0	0	0	0	0	0
LOPATCONG TWP	853	0	2	2	0	18	22
MANSFIELD TWP	660	0	0	0	0	2	2
NORTH WARREN REGIONAL	890	14	0	0	4	14	32
OXFORD TWP	308	4	0	0	0	3	7
PHILLIPSBURG TOWN	3,763	10	2	2	7	17	36
POHATCONG TWP	304	1	1	0	0	1	3
WARREN CO SPECIAL SERVICE	29	0	0	0	0	1	1
WARREN COUNTY VOCATIONAL	478	5	2	3	2	14	24
WARREN HILLS REGIONAL	1,882	21	3	1	0	17	42
WASHINGTON BORO	551	0	0	0	0	1	1
WASHINGTON TWP	477	1	0	0	0	0	1
WHITE TWP	286	0	0	0	0	3	3
Warren County Total	16,753	83	11	8	21	141	260
CHARTER SCHOOLS							
Academy Charter High School	179	12	0	3	3	1	18
Academy for Urban Leadership	393	0	0	0	0	0	0
Atlantic City Community	150	8	0	0	0	0	8
Beloved Community	720	2	0	0	0	4	4
Benjamin Banneker Prep	144	1	0	0	0	0	1
Bergen Arts and Sciences	969	5	0	1	0	3	9
Bridgeton Public	95	0	0	0	0	0	0
Burch of Excellence	353	0	0	0	0	0	0
Camden Academy Charter HS	497	7	1	0	0	2	10
Camden Community	679	0	0	0	0	0	0
Camdens Pride	243	0	0	0	0	0	0
Camden's Promise	493	4	0	3	0	17	23
Central Jersey College Prep	420	5	0	0	0	6	11
chARTer~TECH HIGH SCHOOL	339	18	2	2	2	4	28

Appendix D: District Totals by County, 2015-16

DISTRICT	EVRs Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
Classical Academy	118	0	0	0	0	2	2
College Achieve Central	311	0	0	0	0	0	0
Community of Paterso	895	40	0	0	1	0	41
Compass Academy	175	20	2	1	0	2	23
Discovery	98	0	0	0	0	1	1
Dr Lena Edwards Academic	388	0	0	0	0	0	0
East Orange Community	490	0	0	0	0	0	0
Elysian of Hoboken	289	0	0	0	0	0	0
Empowerment Academy	190	0	0	0	0	0	0
Englewood on the Palisades	210	0	0	0	0	0	0
Environment Community	184	8	0	0	0	0	8
Foundation Academy	908	21	4	4	0	6	34
Freedom Prep	848	0	0	0	0	5	5
Gray	331	0	0	0	0	0	0
Great Futures	227	40	1	2	0	6	48
Great Oaks	489	9	0	0	3	0	12
Greater Brunswick	386	2	0	0	0	3	5
Hatikvah International	336	1	0	0	0	2	3
Hoboken	298	10	0	0	0	0	10
HOLA Hoboken Dual Lang	326	8	0	0	0	5	13
Hope Academy	207	13	2	1	0	0	14
Hope Community	180	0	0	0	0	0	0
International Academy of Atlantic City	273	0	0	0	0	0	0
International Academy of Trenton	450	9	3	0	0	8	20
International	89	0	0	0	0	0	0
Jersey City Comm.	570	3	0	2	0	0	4
Jersey City Global	319	0	0	0	0	0	0
Jersey City Golden Door	553	4	1	0	0	2	7
John P Holland	192	0	0	0	0	0	0
Kingdom of Leadership	197	1	0	0	0	2	2
Knowledge A to Z	321	0	0	0	0	0	0
Lady Liberty Academy	448	70	4	2	1	0	75
LEAP Academy University	1,436	5	2	2	0	7	16
Learning Community	584	7	1	0	0	1	9
Link Community	270	19	3	1	0	1	23
M E T S	475	35	6	1	3	1	44
Maria L. Varisco-Rogers	502	0	0	0	0	0	0
Marion P. Thomas	1,406	3	0	2	3	3	11
Merit Prep of Newark	368	1	0	0	1	0	2
Millville Public	249	1	0	0	0	2	2
New Horizons Comm.	436	105	8	0	0	0	113
Newark Educators Community	302	17	0	1	0	0	17
Newark Legacy	642	0	0	0	0	0	0
Newark Prep	448	20	6	3	3	2	32
North Star Academy	3,989	24	0	2	1	1	28
Pace of Hamilton	238	0	0	0	0	0	0

Appendix D: District Totals by County, 2015-16

DISTRICT	EVVRS Incidents						
	ENROLLMENT	VIOLENCE	VANDALISM	WEAPONS	SUBSTANCES	HIB	TOTAL
Passaic Arts and Science	730	2	0	2	0	2	6
Paterson Arts and Science	480	4	1	0	0	2	6
Paterson for Sci/Tech	1,044	29	2	2	0	1	34
Paul Robeson Humanities	375	5	0	0	0	7	7
Paulo Freire	269	3	3	0	3	0	9
Peoples Preparatory	377	44	3	1	8	12	68
Phillip's Academy	375	0	0	0	0	0	0
Pride Academy	288	9	0	0	0	0	9
Princeton	347	0	1	0	0	0	1
Queen City Academy	322	0	0	0	0	0	0
Ridge and Valley	108	0	0	0	0	0	0
Riverbank of Excellence	143	0	0	0	0	0	0
Robert Treat Academy	651	0	0	0	0	1	1
Roseville Community	349	0	0	0	0	2	2
Soaring Heights	237	4	0	1	0	0	5
Sussex County Technology	224	0	0	0	0	0	0
TEAM Academy	3,247	6	0	0	3	3	12
Teaneck Community	306	10	1	0	0	1	12
Barack Obama Green	227	7	2	0	3	6	18
The Ethical Community	343	0	0	0	0	3	3
The Red Bank	200	0	0	0	0	1	1
Thomas Edison EnergySmart	342	0	0	0	0	0	0
Trenton Stem-to-Civics	202	4	2	0	0	0	6
Union County TEAMS	381	4	0	2	0	0	6
Unity	219	1	0	1	0	5	6
University Academy	436	17	0	0	6	0	23
University Heights	658	25	5	6	0	4	31
Village	359	6	1	0	0	12	16
Vineland Public	336	0	0	0	0	2	2
Charter School Total	41,890	738	67	48	44	163	1,020
STATE TOTAL	1,372,755	8,261	1,423	1,000	3,010	5,995	19,181