

Commissioner's Annual Report to the  
Education Committee of the Senate and  
General Assembly

# Student Safety and Discipline in New Jersey Public Schools

School Year 2023-24

New Jersey Department of Education  
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## Table of Contents

Executive Summary .....	1
Introduction .....	2
Note for People Using Screen Readers or Text-to-Speech Tools .....	2
Incidents Reported.....	3
Total Incidents.....	3
Harassment, Intimidation and Bullying (HIB), School Responses and District Efforts.....	14
HIB Investigations and Confirmed HIB Incidents .....	14
Grade Span, Location, Mode, and Effect of Confirmed HIB Incidents .....	15
Nature of HIB .....	18
Victim’s Characteristics by Nature of HIB .....	20
School Responses to HIB Incidents.....	22
School Districts’ Efforts to Reduce HIB Incidents .....	25
School Responses to Reported Incidents .....	29
Police Notifications .....	29
Disciplinary Actions .....	32
Restraint and Seclusion .....	35
Initiatives to Improve School Safety .....	38
Appendix A: Crosswalk of Previous Years’ Figures to Current Figures.....	40
Appendix B: Crosswalk of Current Figures to Previous Years’ Figures.....	44
Appendix C: Tables of Charts.....	48

## Executive Summary

Annually, the New Jersey Department of Education (“NJDOE”) collects, analyzes, and reports to the Governor and Legislature on disciplinary infractions and their consequences, as reported by school districts, to meet the requirements of the Public School Safety Law, *N.J.S.A. 18A:17-46 through 48*.

This report includes statewide information on incidents in the categories of harassment, intimidation, and bullying (HIB), substance, vandalism, violence, and weapons. It also outlines school districts’ efforts to reduce HIB through targeted trainings and programs, as well as school districts’ responses to reported incidents, including police notifications and disciplinary actions. In 2022, *N.J.S.A. 18A:17-48* was amended to expand the scope of this report to include the use of restraint and seclusion.

The report concludes with links to current NJDOE initiatives to support schools in enhancing student safety and well-being. Local leaders are encouraged to compare statewide figures with their own local data to evaluate the effectiveness of policies and interventions aimed at maintaining a positive school climate, fostering social-emotional learning, and addressing student behaviors that violate school conduct policies.

This year’s report has been updated with formatting, organization by theme, and a three-year trend analysis where available. To help readers understand the changes from last year’s report, the Appendix provides crosswalks between this year’s figures and those published in previous editions.

For the 2023-24 school year, New Jersey schools reported a decline in reported incidents across all categories, including a notable drop in weapons-related incidents. Marijuana remained the most frequently reported substance. Although overall violence incidents declined, the number of fights increased. Most HIB incidents were verbal in nature and occurred in grades 6 through 8. Of the 59,877 students suspended, the following groups were overrepresented: Black or African-American, male, and grades 6 through 12. For the second year of restraint and seclusion reporting, data showed that among the 2,747 students who were restrained and/or secluded, most were in preschool through grade 2 and eligible to receive special education and related services.

## Introduction

This report presents information provided by New Jersey’s public schools on disciplinary infractions, their consequences, and the use of restraint and seclusion during school year (SY) 2023-24. The NJDOE compiles and publishes this information annually to fulfill the requirements of the Public School Safety Law, *N.J.S.A. 18A:17-46 through 48*. School districts are encouraged to compare their own incident data against state-level results and, if necessary, adopt proactive measures to improve school climate and student safety.

School- and district-level data on disciplinary actions, broken down by student group and grade level, are available in the School Performance Reports. Similarly, school-level data on restraint and seclusion—disaggregated by student group and grade—can be downloaded from the [Commissioner's Annual Report to the State Legislature](#) website.

Since SY 2017-18, school districts have reported incidents through the Student Safety Data System (SSDS), which replaced both the Electronic Violence and Vandalism Reporting System (EVVRS) and the Harassment, Intimidation, and Bullying — Investigations, Trainings, and Programs (HIB-ITP) system. The SSDS collects data on HIB, substance, vandalism, violence, weapons, and other incidents that lead to student discipline; all allegations of HIB; HIB trainings and programs; and school responses to reported incidents, including police notifications and student removals. Beginning in SY 2022-23, the SSDS was expanded to collect information on the use of restraint and seclusion techniques on school grounds. Guidance and training documents related to SSDS reporting are available on the SSDS homepage.

Multiple state and federal laws outlined in the SSDS Guidance document accessible through the SSDS homepage require school personnel to report student safety information to their district board of education, law enforcement and the NJDOE (through the SSDS). Each year, school personnel are responsible for inputting their incident data into the SSDS and certifying its accuracy, and the district superintendent must also certify the accuracy of these data prior to submission. In SY 2023-24, 19 school districts reported zero incidents, down from 21 school districts in SY 2022-23.

This report is organized into five sections: Incidents Reported; Harassment, Intimidation, and Bullying (HIB) School Responses and District Efforts; School Responses to Reported Incidents; Restraint and Seclusion; and NJDOE Initiatives to Improve School Safety. The Appendix provides a crosswalk between the figures published here and those published in previous years.

### **Note for People Using Screen Readers or Text-to-Speech Tools**

All figures are marked as decorative. The explanatory text before each chart includes the chart type and a high-level summary of the data. The data tables for all charts are in Appendix C.

## Incidents Reported

### Total Incidents

**Figure 1: Total Incidents Reported by School Year with Year-over-Year Percent Change**

Figure 1 is a bar graph illustrating the total number of incidents reported by school personnel in the last three school years in the categories of harassment, intimidation, and bullying (HIB), substance, vandalism, violence, and weapons. The graph also shows the year-over-year percent change. In SY 2023-24, school personnel reported 33,526 unique incidents, representing a 7.0% decrease compared to the 36,039 incidents reported in SY 2022-23, yet more than the 30,561 incidents reported in SY 2021-22.

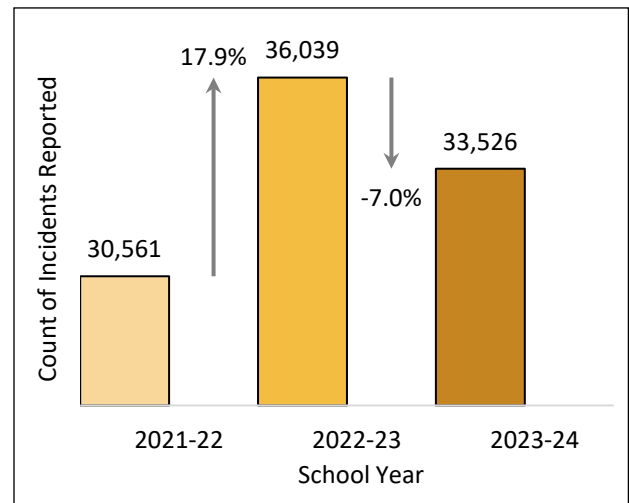
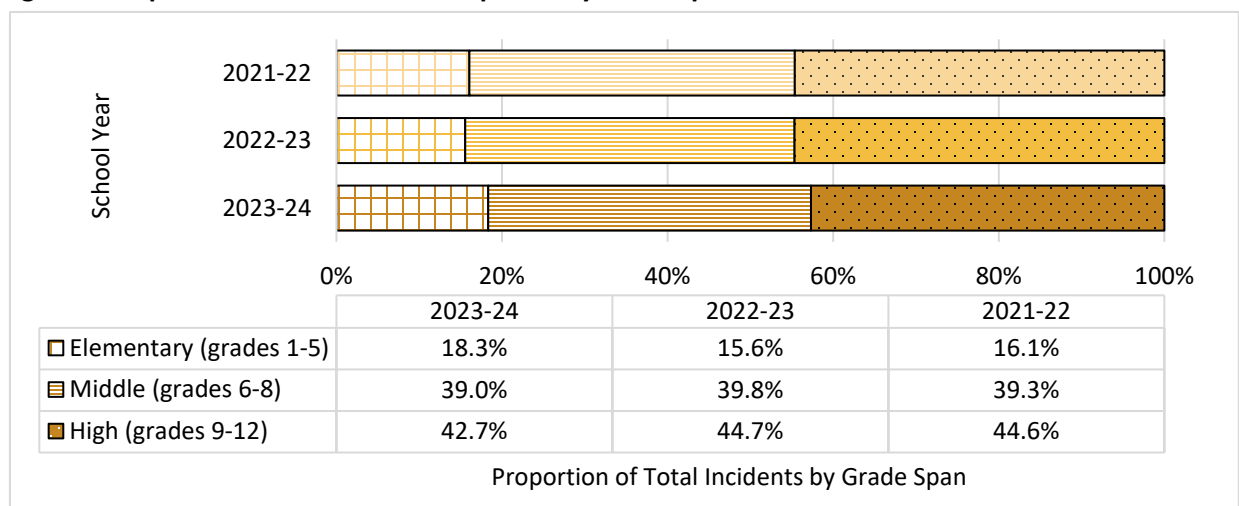


Figure 2 below is a stacked bar graph illustrating the proportion of reported incidents that involved elementary, middle, and high school students over the past three school years. In SY 2023-24, 18.3% of incidents involved elementary school students, 39.0% involved middle school students, and 42.7% involved high school students. This distribution is consistent with the previous two school years.

**Figure 2: Proportion of Total Incidents Reported by Grade Span Across School Years**

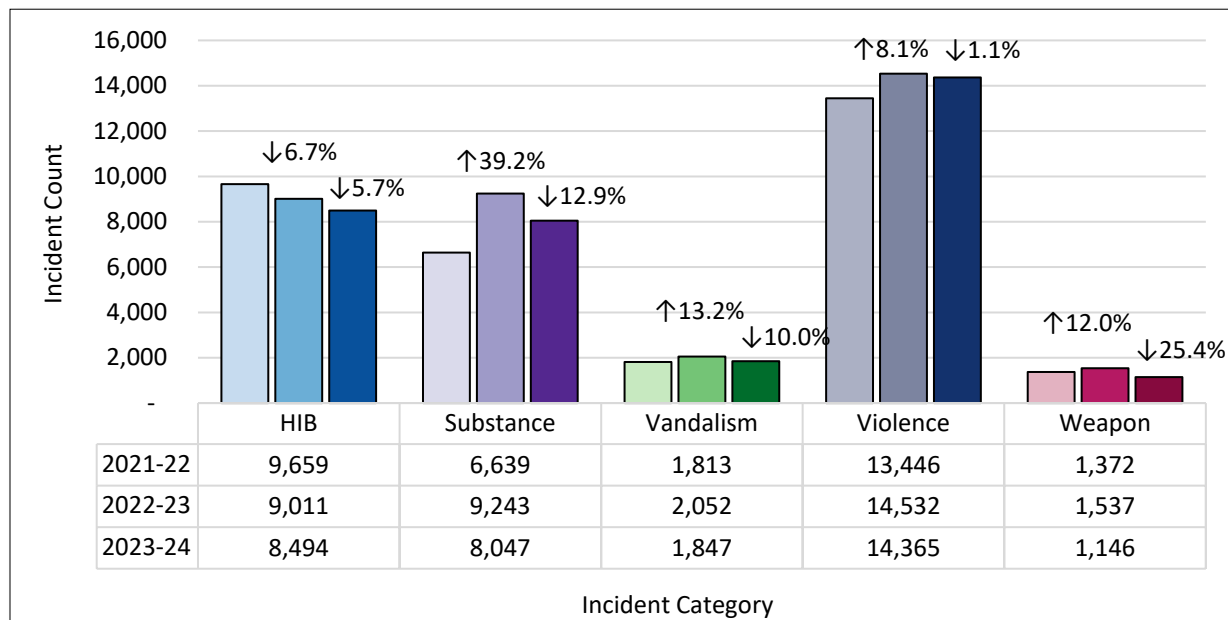


The SSDS requires school personnel to identify the type of incident that occurred, such as weapons possession, weapon use, or property damage, and allows users to select up to three

incident types for each incident. The NJDOE uses the incident type to classify incidents into the different incident categories of HIB, substance, vandalism, violence, and weapons. As a single incident can be assigned to three incident types, it can be counted in multiple categories, and more than once within a category. For example, an incident involving weapons possession, weapon use, and property damage would be counted both as a weapons incident (for possession and use) and as a vandalism incident (for property damage). Within the weapons category, the incident would be counted twice, once as a weapon-possession incident and once as a weapon-use incident. For this reason, the totals by category provided below will not equal the total incidents reported above.

Figure 3 is a column graph that shows the total number of incidents reported in each category over the last three school years, with the year-over-year percent change in data labels at the top of the columns and the incidents counts provided in the data table under the graph. Reported incidents declined in all categories in SY 2023-24 relative to the previous year, with the greatest decline in weapon (–25.4%), and the smallest decline in violence (–1.1%). In SY 2023-24, school personnel reported 14,365 violent incidents, compared to 14,532 in SY 2022-23 and 13,446 in SY 2021-22.

**Figure 3: Total Incidents by Category and School Year with Year-over-Year Percent Change in Data Labels**



The remainder of this section details the types of substance, vandalism, violence, and weapons incidents reported by school year and grade span. HIB incidents are covered in the following section.

## Substance

Figure 4 is a stacked bar graph showing the proportion of substance-related incidents that involved elementary, middle, and high school students over the past three school years with the figures provided in the data table below the graph. In SY 2023-24, 1.3% of substance incidents involved elementary school students, 20.0% involved middle school students, and 78.8% involved high school students. This distribution is consistent with SY 2022-23 but differs from SY 2021-22, when 5.9 percentage points fewer middle school students were involved in substance incidents (14.8% in SY 2021-22 compared to 20.7% in SY 2022-23).

**Figure 4: Proportion of Substance Incidents Reported by Grade Span Across School Years**

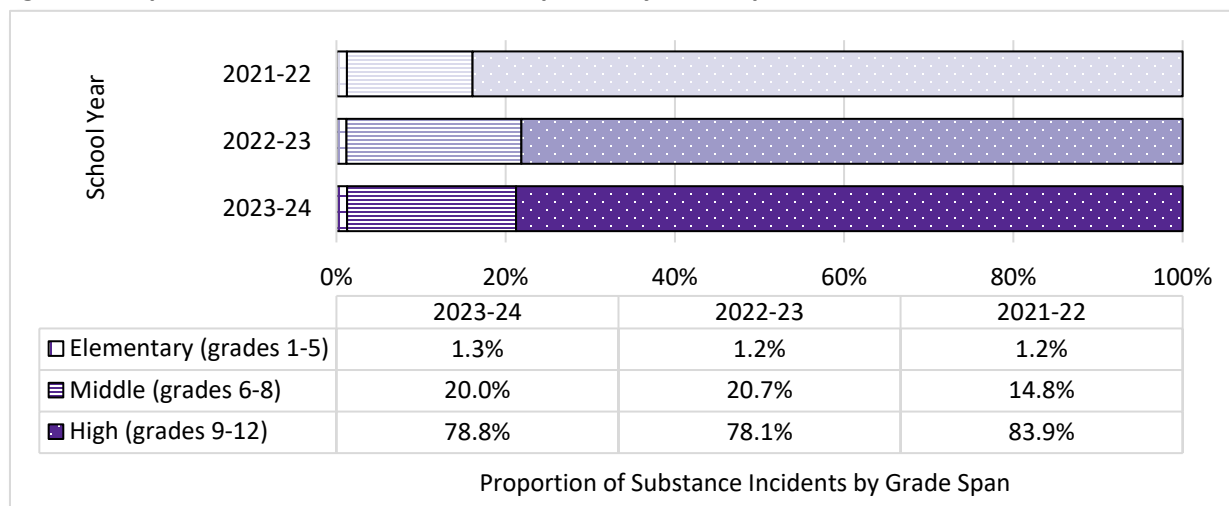
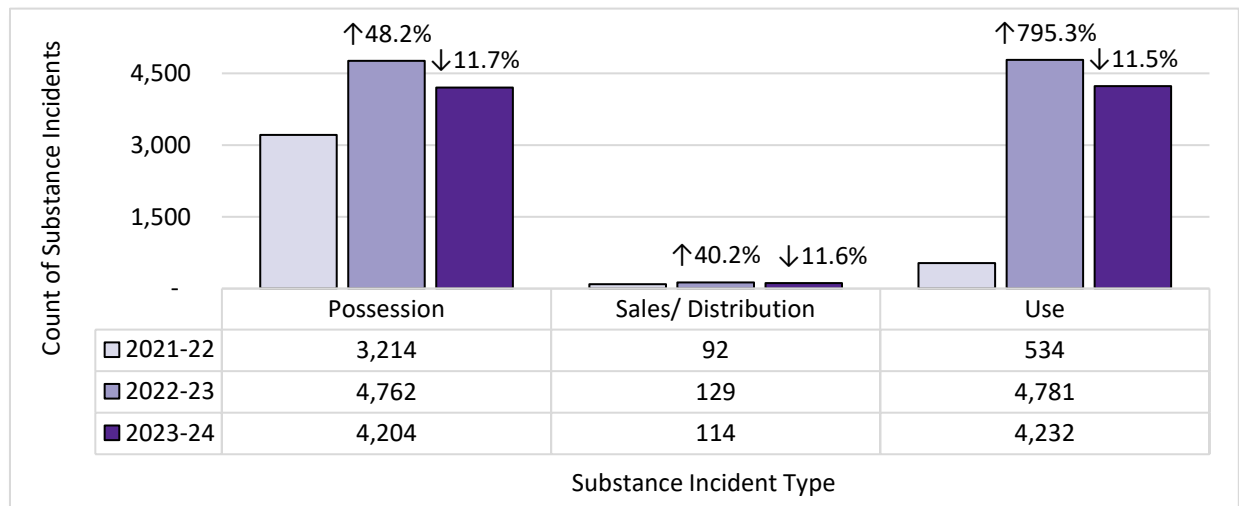


Figure 5 is a column graph displaying the number of substance incidents reported by type over the past three school years with year-over-year percent change in data labels at the top of the columns and counts by substance incident type provided in the data table under the graph. There are three types of substance-related incidents that school personnel report to the SSDS: possession, sales or distribution, and use. In SY 2023-24, all types of substance incidents declined by about 11.5% relative to SY 2022-23. However, the number of incidents involving possession and use remained well above figures reported in SY 2021-22. For example, in SY 2021-22, school personnel reported 534 incidents of substance use, compared to 4,781 in SY 2021-22 and 4,232 in SY 2023-24.



**Figure 5: Substance Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels**



School personnel are required to report incidents when any of the following substances are involved: alcohol, anabolic steroids (“steroids”), cocaine/ crack, designer/ synthetic drugs, drug paraphernalia, heroin, marijuana, unauthorized over-the-counter substances (“OTC drugs”), and unauthorized prescription drugs (“prescription drugs”). The SSDS also provides an “undetermined” selection when a student is suspected of being under the influence of one of the reportable substances, but a medical examination is refused. Figure 6 is a bar graph illustrating the frequency with which substances were reported in SY 2023-24. Substances are ordered by frequency, with marijuana appearing at the top as the most reported substance (5,309) and heroin and steroids at the bottom as the least reported (each with 0).

**Figure 6: Substance Incidents by Type of Substance Reported in School Year 2023-24**

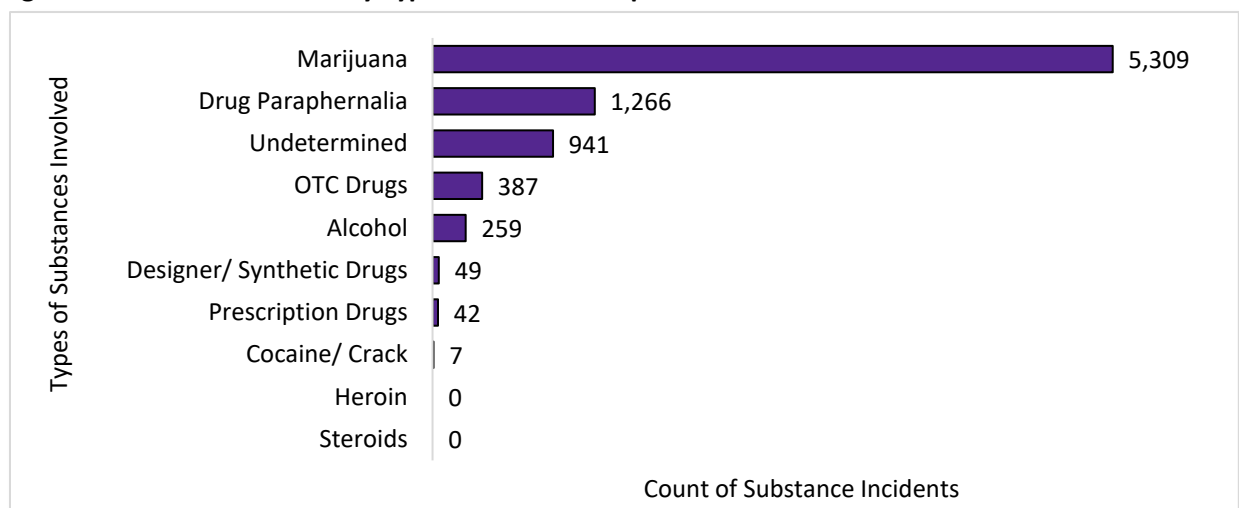
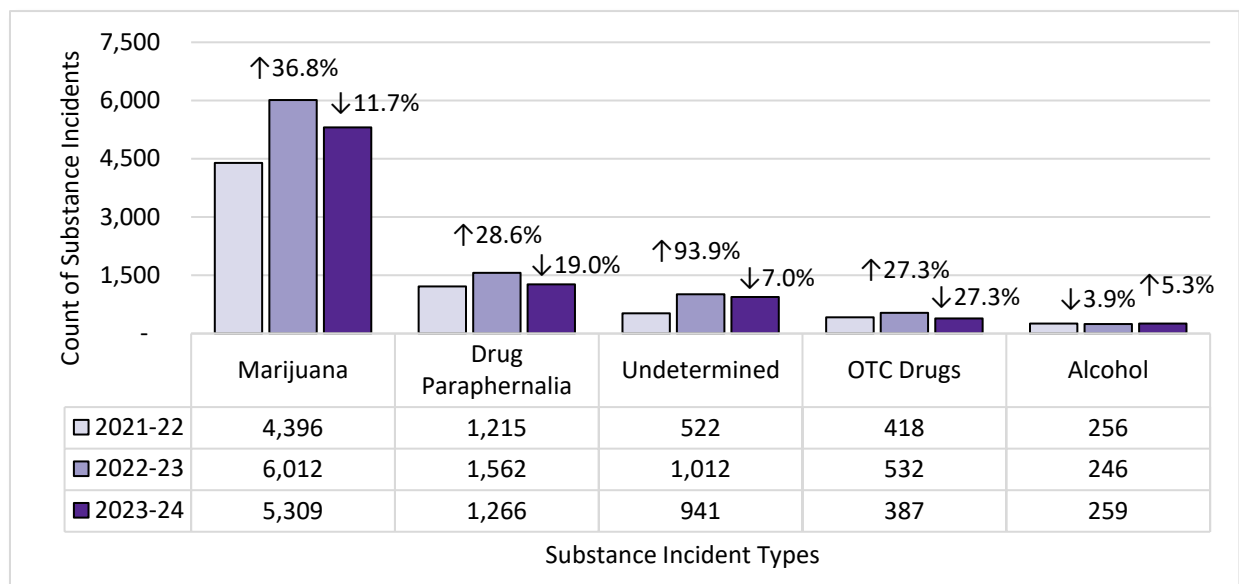


Figure 7 allows comparison of reported substances in SY 2023-24 with previous years. Figure 7 is a column graph displaying the top five substances reported in the last three school years with

year-over-year percent change in data labels at the top of the columns and counts by reported substance provided in the data table under the graph. The most reported substances in SY 2023-24 were the same in the previous two years. Marijuana was the most reported substance during this three-year period. It was reported involved in 20 times more incidents than alcohol in SY 2023-24 (5,309 reported incidents involved marijuana compared to 259 alcohol incidents), 24 times more incidents in SY 2022-23 (6,012 compared to 246) and 17 times more incidents in SY 2021-22 (4,396 compared to 256).

**Figure 7: The Top Five Types of Substances Reported by School Year with Year-over-Year Percent Change in Data Labels**



## Vandalism

Figure 8 below is a stacked bar graph displaying the proportion of reported vandalism incidents that involved elementary, middle, and high school students over the past three school years with the proportions provided in the data table below the graph. In SY 2023-24, 18.5% of vandalism incidents involved elementary school students, 43.6% involved middle school students, and 37.9% involved high school students. Over the last three school years, middle school students have been involved in 42% to 44% of all reported incidents of vandalism, which was the highest proportion in SY 2021-22 (43.5%) and SY 2023-24 (43.6%). High school students were involved in the most vandalism incidents in SY 2022-23 (44.1%).

**Figure 8: Proportion of Vandalism Incidents Reported by Grade Span Across School Years**

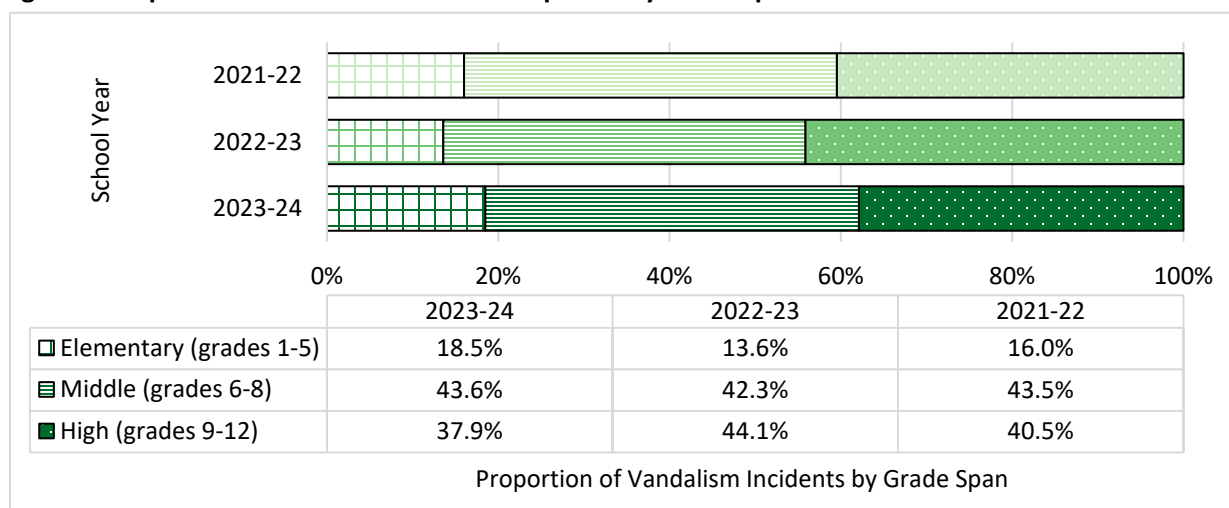
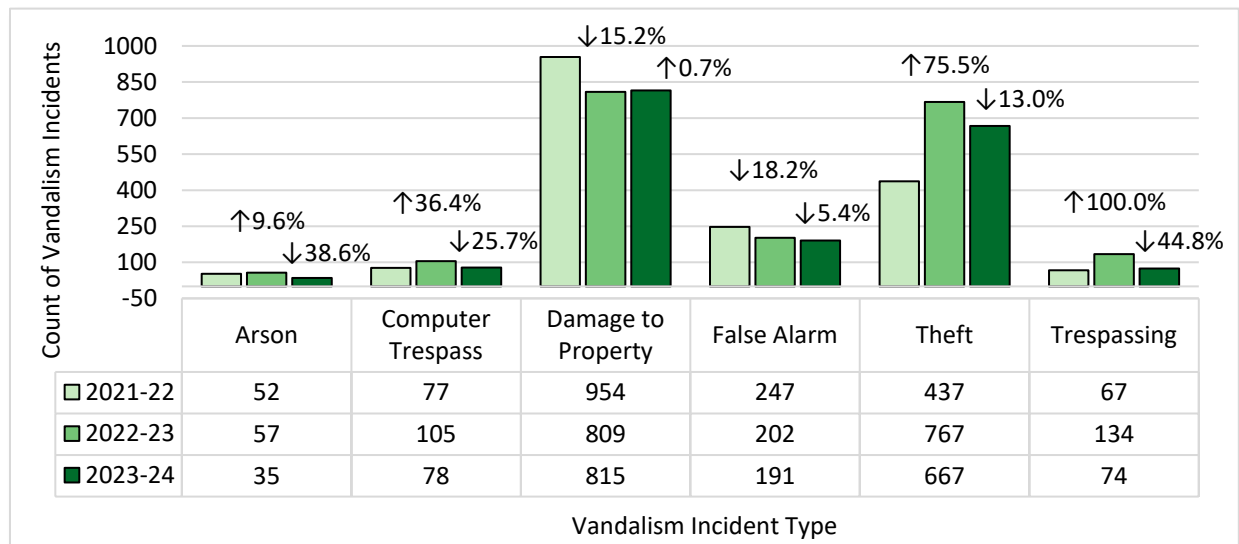


Figure 9 is a column graph showing the number of vandalism incidents reported by type over the past three school years with year-over-year percent change in data labels at the top of the columns and counts by type provided in the data table under the graph. There are six types of vandalism incidents that school personnel report to the SSDS: arson, computer trespassing, damage to property, false public alarm, theft and trespassing. In SY 2023-24, damage to property, which was the most frequently reported type of vandalism incident, was the only type that did not experience a year-over-year decrease. Reported vandalism incidents involving damage to property experienced a year-over-year increase of 0.7%, from 809 in SY 2022-23 to 815 in SY 2023-24. However, the number of vandalism incidents involving damage to property has declined since SY 2021-22, when 954 such incidents were reported. Over the past three years, arson has been the least reported type (52 in SY 2021-22, 57 in SY 2022-23 and 35 in SY 2023-24).

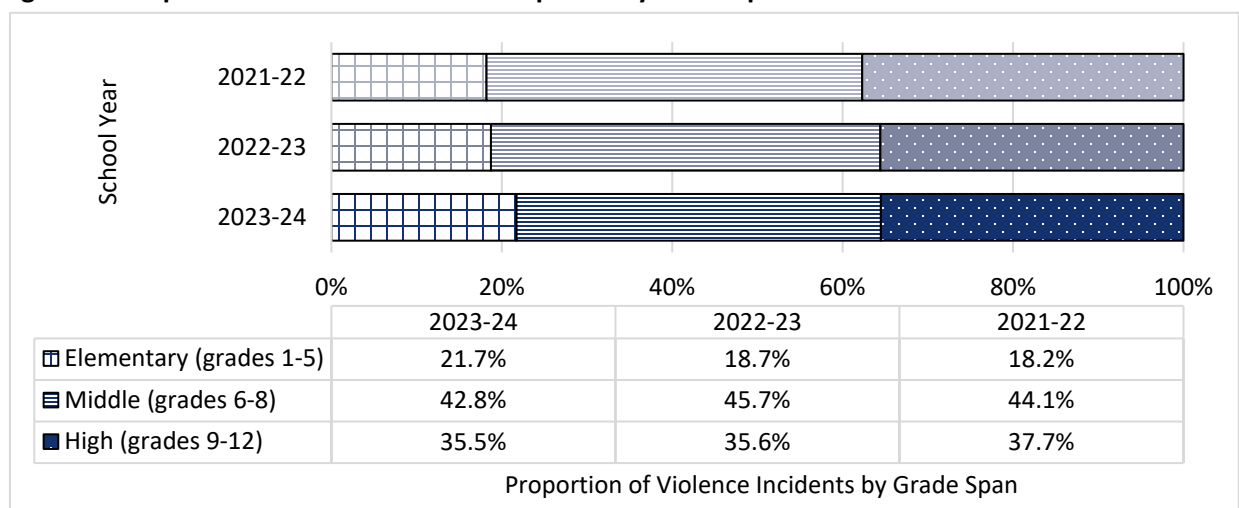
**Figure 9: Vandalism Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels**



## Violence

Figure 10 below is a stacked bar graph depicting the proportion of reported violence incidents that involved elementary, middle and high school students over the last three school years with the proportions provided in the data table under the graph. In SY 2023-24, 21.7% of violence incidents involved elementary school students, 42.8% involved middle school students, and 35.5% involved high school students. This pattern, of middle school students being involved in the most violent incidents and elementary school students involved in the least, is consistent throughout the last three school years. In SY 2023-24 the proportion of elementary school students involved in violent incidents increased by 3 percentage points, from 18.7% of all violent incidents in SY 2022-23 to 21.7% in SY 2023-24.

**Figure 10: Proportion of Violence Incidents Reported by Grade Span Across School Years**



There are eight types of violent incidents that school personnel report to the SSDS: assault, fight, kidnapping, robbery/extortion, sexual assault, sexual contact, threat—criminal, and threat—simple. Figure 11 is a bar graph displaying the types of violent incidents reported during SY 2023-24, ordered by frequency. In SY 2023-24, the most reported violent type was fight (6,265) and the least reported was kidnapping (0).

**Figure 11: Violence Incidents Reported by Incident Type in School Year 2023-24**

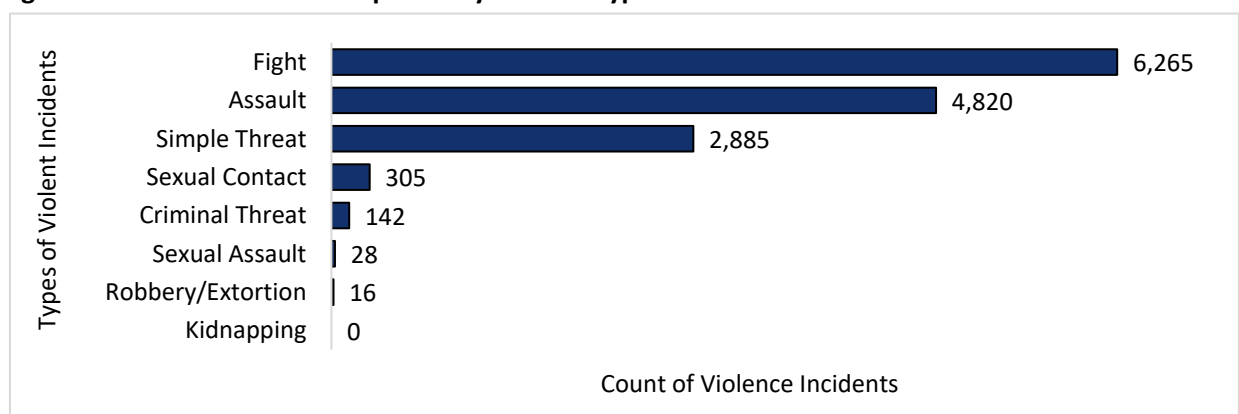
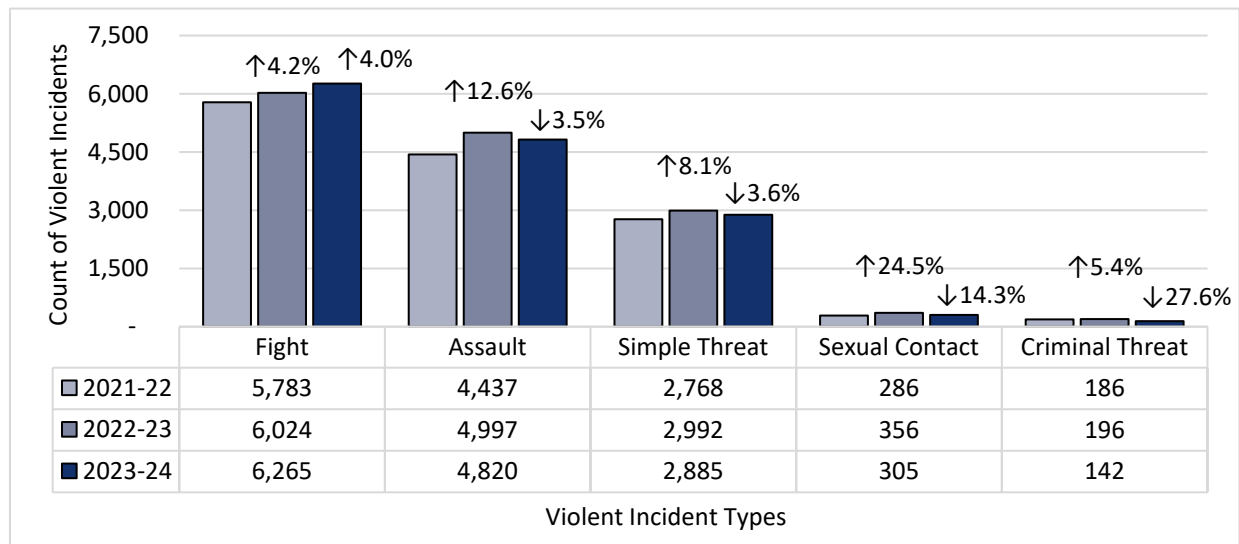


Figure 12 provides a comparison of violent incident types reported in SY 2023-24 with the previous two school years. Figure 12 is a column graph displaying the top five violent incident types reported in the last three school years with year-over-year percent change in data labels at the top of the columns and counts by type provided in the data table under the graph. The top five types of violent incidents reported have been consistent across school years. In SY 2023-24, fight was the only type that did not experience a year-over-year decrease. Reported fight-type incidents experienced a year-over-year increase of 4.0%, from 6,024 in SY 2022-23 to 6,265 in SY 2023-24.

**Figure 12: The Top Five Types of Violence Incidents Reported by School Year with Year-over-Year Percent Change in Data Labels**



## Weapon Incidents

Figure 13 below is a stacked bar graph illustrating the proportion of reported weapon incidents that involved elementary, middle and high school students over the last three school years with the proportions provided in the data table under the graph. In SY 2023-24, 17.5% of weapon incidents involved elementary school students, 40.3% involved middle school students, and 42.2% involved high school students. Compared to SY 2021-22, in SY 2023-24 the proportion of high school students involved in weapon incidents decreased, from 46.1% to 42.2%, and the proportion of elementary school students involved increased, from 12.8% to 17.5%.

**Figure 13: Proportion of Weapon Incidents Reported by Grade Span Across School Years**

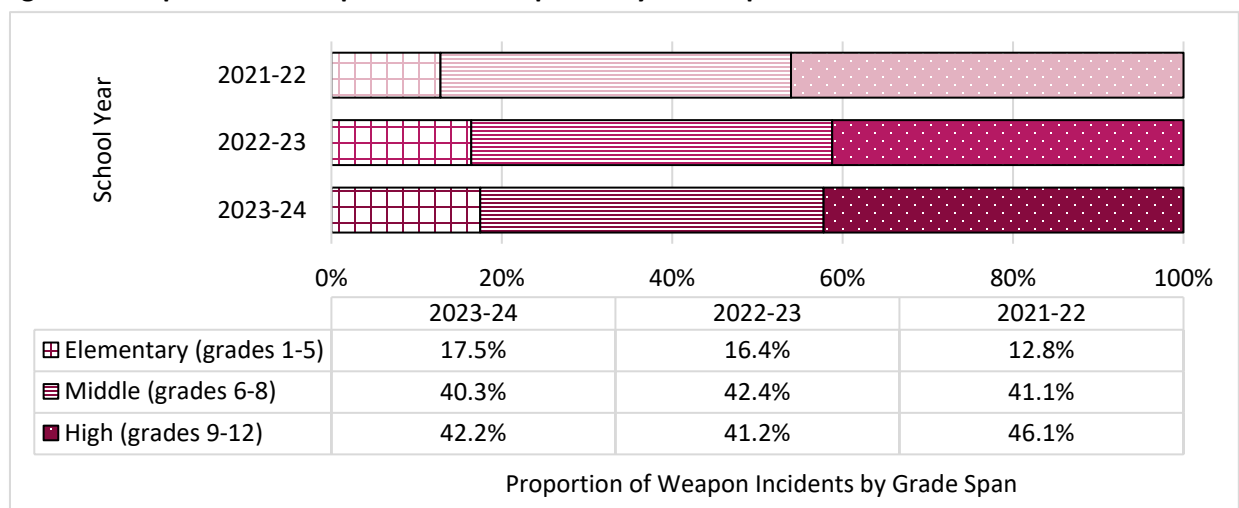
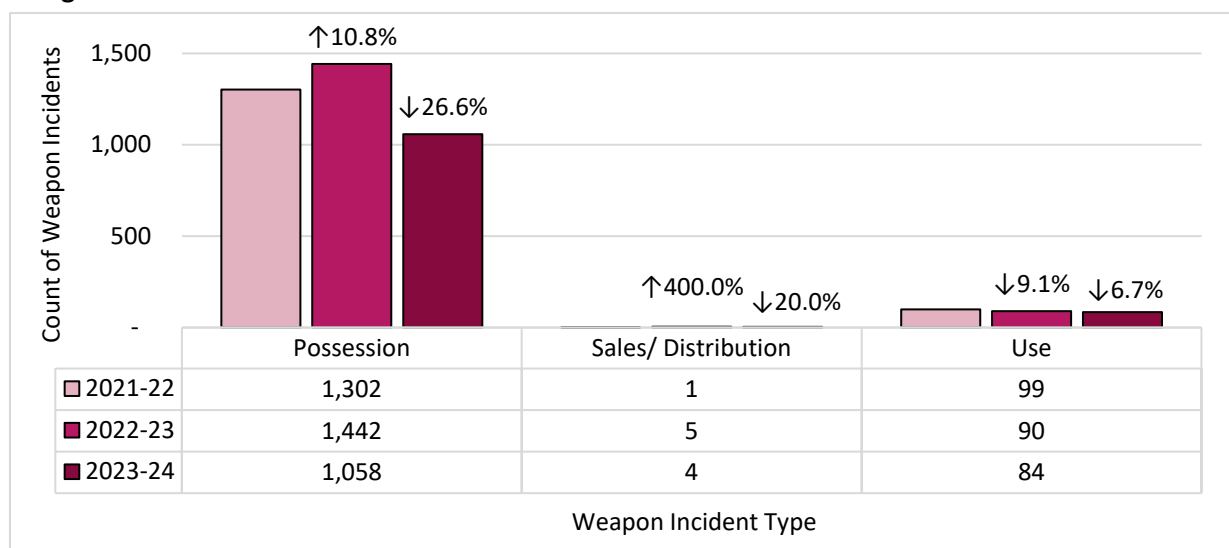


Figure 14 is a column graph showing the number of weapon incidents reported by type over the past three school years with year-over-year percent change in data labels at the top of the columns and counts by weapon incident type provided in the data table under the graph. The SSDS collects three types of weapon incidents: possession, use, and sales/distribution. In SY 2023-24, all types decreased compared to the previous year, with possession-type incidents decreasing the most in both count (384 fewer incidents were reported in SY 2023-24 compared to SY 2022-23, or 1,058 compared to 1,442) and percent (-26.6%).

**Figure 14: Weapon Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels**



School personnel are required to report an incident when it involves an instrument capable of lethal use or of inflicting serious bodily injury, as well as the type of instrument, or weapon, involved. The SSDS provides six selections for the type of weapon involved: air gun/ pellet gun/ BB gun, bomb, handgun, knife/ blade, spray or other. Figure 15 is a bar graph displaying the number of times each type of weapon was reported during SY 2023-24. Types of weapons are ordered by frequency, with knife and/or blade on top as the most reported (797) and bomb on the bottom as the least reported (0).

**Figure 15: Weapon Incidents by Type of Weapon Reported in School Year 2023-24**

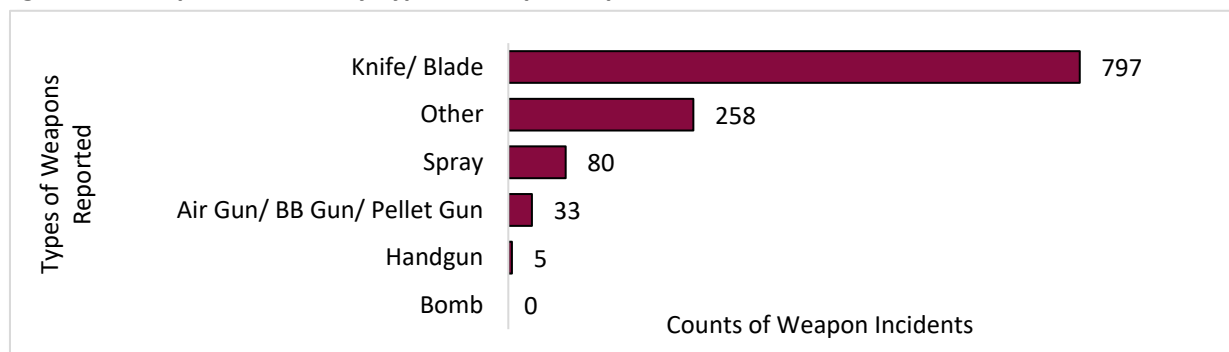
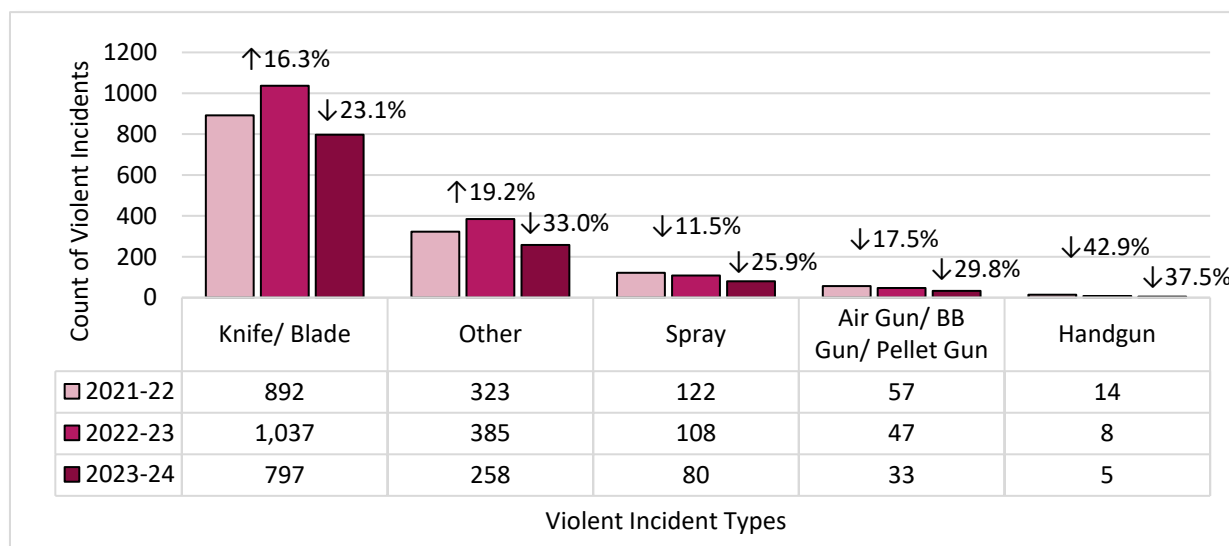


Figure 16 provides a comparison of weapons reported in SY 2023-24 with the previous two school years. Figure 16 is a column graph displaying the top five weapons reported over the past three school years with year-over-year percent change in data labels at the top of the columns and counts by weapon reported provided in the data table under the graph. Reported incidents involving all types of weapons were lower in SY 2023-24 than in either of the previous two years. For example, the most reported weapon type in all three years was knife/blade; 797 incidents involved knives or blades in SY 2023-24, compared to 1,037 incidents in SY 2022-23 and 892 incidents in SY 2021-22.

**Figure 16: The Top Five Types of Weapons Reported by School Year with Year-over-Year Percent Change in Data Labels**





## Harassment, Intimidation and Bullying (HIB), School Responses and District Efforts

### HIB Investigations and Confirmed HIB Incidents

*N.J.S.A. 18A:37-14* defines an incident of harassment, intimidation or bullying (HIB) as 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, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that 1) a reasonable person should know will have the effect of physical or emotional harm to the victim or damage to the victim's property, 2) has the effect of insulting or demeaning any student or student group, or 3) creates a hostile educational environment for the victim by interfering with the victim's education or by causing the victim severe or pervasive harm. To provide a snapshot of HIB incidents in public schools aligned with the legislative definition, this report looks at the reported nature, location, mode and effect of each HIB incident.

In the SSDS, school personnel must identify the nature of, or motivation for, the HIB incident from a list of seven options and may select all that apply. The same is true of the mode (five options) and effect (five options). Because a single incident can be assigned as many as seven natures, five modes and five effects, it may be counted more than once in the graphs below. For this reason, counts by different properties of HIB incidents will not match total counts of HIB investigations nor of confirmed or alleged HIB incidents.

*N.J.S.A. 18A:37-15* requires school personnel to report all HIB investigations to the NJDOE, regardless of whether the investigation confirms the incident as HIB, and to investigate each in a timely manner, ideally within 10 school days. Figure 17 is a 100% stacked bar graph showing the proportion of total HIB investigation alleged and confirmed over the past three school years with the percent confirmed each year in the data label and the counts of alleged, confirmed and total investigations in the data table under the graph. In SY 2023-24, school personnel reported a total of 21,189 HIB investigations. Of these, 40.1%, or 8,494, were confirmed as HIB incidents. The total number of HIB investigations decreased this year compared to last year, when 22,022 investigations were reported and 40.9%, or 9,011, were confirmed.

**Figure 17: Count and Proportion of Total HIB Investigations Alleged and Confirmed by School Year**

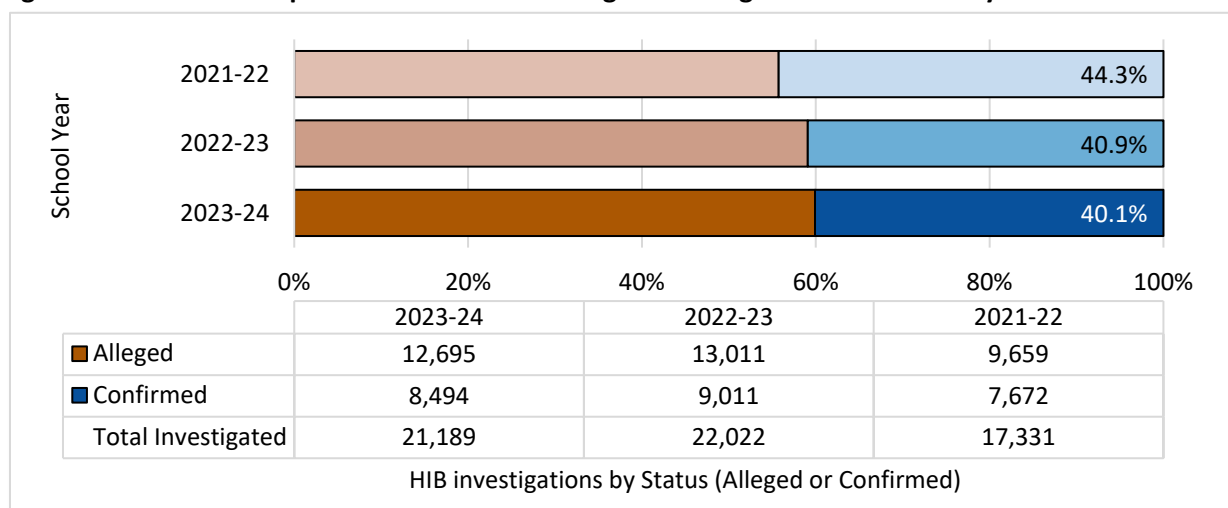
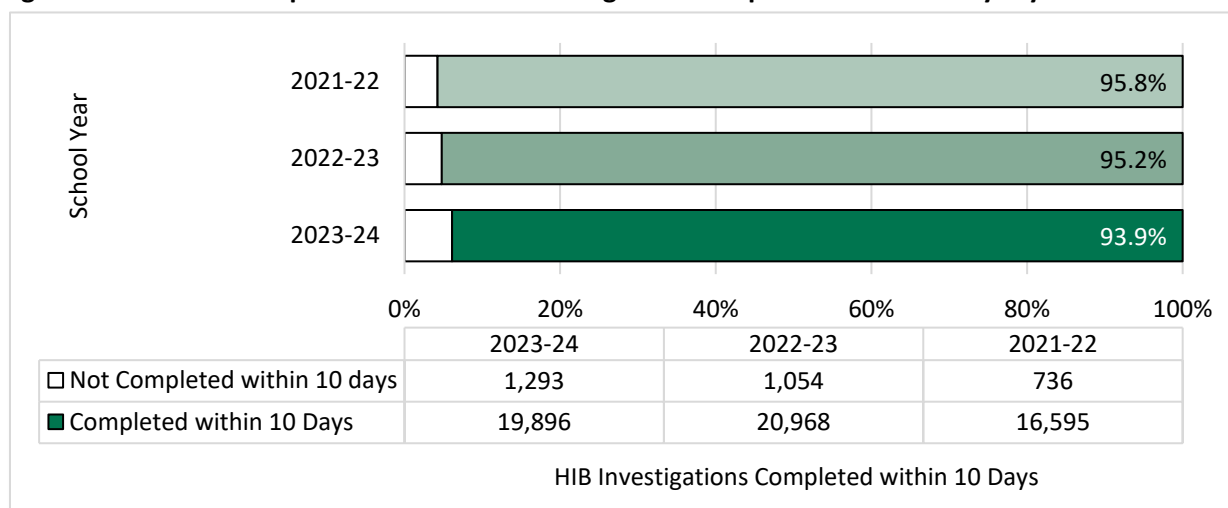


Figure 18 is a 100% stacked bar graph depicting the proportion of total HIB investigations completed within 10 days over the past three school years with the percentage completed each year in the data label and the counts of those completed within 10 days and not in the data table under the graph. In SY 2023-24, 93.9%, or 19,896, of all reported HIB investigations were completed within 10 school days. This completion rate is lower than the 95%-plus completion rates of the two previous school years.

**Figure 18: Count and Proportion of Total HIB Investigations Completed Within 10 Days by School Year**



## Grade Span, Location, Mode, and Effect of Confirmed HIB Incidents

Over the past three school years, middle school students have been involved in more confirmed HIB incidents than elementary and high school students. Figure 19 below is a stacked bar graph showing the proportion of HIB incidents that involved elementary, middle, and high school students over the past three school years with the proportions provided in the data table under

the graph. In SY 2023-24, 29.5% of incidents involved elementary school students, 48.2% involved middle school students, and 22.3% involved high school students. This distribution is consistent with the previous two school years.

**Figure 19: Proportion of Confirmed HIB Incidents Reported by Grade Span Across School Years**

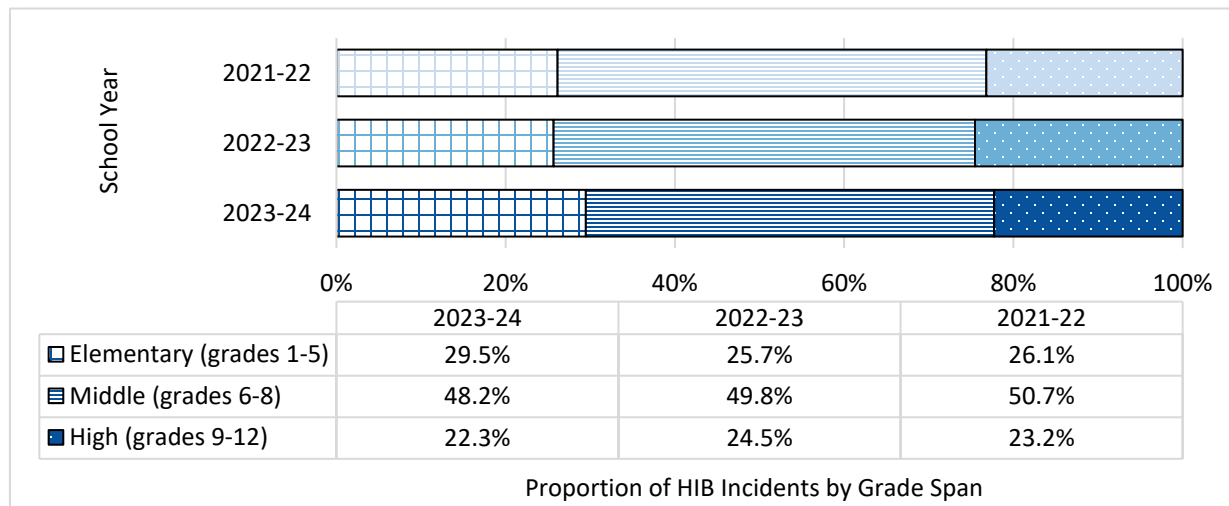
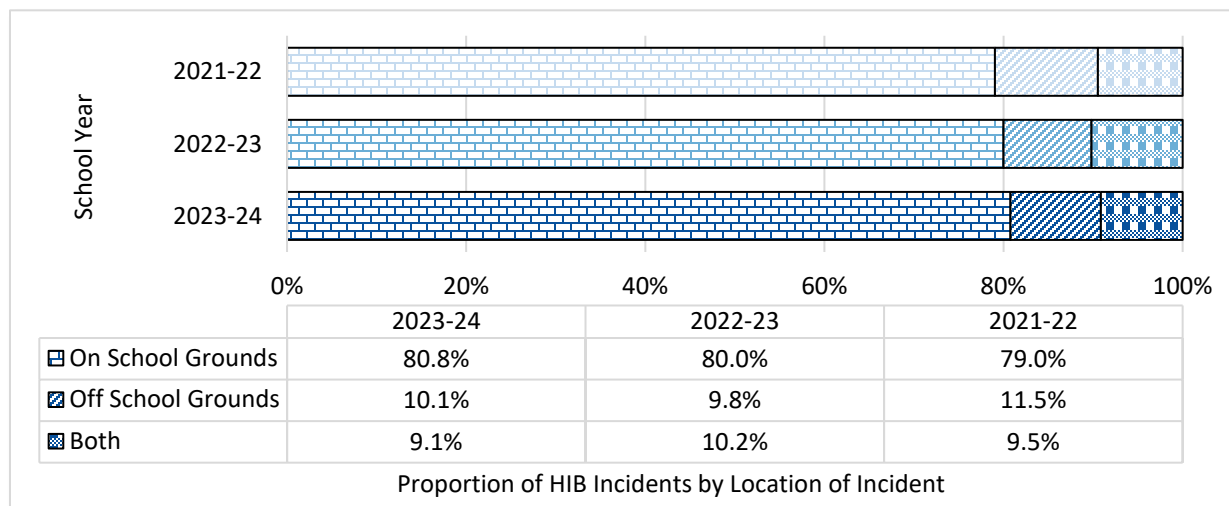


Figure 20 below is a stacked bar graph presenting the proportion of confirmed HIB incidents that occurred on school grounds, off school grounds and both on and off school grounds over the past three years. In SY 2023-24, 80.8% of incidents occurred on school grounds, 10.1% occurred off school grounds, and 9.1% occurred both on and off school grounds. Over the past three years, most reported HIB incidents have taken place on school grounds.

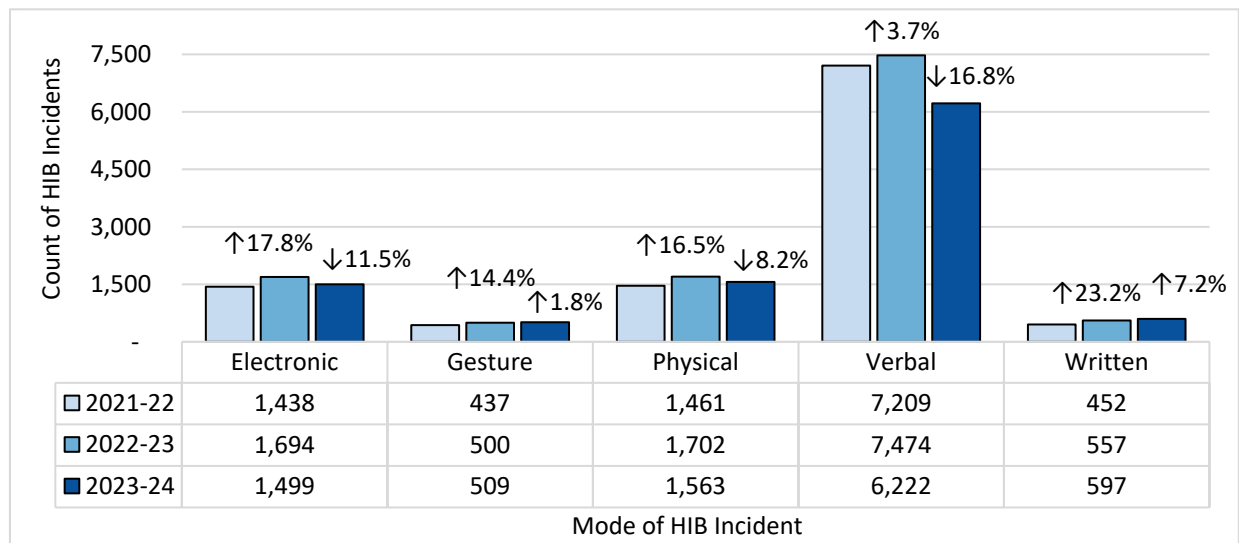
**Figure 20: Proportion of Confirmed HIB Incidents by Location Across School Years**



Consistent with the legislative definition, the SSDS collects five modes of HIB: electronic, gesture, physical, verbal, and written. Figure 21 is a column graph illustrating the number of HIB incidents reported by mode over the past three school years with year-over-year percent

change in data labels at the top of the columns and counts of HIB incidents by mode provided in the data table under the graph. In SY 2023-24, the most reported mode of HIB was verbal (6,222) followed by physical (1,563) and electronic (1,499). Compared to SY 2022-23, the number of verbal, electronic and physical modes of HIB decreased by 16.8%, 11.5% and 8.2% in that order while the number of written and gesture modes of HIB incidents increased, by 7.2% and 1.8%, respectively.

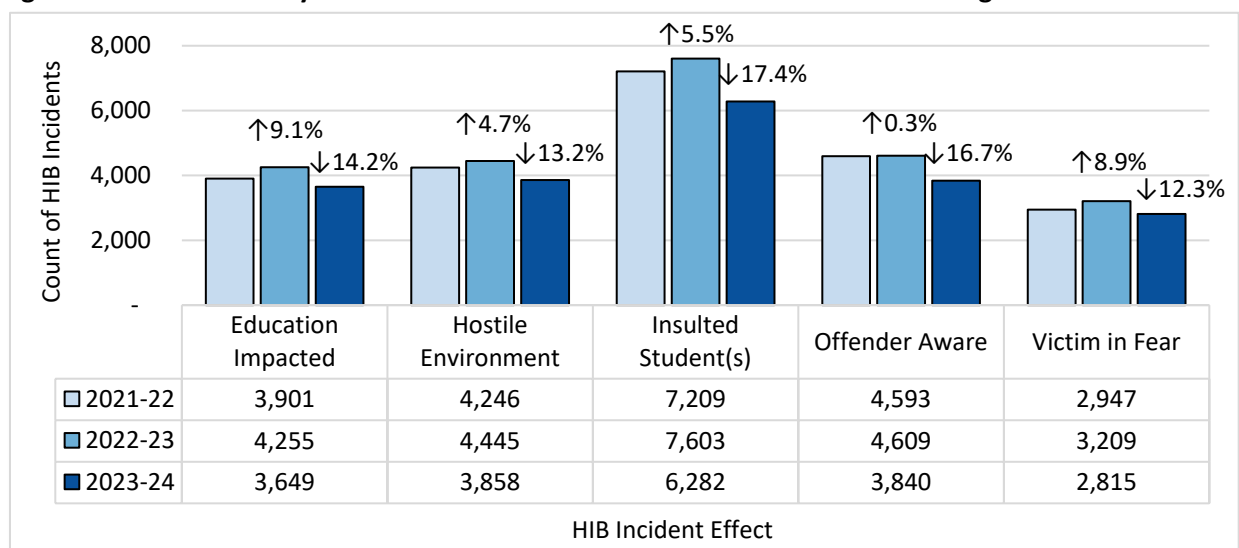
**Figure 21: HIB Incidents by Mode and School Year with Year-over-Year Percent Change in Data Labels**



To determine the effect of each incident of HIB, the SSDS augments the three options outlined in *N.J.S.A. 18A:37-14* to collect more specificity. The five effect options in the SSDS are: 1) Offender knew action would physically or emotionally cause harm to the victim or damage to the victim's property ("offender aware"), 2) Victim was in fear of physical or emotional harm or damage to personal property ("victim in fear"), 3) Insulted or demeaned a student or a group of students ("insulted student(s)"), 4) Interfered with a victim's education ("education impacted") and 5) Created a hostile educational environment by severely or pervasively causing physical or emotional harm to the student ("hostile environment").

Figure 22 is a column graph showing the number of HIB incidents reported by effect over the past three school years with year-over-year percent change in data labels at the top of the columns and counts of HIB incidents by effect provided in the data table under the graph. Over the past three years, the most reported effect has been students being insulted or demeaned, with 6,282 incidents in SY 2023-24, down 17.4% from the 7,603 incidents reported in SY 2022-23. The least frequently reported effect was victims fearing harm or damage to property, which declined by 12.3% in SY 2023-24 to 2,815 incidents compared to 3,209 incidents in SY 2022-23.

**Figure 22: HIB Incidents by Effect and School Year with Year-over-Year Percent Change in Data Labels**



## Nature of HIB

Consistent with the definition provided in *N.J.S.A. 18A:37-14*, the SSDS requires school personnel to identify the characteristic that motivated the HIB incident, often referred to as the “nature of HIB.” Figure 23, which is a bar graph, compares the reported nature of alleged versus confirmed HIB incidents in SY 2023-24 to determine if the nature of HIB differs between alleged and confirmed HIB incidents. Below, the natures of HIB are ordered by frequency with “No Identified Nature” (which can only be used to describe alleged HIB incidents) as the most reported (8,192 alleged) and religion as the least (592 alleged and 370 confirmed). The frequency ordering of alleged versus confirmed HIB incidents is the same.

**Figure 23: Alleged and Confirmed HIB Incidents by Nature of HIB Incident Reported in School Year 2023-24**

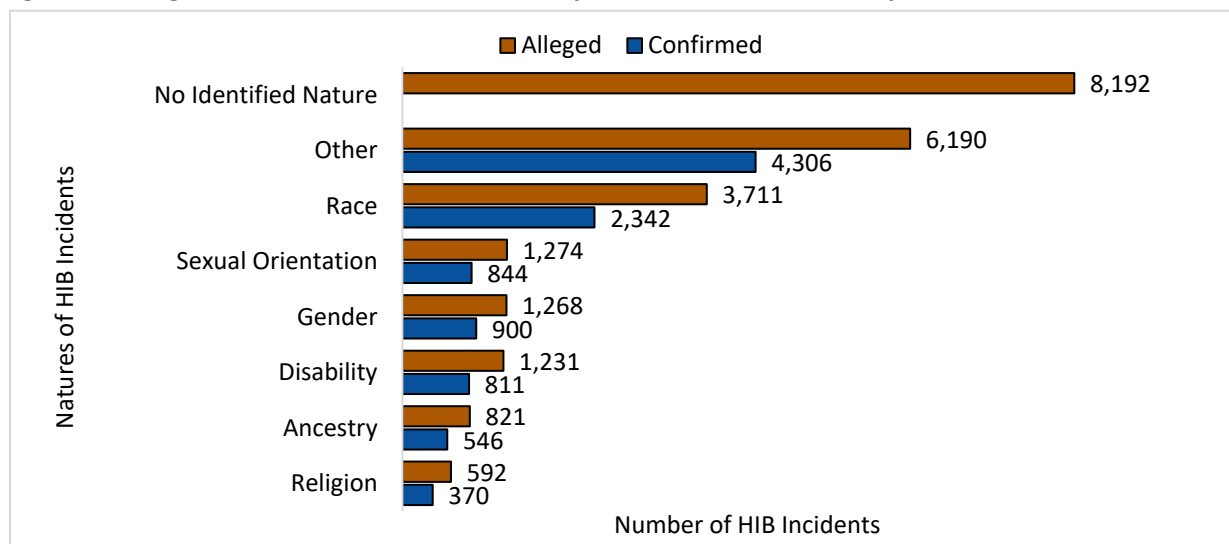
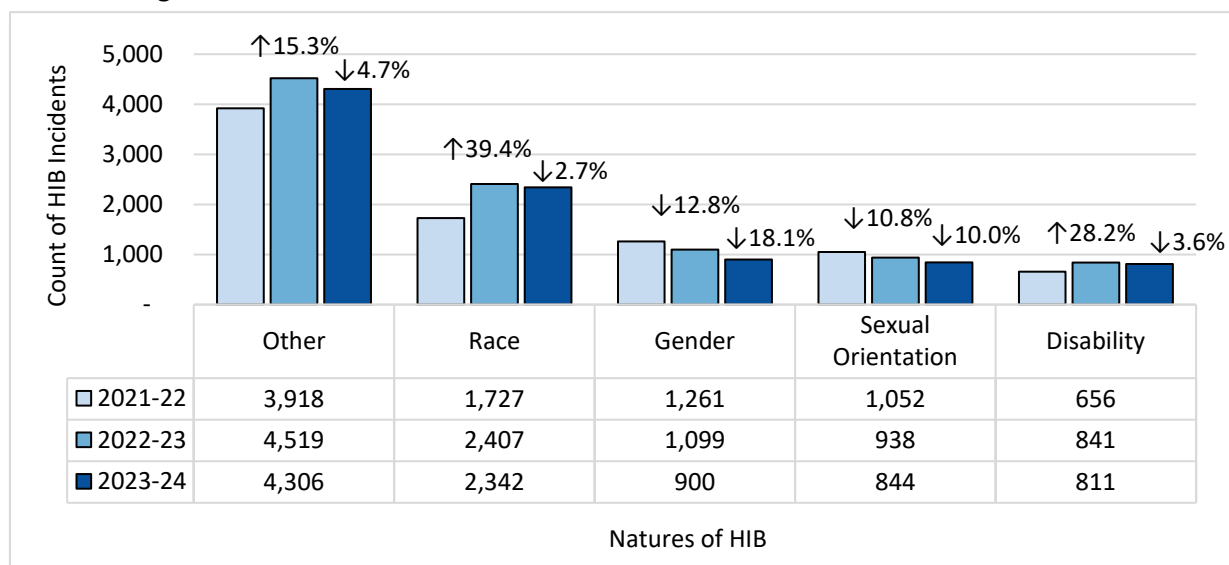


Figure 24, which is a column graph showing the top five factors motivating confirmed HIB incidents in the past three school years with year-over-year percent change in data labels at the top of the columns and counts of confirmed HIB incidents by nature of HIB provided in the data table under the graph, indicates that SY 2023-24's trend is consistent with previous years' trends. "Other", race and gender have been the most reported motivating factors of confirmed HIB incidents over the past three years. In SY 2023-24, reporting of all motivating factors declined relative to the previous year, with the greatest percentage decline in gender: 18.1% fewer HIB incidents were motivated by gender in SY 2023-24 compared to SY 2022-23.

**Figure 24: The Top Five Factors Motivating Confirmed HIB Incidents by School Year with Year-over-Year Percent Change in Data Labels**



## Victim's Characteristics by Nature of HIB

This part of the report focuses on the relationship between HIB victims' characteristics and the nature of confirmed HIB incidents. Figure 25 is a column graph showing the percentage of HIB victims in each racial/ethnic group that were targeted because of race and/or color over the last three school years with the percentages provided in the data table under the graph. Race and/or color tends to be a motivating factor of HIB for Black or African American victims. In SY 2023-24, race and/or color was one of the motivating factors for 47.7% of Black or African American victims, compared to one-third of victims who were Asian or Pacific Islander, two or more races, or American Indian or Alaska natives. Among Hispanic and White victims, race and/or color was the motivating factor for 14.8% and 7.4%, respectively. This trend is consistent with the previous two school years.

**Figure 25: Percentage of HIB Victims Targeted for Race by Racial/Ethnic Group and School Year**

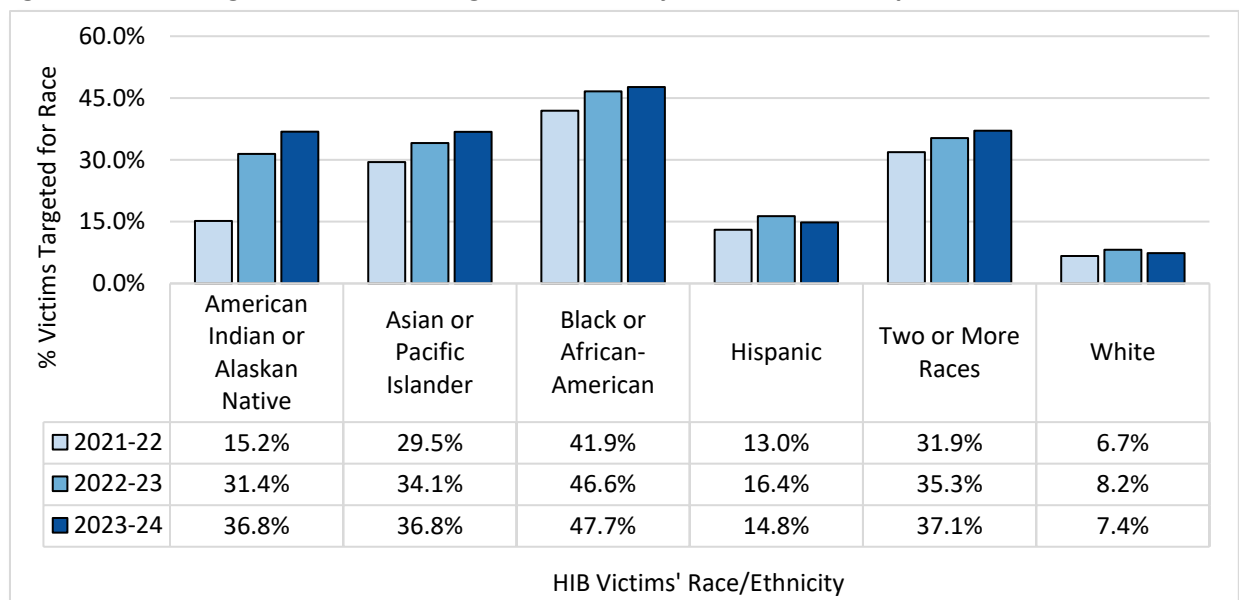
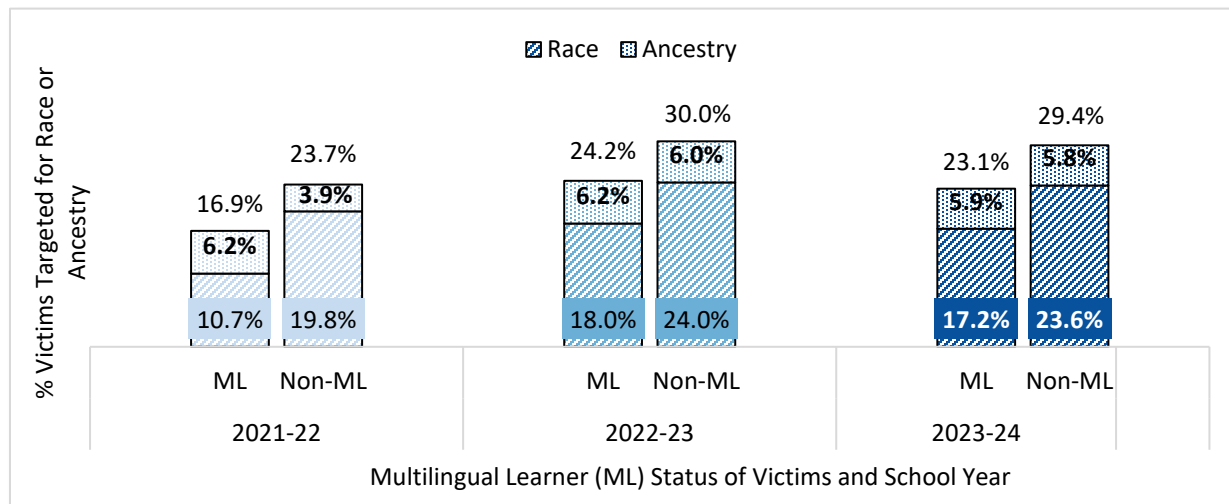
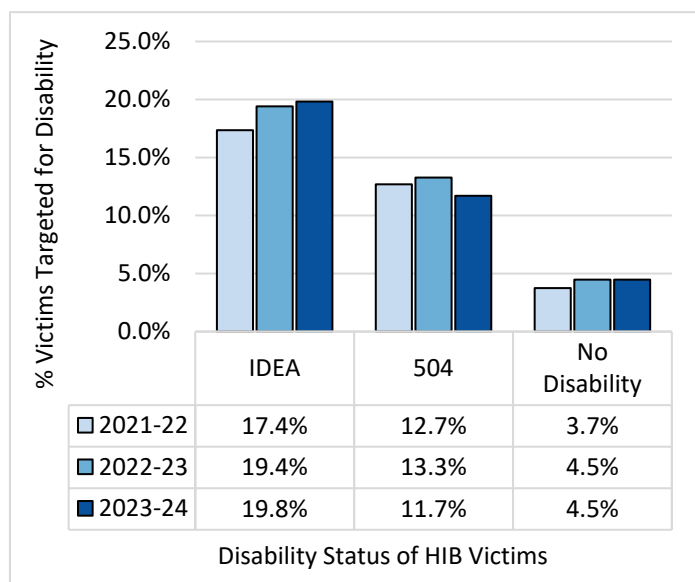


Figure 26 is a stacked column graph showing the percentage of English learners (“multilingual learners”, or “ML”) HIB victims compared to non-ML victims for whom ancestry and/or race were motivating factors for the HIB they experienced in each of the last three school years with the total percentage of those targeted for ancestry and/or race provided at the top of each the column. In the last three school years, non-ML victims of HIB were more likely to be targeted for their race or ancestry than ML victims. In SY 2023-24, race was one of the natures of HIB identified for 23.6% of non-ML victims and ancestry was identified for 5.8% of non-ML victims. Altogether, race and/or ancestry were identified as a motivating factor in 29.4% of HIB incidents in which the victim was not an ML.

**Figure 26: Percentage of HIB Victims Targeted for Race or Ancestry by Multilingual Learner Status and School Year**



**Figure 27: Percentage of HIB Victims Targeted for Disability, by Disability Status and School Year**

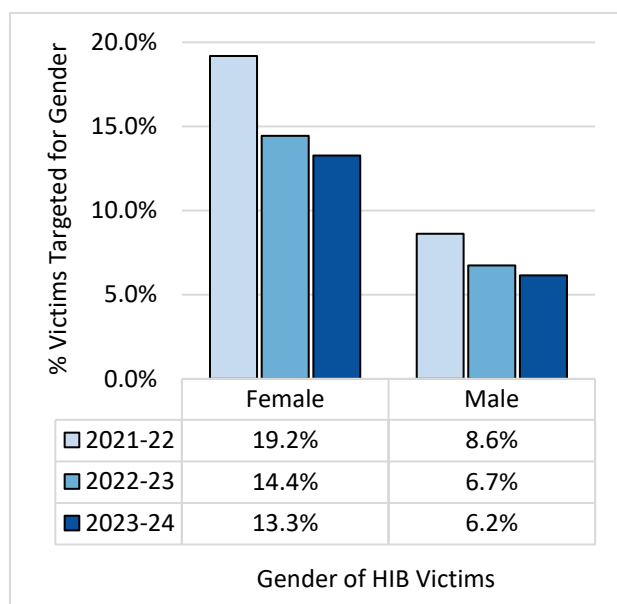


A student's disability was a motivating factor of HIB incidents for roughly one in five students eligible to receive special education and related services ("IDEA") in SY 2023-24 and 2022-23. Figure 27 is a column graph displaying the percentage of HIB victims who were targeted for a disability by the disability status of HIB victims in the last three school years with the percentages shown in a data table under the graph. The graph shows that 19.4% and 19.8% of IDEA victims were targeted for disability in SY 2022-23 and 2023-24, respectively. In SY 2021-22, two percentage points fewer IDEA students experienced an HIB incident motivated by disability. Disability status was less likely to be identified as the nature of HIB incidents for victims with 504 plans ("504"). (Students with 504 plans may not be eligible to receive special education services; rather, they receive accommodations for medical conditions.) Over the last three school years, disability was reported as the motivating factor for 11.7% of HIB victims with 504 plans in SY 2023-24, 13.3% in SY 2022-23 and 12.7% in SY 2021-22.

and 2023-24, respectively. In SY 2021-22, two percentage points fewer IDEA students experienced an HIB incident motivated by disability. Disability status was less likely to be identified as the nature of HIB incidents for victims with 504 plans ("504"). (Students with 504 plans may not be eligible to receive special education services; rather, they receive accommodations for medical conditions.) Over the last three school years, disability was reported as the motivating factor for 11.7% of HIB victims with 504 plans in SY 2023-24, 13.3% in SY 2022-23 and 12.7% in SY 2021-22.



**Figure 28: Percentage of HIB Victims Targeted for Gender by Gender and School Year**



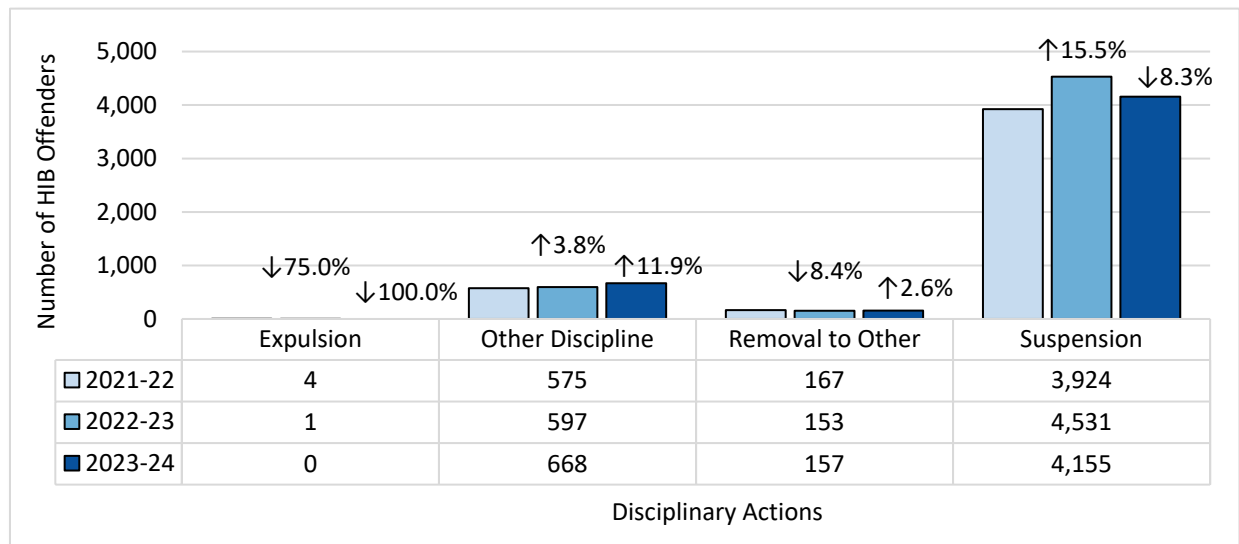
Gender was a motivating factor for proportionally more female HIB victims than male victims in each of the last three school years, as Figure 28 illustrates. Figure 28 is a column graph showing the percentage of HIB victims targeted based on gender, disaggregated by male and female victims over the last three school years, with proportions provided in the data table under the graph. In SY 2023-24, 13.3% of female HIB victims experienced HIB motivated by gender, compared to 6.2% of male victims. These figures are down compared to both previous school years.

## School Responses to HIB Incidents

Schools respond to HIB incidents with disciplinary actions for offenders and remedial measures for both offenders and victims according to their board policies. Trends in disciplinary actions for offenders of confirmed HIB incidents are provided in Figure 29, which is a column graph showing the number of HIB offenders that received each type of disciplinary action over the last three school years with year-over-year percent change in data labels at the top of the columns and counts of offenders by disciplinary action provided in the data table under the graph. Please note that one offender may receive multiple types of disciplinary actions and therefore may be represented more than once in Figure 29.

Over the past three school years, suspension was the most common disciplinary response, with 3,924 offenders suspended in SY 2021-22, 4,531 in 2022-23 and 4,155 in 2023-24, followed by other disciplinary action (“other discipline”), and removal to other educational program (“removal to other”). Compared to SY 2022-23, suspensions and expulsions of HIB offenders were down 8.3% and 100% in that order in SY 2023-24, but other discipline and removals to other were up 11.9% and 2.9%, respectively.

**Figure 29: HIB Offenders by Disciplinary Actions Received Across School Years with Year-over-Year Percent Change in Data Labels**



School personnel report seven types of remedial measures to the SSDS: intervention and referral services (“I & RS”), parent conference, peer support group, referral for therapy treatment (“therapy treatment”), restorative practices, student counseling and other measures (“other”). Figure 30 is a bar graph displaying the reported types of remedial actions taken for HIB offenders during SY 2023-24, ordered by frequency. In SY 2023-24, the most reported remedial action for offenders was student counseling (6,576) and the least reported was peer support group (152).

**Figure 30: Remedial Actions for HIB Offenders Reported in School Year 2023-24**

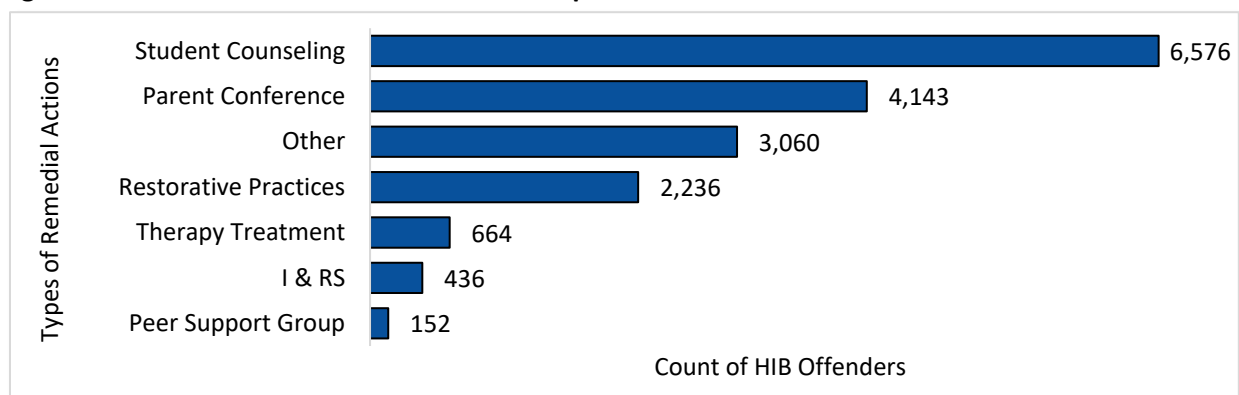
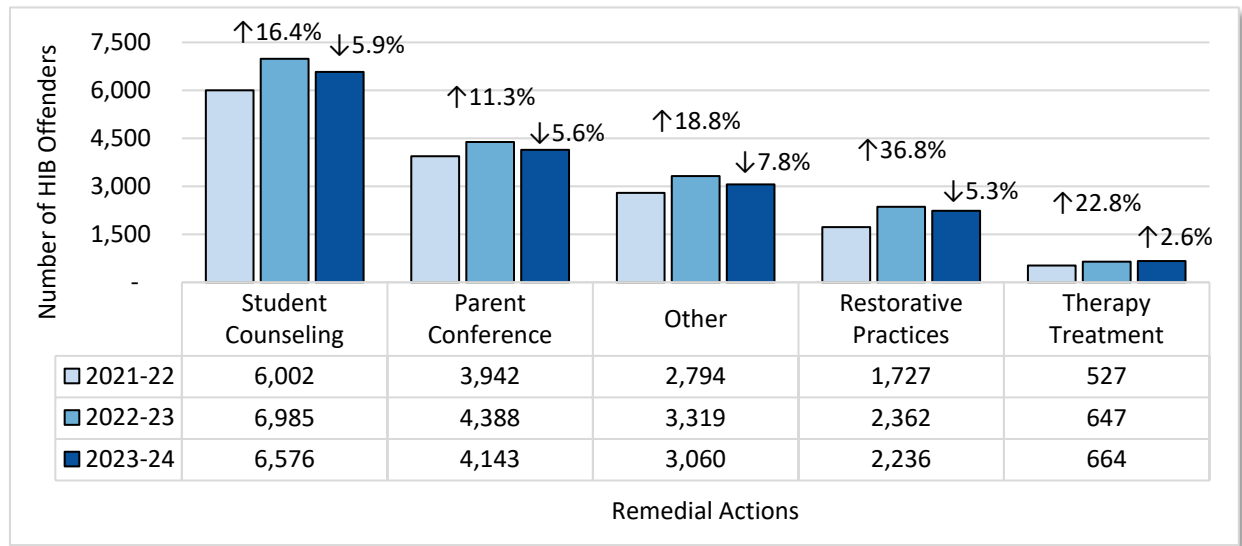


Figure 31 allows comparison of remedial measures taken for HIB offenders in SY 2023-24 with previous years. Figure 31 is a column graph showing the top five remedial actions for offenders reported in the last three school years with year-over-year percent change in data labels at the top of the columns and offender counts by remedial action provided in the data table under the graph. The trend shown in Figure 30, above, is consistent with previous years. In SY 2023-24, the percent change negative for all remedial actions except therapy treatment. In SY 2023-24,

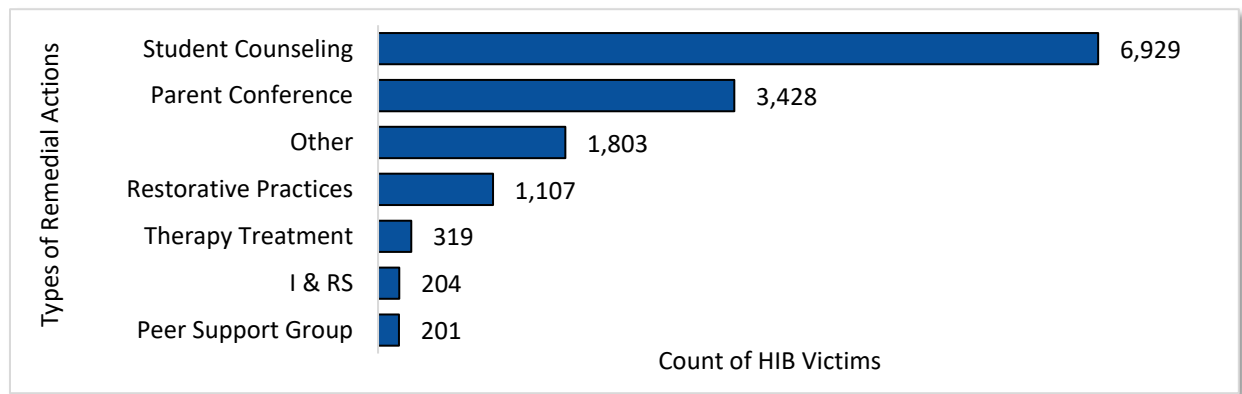
the number of HIB offenders who received therapy treatment increased 2.6% to 664, up from 647 in SY 2022-23.

**Figure 31: Top Five Remedial Actions for HIB Offenders Across School Years with Year-over-Year Percent Change in Data Labels**



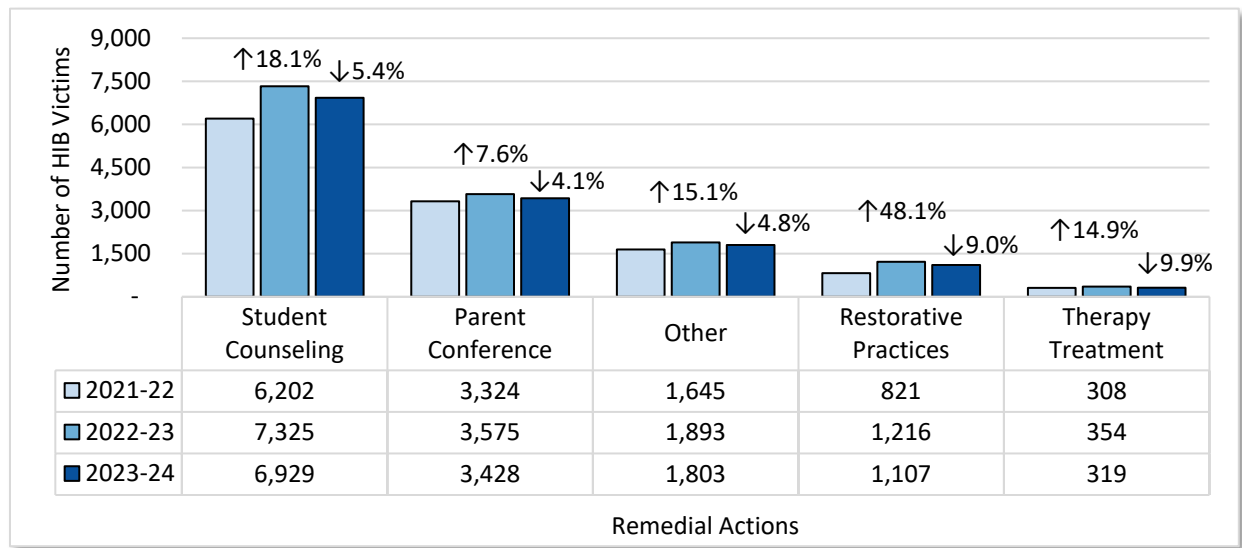
Attention now shifts to the remedial actions implemented by schools for HIB victims. Figure 32 is a bar graph illustrating the reported types of remedial actions provided to HIB victims during SY 2023-24, ordered by frequency. In SY 2023-24, student counseling was the most frequently implemented remedial action for HIB victims (6,929), followed by parent conferences (3,428). Peer support group was used the least (201) in SY 2023-24.

**Figure 32: Remedial Actions for HIB Victims Reported in School Year 2023-24**



The pattern shown in Figure 32 is consistent with the previous two school years. Figure 33 is a column graph showing the top five remedial actions for victims reported in the last three school years with year-over-year percent change in data labels at the top of the columns and victim counts by remedial action provided in the data table under the graph. The top five remedial actions schools implemented are the same for both victims and offenders.

**Figure 33: Top Five Remedial Actions for HIB Victims Across School Years with Year-over-Year Percent Change in Data Labels**



**School Districts’ Efforts to Reduce HIB Incidents**

**HIB Trainings**

The Anti-Bullying Bill of Rights Act at *N.J.S.A. 18A:37-17* requires all school districts to provide training designed to create schoolwide conditions to prevent and address HIB. The SSDS collects data on the type of HIB training implemented by school districts each year. Figure 34 is a bar graph illustrating the number of school districts that reported conducting each type of HIB training collected through the SSDS in SY 2023-24. Training types are ordered by frequency, with the most common type at the top and least common on the bottom. The most frequently conducted training was policy and prevention, offered by 557 school districts—126 more than the next most common training, school climate and culture improvement, which was conducted by 431 school districts. The least common training focused on parent involvement in HIB cases (195).

**Figure 34: Types of HIB Trainings Offered in School Year 2023-24**

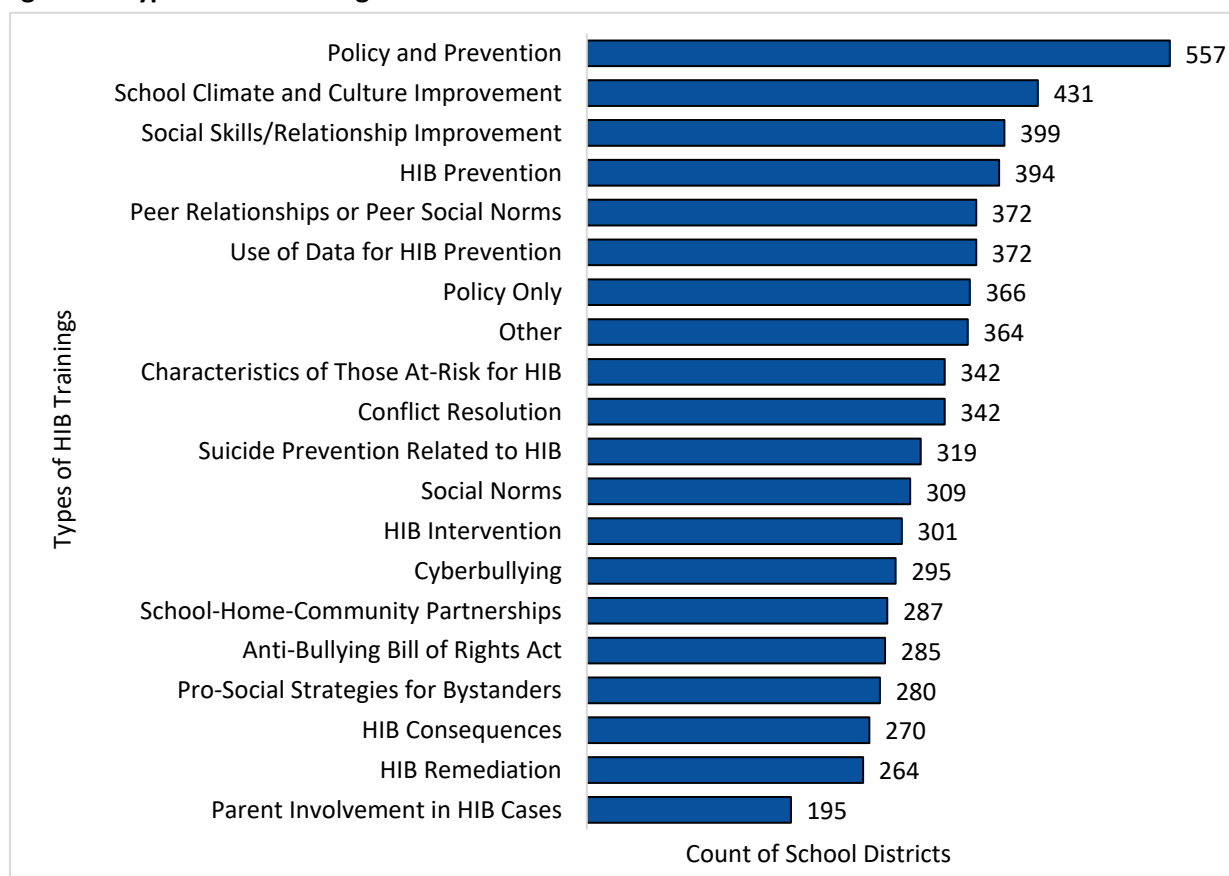
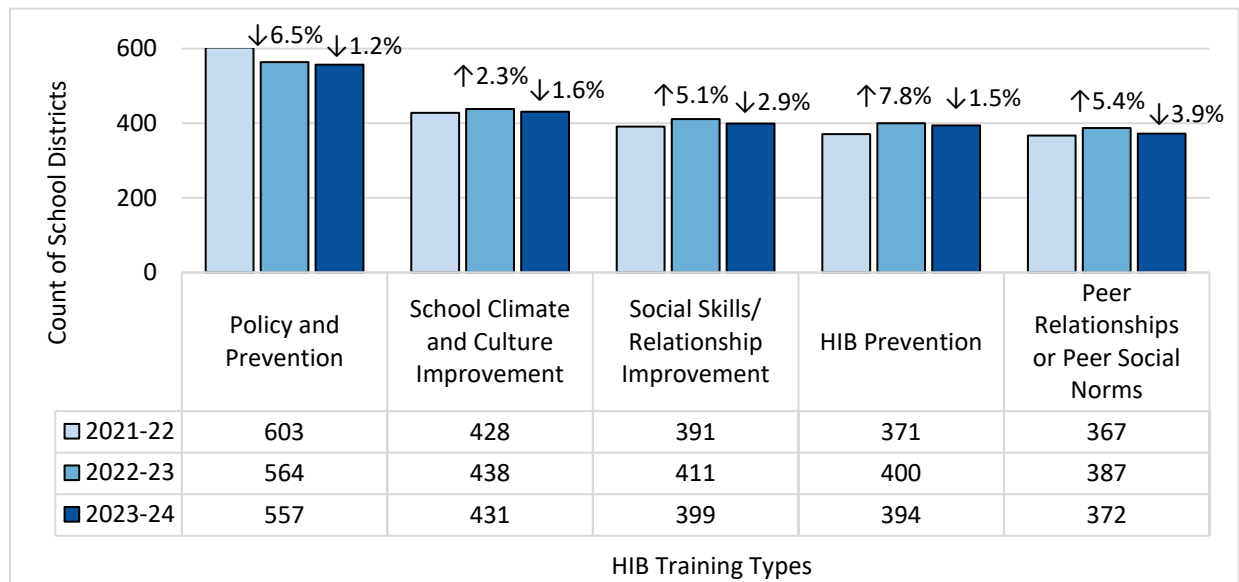


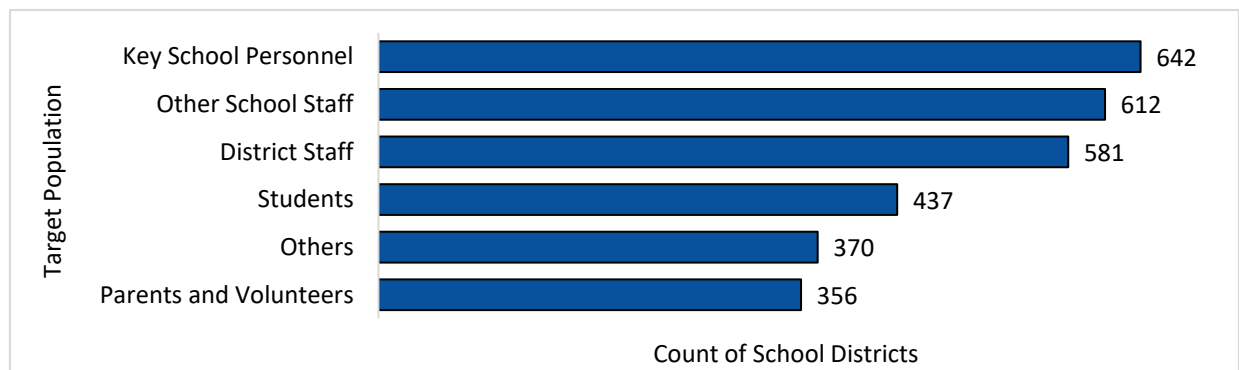
Figure 35, a column graph showing the top five HIB training types reported in the last three school years with year-over-year percent change in data labels at the top of the columns and district counts by HIB training type provided in the data table under the graph, allows comparison of the types of HIB trainings offered in SY 2023-24 with previous years. The top four HIB training types listed in Figure 34 are consistent with the previous two years. Two types were tied for fifth place in SY 2023-24: peer relationships or peer social norms and use of data for HIB prevention, both offered by 372 school districts. Based on the total number of school districts that offered each type over the previous three years, peer relationships or peer social norms was the fifth most common type offered during this period.

**Figure 35: The Top Five Types of HIB Trainings Offered Across School Years with Year-over-Year Percent Change in Data Labels**



The SSDS collects the target audience, or population, for HIB training as any of the following: board of education members, district administrators or district anti-bullying coordinators (“district staff”); parents or volunteers; school administrators, anti-bullying specialists or teachers (“key school personnel”); students; substitute staff or other school staff (“other school staff”), and contract service providers or others (“others”). Figure 36 is a bar graph displaying the number of school districts providing HIB training to each target populations in SY 2023-24. Target populations are ordered by frequency with key school personnel at the top and parents and volunteers the least: 642 school districts offered at least one HIB training to key school personnel compared to 356 that offered at least one HIB training to parents and volunteers.

**Figure 36: HIB Training Offered by Target Population in School Year 2023-24**



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## HIB Programs

In SY 2023-24, school personnel reported implementing 36,605 HIB programs. Which schoolwide conditions were the focus of these programs? Annually, school districts must establish, implement, document and assess HIB prevention programs or approaches and other initiatives designed to create schoolwide conditions to prevent or intervene in HIB in its schools, per *N.J.A.C. 6A: 16-7.7(e)4*, and the focus shifts depending on need. The SSDS collects seven types of HIB program goals and allows users to select all that apply: emotional environment, morale in the school community, parental support, physical environment, safety, student relationships and teaching and learning.

Figure 37 is a bar graph showing the frequency with which HIB program goals were reported in SY 2023-24. The two most common program goals were emotional environment and student relationships, which were reported by 537 school districts. The least common program goal was parental support, which was reported by 420 school districts.

**Figure 37: HIB Program Goals in School Year 2023-24**

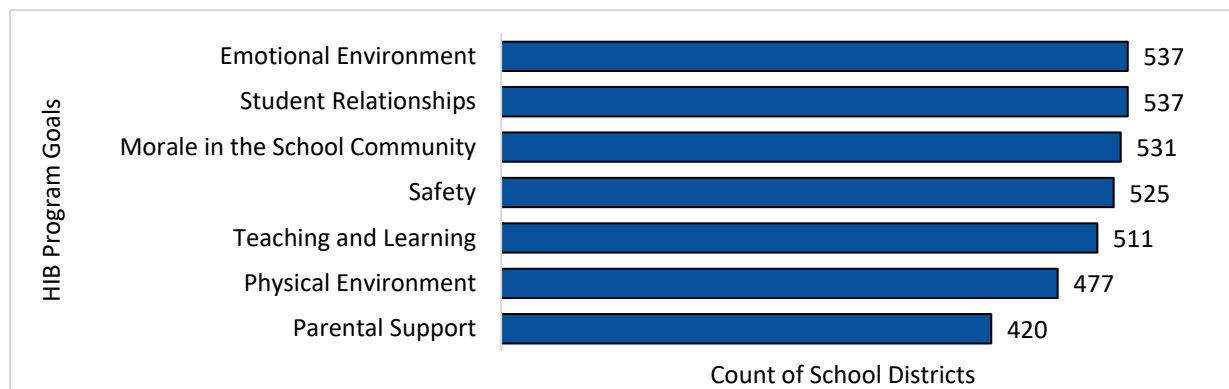
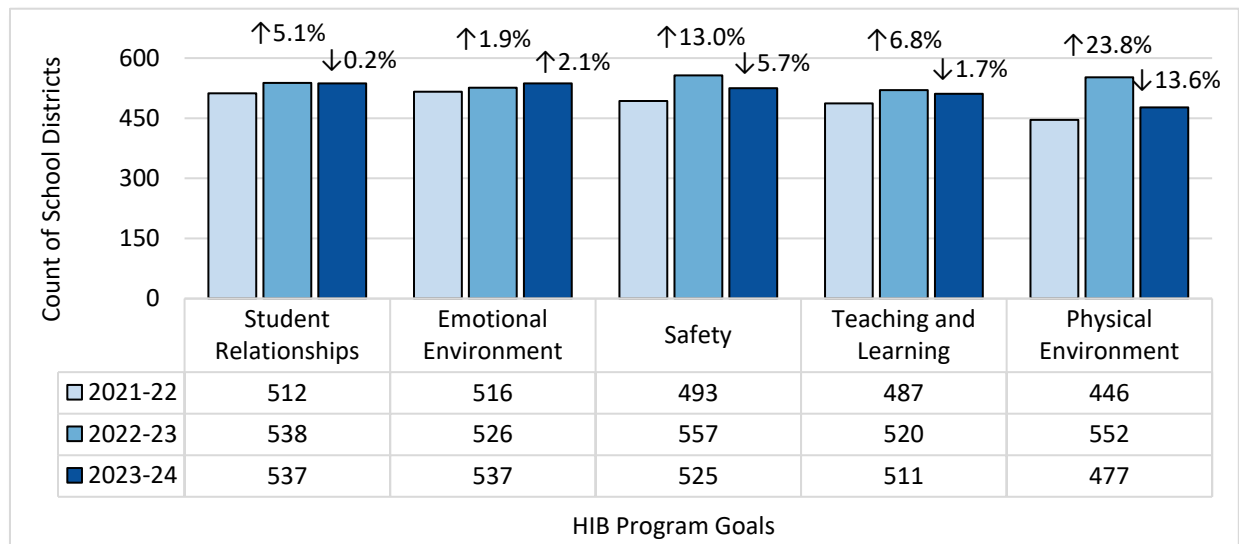


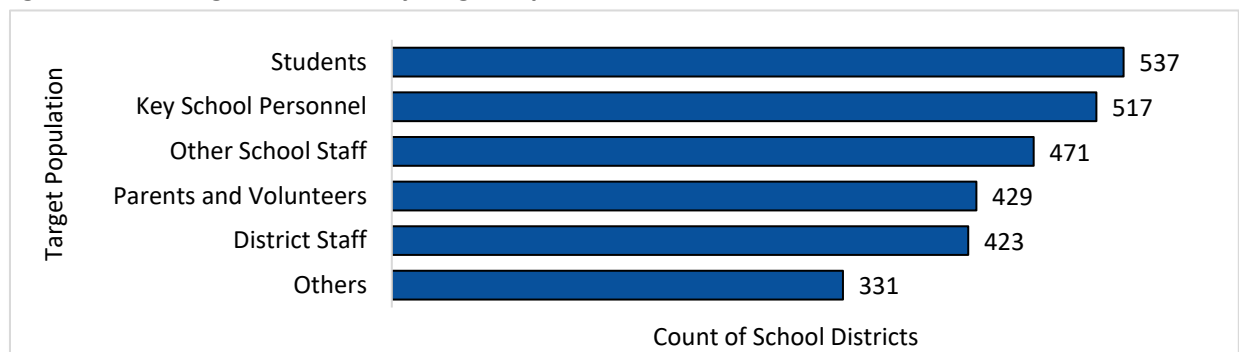
Figure 38 provides insight into changes in school districts' reported HIB program goals over the last three years. Figure 38 is a column graph displaying the top five HIB program goals reported in the last three school years with year-over-year percent change in data labels at the top of the columns and district counts by HIB program goal provided in the data table under the graph. As HIB program goals are determined by the needs of the school community, which shift from year to year, the frequency ordering of HIB program goals has not remained consistent over the last three years. Of the top five program goals, only emotional environment has increased in year over year over year, by 1.9% in SY 2022-23 and 2.1% in SY 2023-24. All other goals experienced year-over-year increases in SY 2022-23 and decreases in SY 2023-24.

**Figure 38: The Top Five HIB Program Goals Across School Years with Year-over-Year Percent Change in Data Labels**



As with HIB trainings, the SSDS collects information on the target audience, or population, for HIB programs. Figure 39 is a bar graph illustrating the number of school districts that targeted each population in SY 2023-24. Target populations are ordered by frequency with students as the most frequently targeted population (537) on top and the least targeted population, others, on the bottom (331).

**Figure 39: HIB Programs Offered by Target Population in School Year 2023-24**



## School Responses to Reported Incidents

### Police Notifications

During SY 2023-24, school personnel reported 9,074 incidents to the police. Of these, 897 reports involved student infractions that did not fit into the established categories of HIB, substance, vandalism, violence or weapons and are referred to as “other” in Figure 42 below. Additionally, 3,813 incidents were classified as mandatory referrals, meaning they were required to be reported to law enforcement under New Jersey statute or regulation. These



mandatory referrals included incidents involving firearms or knives, assaults with weapons, assaults on staff members, criminal threats, sexual assault, controlled dangerous substance possession, and bias-related incidents. More than one offender may be reported to police per incident, and one student may be reported to police more than one time per school year.

**Figure 40: Total and Mandatory Incidents that Led to Police Notification Across School Years, Showing Year-over-Year Percent Changes in Data Labels**

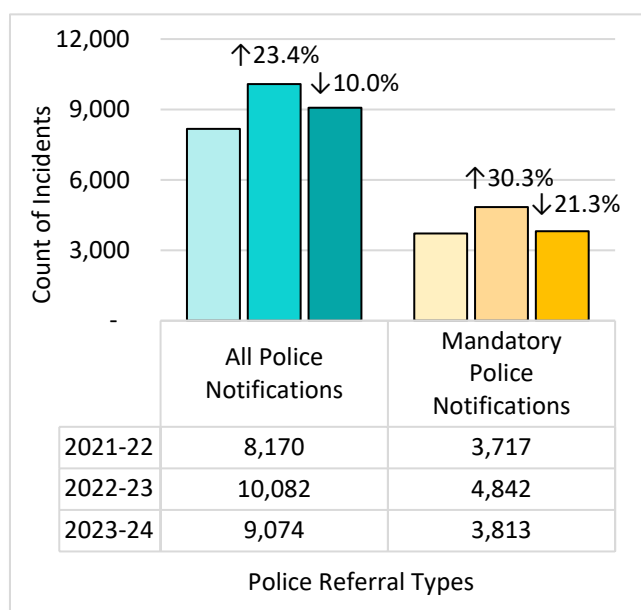


Figure 40 is a column graph illustrating the incidents that led to police notification over the last three school years with year-over-year percent change in data labels at the top of the columns and incident counts by referral type (all or mandatory) provided in the data table under the graph. In SY 2023-24, school personnel reported 9,074 incidents that resulted in police notification, representing a 10.0% decrease from the 10,082 incidents reported in SY 2022-23. However, this number remains higher than the 8,170 incidents reported in SY 2021-22.

Figure 41 is a stacked bar graph displaying the proportion of all incidents that led to police notification that involved elementary, middle, and high school students over the past three school years. In SY 2023-24, of the 9,074 reported incidents, 11.6% involved elementary school students, 34.9% involved middle school students, and 53.5% involved high school students. While high school students have been involved in the highest proportion of these incidents, and elementary school students the lowest proportion across all three school years, the proportion of elementary school students involved has increased each year. In SY 2021-22, 7.6% of incidents that led to police notification involved elementary school students, compared to 8.5% in SY 2022-23 and 11.6% in SY 2023-24.

**Figure 41: Proportion of Incidents that Led to Police Notification by Grade Span Across School Years**

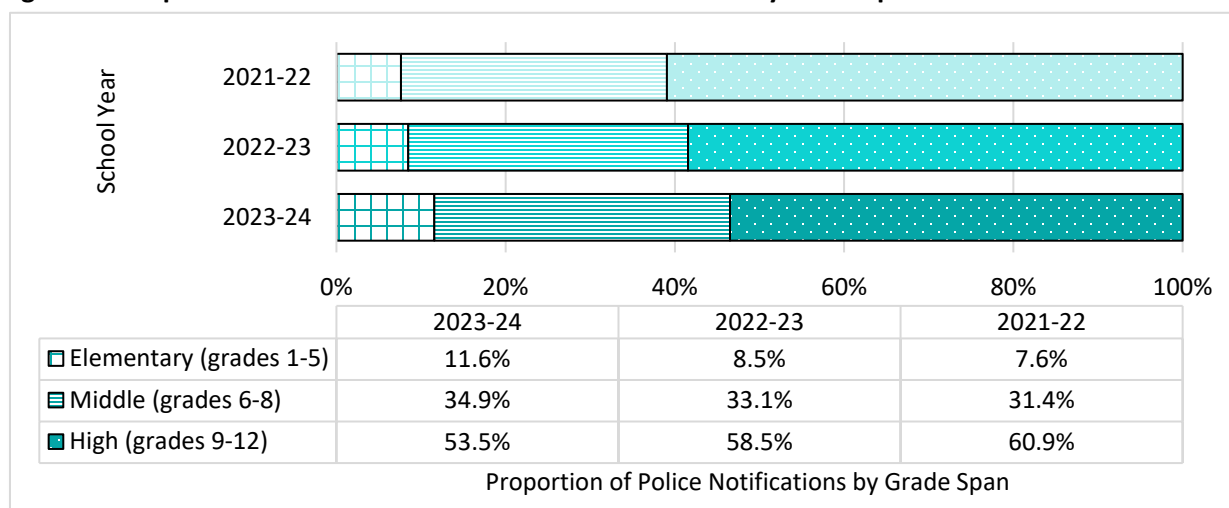
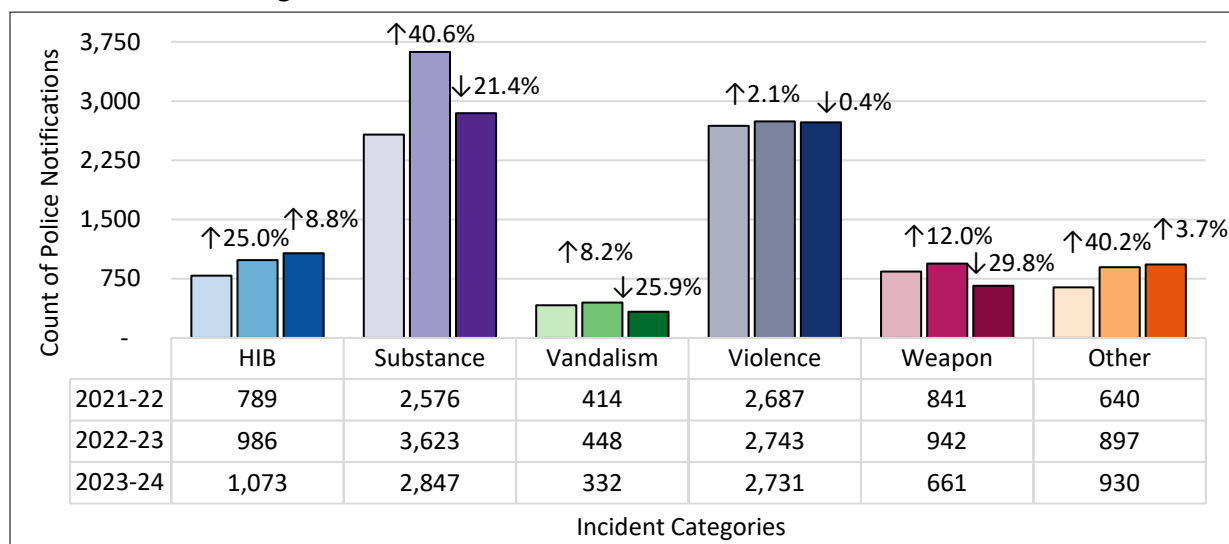


Figure 42 is a column graph displaying the total number of incidents that led to police notification by incident category over the past three school years. Year-over-year percent changes are indicated above each column, and incident counts by category are provided in the data table below the graph. In SY 2023-24, substance incidents were the most frequently category reported to police, with 2,847, although the number was down 21.4% compared to the previous year. Reported incidents also declined in vandalism (-25.9%), violence (-0.4%), and weapons (-29.8%). Incidents categorized as HIB, however, have increased, by 25.0% and 8.8% respectively, in each of the past two years.

**Figure 42: Incidents that Led to Police Notification by Incident Category Across School Years, Showing Year-over-Year Percent Changes in Data Labels**

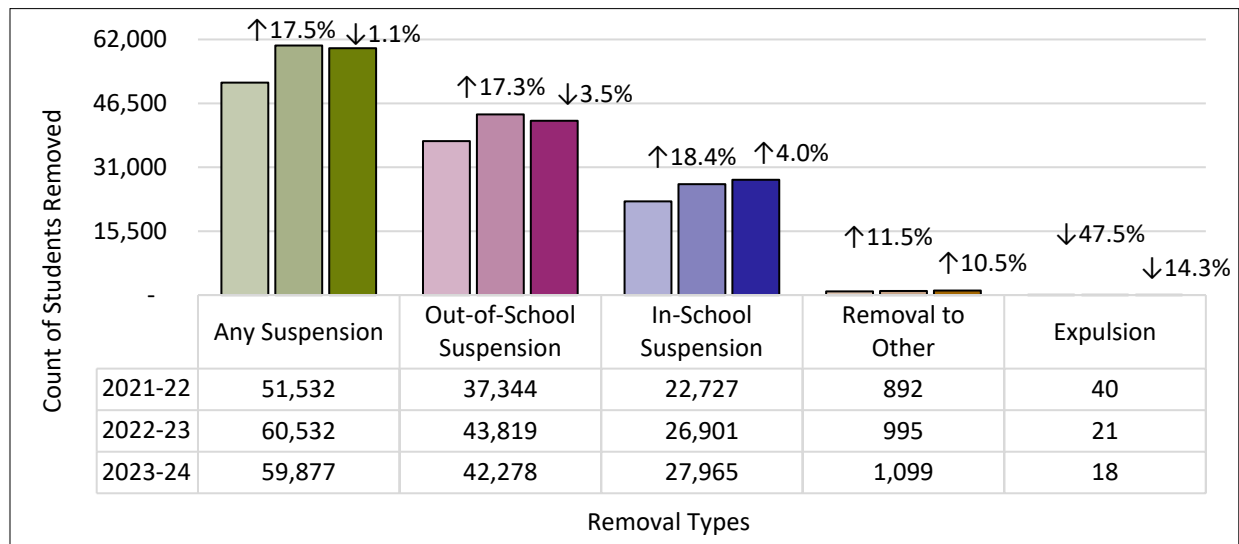


## Disciplinary Actions

Multiple federal and state laws require school districts to report to the NJDOE each time a student is disciplined by removal from school via an in-school suspension, out-of-school suspension, expulsion or other type of removal (i.e., removal to another school or to an alternative educational program, unilateral removal, or removal by a hearing officer). One student may be removed from school multiple times during the school year, in multiple different ways. This report provides unduplicated counts of students by removal type, which means, for example, a student who received one out-of-school suspension and three in-school suspensions is counted once in each removal type (out-of-school suspension and in-school suspension) and only once in the “any suspension” removal type.

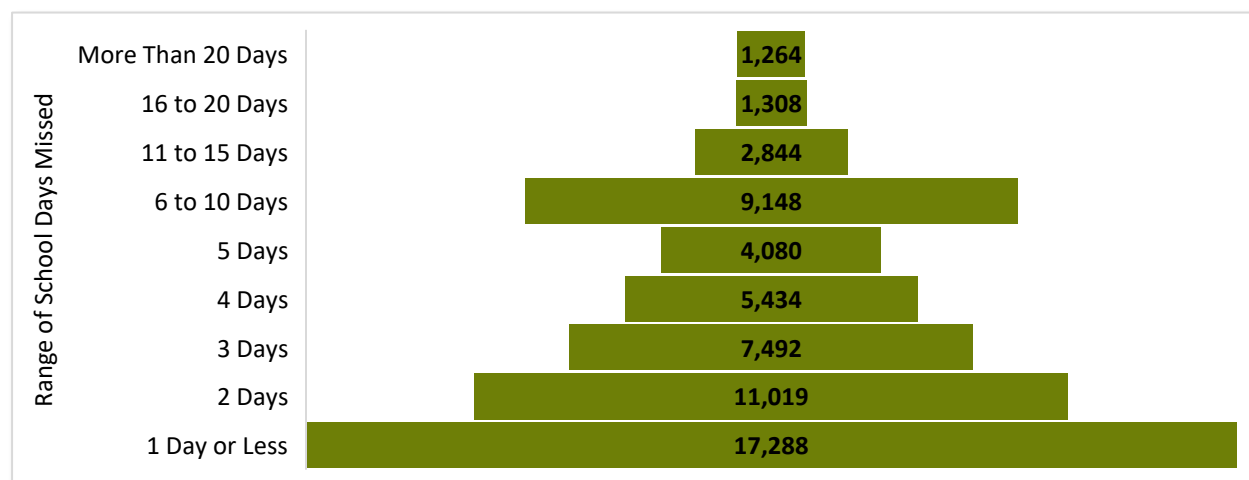
Figure 43 is a column graph illustrating the number of students removed from school by removal type over the last three school years, with year-over-year percent change in data labels at the top of the columns and student counts by removal type provided in the data table under the graph. In SY 2023-24, 59,877 students received at least one suspension of any type, reflecting a 1.1% decrease from the 60,532 students suspended in SY 2022-23. However, this count remains higher than the 51,532 students suspended in SY 2021-22. Compared to SY 2022-23, the number of students who received an out-of-school suspension decreased 3.5% in SY 2023-24 to 42,278 from 43,819, but the number of students who received an in-school suspension increased 4.0%, to 27,965. Removals to other programs have increased year over year, from 892 students in SY 2021-22 to 995 in SY 2022-23 and 1,099 in SY 2023-24. The number of students expelled, on the other hand, has decreased in each of the last two years, down to 18 from a high of 40 in SY 2021-22.

**Figure 43: Students Removed by Removal Type and School Year, Showing Year-over-Year Percent Changes in Data Labels**



The funnel graph displayed in Figure 44 provides insight into the amount of instructional time students missed in SY 2023-24 due to suspension. For ease of analysis, school days missed are categorized into nine different day ranges. Of the 59,877 students suspended in SY 2023-24, 45,313 or 75.7% missed 5 or fewer instructional days due to suspension: most (17,288 or 28.9%) missed 1 school day or less, 11,019 (18.4%) missed 2 days, 7,492 (12.5%) missed 3 days, 5,434 (9.1%) missed 4 days and 4,080 (6.8%) missed 5 days. Another 15.3%, or 9,148 students missed between 6 to 10 days of school due to suspension.

**Figure 44: Suspended Students by Range of Instructional Days Missed in School Year 2023-24**



### Characteristics of Disciplined Students

Figure 45 is a column graph showing the suspension rates for each racial/ethnic student group over the past three school years with the percentages provided in the data table under the graph. In SY 2023-24, Black or African American students had the highest suspension rate, with 9.0% receiving at least one suspension of any kind. In contrast, Asian or Pacific Islander students had the lowest suspension rate, at 1.2%. This trend is consistent with previous years.

Figure 45: Suspension Rate by Race/Ethnicity Across School Years

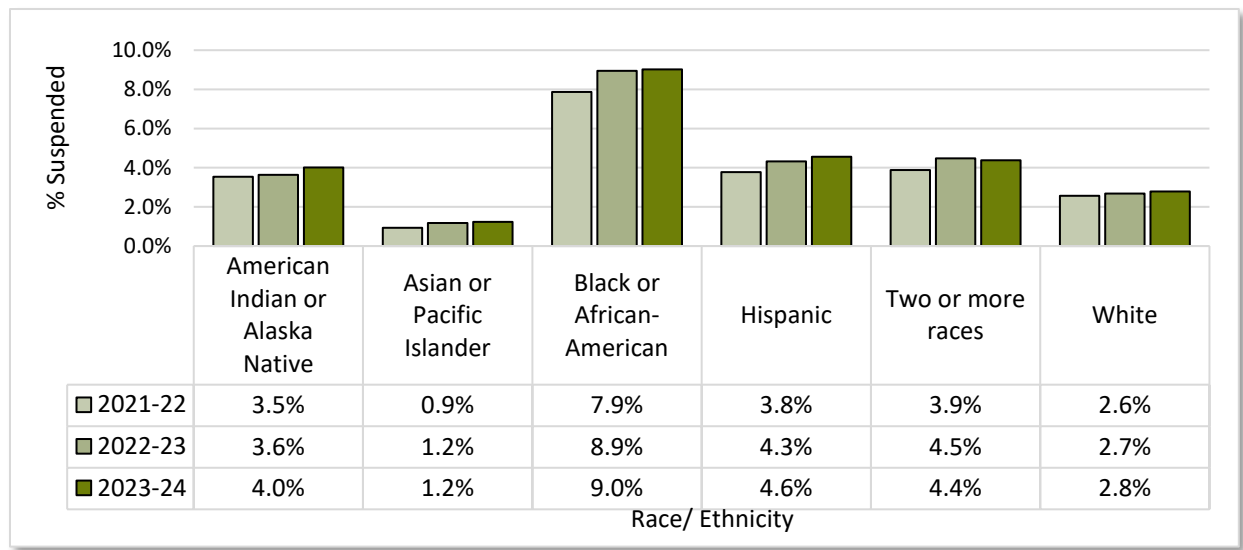


Figure 46: Suspension Rates by Gender Across School Years

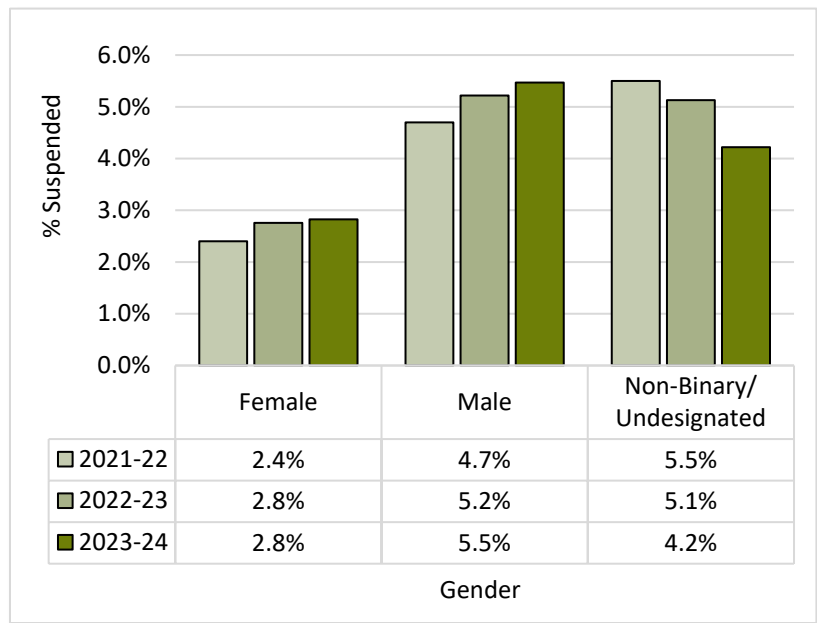
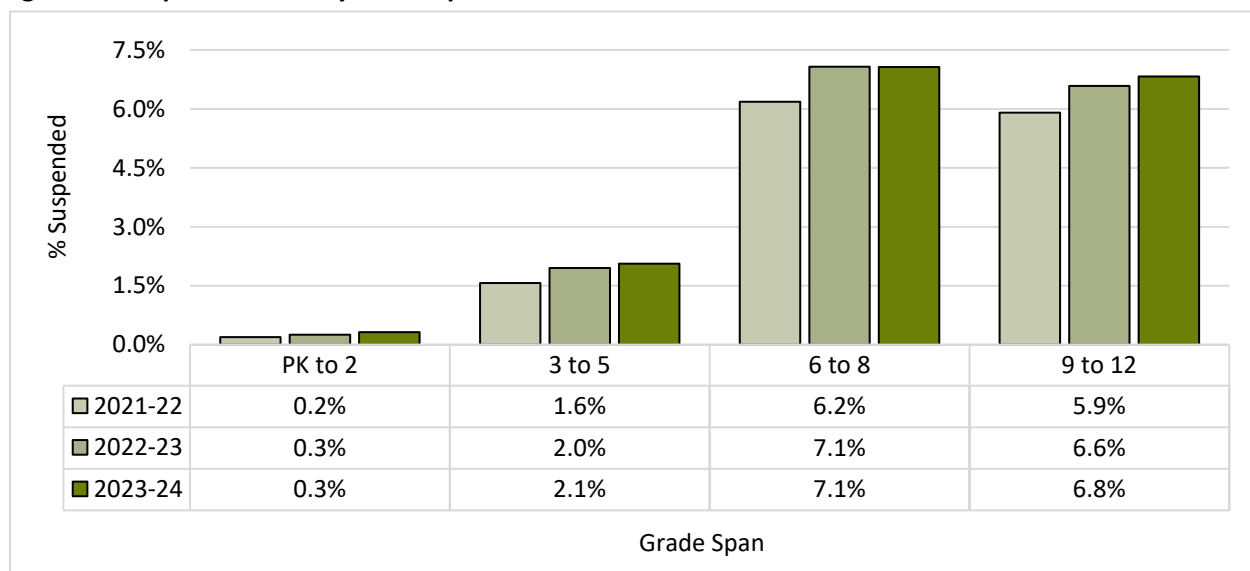


Figure 46 is a column graph showing suspension rates for each gender over the past three school years with the percentages provided in the data table under the graph. In SY 2023-24, male students had the highest suspension rate, with 5.5% receiving at least one suspension, while female students had the lowest suspension rate, at 2.8%. This trend is consistent with previous years.

Figure 47 is a column graph showing the suspension rates for each grade span over the past three school years with the percentage provided in the data table under the graph. In SY 2023-24, students in grades 6 to 8 had the highest suspension rate, at 7.1%, while students in grades preschool (PK) to 2 had the lowest suspension rate, at 0.3%.

**Figure 47: Suspension Rate by Grade Span Across School Years**



## Restraint and Seclusion

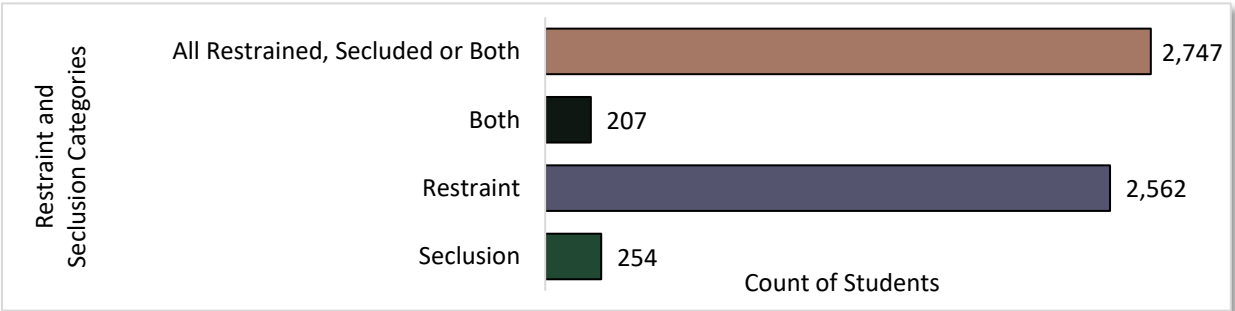
In accordance with *N.J.S.A. 18A:17-48*, as amended in 2022, the NJDOE began collecting data on restraint and seclusion in SY 2022-23. *N.J.S.A. 18A:46-13.4* defines physical restraint as the use of a personal restriction that immobilizes or reduces the ability of a student to move all or a portion of his or her body. The same statute defines seclusion as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving but does not include a timeout. As SY 2023-24 represents the second year of data collection, this section provides one school years' worth of data only. Three-year trend information will become available in future years.

The SSDS collects restraint and seclusion data in three categories: restraint (which includes physical, mechanical, or occasions in which both were used), seclusion, and occasions in which both restraint and seclusion were used. For this reason, this report provides information on the number of students who were restrained, the number who were secluded, and the number who were both restrained and secluded during an occasion.

Figure 48 is a bar graph displaying the number of students that were restrained, secluded, or both during SY 2023-24, as well as the total number of students receiving any of the three categories ("all restrained, secluded or both"). The total number does not equal the sum of

those restrained, secluded and both restrained and secluded on an occasion as some students received two or more actions and therefore count once in each category but only once in the total. A total of 2,747 students experienced restraint and/or seclusion on at least one occasion. Of these, 2,562 students experienced restraint, 254 experienced seclusion, and 207 experienced both restraint and seclusion on at least one occasion.

**Figure 48: Students by Category of Restraint and Seclusion, and Total**

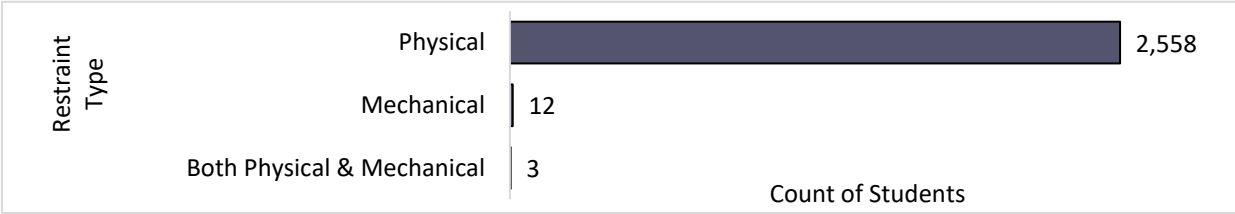


Of the 254 students receiving seclusion: most experienced it once, and most experiences lasted between six and ten minutes. Students with disabilities accounted for 83.1% of those subjected to seclusion.

Figure 49 is a bar graph displaying the number of restrained students experiencing each type of restraint during SY 2023-24. The SSDS collects three types of restraint: physical, mechanical and both physical and mechanical in an occasion. Of the 2,562 students who experienced restraint, shown in Figure 48, 2,558 were physically restrained, 12 were mechanically restrained, and 3 were both physically and mechanically restrained on at least one occasion. Some students were restrained on more than one occasion and in more than one restraint type, which is why the sum of physical, mechanical and both does not equal the total number of students who experienced restraint.

Most students were restrained only once. In most cases, restraint lasted five minutes or less. Students with disabilities accounted for 77.5% of those subjected to physical restraint and 75.0% of those subjected to mechanical restraint.

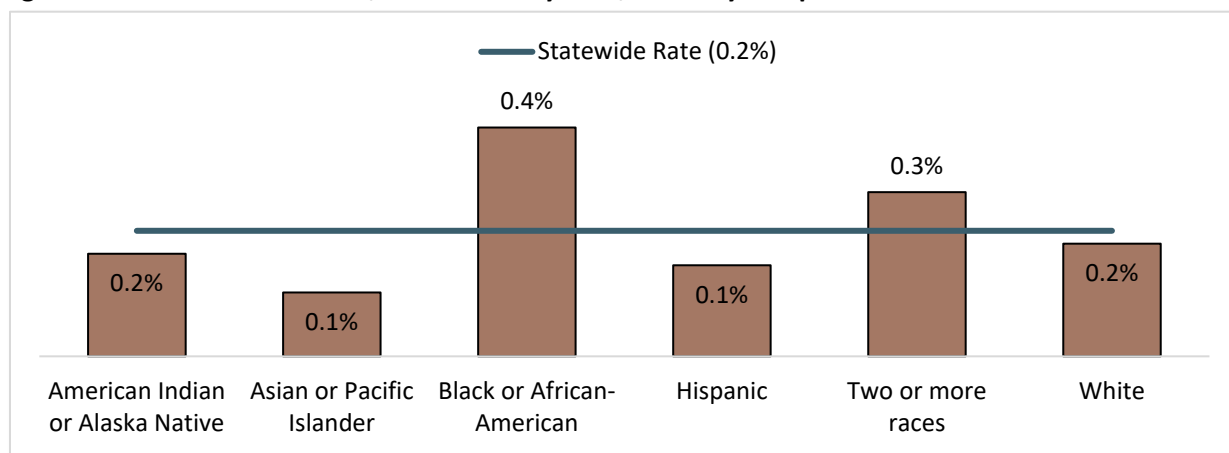
**Figure 49: Students Restrained by Restraint Type**



Of the 207 students who received both restraint and seclusion on an occasion, 204 were physically restrained, 3 were mechanically restrained, and 3 were both physically and mechanically restrained during an occasion. Most experienced this once. Most often, these restraints lasted five minutes or less, and most of these seclusion periods lasted between six and ten minutes. Students with disabilities made up 79.2% of those who received both restraint and seclusion.

Figure 50 presents the SY 2023-24 rate of restraint and/or seclusion for each racial/ ethnic group as a bar graph and provides the statewide rate as a line for comparison. Among all racial/ ethnic groups, the rate is highest for Black or African American students, at 0.4%, and lowest for Asian or Pacific Islanders, at 0.1%.

**Figure 50: Rate of Restraint and/or Seclusion by Race/ Ethnicity Compared to the Statewide Rate**



**Figure 51: Rate of Restraint and/or Seclusion by Gender Compared to the Statewide Rate**

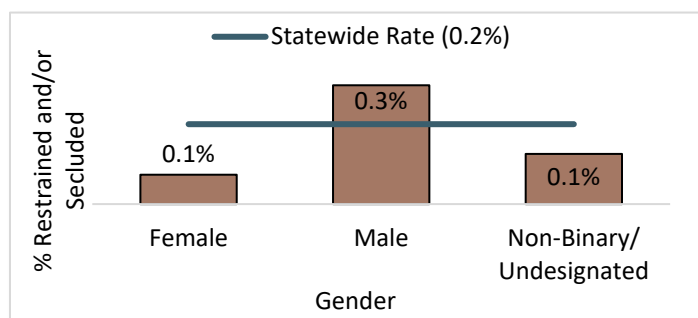
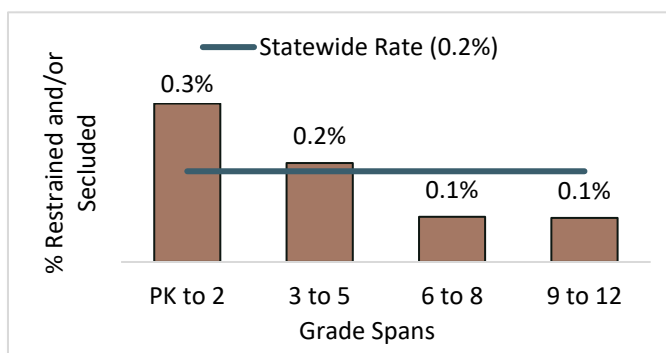


Figure 51 displays the SY 2023-24 rate of restraint and/or seclusion for each gender as a bar graph and the statewide rate as a line for comparison. The rate was highest for male students, at 0.3%, and lowest for female students, at 0.1%.



**Figure 52: Rate of Restraint and/or Seclusion by Grade Span Compared to the Statewide Rate**

The rate of restraint and/or seclusion for each grade span in SY 2023-24 is shown as a bar graph in Figure 52, with the statewide rate provided as a line for comparison. Among all grade spans, the rate was highest for preschool (PK) to grade 2 students, at 0.3%, and lowest for grade 9 to 12 students, at 0.1%.



## Initiatives to Improve School Safety

The NJDOE recognizes the critical importance of fostering safe, supportive, and engaging school environments that promote student learning and overall well-being. To assist district and school leaders in accessing a comprehensive collection of resources to support these efforts, the NJDOE has developed and maintains the [Keeping Our Kids Safe, Healthy, & In School](#) website. This website serves as a hub that connects educators with wide-ranging resources developed to promote optimal conditions for teaching and learning. The [one-page website guide](#) facilitates quick navigation of key topic areas related to school safety, climate, and student wellness.

A dedicated section on Learning Environments offers guidance and resources to promote student attendance and positive school climates, while also addressing issues such as violence, harassment, intimidation, bullying, and substance use. Additionally, the website provides essential support for educators in implementing key statutes and regulations, including the *Anti-Bullying Bill of Rights Act* and the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials*.

To further support school climate improvement efforts, the website includes information on the New Jersey School Climate Improvement (NJ SCI) Survey and Platform. This no-cost tool, available to all New Jersey public schools, enables school and district leaders to assess school climate strengths and areas for growth. Through an interactive online platform, schools can analyze their climate data from multiple perspectives, such as by student demographics, stakeholder groups, and district-wide comparisons. This data-driven approach supports the development of strategic plans to enhance teaching and learning conditions.

Recognizing the profound impact of mental health on student success, the resource hub also includes guidance on trauma-informed and healing-centered practices, as well as youth mental health support strategies. A foundational resource featured on the site is the [NJ Comprehensive School-Based Mental Health Resource Guide](#), which serves as a blueprint for developing,

implementing, and enhancing a tiered system of supports to address the mental health needs of both students and educators. The hub also provides access to [training programs and professional development materials](#), including modules designed to support teachers to integrate the New Jersey Social and Emotional Learning Competencies and Sub-Competencies into their classroom instruction. Additional training opportunities and resources will be continuously updated as they become available.

By providing these robust tools and guidance, the NJDOE reaffirms its commitment to supporting New Jersey schools in creating safe, inclusive, and nurturing learning environments where all students and staff can thrive.

## Appendix A: Crosswalk of Previous Years' Figures to Current Figures

Figure Number and Title in SY 2022-23	Figure Number and Title in SY 2023-24
Figure 1. Incidents by Category	Figure 3: Total Incidents by Category and School Year with Year-over-Year Percent Change in Data Labels
Figure 2. Incidents of Violence	Figure 11: Violence Incidents Reported by Incident Type in School Year 2023-24
Figure 2. Incidents of Violence	Figure 12: The Top Five Types of Violence Incidents Reported by School Year with Year-over-Year Percent Change in Data Labels
Figure 3. Incidents of Weapons	Figure 14: Weapon Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels
Figure 3. Incidents of Weapons	Figure 15: Weapon Incidents by Type of Weapon Reported in School Year 2023-24
Figure 3. Incidents of Weapons	Figure 16: The Top Five Types of Weapons Reported by School Year with Year-over-Year Percent Change in Data Labels
Figure 4. Incidents of Vandalism	Figure 9: Vandalism Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels
Figure 5. Incidents of Substances	Figure 5: Substance Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels
Figure 5. Incidents of Substances	Figure 6: Substance Incidents by Type of Substance Reported in School Year 2023-24
Figure 5. Incidents of Substances	Figure 7: The Top Five Types of Substances Reported by School Year with Year-over-Year Percent Change in Data Labels
Figure 6. Incident Types by School Type	Figure 4: Proportion of Substance Incidents Reported by Grade Span Across School Years
Figure 6. Incident Types by School Type	Figure 8: Proportion of Vandalism Incidents Reported by Grade Span Across School Years
Figure 6. Incident Types by School Type	Figure 10: Proportion of Violence Incidents Reported by Grade Span Across School Years
Figure 6. Incident Types by School Type	Figure 13: Proportion of Weapons Incidents Reported by Grade Span Across School Years
Figure 6. Incident Types by School Type	Figure 19: Proportion of Confirmed HIB Incidents Reported by Grade Span Across School Years

Figure Number and Title in SY 2022-23	Figure Number and Title in SY 2023-24
Figure 7. School-Related Reports to Police	Figure 40: Total and Mandatory Incidents that Led to Police Notification Across School Years, Showing Year-over-Year Percent Changes in Data Labels
Figure 7. School-Related Reports to Police	Figure 42: Incidents that Led to Police Notification by Incident Category Across School Years, Showing Year-over-Year Percent Changes in Data Labels
Figure 8. HIB Investigations	Figure 17: Count and Proportion of Total HIB Investigations Alleged and Confirmed by School Year
Figure 8. HIB Investigations	Figure 18: Count and Proportion of Total HIB Investigations Completed Within 10 Days by School Year
Figure 9. HIB Incident Location	Figure 20: Proportion of Confirmed HIB Incidents by Location Across School Years
Figure 10. HIB Mode	Figure 21: HIB Incidents by Mode and School Year with Year-over-Year Percent Change in Data Labels
Figure 11. HIB Effect	Figure 22: HIB Incidents by Effect and School Year with Year-over-Year Percent Change in Data Labels
Figure 12. HIB Disciplinary Actions	Figure 29: HIB Offenders by Disciplinary Actions Received Across School Years with Year-over-Year Percent Change in Data Labels
Figure 13. HIB Remedial Actions	Figure 30: Remedial Actions for HIB Offenders Reported in School Year 2023-24
Figure 13. HIB Remedial Actions	Figure 31: Top Five Remedial Actions for HIB Offenders Across School Years with Year-over-Year Percent Change in Data Labels
Figure 13. HIB Remedial Actions	Figure 32: Remedial Actions for HIB Victims Reported in School Year 2023-24
Figure 13. HIB Remedial Actions	Figure 33: Top Five Remedial Actions for HIB Victims Across School Years with Year-over-Year Percent Change in Data Labels
Figure 14. HIB Investigations and HIB Confirmed by HIB Nature	Figure 23: Alleged and Confirmed HIB Incidents by Nature of HIB Incident Reported in School Year 2023-24
Figure 14. HIB Investigations and HIB Confirmed by HIB Nature	Figure 24: The Top Five Factors Motivating Confirmed HIB Incidents by School Year with Year-over-Year Percent Change in Data Labels
Figure 16. HIB Target by Race of Students and Nature of Bullying	Figure 25: Percentage of HIB Victims Targeted for Race by Racial/Ethnic Group and School Year

Figure Number and Title in SY 2022-23	Figure Number and Title in SY 2023-24
Figure 17. HIB Target by Student Multilingual Learner (ML) Status and Nature of Bullying	Figure 26: Percentage of HIB Victims Targeted for Race or Ancestry by Multilingual Learner Status and School Year
Figure 18. HIB Target by Student Disability Status and Nature of Bullying	Figure 27: Percentage of HIB Victims Targeted for Disability, by Disability Status and School Year
Figure 19. HIB Target by Student Gender and Nature of Bullying	Figure 28: Percentage of HIB Victims Targeted for Gender by Gender and School Year
Figure 20. Districts offering one or more HIB Trainings by Attendee Type	Figure 36: HIB Trainings Offered by Target Population in School Year 2023-24
Figure 21. Districts offering one or more HIB Trainings by Training Type	Figure 34: Type of HIB Trainings Offered in School Year 2023-24
Figure 22. Number of districts offering one or more HIB Program by Program Goal	Figure 37: HIB Program Goals in School Year 2023-24
Figure 23. Districts offering one or more HIB Programs by Attendee Type	Figure 39: HIB Programs Offered by Target Population in School Year 2023-24
Figure 24. Students Removed from School by Type of Removal	Figure 43: Students Removed by Removal Type and School Year, Showing Year-over-Year Percent Changes in Data Labels
Previously not provided; most closely related to Figure 25. Students Suspended by Total Number of Days Suspended during Year	Figure 44: Suspended Students by Instructional Days Missed in School Year 2023-24
Figure 26. Student Suspension Rate by Offender Type	Figure 45: Suspension Rate by Race/Ethnicity Across School Years
Figure 26. Student Suspension Rate by Offender Type	Figure 46: Suspension Rate by Gender Across School Years
Figure 26. Student Suspension Rate by Offender Type	Figure 47: Suspension Rate by Grade Span Across School Years
Figure 27: Students Restrained, Secluded or Both	Figure 48: Students by Category of Restraint and Seclusion, and Total
Figure 28: Students Restrained by Restraint Type	Figure 49: Students Restrained by Restraint Type
Figure 29: Students Restrained and/or Secluded by Student Group	Figure 50: Rate of Restraint and/or Seclusion by Race/Ethnicity Compared to the Statewide Rate
Figure 29: Students Restrained and/or Secluded by Student Group	Figure 51: Rate of Restraint and/or Seclusion by Gender Compared to the Statewide Rate

Figure Number and Title in SY 2022-23	Figure Number and Title in SY 2023-24
Figure 29: Students Restrained and/or Secluded by Student Group	Figure 52: Rate of Restraint and/or Seclusion by Grade Span Compared to the Statewide Rate
Last provided in SY 2016-17	Figure 1: Total Incidents Reported by School Year with Year-over-Year Percent Change
Previously not provided	Figure 2: Proportion of Total Incidents Reported by Grade Span Across School Years
Previously not provided	Figure 35: The Top Five Types of HIB Trainings Offered Across School Years with Year-over-Year Percent Change in Data Labels
Previously not provided	Figure 38: The Top Five HIB Program Goals Across School Years with Year-over-Year Percent Change in Data Labels
Previously not provided	Figure 41: Proportion of Incidents that Led to Police Notification by Grade Span Across School Years

## Appendix B: Crosswalk of Current Figures to Previous Years' Figures

Number and Title in SY 2023-24	Figure Number and Title in SY 2022-23
Figure 1: Total Incidents Reported by School Year with Year-over-Year Percent Change	Last provided in SY 2016–17
Figure 2: Proportion of Total Incidents Reported by Grade Span Across School Years	Previously not provided
Figure 3: Total Incidents by Category and School Year with Year-over-Year Percent Change in Data Labels	Figure 1. Incidents by Category
Figure 4: Proportion of Substance Incidents Reported by Grade Span Across School Years	Figure 6. Incident Types by School Type
Figure 5: Substance Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels	Figure 5. Incidents of Substances
Figure 6: Substance Incidents by Type of Substance Reported in School Year 2023-24	Figure 5. Incidents of Substances
Figure 7: The Top Five Types of Substances Reported by School Year with Year-over-Year Percent Change in Data Labels	Figure 5. Incidents of Substances
Figure 8: Proportion of Vandalism Incidents Reported by Grade Span Across School Years	Figure 6. Incident Types by School Type
Figure 9: Vandalism Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels	Figure 4. Incidents of Vandalism
Figure 10: Proportion of Violence Incidents Reported by Grade Span Across School Years	Figure 6. Incident Types by School Type
Figure 11: Violence Incidents Reported by Incident Type in School Year 2023-24	Figure 2. Incidents of Violence
Figure 12: The Top Five Types of Violence Incidents Reported by School Year with Year-over-Year Percent Change in Data Labels	Figure 2. Incidents of Violence
Figure 13: Proportion of Weapons Incidents Reported by Grade Span Across School Years	Figure 6. Incident Types by School Type
Figure 14: Weapon Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels	Figure 3. Incidents of Weapons
Figure 15: Weapon Incidents by Type of Weapon Reported in School Year 2023-24	Figure 3. Incidents of Weapons
Figure 16: The Top Five Types of Weapons Reported by School Year with Year-over-Year Percent Change in Data Labels	Figure 3. Incidents of Weapons

<b>Number and Title in SY 2023-24</b>	<b>Figure Number and Title in SY 2022-23</b>
Figure 17: Count and Proportion of Total HIB Investigations Alleged and Confirmed by School Year	Figure 8. HIB Investigations
Figure 18: Count and Proportion of Total HIB Investigations Completed Within 10 Days by School Year	Figure 8. HIB Investigations
Figure 19: Proportion of Confirmed HIB Incidents Reported by Grade Span Across School Years	Figure 6. Incident Types by School Type
Figure 20: Proportion of Confirmed HIB Incidents by Location Across School Years	Figure 9. HIB Incident Location
Figure 21: HIB Incidents by Mode and School Year with Year-over-Year Percent Change in Data Labels	Figure 10. HIB Mode
Figure 22: HIB Incidents by Effect and School Year with Year-over-Year Percent Change in Data Labels	Figure 11. HIB Effect
Figure 23: Alleged and Confirmed HIB Incidents by Nature of HIB Incident Reported in School Year 2023-24	Figure 14. HIB Investigations and HIB Confirmed by HIB Nature
Figure 24: The Top Five Factors Motivating Confirmed HIB Incidents by School Year with Year-over-Year Percent Change in Data Labels	Figure 14. HIB Investigations and HIB Confirmed by HIB Nature
Figure 25: Percentage of HIB Victims Targeted for Race by Racial/Ethnic Group and School Year	Figure 16. HIB Target by Race of Students and Nature of Bullying
Figure 26: Percentage of HIB Victims Targeted for Race or Ancestry by Multilingual Learner Status and School Year	Figure 17. HIB Target by Student Multilingual Learner (ML) Status and Nature of Bullying
Figure 27: Percentage of HIB Victims Targeted for Disability, by Disability Status and School Year	Figure 18. HIB Target by Student Disability Status and Nature of Bullying
Figure 28: Percentage of HIB Victims Targeted for Gender by Gender and School Year	Figure 19. HIB Target by Student Gender and Nature of Bullying
Figure 29: HIB Offenders by Disciplinary Actions Received Across School Years with Year-over-Year Percent Change in Data Labels	Figure 12. HIB Disciplinary Actions
Figure 30: Remedial Actions for HIB Offenders Reported in School Year 2023-24	Figure 13. HIB Remedial Actions
Figure 31: Top Five Remedial Actions for HIB Offenders Across School Years with Year-over-Year Percent Change in Data Labels	Figure 13. HIB Remedial Actions



Number and Title in SY 2023-24	Figure Number and Title in SY 2022-23
Figure 32: Remedial Actions for HIB Victims Reported in School Year 2023-24	Figure 13. HIB Remedial Actions
Figure 33: Top Five Remedial Actions for HIB Victims Across School Years with Year-over-Year Percent Change in Data Labels	Figure 13. HIB Remedial Actions
Figure 34: Type of HIB Trainings Offered in School Year 2023-24	Figure 21. Districts offering one or more HIB Trainings by Training Type
Figure 35: The Top Five Types of HIB Trainings Offered Across School Years with Year-over-Year Percent Change in Data Labels	Previously not provided
Figure 36: HIB Trainings Offered by Target Population in School Year 2023-24	Figure 20. Districts offering one or more HIB Trainings by Attendee Type
Figure 37: HIB Program Goals in School Year 2023-24	Figure 22. Number of districts offering one or more HIB Program by Program Goal
Figure 38: The Top Five HIB Program Goals Across School Years with Year-over-Year Percent Change in Data Labels	Previously not provided
Figure 39: HIB Programs Offered by Target Population in School Year 2023-24	Figure 23. Districts offering one or more HIB Programs by Attendee Type
Figure 40: Total and Mandatory Incidents that Led to Police Notification Across School Years, Showing Year-over-Year Percent Changes in Data Labels	Figure 7. School-Related Reports to Police
Figure 41: Proportion of Incidents that Led to Police Notification by Grade Span Across School Years	Previously not provided
Figure 42: Incidents that Led to Police Notification by Incident Category Across School Years, Showing Year-over-Year Percent Changes in Data Labels	Figure 7. School-Related Reports to Police
Figure 43: Students Removed by Removal Type and School Year, Showing Year-over-Year Percent Changes in Data Labels	Figure 24. Students Removed from School by Type of Removal
Figure 44: Suspended Students by Instructional Days Missed in School Year 2023-24	Previously not provided; most closely related to Figure 25. Students Suspended by Total Number of Days Suspended during Year
Figure 45: Suspension Rate by Race/Ethnicity Across School Years	Figure 26. Student Suspension Rate by Offender Type
Figure 46: Suspension Rate by Gender Across School Years	Figure 26. Student Suspension Rate by Offender Type

Number and Title in SY 2023-24	Figure Number and Title in SY 2022-23
Figure 47: Suspension Rate by Grade Span Across School Years	Figure 26. Student Suspension Rate by Offender Type
Figure 48: Students by Category of Restraint and Seclusion, and Total	Figure 27: Students Restrained, Secluded or Both
Figure 49: Students Restrained by Restraint Type	Figure 28: Students Restrained by Restraint Type
Figure 50: Rate of Restraint and/or Seclusion by Race/Ethnicity Compared to the Statewide Rate	Figure 29: Students Restrained and/or Secluded by Student Group
Figure 51: Rate of Restraint and/or Seclusion by Gender Compared to the Statewide Rate	Figure 29: Students Restrained and/or Secluded by Student Group
Figure 52: Rate of Restraint and/or Seclusion by Grade Span Compared to the Statewide Rate	Figure 29: Students Restrained and/or Secluded by Student Group

## Appendix C: Tables of Charts

The data table for Figure 1 is not included because all data is present in the explanatory text before the figure.

**Figure 2: Proportion of Total Incidents Reported by Grade Span Across School Years**

Grade Level	2023-24	2022-23	2021-22
Elementary (grades 1–5)	18.3%	15.6%	16.1%
Middle (grades 6–8)	39.0%	39.8%	39.3%
High (grades 9–12)	42.7%	44.7%	44.6%

**Figure 3: Total Incidents by Category and School Year with Year-over-Year Percent Change in Data Labels**

School Year	HIB	Substance	Vandalism	Violence	Weapon
2021-22	9,659	6,639	1,813	13,446	1,372
2022-23	9,011	9,243	2,052	14,532	1,537
Change from previous year	6.7% decrease	39.2% increase	13.2% increase	8.1% increase	12.0% increase
2023-24	8,494	8,047	1,847	14,365	1,146
Change from previous year	5.7% decrease	12.9% decrease	10.0% decrease	1.1% decrease	25.4% decrease

**Figure 4: Proportion of Substance Incidents Reported by Grade Span Across School Years**

Grade Level	2023-24	2022-23	2021-22
Elementary (grades 1–5)	1.3%	1.2%	1.2%
Middle (grades 6–8)	20.0%	20.7%	14.8%
High (grades 9–12)	78.8%	78.1%	83.9%

**Figure 5: Substance Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels**

School Year	Possession	Sales/Distribution	Vandalism
2021-22	3,214	92	534
2022-23	4,762	129	4,781
Change from previous year	48.2% increase	40.2% increase	795.3% increase
2023-24	4,204	114	4,232
Change from previous year	11.7% decrease	11.6% decrease	11.5% decrease

**Figure 6: Substance Incidents by Type of Substance Reported in School Year 2023-24**

Substance Type	Number of Incidents
Marijuana	5,309
Drug Paraphernalia	1,266
Undetermined	941
OTC Drugs	387
Alcohol	259
Designer/ Synthetic Drugs	49
Prescription Drugs	42
Cocaine/ Crack	7
Heroin	0
Steroids	0

**Figure 7: The Top Five Types of Substances Reported by School Year with Year-over-Year Percent Change in Data Labels**

School Year	Marijuana	Drug Paraphernalia	Undetermined	OTC Drugs	Alcohol
2021-22	4,396	1,215	522	418	256
2022-23	6,012	1,562	1,012	532	246
Change from previous year	36.8% increase	28.6% increase	93.9% increase	27.3% increase	3.9% increase
2023-24	5,309	1,266	941	387	259
Change from previous year	11.7% decrease	19.0% decrease	7.0% decrease	27.3% decrease	5.3% decrease

**Figure 8: Proportion of Vandalism Incidents Reported by Grade Span Across School Years**

Grade Level	2023-24	2022-23	2021-22
Elementary (grades 1–5)	18.5%	13.6%	16.0%
Middle (grades 6–8)	43.6%	42.3%	43.5%
High (grades 9–12)	37.9%	44.1%	40.5%

**Figure 9: Vandalism Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels**

School Year	Arson	Computer Trespass	Damage to Property	False Alarm	Theft	Trespassing
2021-22	52	77	954	247	437	67
2022-23	57	105	809	202	767	134
Change from previous year	9.6% increase	36.4% increase	15.2% decrease	18.2% decrease	75.5% increase	100.0% increase
2023-24	35	78	815	191	667	74
Change from previous year	38.6% decrease	25.7% decrease	0.7% decrease	5.4% decrease	13.0% decrease	44.8% decrease

**Figure 10: Proportion of Violence Incidents Reported by Grade Span Across School Years**

Grade Level	2023-24	2022-23	2021-22
Elementary (grades 1–5)	21.7%	18.7%	18.2%
Middle (grades 6–8)	42.8%	45.7%	44.1%
High (grades 9–12)	35.5%	35.6%	37.7%

**Figure 11: Violence Incidents Reported by Incident Type in School Year 2023-24**

Violent Incident Type	Number of Incidents
Kidnapping	0
Robbery/Extortion	16
Sexual Assault	28
Criminal Threat	142
Sexual Contact	305
Simple Threat	2885
Assault	4820
Fight	6265

**Figure 12: The Top Five Types of Violence Incidents Reported by School Year with Year-over-Year Percent Change in Data Labels**

School Year	Fight	Assault	Simple Threat	Sexual Threat	Criminal Threat
2021-22	5,783	4,437	2,768	286	186
2022-23	6,024	4,997	2,992	356	196
Change from previous year	4.2% increase	12.6% increase	8.1% decrease	24.5% increase	5.4% increase
2023-24	6,265	4,820	2,885	305	142
Change from previous year	4.0% increase	3.5% decrease	3.6% decrease	14.3% decrease	27.6% decrease

**Figure 13: Proportion of Weapon Incidents Reported by Grade Span Across School Years**

Grade Level	2023-24	2022-23	2021-22
Elementary (grades 1–5)	17.5%	16.4%	12.8%
Middle (grades 6–8)	40.3%	42.4%	41.1%
High (grades 9–12)	42.2%	41.2%	46.1%

**Figure 14: Weapon Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels**

School Year	Possession	Sales/Distribution	Vandalism
2021-22	1,302	1	99
2022-23	1,442	5	90
Change from previous year	10.8% increase	400.0% increase	9.1% decrease
2023-24	1,058	4	84
Change from previous year	26.6% decrease	20.0% decrease	6.7% decrease

**Figure 15: Weapon Incidents by Type of Weapon Reported in School Year 2023-24**

Types of Weapons	2023-24
Knife/ Blade	797
Other	258
Spray	80
Air Gun/ BB Gun/ Pellet Gun	33
Handgun	5
Bomb	0

**Figure 16: The Top Five Types of Weapons Reported by School Year with Year-over-Year Percent Change in Data Labels**

Year	Knife/Blade	Other	Spray	Air/BB/Pellet Gun	Handgun
2021-22	892	323	122	57	14
2022-23	1,037	385	108	47	8
Change from previous year	16.3% increase	19.2% increase	11.5% decrease	17.5% decrease	42.9% decrease
2023-24	797	258	80	33	5
Change from previous year	23.1% decrease	33.0% decrease	25.9% decrease	29.8% decrease	37.5% decrease

**Figure 17: Count and Proportion of Total HIB Investigations Alleged and Confirmed by School Year**

HIB Investigations	2023-24	2022-23	2021-22
Alleged Count	12,695	13,011	9,659
Confirmed Count	8,494	9,011	7,672
Total Investigated	21,189	22,022	17,331
Confirmed Proportion	40.1%	40.9%	44.3%

**Figure 18: Count and Proportion of Total HIB Investigations Completed Within 10 Days by School Year**

HIB Investigations	2023-24	2022-23	2021-22
Not Completed within 10 days count	1,293	1,054	736
Completed within 10 days count	19,896	20,968	16,595
Completed within 10 days percentage	93.9%	95.2%	95.8%

**Figure 19: Proportion of Confirmed HIB Incidents Reported by Grade Span Across School Years**

Grade Level	2023-24	2022-23	2021-22
Elementary (grades 1–5)	29.5%	25.7%	26.1%
Middle (grades 6–8)	48.2%	49.8%	50.7%
High (grades 9–12)	22.3%	24.5%	23.3%

**Figure 20: Proportion of Confirmed HIB Incidents by Location Across School Years**

Location	2023-24	2022-23	2021-22
On School Grounds	80.8%	80.0%	79.0%
Off School Grounds	10.1%	9.8%	11.5%
Both	9.1%	10.2%	9.5%

**Figure 21: HIB Incidents by Mode and School Year with Year-over-Year Percent Change in Data Labels**

School Year	Electronic	Gesture	Physical	Verbal	Written
2021-22	1,438	437	1,461	7,209	452
2022-23	1,694	500	1,702	7,474	557
Change from previous year	17.8% increase	14.4% increase	16.5% increase	3.7% increase	23.2% increase
2023-24	1,499	509	1,563	6,222	597
Change from previous year	11.5% decrease	1.8% increase	8.2% decrease	16.8% decrease	7.2% increase

**Figure 22: HIB Incidents by Effect and School Year with Year-over-Year Percent Change in Data Labels**

School Year	Education Impacted	Hostile Environment	Insulted Student(s)	Offender Aware	Victim in Fear
2021-22	3,901	4,246	7,209	4,593	2,947
2022-23	4,255	4,445	7,603	4,609	3,209
Change from previous year	9.1% increase	4.7% increase	5.5% increase	0.3% increase	8.9% increase
2023-24	3,649	3,858	6,282	3,840	2,815
Change from previous year	14.2% decrease	13.2% decrease	17.4% decrease	16.7% decrease	12.3% decrease

**Figure 23: Alleged and Confirmed HIB Incidents by Nature of HIB Incident Reported in School Year 2023-24**

Nature of Incident	Alleged	Confirmed
No Identified Nature	8,192	
Other	6,190	4,306
Race	3,711	2,342
Sexual Orientation	1,274	844
Gender	1,268	900
Disability	1,231	811
Ancestry	821	546
Religion	592	370

**Figure 24: The Top Five Factors Motivating Confirmed HIB Incidents by School Year with Year-over-Year Percent Change in Data Labels**

School Year	Other	Race	Gender	Sexual Orientation	Disability
2021-22	3,918	1,727	1,261	1,052	656
2022-23	4,519	2,407	1,099	938	841
Change from previous year	15.3% increase	39.4% increase	12.8% decrease	10.8% decrease	28.2% increase
2023-24	4,306	2,342	900	844	811
Change from previous year	4.7% decrease	2.7% decrease	18.1% decrease	10.0% decrease	3.6% decrease

**Figure 25: Percentage of HIB Victims Targeted for Race by Racial/Ethnic Group and School Year**

School Year	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African-American	Hispanic	Two or More Races	White
2021-22	15.2%	29.5%	41.9%	13.0%	31.9%	6.7%
2022-23	31.4%	34.1%	46.6%	16.4%	35.3%	8.2%
2023-24	36.8%	36.8%	47.7%	14.8%	37.1%	7.4%

**Figure 26: Percentage of HIB Victims Targeted for Race or Ancestry by Multilingual Learner Status and School Year**

School Year	ML Status	Race	Ancestry	Total
2021-22	ML	10.7%	6.2%	16.9%
2021-22	Non-ML	19.8%	3.9%	23.7%
2022-23	ML	18.0%	6.2%	24.2%
2022-23	Non-ML	24.0%	6.0%	30.0%
2023-24	ML	17.2%	5.9%	23.1%
2023-24	Non-ML	23.6%	5.8%	29.4%



**Figure 27: Percentage of HIB Victims Targeted for Disability, by Disability Status and School Year**

School Year	IDEA	504	No Disability
2021-22	17.4%	12.7%	3.7%
2022-23	19.4%	13.3%	4.5%
2023-24	19.8%	11.7%	4.5%

**Figure 28: Percentage of HIB Victims Targeted for Gender by Gender and School Year**

School Year	Female	Male
2021-22	19.2%	8.6%
2022-23	14.4%	6.7%
2023-24	13.3%	6.2%

**Figure 29: HIB Offenders by Disciplinary Actions Received Across School Years with Year-over-Year Percent Change in Data Labels**

School Year	Expulsion	Other Discipline	Removal to Other	Suspension
2021-22	4	575	167	3,924
2022-23	1	597	153	4,531
Change from previous year	75.0% decrease	3.8% increase	8.4% decrease	15.5% increase
2023-24	0	668	157	4,155
Change from previous year	100.0% decrease	11.9% increase	2.6% increase	8.3% decrease

**Figure 30: Remedial Actions for HIB Offenders Reported in School Year 2023-24**

Types of Remedial Actions	2023-24
Student Counseling	6,576
Parent Conference	4,143
Other	3,060
Restorative Practices	2,236
Therapy Treatment	664
I & RS	436
Peer Support Group	152

**Figure 31: Top Five Remedial Actions for HIB Offenders Across School Years with Year-over-Year Percent Change in Data Labels**

School Year	Student Counseling	Parent Conference	Other	Restorative Practices	Therapy Treatment
2021-22	6,002	3,942	2,794	1,727	527
2022-23	6,985	4,388	3,319	2,362	647
Change from previous year	16.4% increase	11.3% increase	18.8% increase	36.8% increase	22.8% increase
2023-24	6,576	4,143	3,060	2,236	664
Change from previous year	5.9% decrease	5.6% decrease	7.8% decrease	5.3% decrease	2.6% decrease

**Figure 32: Remedial Actions for HIB Victims Reported in School Year 2023-24**

Types of Remedial Actions	2023-24
Student Counseling	6,929
Parent Conference	3,428
Other	1,803
Restorative Practices	1,107
Therapy Treatment	319
I & RS	204
Peer Support Group	201

**Figure 33: Top Five Remedial Actions for HIB Victims Across School Years with Year-over-Year Percent Change in Data Labels**

School Year	Student Counseling	Parent Conference	Other	Restorative Practices	Therapy Treatment
2021-22	6,202	3,324	1,645	821	308
2022-23	7,325	3,575	1,893	1,216	354
Change from previous year	18.1% increase	7.6% increase	15.1% increase	48.1% increase	14.9% increase
2023-24	6,929	3,428	1,803	1,107	319
Change from previous year	5.4% decrease	4.1% decrease	4.8% decrease	9.0% decrease	9.9% decrease

**Figure 34: Types of HIB Trainings Offered in School Year 2023-24**

Training Type	2023-24
Policy and Prevention	557
School Climate and Culture Improvement	431
Social Skills/ Relationship Improvement	399
HIB Prevention	394
Peer Relationships or Peer Social Norms	372
Policy Only	366
Other	364
Characteristics of Those At-Risk for HIB	342
Conflict Resolution	342
Social Norms	309
Suicide Prevention Related to HIB	319
Cyberbullying	295
HIB Intervention	301
Anti-Bullying Bill of Rights Act	285
Pro-Social Strategies for Bystanders	280
School-Home-Community Partnerships	287
Use of Data for HIB Prevention	372
HIB Consequences	270
HIB Remediation	264
Parent Involvement in HIB Cases	195

**Figure 35: The Top Five Types of HIB Trainings Offered Across School Years with Year-over-Year Percent Change in Data Labels**

School Year	Policy and Prevention	School Climate and Culture Improvement	Social Skills/ Relationship Improvement	HIB Prevention	Peer Relationships or Peer Social Norms
<b>2021-22</b>	603	428	391	371	367
<b>2022-23</b>	564	438	411	400	387
<b>Change from previous year</b>	6.5% decrease	2.3% increase	5.1% increase	7.8% increase	5.4% increase
<b>2023-24</b>	557	431	399	394	372
<b>Change from previous year</b>	1.2% decrease	1.6% decrease	2.9% decrease	1.5% decrease	3.9% decrease

**Figure 36: HIB Training Offered by Target Population in School Year 2023-24**

Target Population	Count of School Districts
Key School Personnel	642
Other District Staff	612
District Staff	581
Students	437
Others	370
Parents and Volunteers	356

**Figure 37: HIB Program Goals in School Year 2023-24**

Program Goals	Count of School Districts
Emotional Environment	537
Student Relationships	537
Morale in the School Community	531
Safety	525
Teaching and Learning	511
Physical Environment	477
Parental Support	420

**Figure 38: The Top Five HIB Program Goals Across School Years with Year-over-Year Percent Change in Data Labels**

School Year	Student Relationships	Emotional Environment	Safety	Teaching and Learning	Physical Environment
2021-22	512	516	493	487	446
2022-23	538	526	557	520	552
Change from previous year	5.1% increase	1.9% increase	13.0% increase	6.8% increase	23.8% increase
2023-24	537	537	525	511	477
Change from previous year	0.2% decrease	2.1% increase	5.7% decrease	1.7% decrease	13.6% decrease

**Figure 39: HIB Programs Offered by Target Population in School Year 2023-24**

Target Population	Count of School Districts
Students	537
Key School Personnel	517
Other School Staff	471
Parents and Volunteers	429
District Staff	423
Others	331

**Figure 40: Total and Mandatory Incidents that Led to Police Notification Across School Years, Showing Year-over-Year Percent Changes in Data Labels**

School Year	All Police Notifications	Mandatory Police Notifications
2021-22	8,170	3,717
2022-23	10,082	4,842
Change from previous year	23.4% increase	30.3% increase
2023-24	9,074	3,813
Change from previous year	10.0% decrease	21.3% decrease

**Figure 41: Proportion of Incidents that Led to Police Notification by Grade Span Across School Years**

Grade Level	2023-24	2022-23	2021-22
Elementary (grades 1–5)	11.6%	8.5%	7.6%
Middle (grades 6–8)	34.9%	33.1%	31.4%
High (grades 9–12)	53.5%	58.5%	60.9%

**Figure 42: Incidents that Led to Police Notification by Incident Category Across School Years, Showing Year-over-Year Percent Changes in Data Labels**

School Year	HIB	Substance	Vandalism	Violence	Weapon	Other
2021-22	789	2,576	414	2,687	841	640
2022-23	986	3,623	448	2,743	942	897
Change from previous year	25.0% increase	40.6% increase	8.2% increase	2.1% increase	12.0% increase	40.2% increase
2023-24	1,073	2,847	332	2,731	661	930
Change from previous year	8.8% increase	21.4% increase	25.9% decrease	0.4% decrease	29.8% decrease	3.7% increase

**Figure 43: Students Removed by Removal Type and School Year, Showing Year-over-Year Percent Changes in Data Labels**

School Year	Any Suspension	Out-of-School Suspension	In-School Suspension	Removal to Other	Expulsion
2021-22	51,532	37,344	22,727	892	40
2022-23	60,532	43,819	26,901	995	21
Change from previous year	17.5% increase	17.3% increase	18.4% increase	11.5% increase	47.5% increase
2023-24	59,877	42,278	27,965	1,099	18
Change from previous year	1.1% decrease	3.5% decrease	4.0% increase	10.5% decrease	14.3% decrease

**Figure 44: Suspended Students by Range of Instructional Days Missed in School Year 2023-24**

Range of Days Missed	Number of Students
More than 20 Days	1,264
16 to 20 Days	1,308
11 to 15 Days	2,844
6 to 10 Days	9,148
5 Days	4,080
4 Days	5,434
3 Days	7,492
2 Days	11,019
1 Day or Less	17,288

**Figure 45: Suspension Rate by Race/Ethnicity Across School Years**

School Year	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African-American	Hispanic	Two or More Races	White
2021-22	3.5%	0.9%	7.9%	3.8%	3.9%	2.6%
2022-23	3.6%	1.2%	8.9%	4.3%	4.5%	2.7%
2023-24	4.0%	1.2%	9.0%	4.6%	4.4%	2.8%

**Figure 46: Suspension Rates by Gender Across School Years**

School Year	Female	Male	Non-Binary/ Undesignated
2021-22	2.4%	4.7%	5.5%
2022-23	2.8%	5.2%	5.1%
2023-24	2.8%	5.5%	4.2%

**Figure 47: Suspension Rate by Grade Span Across School Years**

School Year	PK to 2	3 to 5	6 to 8	9 to 12
2021-22	0.2%	1.6%	6.2%	5.9%
2022-23	0.3%	2.0%	7.1%	6.6%
2023-24	0.3%	2.1%	7.1%	6.8%

The data tables for Figure 48 and 49 are not included because all data is present in the explanatory text before each figure.

**Figure 50: Rate of Restraint and/or Seclusion by Race/ Ethnicity Compared to the Statewide Rate for 2022-23 School Year**

American Indian or Alaskan Native	Asian or Pacific Islander	Black or African-American	Hispanic	Two or More Races	White	Statewide
0.2%	0.1%	0.4%	0.1%	0.3%	0.2%	0.2%

**Figure 51: Rate of Restraint and/or Seclusion by Gender Compared to the Statewide Rate for 2022-23 School Year**

Female	Male	Non-Binary/ Undesignated	Statewide
0.1%	0.3%	0.1%	0.2%

**Figure 52: Rate of Restraint and/or Seclusion by Grade Span Compared to the Statewide Rate for 2022-23 School Year**

PK to 2	3 to 5	6 to 8	9 to 12	Statewide
0.3%	0.2%	0.1%	0.1%	0.2%