

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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

July 1, 2016 to June 30, 2017

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

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

State Board of Education

Arcelio Aponte.....Middlesex
President

Andrew J. Mulvihill.....Sussex
Vice President

Mary Beth Berry.....Hunterdon

Elaine Bobrove.....Camden

Fatimah Burnam-Watkins.....Union

Ronald K. Butcher.....Gloucester

Jack Fornaro.....Warren

Mary Elizabeth Gazi.....Somerset

Kathy A. Goldenberg.....Burlington

Nedd James Johnson.....Salem

Ernest P. Lepore.....Hudson

Joseph Ricca, Jr......Morris

Sylvia Sylvia-Cioffi.....Monmouth

Dr. Lamont Repollet
Secretary

Table of Contents

State Board of Education	1
Introduction.....	3
Key Findings.....	4
Overall Total and Totals by EVVRS Incident Categories	4
Trends in Types of Incidents Reported to EVVRS.....	5
Characteristics of EVVRS Incidents.....	9
Disciplinary Action Taken and Program Provided (EVVRS)	12
Harassment, Intimidation, and Bullying – Investigations, Trainings and Programs (HIB-ITP) ..	14
Programmatic Response.....	26
Introduction.....	26
Department’s Response	27
Department’s Objectives for the 2017-18 school year	30
Appendix A: Public School Safety Law	32
Appendix B: EVVRS Incident Definitions – 2016-17	34
Appendix C: Data Collection Forms	39
Appendix D: District Totals by County	49

Introduction

This report presents information provided by New Jersey public schools for the 2016-17 school year on incidents of violence; vandalism; weapon offenses; substance offenses; and harassment, intimidation, and bullying (HIB). The information is presented annually by the New Jersey Department of Education (NJDOE) to the Governor and Legislature to fulfill the requirements of the *Public School Safety Law (N.J.S.A. 18A:17-46 through 48)*, as amended by *P.L. 2010, c.122* (see [Appendix A](#)).

School districts, including charter schools and Renaissance School Projects, are required to report in the Electronic Violence and Vandalism Reporting System (EVVRS) incidents that occur on school grounds and meet the criteria of the EVVRS incident definitions (see [Appendix B](#)). In addition, school districts must report incidents of HIB that occur off school grounds, including those involving electronic communications. Along with incident details captured in the EVVRS, the Harassment, Intimidation, and Bullying – Investigations, Trainings, and Programs (HIB-ITP) system collects information from districts on the number of HIB investigations, HIB affirmed incidents (i.e., found to be HIB by the district board of education (BOE)¹), as well as any HIB trainings conducted and programs implemented to reduce HIB incidents over the course of the school year. Data collection forms for the EVVRS and HIB-ITP can be found in [Appendix C](#).

In addition to state-level results presented in this report, counts of incidents by district are reported in [Appendix D. Summary data for each district and school](#) from the 2003-04 school year to the 2015-16 school year are available online. The data in this report represents the incidents from the 2016-17 school year based on each district’s data verified by August 11, 2017. All districts verified their data in the EVVRS and HIB-ITP system for the 2016-17 school year.

This report is divided into two main sections: “Key Findings” and “Programmatic Response.” In the “Key Findings” section, the NJDOE presents incident counts reported by schools by the main

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

categories of violence, vandalism, weapon offenses, substance offenses, and HIB. Other incident characteristics, such as location and gang-related offenses, are also reported in this section. In addition, a review of disciplinary action and details specific to HIB investigations, incidents, trainings, and programs, are also included. In the “Programmatic Response” section, NJDOE responses and objectives are provided in relation to developing and maintaining safe and supportive schools in New Jersey.

While this report transparently communicates the changes in self-reported incidents from year-to-year, the report does not identify the reasons for the changes. Districts are encouraged to review their incidents and year-to-year changes in relation to the state results and consider whether proactive steps are needed to improve the school climate and student safety.

Key Findings

Overall Total and Totals by EVVRS Incident Categories

In 2016-17, schools reported 19,795 incidents to the NJDOE through the EVVRS (See Figure 1). The numbers of reported EVVRS incidents have increased during the past two school years. County and district totals for 2016-17 can be found in [Appendix D](#).

Figure 1. Total EVVRS Incidents

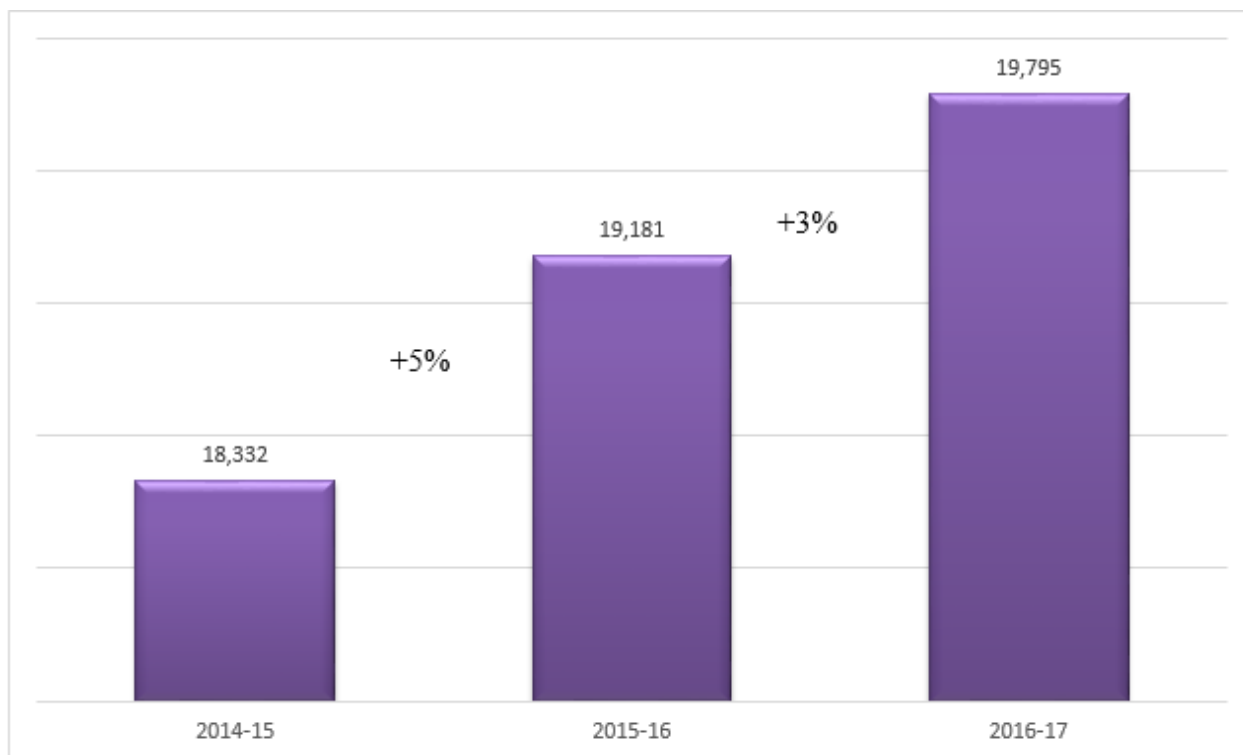
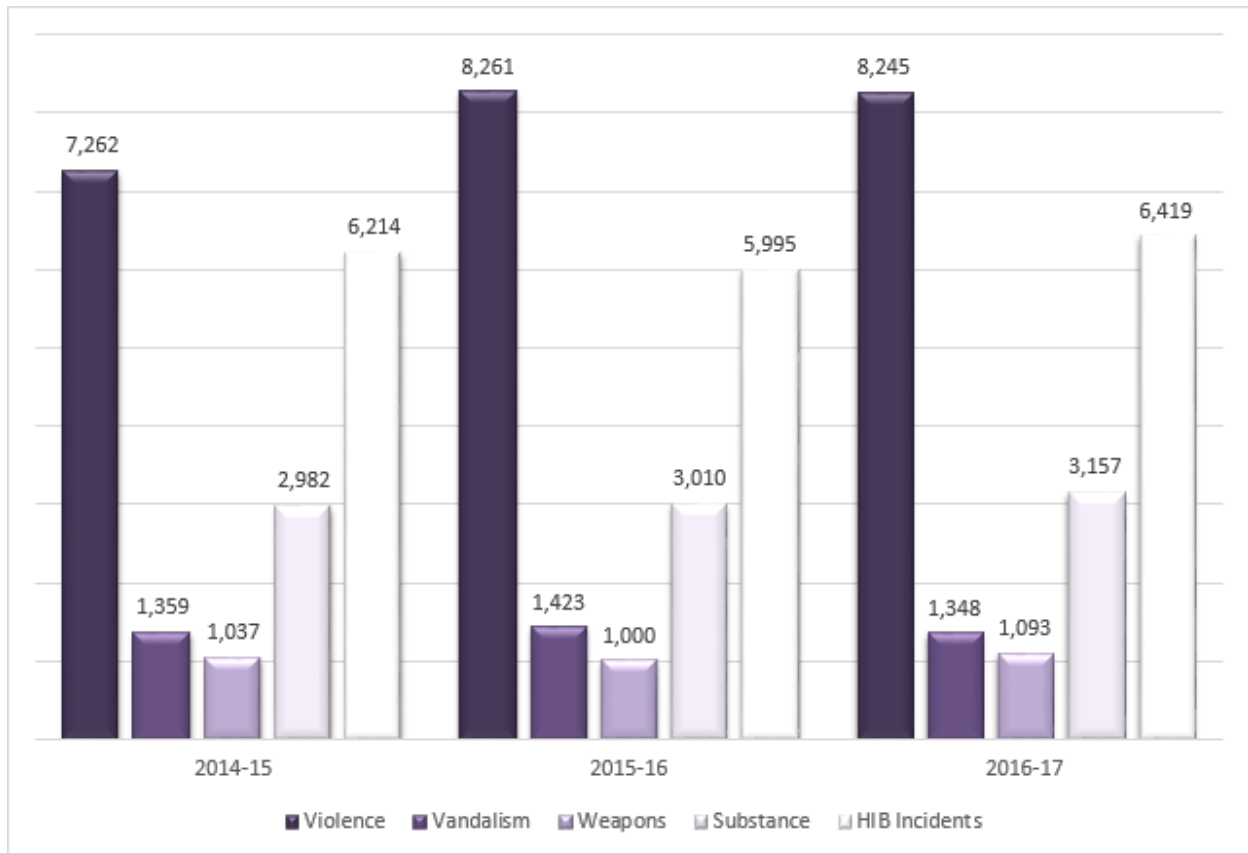


Figure 2 shows that incidents are most commonly reported in the categories of violence and HIB, with violence representing 42 percent of the total incidents and HIB representing 32 percent of the total incidents in 2016-17, similar to last year. The numbers of violence incidents, HIB incidents, and substance offenses have increased since 2014-15, while the number of vandalism incidents and weapons offenses have been relatively stable.

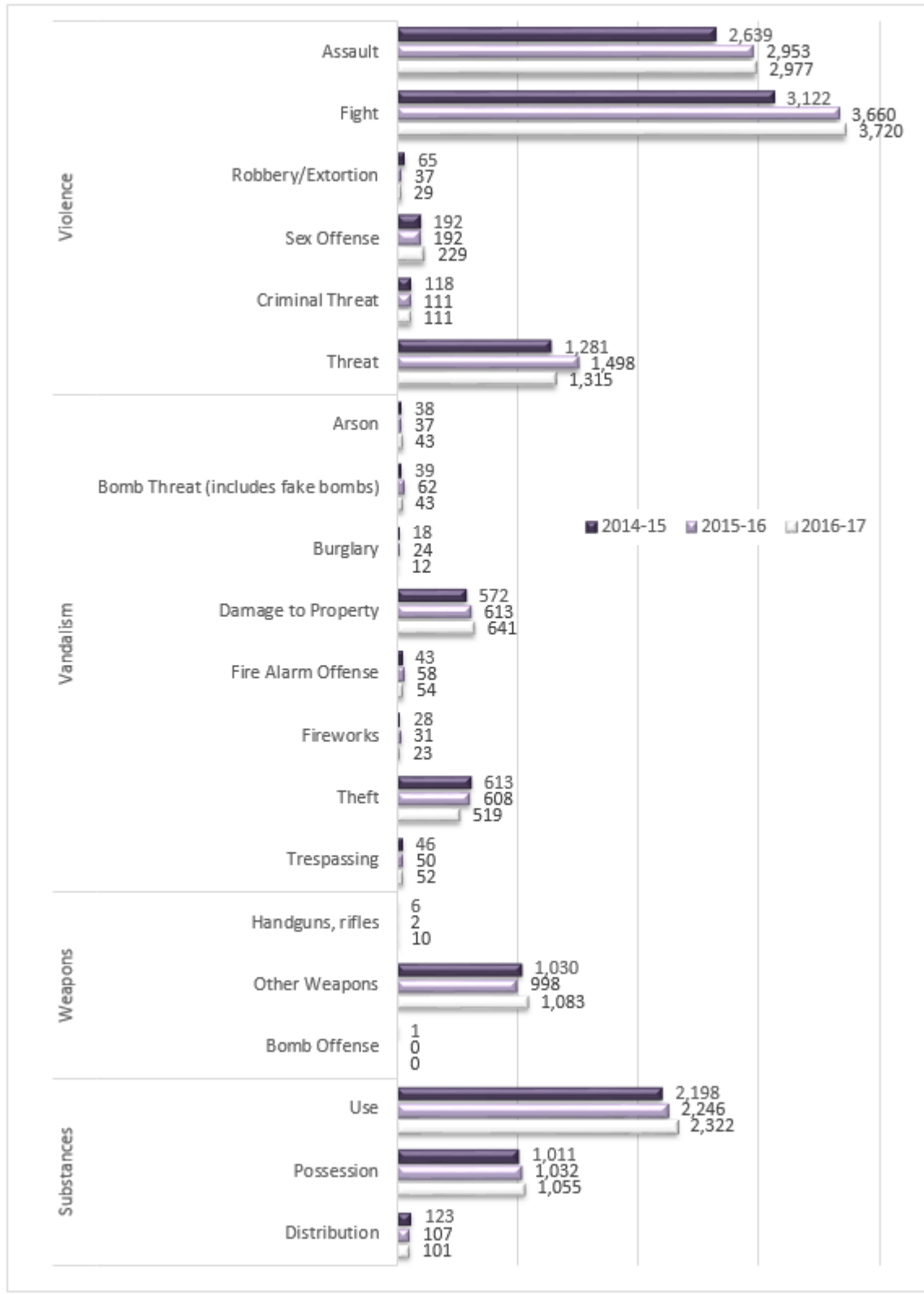
Figure 2. Total Incidents for Major Reporting Categories



Trends in Types of Incidents Reported to EVVRS

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

Figure 3. Incidents by Type



Violence

Fights, assaults, and threats remain the most commonly reported incident types in the category of violent incidents. The number of reports of fights and assaults has increased over the past two years, while threats saw a one-year decrease after increasing from the prior year. The number of *robbery/extortion* incidents and *criminal threats* were relatively stable compared to last year, while the number of *sex offenses* increased.

Vandalism

Theft and damage to property are the most commonly reported types of vandalism. Theft has decreased since 2014-15, while damage to property has increased slightly. Other types of vandalism are reported infrequently, and changes over the three-year period are difficult to describe as noteworthy increases or decreases.

Weapons

Handgun or rifle incidents in schools are rare, but did increase from last year's report of 2 handgun incidents. Figure 4 shows that there were 10 handgun incidents in 2016-17, and no rifle incidents. *Air guns* (including BB guns and pellet guns) and *imitation guns* are not common but were reported on school grounds more frequently than handguns or rifles. There were 71 incidents with air guns in schools in 2016-17 compared to 99 in 2015-16, and 26 incidents with imitation guns in 2016-17 compared to 30 from 2015-16.

Weapons include any instrument readily capable of lethal use or inflicting bodily injury. Among the 1,093 weapons incidents in the 2015-16 school year, the most commonly reported weapons were *knives or blades*, consistent with the past three years (see Figure 4). The number of knife/blade incidents increased from 671 in 2015-16 to 785 in 2016-17.

Substance Offenses

There were increased reports of substance use, possession, or distribution in the past three years on school grounds, from 2,982 cases in 2014-15 to 3,010 cases in 2015-16 up to 3,157 in 2016-17 (see Figure 5). Seventy-eight percent of substance cases in 2016-17 involved marijuana on school grounds, with 2,465 incidents, an increase of 9% compared to last year's reports of 2,270 incidents. Alcohol is the substance with the next highest frequency on school grounds, with 420 cases representing 13 percent of the total substance abuse incidents, a slight decrease from the 468 cases in 2015-16. Most other substance types were reported in 2 percent or fewer

of the total cases, with the exception of unauthorized prescription drugs and depressants, representing 3 percent of the cases. Although rare, schools reported more instances of cocaine/crack and inhalant offenses in 2016-17 than in 2015-16.

Figure 4. Weapons Offense Detail

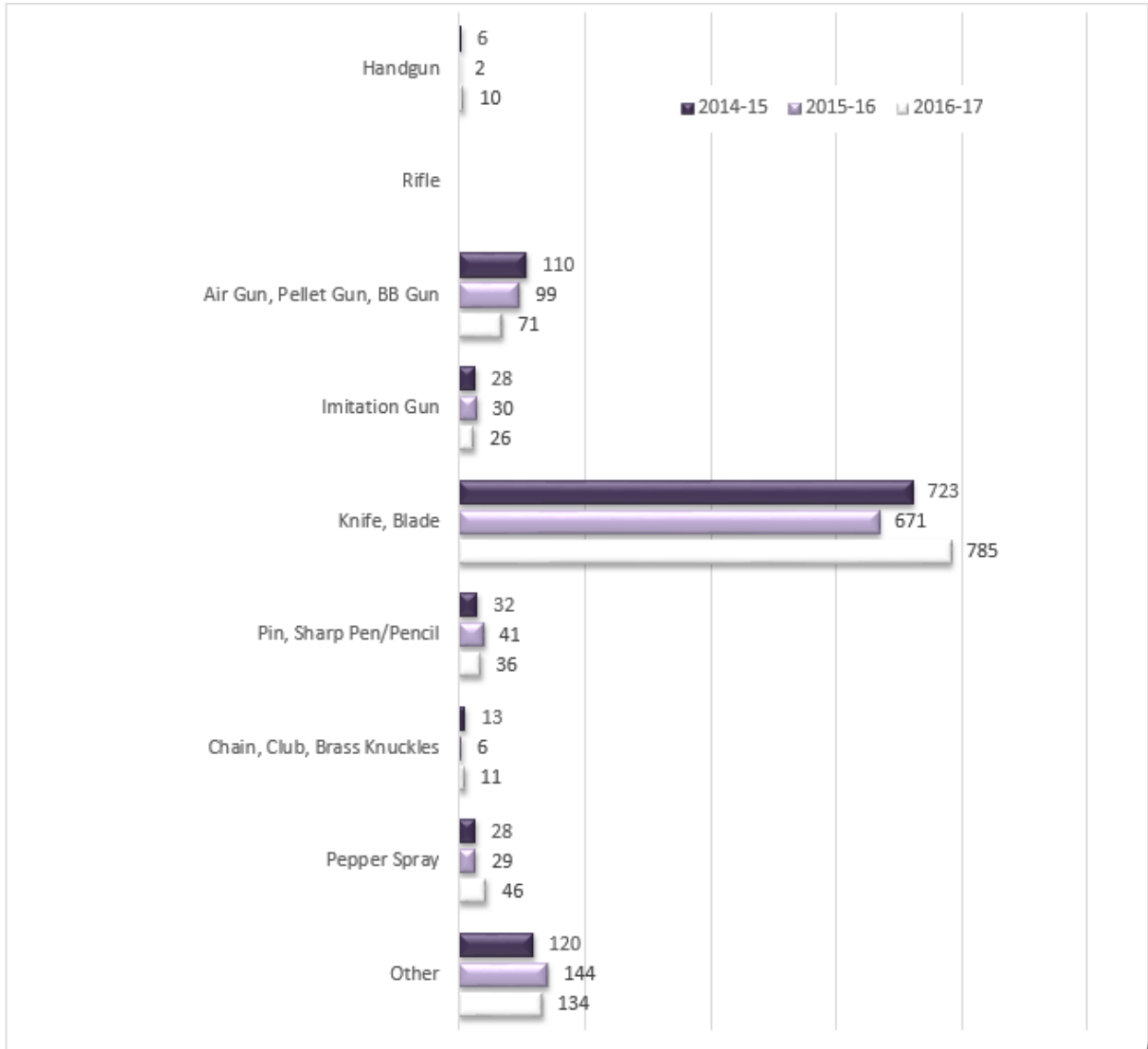
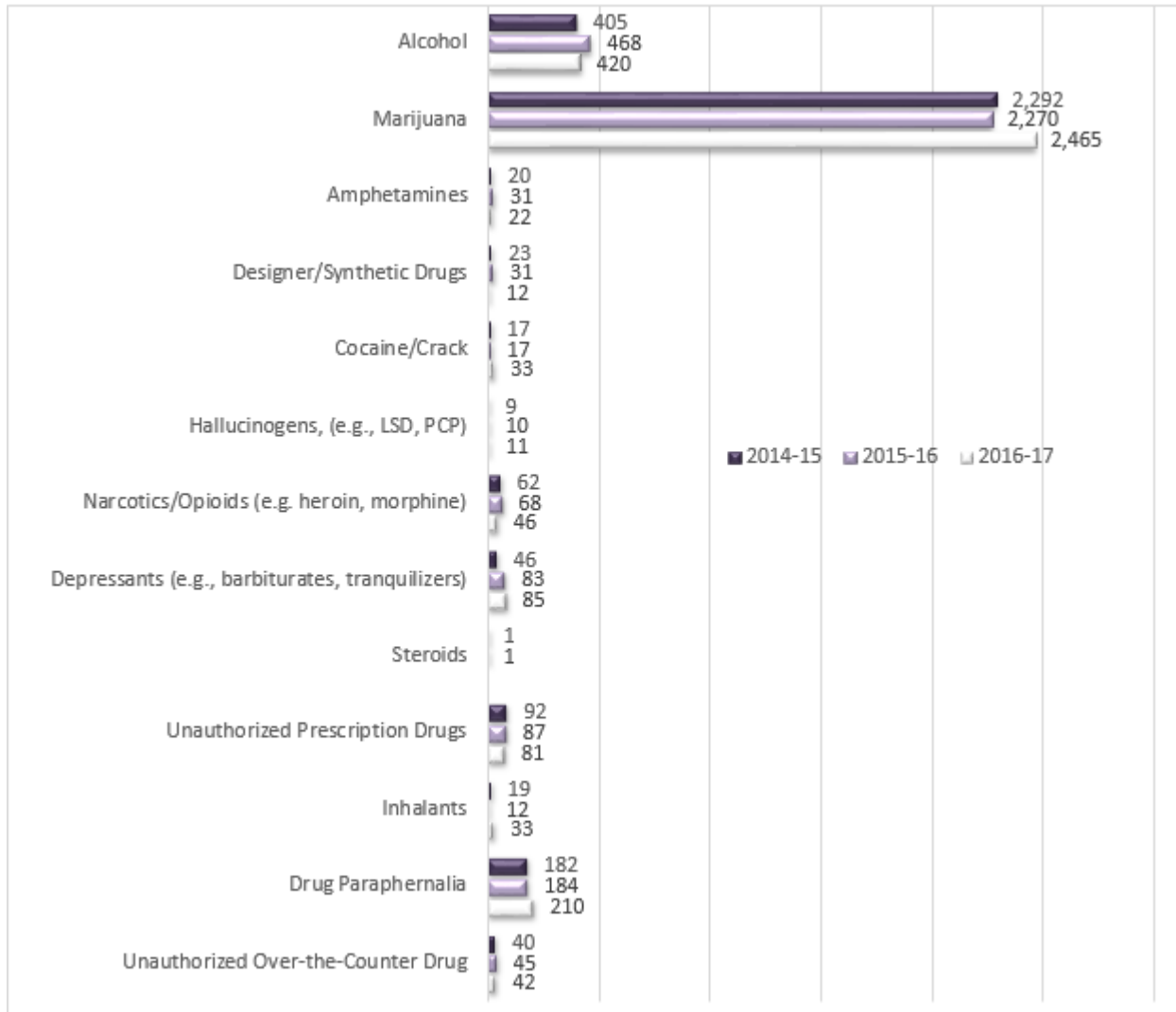


Figure 5. Substance Offense Detail



Characteristics of EVVRS Incidents

Police Notification

In 2016-17, police were notified in 5,503 instances. In 43 percent of the cases (2,359), a complaint was filed with or by the police. Police were notified in 28 percent of all incidents reported in the EVVRS, as in 2015-16. The frequency of police notification indicates that school personnel are continuing to work with law enforcement to ensure schools are safe, particularly whenever any school employee develops reason to believe that a criminal offense has been committed on school grounds.

Schools are more likely to report that certain types of incidents led to police notification than others. Weapons incidents are most likely to be reported, with 68 percent of all weapons incidents reported to police in 2016-17. Vandalism incidents were reported to police in 44 percent of cases, substance offenses were reported in 42 percent of cases, and violent incidents were reported in 29 percent of cases. HIB incidents were reported to police in 11 percent of cases.

Location

Incidents must be reported in the EVVRS if they occur on school grounds. HIB incidents occurring off school grounds must also be reported. Figure 6 shows the distribution of the location of all incidents during the 2016-17 school year. The first five categories, from top to bottom, identify a location inside the school building. Seventy-five percent of all incidents in 2016-17 occurred within the school building, frequently occurring within the classroom (33 percent). These proportions are consistent with previous years’ results.

Figure 6. All Incidents by Location, 2016-17

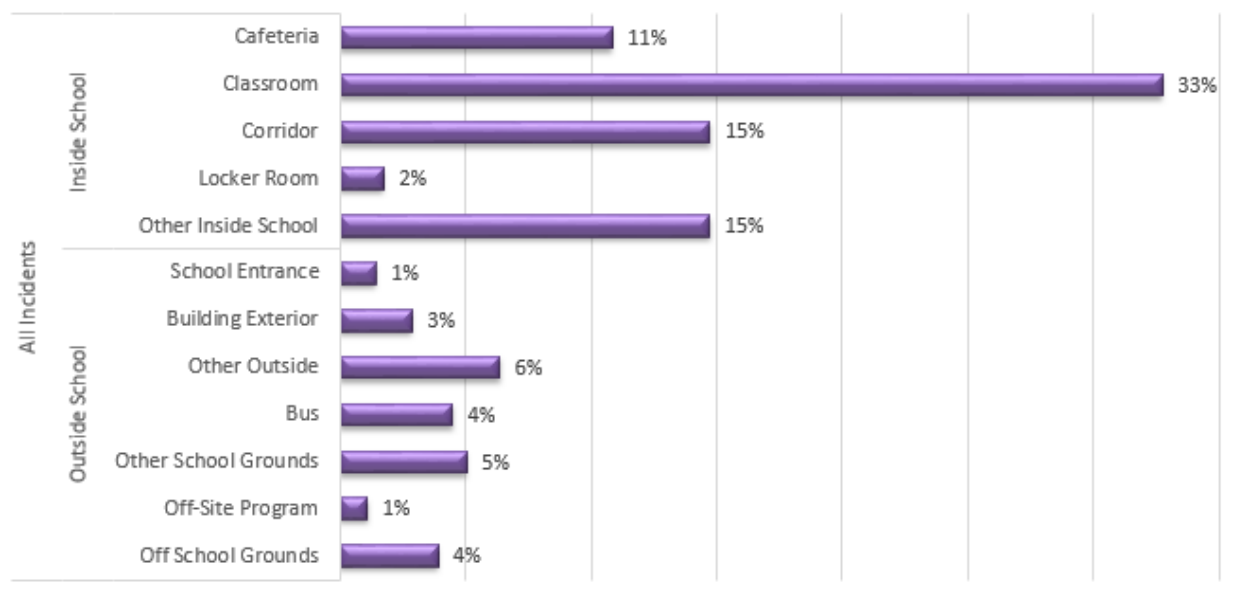
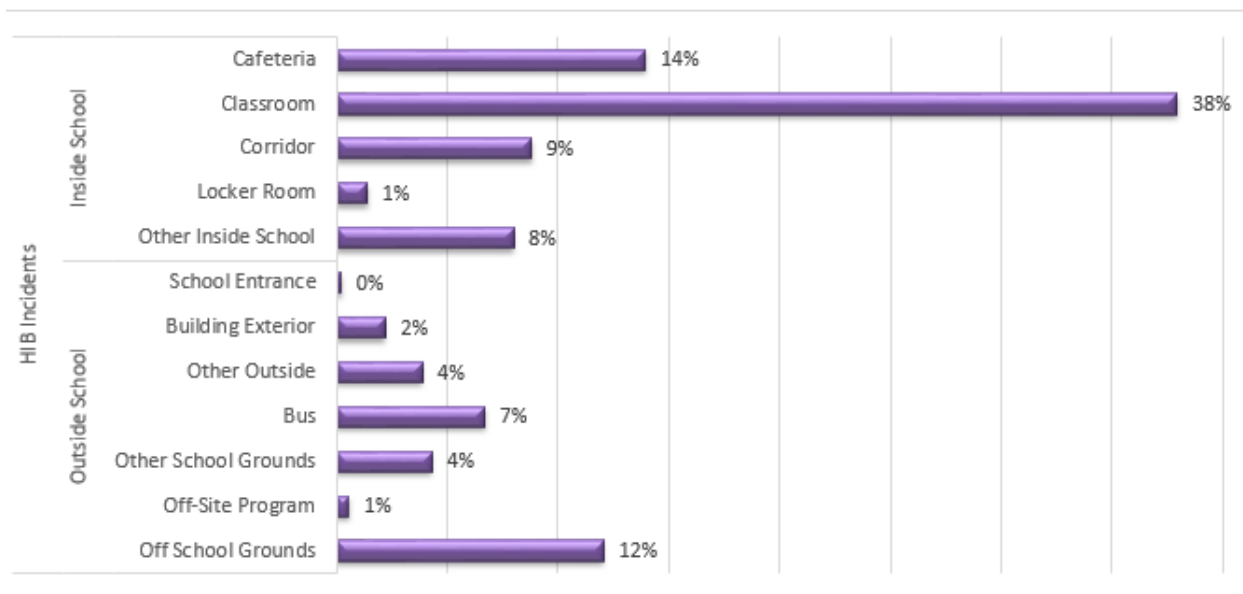


Figure 7 shows the distribution of HIB incidents by location for 2016-17. Of the 6,419 HIB incidents, 38 percent of all HIB incidents occurred in the classroom. Fourteen percent of HIB incidents occurred in the cafeteria, and 18 percent occurred at other locations inside the school. Seven percent of HIB incidents occurred on the bus. In addition, 12 percent of HIB

incidents occurred off school grounds. These proportions have not changed substantially from previous years' results.

Figure 7. Incidents by Location, HIB only, 2016-17



Other Bias-Related Incidents

Any EVVRS-defined incident of violence, vandalism, weapons, or substance offense may also be reported by a school district as motivated by bias. In addition to the 6,419 incidents of HIB reported in 2016-17 that include bias by definition, there were 52 non-HIB incidents reported as bias-related. The 52 non-HIB bias-related incidents reported this year are similar to the 50 incidents reported in 2014-15, though a decrease from the 83 incidents report in 2015-16.

Gang-Related Incidents

Gang-related incidents are those incidents of violence, vandalism, HIB, weapons or substance offenses where there is confirmation from either a law enforcement official, the victim, or the offender that the incident was gang-related. Any incident type may be reported as gang-related. Twenty incidents were reported as gang-related in 2016-17, similar to 13 reported last year.

Disciplinary Action Taken and Program Provided (EVVRS)

Figure 8 shows the number of suspensions by duration for incidents reported in the EVVRS over a three-year period. This figure does not account for all suspensions resulting from disciplinary referrals (e.g., for defiance of authority or academic dishonesty), but only those incidents that meet the EVVRS criteria. In addition, this figure shows the suspensions of all offenders; a single incident may have multiple offenders receiving suspensions of different types or durations. The total duration of suspensions resulting from reported incidents includes in-school suspensions and out-of-school suspensions. Out-of-school suspensions include unilateral removals or removals by an administrative law judge for dangerousness, which are removals that are specific to students with disabilities. Most suspensions reported in the EVVRS last from two to four days, followed by one-day suspensions, 10-day or more suspensions, and five-day suspensions. The least common suspension duration is between six and nine days. There have not been notable changes in suspensions since last year, though 5 and 10 day suspensions have slightly increased while 1 day suspensions have dropped slightly.

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

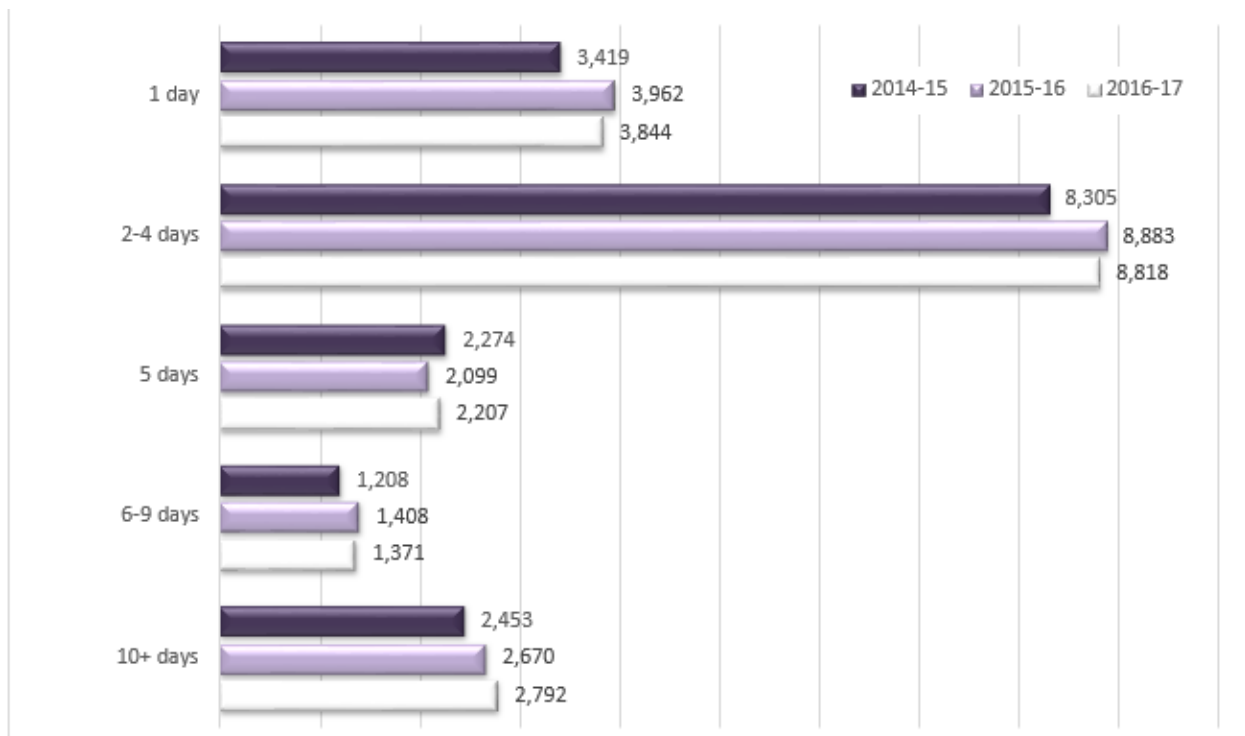
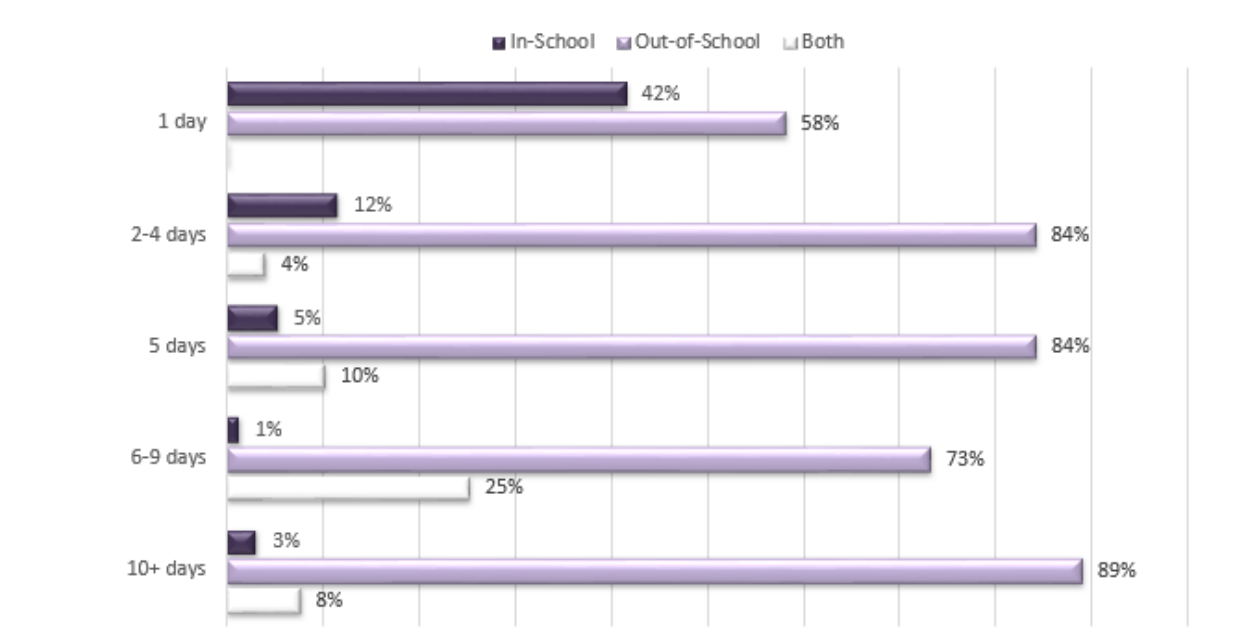


Figure 9 shows the proportion of these suspensions in 2016-17 by type and duration, including out-of-school suspensions, in-school suspensions, or cases where a student received both in- and out-of-school suspensions for the same incident. Most in-school suspensions last for one day. Suspensions occurring out of school are much more common than those occurring in school. These proportions are not substantially different from 2015-16 proportions. Weapons and substance offense incidents were the most likely to result in extended out-of-school suspensions, with 36 percent of incidents involving a weapon and 23 percent of incidents involving substance use, possession, or distribution resulting in out-of-school suspensions lasting longer than 10 days. Incidents of HIB (2 percent) and vandalism (10 percent) were the least likely to result in a 10-day or longer out-of-school suspension.

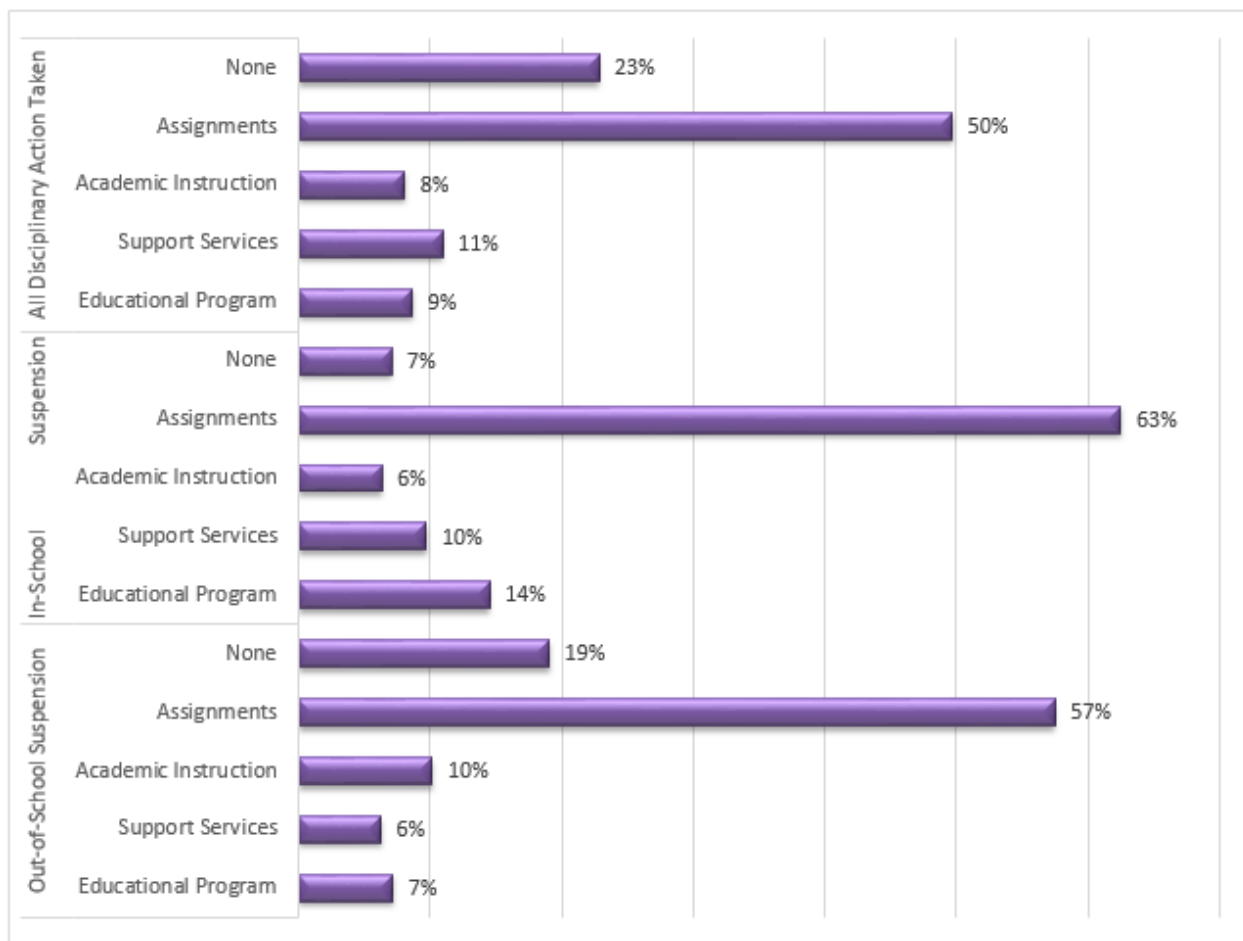
Figure 9. Proportion of Suspensions by Type and Duration, 2016-17



EVVRS collects information on programs/services provided when disciplinary actions are taken. Figure 10 shows the distribution of the types of programs/services provided to offending students for all types of disciplinary actions taken. It also shows the distribution of the programs/services provided for students who, as a result of an EVVRS incident, received in-school suspensions or out-of-school suspensions for the disciplinary action taken. Assignments were the most frequently indicated category of programs/services provided as part of the disciplinary actions taken for all groups. Most students receiving in-school suspensions (93

percent) received some type of program or service, compared to 81 percent for students receiving out-of-school suspension. The proportions of student offenders receiving each type of programs/services are very similar to previous years' distributions.

Figure 10. Programs Provided by Disciplinary Action Type, 2016-17



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

The HIB-ITP data collection system was created in 2011-12 in response to the reporting requirements of the *Anti-Bullying Bill of Rights Act (ABR), P.L. 2012, c.122*. The ABR requires that the results of all HIB investigations be brought before the local board of education (BOE). Each BOE is then required to issue a decision in writing to affirm, reject, or modify the superintendent’s decision following his or her report of the results of the investigation. Schools

report the number of HIB investigations, the number of investigations completed within 10 days and the number of HIB incidents that were affirmed (i.e., found to be HIB by the BOE). In 2016-17, there were 18,235 bullying investigations leading to 6,802 affirmed incidents (i.e., found to be HIB by the district BOE). The vast majority of investigations, 98 percent, were completed within 10 days. In 2015-16, there were 17,650 investigations leading to 6,201 affirmed cases. In 2016-17, 37 percent of HIB investigations were affirmed by the BOE as HIB, similar to 2015-16 when 35 percent of investigations were affirmed.

The incident detail for each BOE-affirmed incident of HIB is collected in the EVVRS, while the total number of incidents affirmed by the BOE is collected in the HIB-ITP system. The number of total HIB incidents reported to EVVRS should be equal to those reported in the HIB-ITP system. As in previous years, there were discrepancies in the number of affirmed HIB incidents in the EVVRS (6,419) and the number reported in the HIB-ITP system (6,802). The 2016-17 incident count difference between the two systems (383) increased compared to 2015-16 (206), but has decreased in comparison to earlier years, as can be seen in Figure 11, suggesting that schools and districts are continuing to improve their accuracy when reporting HIB cases to the NJDOE. For clarity, the remainder of this section of the report will refer to counts based on affirmed incidents in the HIB-ITP system unless otherwise specified.

As Figure 11 illustrates, the number of reported HIB incidents has increased since last year, though it is notably lower than the number of HIB incidents since the first year after the ABR was enacted in New Jersey.

Figure 12 displays the count of schools by the number of HIB incidents reported within each school in the past three years. In 2016-17, 1,509 schools reported at least one affirmed incident of bullying. This is higher than 2015-16, with 1,452 schools reporting HIB incidents. Among those schools that did report incidents, most reported between two and four incidents. In addition, 150 schools reported more than 10 affirmed HIB cases. A total of 1,055 schools reported no instances of bullying in 2016-17, although among those, 48 percent reported at least one HIB investigation during the school year.

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

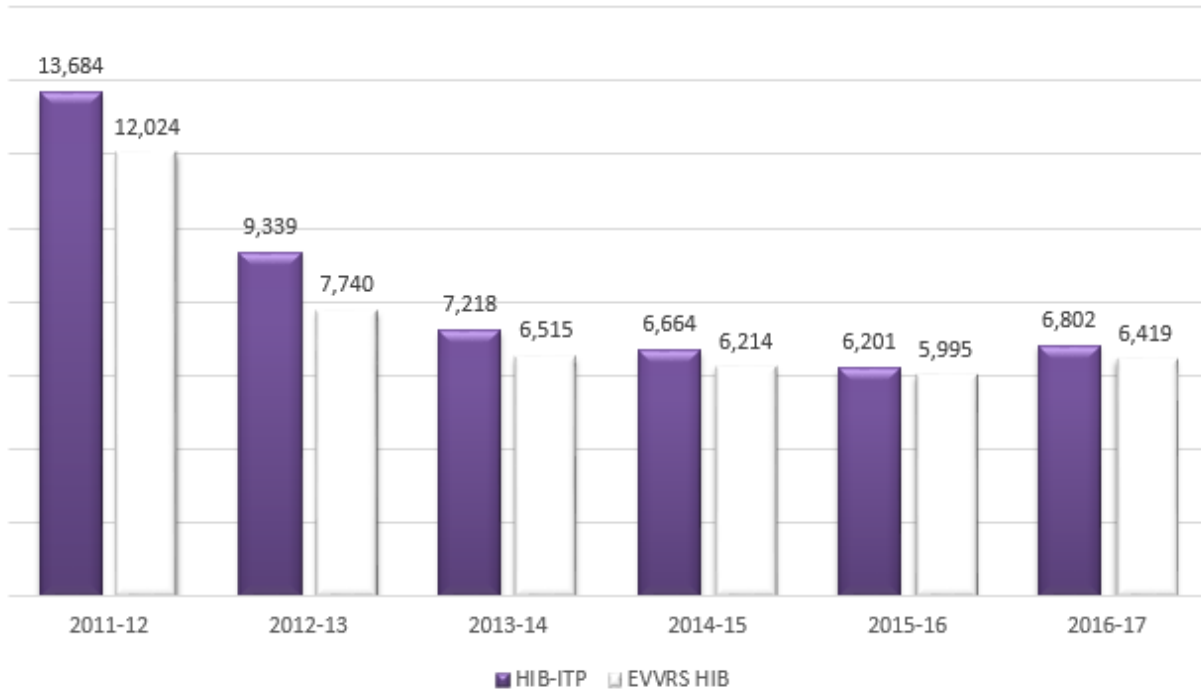


Figure 12. Count of Schools by Range of HIB Incidents

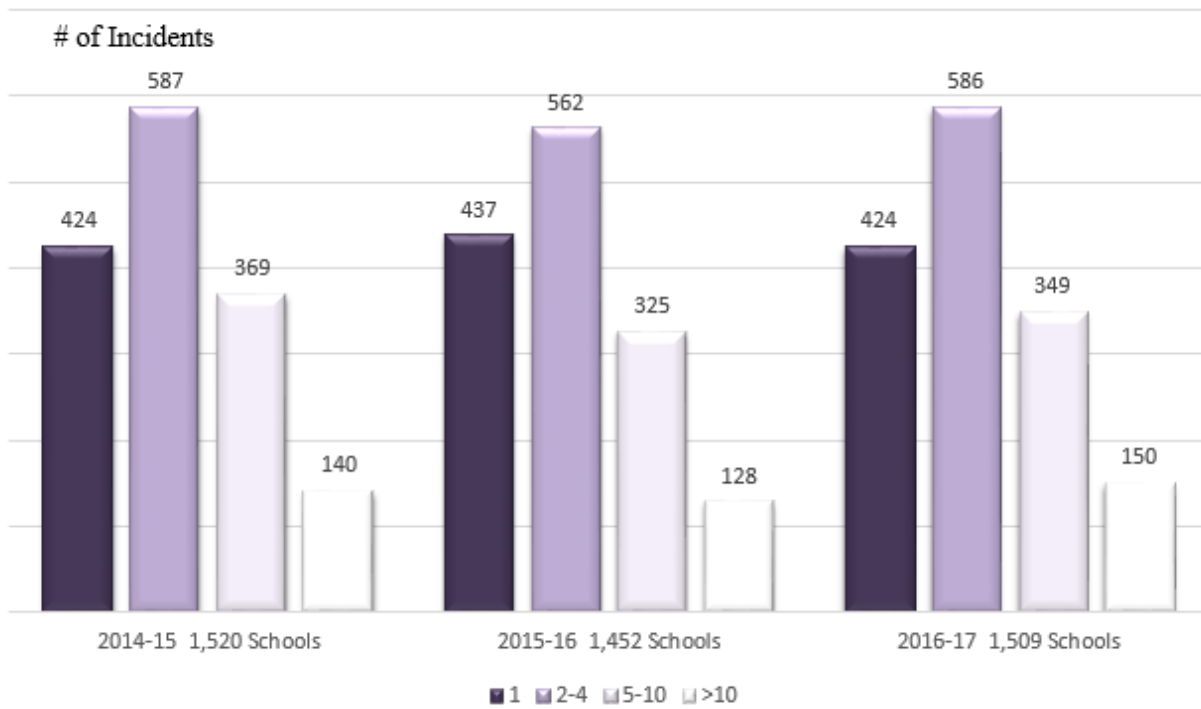
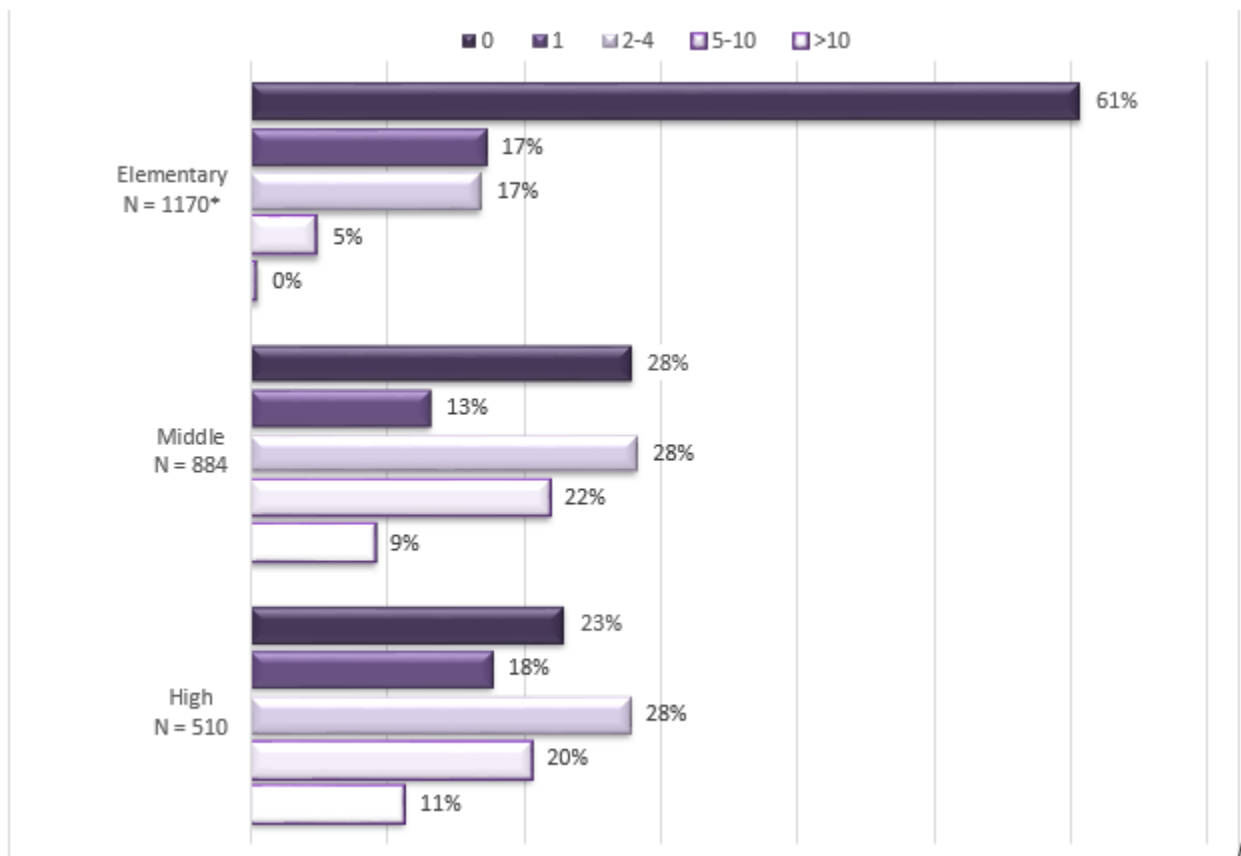


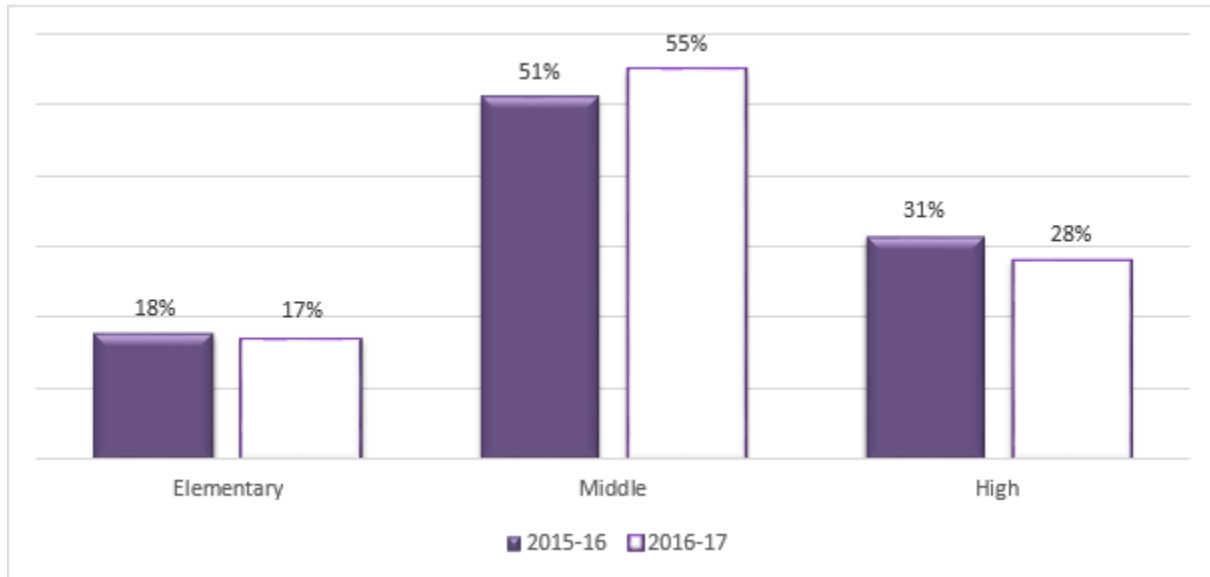
Figure 13 displays the types of schools reporting HIB incidents and how they are distributed across school types. The majority of elementary schools in New Jersey, which constitute nearly half of all schools reporting to the HIB-ITP system, did not report any affirmed HIB incidents in 2016-17. Of the elementary schools that did report incidents, most have between one and four cases. Only 5 percent reported five or more affirmed instances of bullying. Schools serving students beyond elementary grades reported more HIB incidents. As Figure 13 shows, the number of incidents peak in middle school, with 72 percent of middle schools reporting one or more affirmed instances of bullying in 2016-17, while 31 percent reported five or more instances. The higher rate of bullying reported in middle schools was also seen in last year's report, and the increase in bullying incidents from 2015-16 to 2016-17 is concentrated in middle schools, as can be seen in Figure 14.

Figure 13. Distribution of Number of HIB Incidents by School Grade Level, 2016-17



*N = Number of Schools

Figure 14. Distribution of HIB Incidents by School Grade Level, 2015-16 and 2016-17



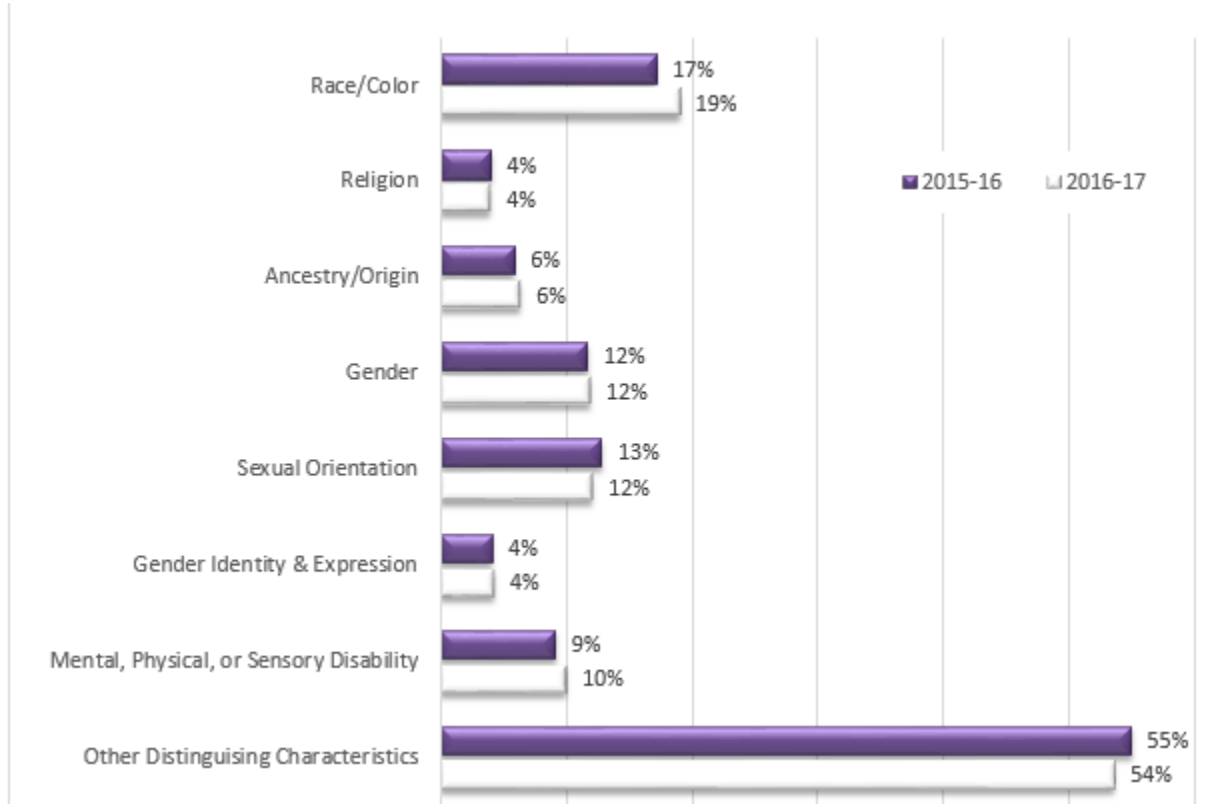
The Nature of HIB Incidents and Related Discipline and Support Services (EVVRS)

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

Nature of HIB Incidents

Data on the nature of HIB incidents is collected under the following groupings in the EVVRS: Protected Category; Effect of HIB Incident; and Mode of HIB Incident. Figure 15 shows the percentages of each **protected category** in 2016-17. The percentages do not sum to 100 because schools can report more than one category for a given incident. The category of *other distinguishing characteristics* is the most frequently cited category, and has been since this data collection began in 2011-12. Based on their investigations, schools determine when it is appropriate to use this category as part of the criteria to establish if an incident meets the definition of HIB. The next most commonly cited categories, as in the past, were the categories *race/color*, followed by *sexual orientation* and *gender*. The proportion of HIB incidents reported for each protected category is very similar to the 2015-16 school year, with slight increases in the race and disability categories.

Figure 15. Protected Categories, 2015-16 and 2016-17



Schools also report what they perceived to be the **effect** of the HIB incident on the victim, shown in Figure 16. As with protected categories, schools may select more than one effect for each incident, and most commonly selected at least two categories. As in past years, the most frequently cited effect was *insulted or demeaned a student or group of students* (81 percent). The frequency of other effects was also similar to prior years. Schools reported that the offender knew his or her action would cause harm to the victim or damage the victim’s property in 45 percent of the cases; 30 percent of incidents had the effect of the victim being in fear; 36 percent interfered with the victim’s education; and 38 percent said the effect was creating a hostile education environment.

The third type of HIB incident detail collected in the EVVRS is the **mode** of the incident. Again, schools could select more than one mode per incident. Figure 17 shows the vast majority of HIB incidents were verbal. Other modes occur less commonly, and the results are similar to past years’ reports.

Figure 16. Effect of HIB Incidents, 2015-16 and 2016-17

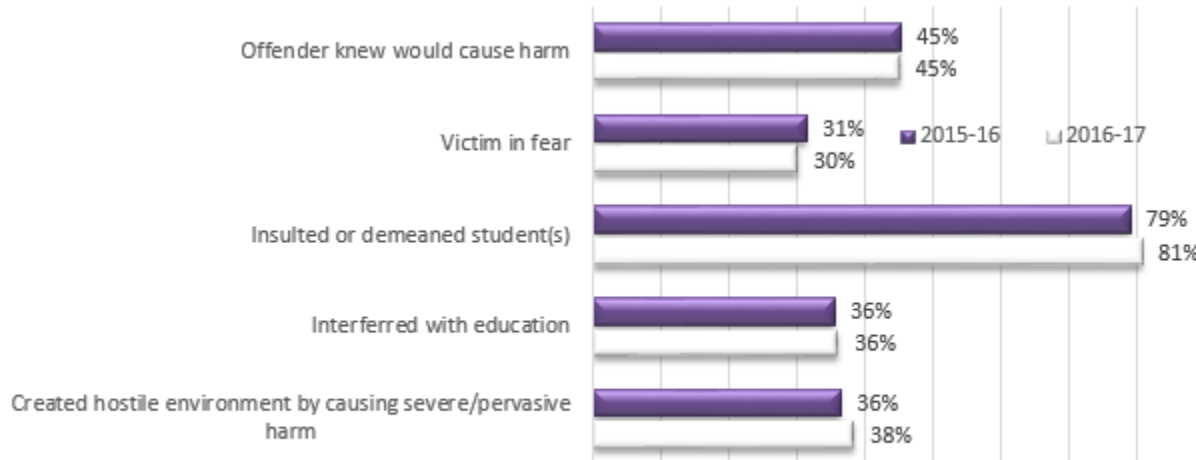
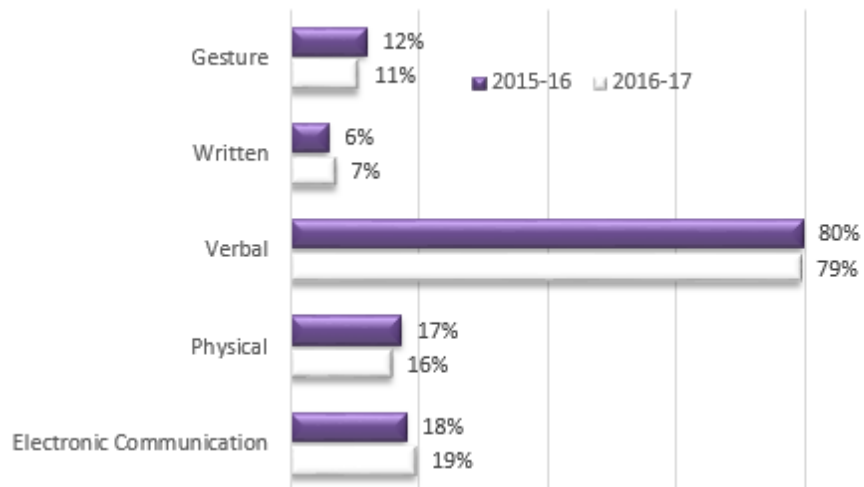


Figure 17. Mode of HIB Incidents, 2015-16 and 2016-17

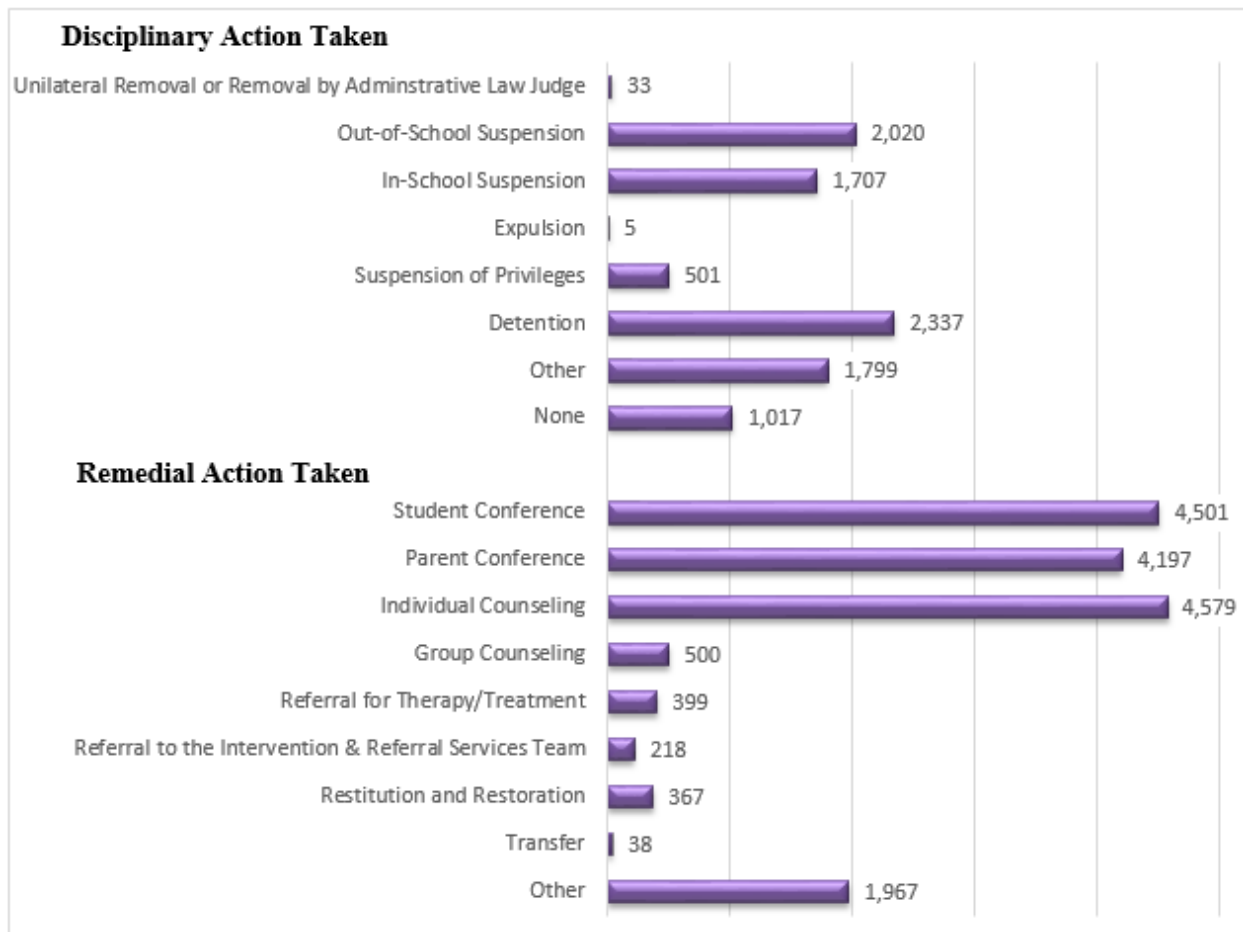


Disciplinary and Remedial Actions for HIB Offenders and Victims

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

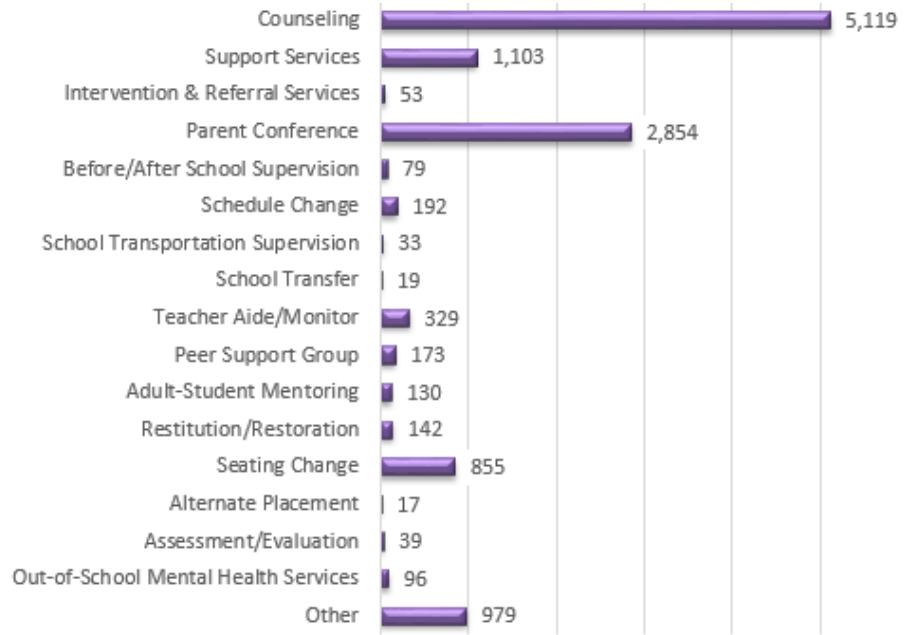
Figure 18 shows the disciplinary actions imposed on and remedial actions offered to the offenders involved in the 6,419 HIB incidents reported in 2016-17 to the EVVRS. The most common disciplinary actions were detention and out-of-school suspension, followed closely by “other” disciplinary actions and in-school suspension. In terms of remedial actions taken, schools primarily provided student and parent conferences and individual counseling to students.

Figure 18. Disciplinary and Remedial Actions Taken for HIB Offenders, 2016-17



There were also remedial actions taken for the victims of the HIB incidents in 2016-17 (see Figure 19). Counseling was the most frequently provided remedial action, followed by parent conferences, and support services.

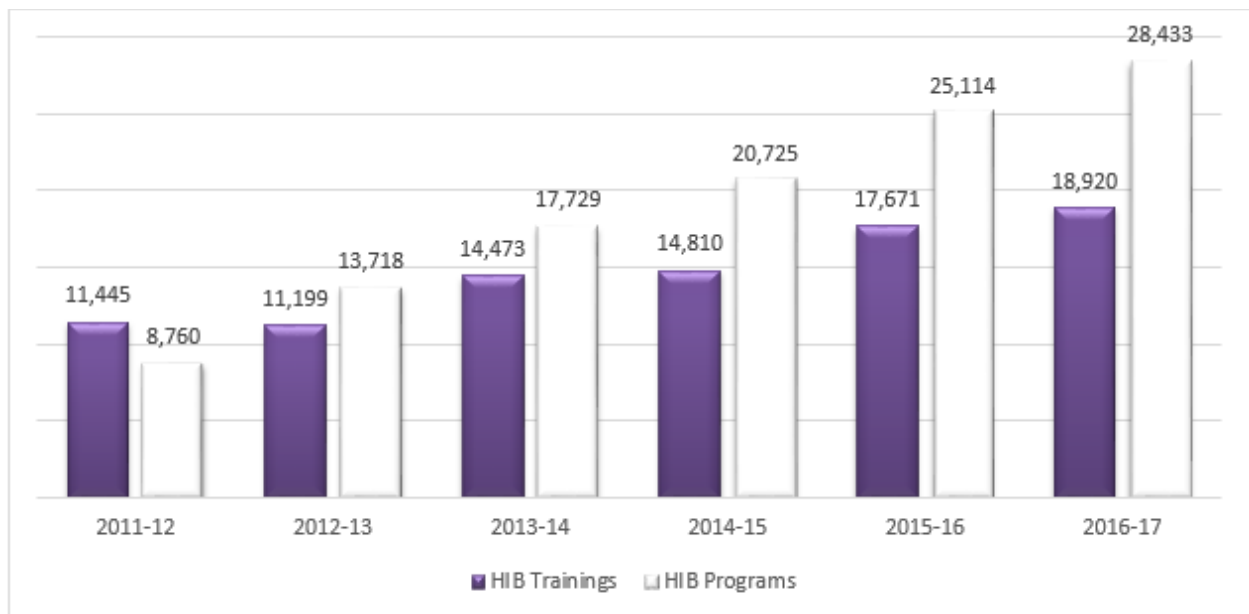
Figure 19. Remedial Actions Taken for HIB Victims, 2016-17



Trainings and Programs Provided to Reduce Incidents of HIB

Both HIB trainings and programs have increased since last year, from 17,671 and 25,144 to 18,920 and 28,433, respectively (see Figure 20).

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

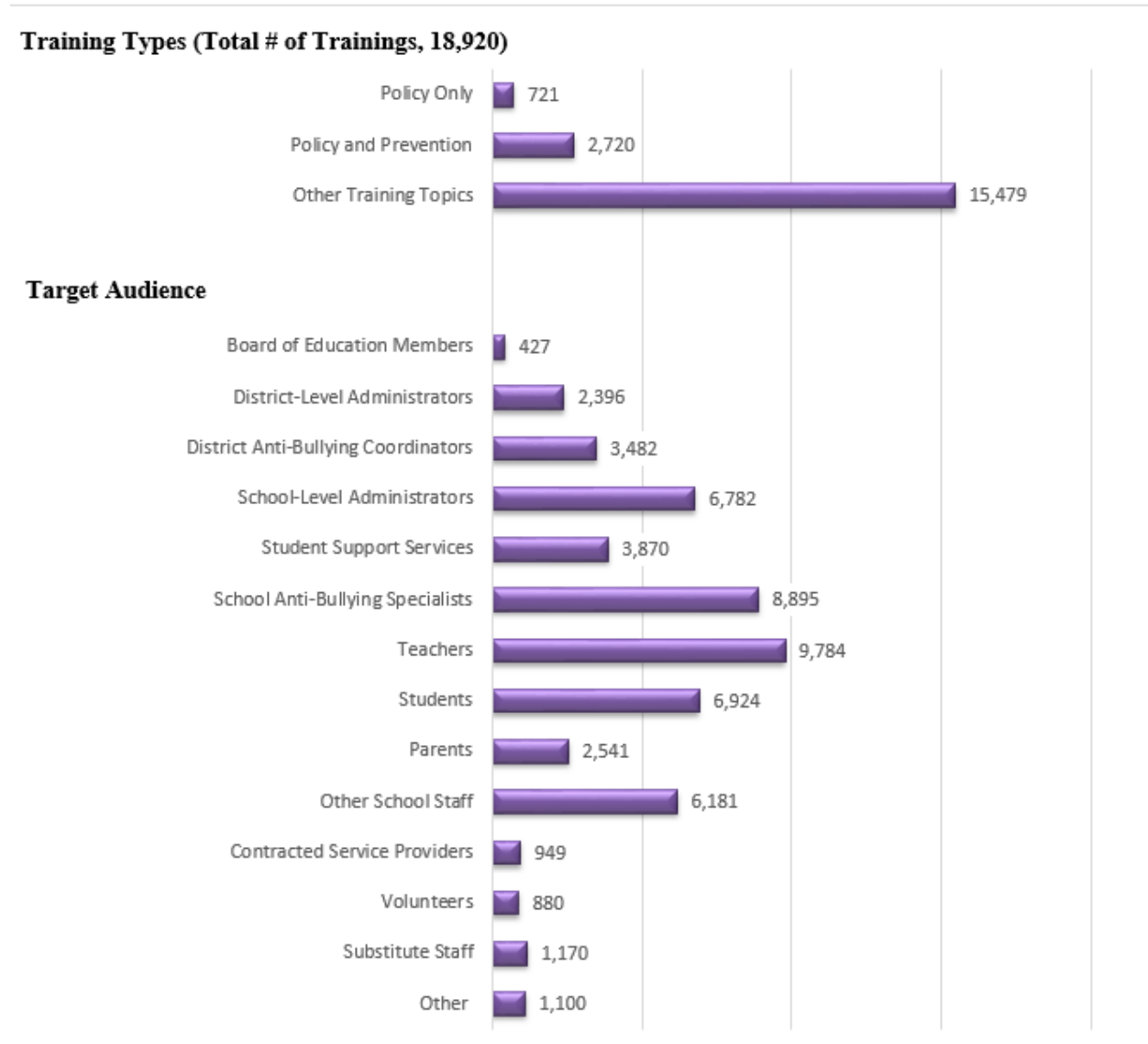


For the purposes of the HIB-ITP data collection, the term “training” is defined as instruction and/or practice activities specifically designed to prepare someone to implement a program or strategy, fulfill a responsibility, or implement a skill proficiently. Training may be provided to all or some select staff to support implementation of a program or curriculum. For the purposes of HIB reporting, training is not considered a “program,” which is defined as “an event, plan, system or series of scheduled, organized activities or procedures under which action may be taken toward a goal.” Trainings conducted to reduce incidents of HIB are reported in three categories: 1) district HIB policy training (*Policy Only*); 2) district policy training including instruction on preventing bullying on the basis of protected categories and other distinguishing characteristics (*Policy and Prevention*); and 3) *Other Training Topics*. Figure 21 shows a total of 18,920 trainings related to the reduction of HIB were provided in 2016-17. Trainings averaged two hours in length, with a great deal of variation in the number of participants in each training: 47 percent of trainings had fewer than 25 participants, 30 percent had between 25 and 100 participants, and 23 percent of trainings had more than 100 participants.

Schools reported training in “policy only,” “policy and prevention,” or “other training topics” in the HIB-ITP system. Most schools reported that their trainings involved “other training topics.” Among the more popular of these “other training topics” were: *School Climate and Culture Improvement, HIB Prevention, Social Skills/Relationship Improvement, Peer Relationships/Peer Social Norms, and the Characteristics or Needs of Individuals or Groups At Risk for HIB*. The number of trainings focusing on *Use of Data for HIB Prevention or School Climate Improvement, Conflict Resolution, and Peer Relationships or Peer Social Norms* grew the most from 2015-16 to 2016-17, increasing 11, 11, and 10 percent, respectively.

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

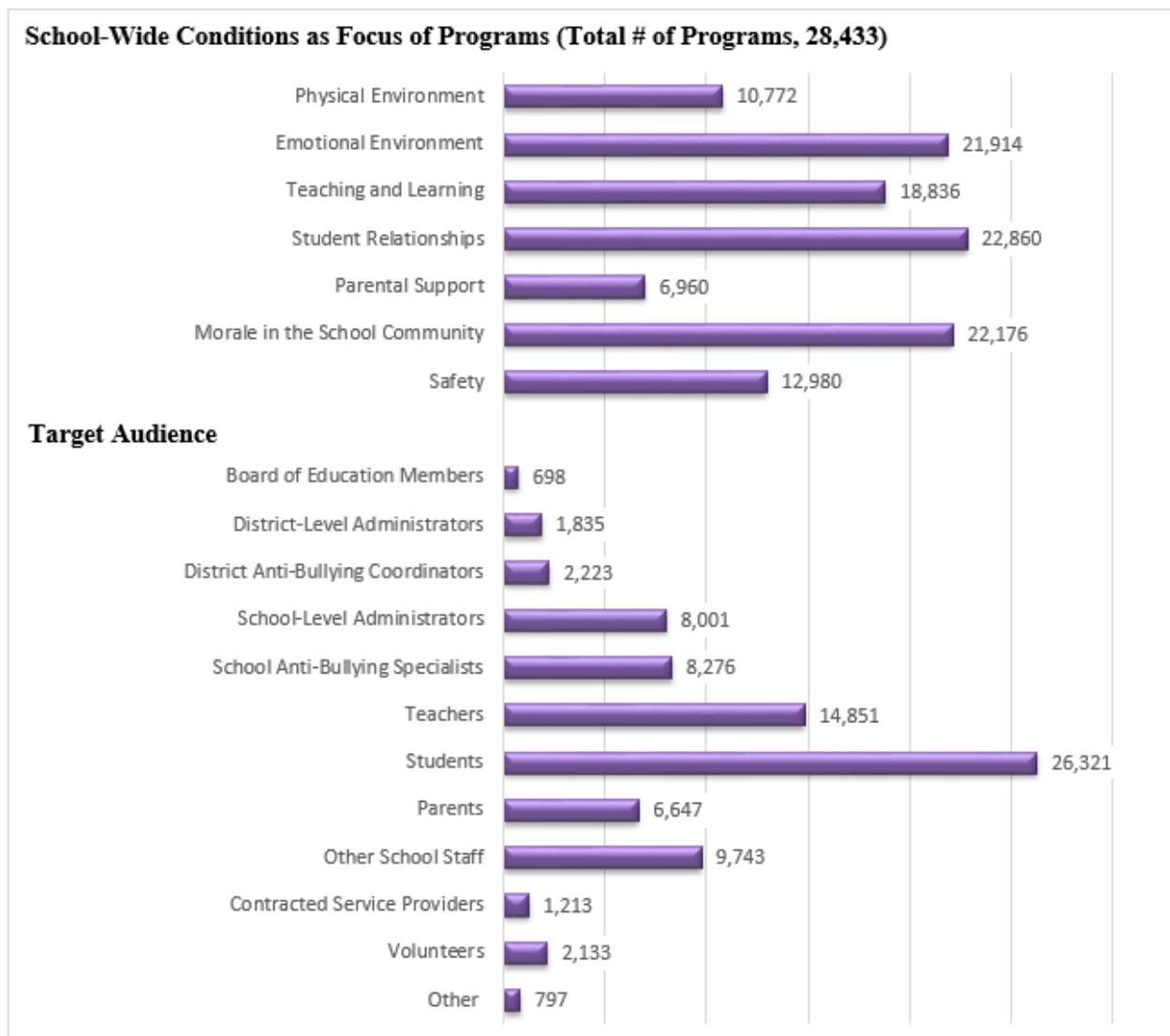
Figure 21. Trainings Conducted to Reduce HIB Incidents, 2016-17



School districts offered 28,433 programs to reduce HIB incidents in the 2016-17 school year. Figure 22 shows more than nine in 10 programs, 93 percent, were targeted to students. Teachers participated in over half (52 percent) of the programs, while school anti-bullying specialists, school-level administrators and other school staff were the target population in approximately one-third of the programs. The percentage of programs targeted to each group is very similar to the percentages reported in the past two years. As part of reporting, districts selected the type of safe and supportive school-wide conditions for learning on which the programs, approaches or initiatives focused. Each program may

support one or more of the condition types. The conditions for learning are organized into seven domains and are fully described in the *Domains of Safe and Supportive School Conditions for Learning* (HIB-ITP Data Collection Form, [Attachment C](#)). Of the 28,433 programs provided, the four top school-wide conditions addressed in 2016-17 were *Student Relationships* (80 percent), *Emotional Environment* (77 percent), *Morale in the School Community* (78 percent), and *Teaching and Learning* (66 percent).

Figure 22. Programs Conducted to Reduce HIB Incidents, 2016-17

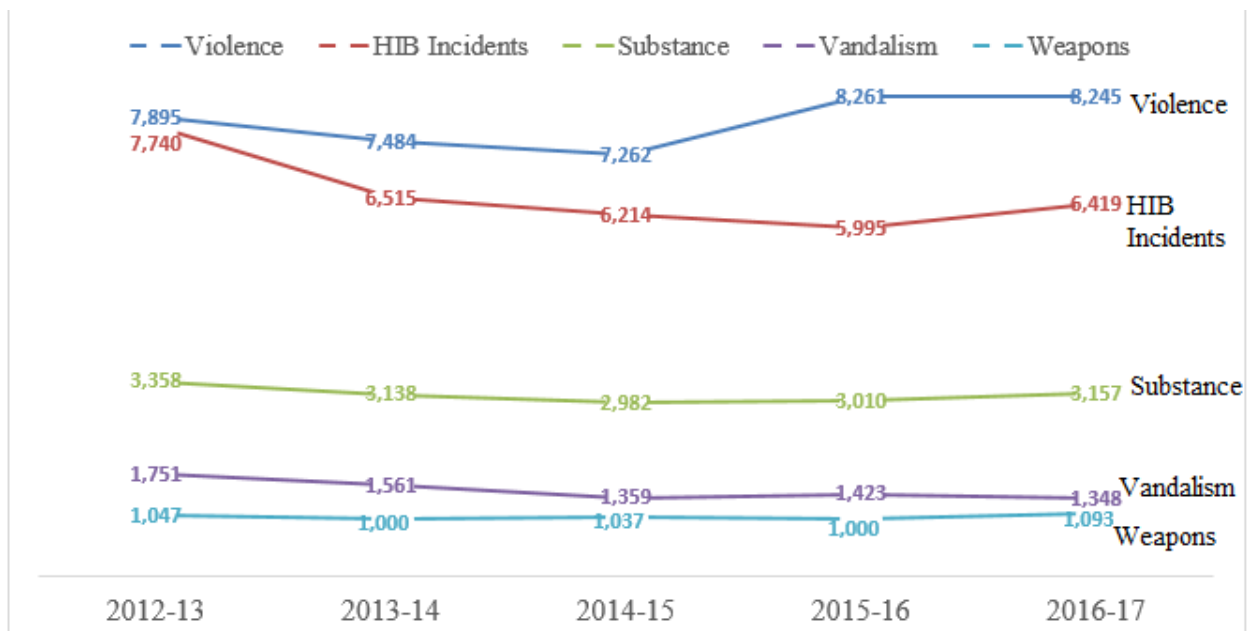


Programmatic Response

Introduction

In the 2016-17 school year, there were 19,795 incidents reported to the NJDOE that met the criteria of an EVVRS-defined incident, including harassment, intimidation and bullying (HIB). This marks a 3% increase from incidents in the 2015-16 school year, and an increase of 8% from 2014-15. In a review of the EVVRS reporting this year compared to the 2012-13 school year, violence has increased, HIB, vandalism, and substance offenses have decreased, while weapons offenses show little change.

Figure 23. EVVRS Incidents, 2012-13 – 2016-17



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

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

- Provide supportive services for staff, students, and their families; and
- Prevent, intervene in, respond to and recover from emergency and crisis situations.

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

Department's Response

The Department has been working with districts to identify programs, practices and other resources to improve school climate, particularly to address violence and bullying in schools in response to the [findings from the 2015-16 school year](#). In addition, the Department continues to work with districts to ensure accurate reporting. Some examples of this work include developing a new data-collection system to track violence and bullying; increasing data transparency and quality; implementing recommendations of the Anti-Bullying Task Force; school climate improvement; and examining evidence-based practices and research in the fields of social and emotional learning and tiered systems of supports to develop approaches to serve New Jersey students.

Development of Student Safety Data System

The NJDOE has developed a new discipline data collection system for the 2017-18 school year to better assist districts in making data-driven decisions so they may: 1) improve overall school safety; 2) address specific safety or bullying issues; 3) identify racial-ethnic and other

demographic subgroup disparities in discipline; and 4) develop effective prevention and intervention plans. The Student Safety Data System (SSDS) was developed to help districts streamline data entry and ensure more accurate reporting. The system combines and replaces both the Electronic Violence and Vandalism Reporting System (EVVRS) and the Harassment, Intimidation, and Bullying – Investigations, Trainings, and Programs (HIB-ITP) system. The new features and data reporting changes in the SSDS were developed to focus only on what is required for state and federal data collection. Changes to the data entry process are intended to simplify the process and make it more user-friendly. The SSDS will be open for schools to meet all reporting requirements for the 2017-18 school year and guidance is available on the [SSDS homepage](#).

Data Transparency and Quality

In spring 2018, the 2016-17 New Jersey School Performance Reports will be available. In order to increase data transparency, and to adhere to *Every Student Succeeds Act (ESSA)* requirements for School Report Cards, these reports will now contain information on the school's reported violence, vandalism, weapons offenses, substance offenses, and HIB incidents. This information will be based on information reported to the EVVRS system for the 2016-17 school year. For the 2017-18 School Performance Reports, additional information will come from the Student Safety Data System to fully implement the *ESSA* guidelines to report: in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, incidents of violence, and incidents of bullying and harassment.

During the 2016-17 school year, NJDOE provided guidance and technical support to districts on the data reporting systems and their respective reporting requirements to increase consistent and accurate reporting. In addition, NJDOE staff conducted monitoring visits to selected schools to help ensure accurate reporting in the EVVRS and HIB-ITP systems.

Anti-Bullying Bill of Rights Act (ABR) Implementation

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

appropriate recommendations; and prepare annual reports on the effectiveness of the act in addressing bullying in schools.

The NJDOE reviewed all recommendations made by the ABTF in its [annual reports](#) and has taken action on each recommendation. In response to the ABTF's recommendation to support school safety/school climate teams in their roles to support school climate improvement, the NJDOE has offered professional development opportunities on evidence-based practices to support school climate and integrate social and emotional learning into daily instruction. In addition, the NJDOE amended the rules at *N.J.A.C. 6A:16*, programs to support student development. The amendments clarify existing rules for implementing the ABR and will ensure all students have the opportunity to achieve academic and behavioral success in safe and supportive learning environments. In coming months, the NJDOE will provide school districts with guidance and resources on implementation. In addition to addressing the ABTF recommendations, during the 2016-17 school year the NJDOE has continued to provide technical support and trainings for the implementation of the ABR.

School Climate Improvement

The NJDOE, along with a group of key stakeholders from across the state, continues to examine ways to foster a comprehensive approach to social and emotional learning for all students. The group has developed social and emotional learning competencies and sub-competencies that can be applied across the curriculum. Social and emotional learning involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions. The New Jersey Social and Emotional Learning Competencies and Sub-Competencies were presented to the State Board of Education at the monthly meetings in March, May and August. During this time period, the State Board reviewed the content, received public comments and passed a resolution encouraging school districts to implement the NJ competencies and sub-competencies to support a positive school climate.

In addition, the NJDOE has been active in supporting school climate improvement and proactively addressing student behavior by implementing the [New Jersey Positive Behavior Supports in Schools \(NJPBSIS\)](#) initiative which includes training and technical assistance

conducted in collaboration with the Boggs Center on Developmental Disabilities, Robert Wood Johnson Medical School and the Learning Resource Centers. The NJDOE also collaborates with the Rutgers Center for Applied Psychology on the School Climate Transformation Project (SCTP). The SCTP pilot project currently includes 28 schools that are receiving training and support to analyze school climate related data, and to develop and implement school climate improvement plans. The NJDOE continues to promote the utilization of the [New Jersey School Climate Survey \(NJSCS\)](#) and supportive materials developed in collaboration with the Bloustein Center for Survey Research at Rutgers, The State University of New Jersey. The NJSCS materials include an administration guide; student, staff and parent survey questionnaires; and survey and data-entry display tools.

New Jersey Tiered System of Supports (NJTSS)

The Division of Learning Supports and Specialized Services, in collaboration with stakeholders and representatives from across the NJDOE, has developed a framework for prevention and intervention based on models of Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS). The framework, entitled the [New Jersey Tiered System of Supports \(NJTSS\)](#), includes as essential components: positive school culture and climate, effective district and school leadership, and family and community engagement, as well as a data-driven approach to student academic and social-emotional supports and interventions.

Within the NJTSS framework, school-wide behavioral expectations are established and taught to all students, and positive behavioral supports are used in every classroom to prevent student behavior from interfering with learning. Additionally, data are used to identify students who need small group or individualized behavioral interventions. To promote the implementation of NJTSS throughout the state, the NJDOE developed a website with resources for districts to implement the framework and received a federal IDEA grant to provide intensive technical assistance in the implementation of NJTSS over the next five years.

Department's Objectives for the 2017-18 school year

In the 2016-17 school year, there were 19,795 EVVRS reported incidents, an increase of 3% from the 2015-16 school year (see *Figure 1*). In spite of continued substantial increases in reported HIB trainings and programs (see *Figure 20*), the number of reported confirmed HIB

incidents increased by 7%. The increase of HIB incidents was concentrated in schools with middle school grades (see *Figure 14*). Other notable findings were an increase of 9% of marijuana offenses, already the most frequently reported substance offense in schools.

Supporting districts with resources and trainings to promote a positive and safe school climate will continue to be a priority for the NJDOE, and the Department will continue to monitor data reporting to better understand the increase in reports of HIB. The increases in HIB incidents were not concentrated among a specific protected category (see *Figure 15*), though further analysis may help to reveal other trends based on other student and/or school characteristics.

The NJDOE will consult with other state agencies and the Governor's Council for Alcoholism and Drug Abuse for assistance in identifying available resources and training opportunities to support schools in reducing drug-related offenses.

The Student Safety Data System will be available for the first time in the 2017-18 school year to replace the EVVRS and HIB-ITP systems. The NJDOE anticipates improved data reporting with the new system, but also expects some fluctuation in the reporting as schools and districts learn the new requirements and adjust to the new system. The NJDOE intends to focus on training districts and schools in these new reporting requirements throughout the school year and beyond.

Appendix A: Public School Safety Law

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

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

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

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with the provisions of P.L.2002, c.83 (C.18A:37-13 et seq.). The district shall receive a grade determined by averaging the grades of all the schools in the district. The commissioner shall promulgate guidelines for a program to grade schools for the purposes of this section. The grade received by a school and the district shall be posted on the homepage of the school's website. The grade for the district and each school of the district shall be posted on the homepage of the district's website. A link to the report shall be available on the district's Web site. The information shall be posted on the Web sites within 10 days of the receipt of a grade by the school and district.

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

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

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

18A:17-48 Annual report to Legislature.

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

Appendix B: EVVRS Incident Definitions – 2016-17

Only incidents matching the definitions below should be reported on EVVRS unless otherwise specified. Only incidents that occur on school grounds² while school is in session (including arrival and dismissal) and at school-sponsored functions (e.g., events, clubs) are reported unless otherwise specified in the definitions. However, there is one exception to this rule related to incidents of harassment, intimidation and bullying (HIB). The *Anti-Bullying Bill of Rights Act* (P.L. 2010, c.122) requires agencies to report incidents of HIB that occur off school grounds as well. This includes electronic communication transmitted by means of, but not limited to, a telephone, cellular phone, or computer.

Incident Header Information

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

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

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

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

Violence

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

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

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

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

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

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

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

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

Sex Offense: Subjecting another to sexual contact or exposure. For the incident to be considered a sex offense, at least one of the following criteria must apply to the offender. The offender must:

- intentionally touch, either directly or through clothing, the victim's intimate body parts³, for the purpose of degrading or humiliating the victim;
- sexually arouse or sexually gratify himself or herself in view of the victim whom the offender knows to be present;
- force or coerce the victim to participate in any contact or exposure; or

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

- commit any act of sexual assault defined under *N.J.S.A. 2C:14-2*, which includes provisions related to the age of the victim and the offender.

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

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

Harassment, Intimidation, or Bullying (HIB)

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

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

Vandalism

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

Arson: Starting a fire or causing an explosion in or on the grounds of a school, thereby purposely or knowingly placing the victim or group of specified victims in danger of death or bodily injury; or with the purpose of destroying or damaging the victim's or group of specified victims' property that – as defined under Incident Location – is in the school, on school grounds, or in another school building or structure. Arson does NOT include the act of lighting a match.

Bomb Threat: A communication received via telephone, e-mail or other means stating that a bomb (an explosive device greater in size than a firecracker) will detonate on school grounds.

Burglary: An individual entering, or surreptitiously remaining in, a school district facility or on school property, or someone else's property (e.g., an automobile) that is on school property for the purpose of committing an offense therein. For an incident to constitute burglary, the individual must not be entitled to enter or remain in the facility. If the person does have this right, and property is stolen, the incident is reported as theft.

Damage to Property: Purposely, knowingly, or recklessly destroying or defacing school, contracted, or personal property, thereby causing an economic loss due to repair or replacement. Serious incidental damage to property that occurs during an act of violence should be reported.

Fake Bomb: An object that has the appearance of an explosive device that upon inspection is determined to be harmless.

Fire Alarm: Knowingly setting off a fire alarm when no fire exists.

Fireworks Offense: The possession, sale or distribution, or detonation of a self-fusing explosive device that is no greater in size than two inches and is commercially sold as “fireworks.” Cherry bombs, M80s, and M90s are reported in this category.

Theft: The taking of the school district’s or a person’s belongings or property without consent. Report only incidents where the value of the article taken is \$10 or more. One needs to consider age and developmentally appropriate behavior before using this category.

Trespassing: Entry onto school property or into a school building without permission when the individual knows that he/she is not privileged to be on the property.

Substance Offense

Use Confirmed: Per N.J.A.C. 6A:16-4.3(a), any educational staff member or other professional to whom it appears that a student may be currently under the influence of alcohol or other drugs on school property or at a school function shall report the matter as soon as possible to the principal and the certified or non-certified school nurse, school physician, or substance awareness coordinator, according to the requirements of N.J.S.A. 18A:40A-12. Per N.J.A.C. 6A:16-4.3(b), any educational staff member or other professional who has reason to believe that a student has used or may be using anabolic steroids shall report the matter as soon as possible to the principal and to the certified or non-certified school nurse, school physician, or substance awareness coordinator, according to the requirements of N.J.S.A. 18A:40A-12. Report as “Use Confirmed” when confirmed by medical examination or when medical examination was refused. Enter “refused” in the Incident Description field when a medical examination was refused. A “substance type” should not be selected when the physical exam was refused.

Possession: A student is found with alcohol, marijuana, and/or any other controlled dangerous substance (not including cigarettes) or anabolic steroids in his or her locker or vehicle, or on his or her person. This category also includes possession of unauthorized prescription drugs, over-the-counter (nonprescription) drugs, drug paraphernalia and authorized prescription drugs – except medicines for asthma, life threatening illnesses, and life threatening allergies as stated in the student’s individualized healthcare plan.

Sale/Distribution: A student sells, buys, or gives alcohol, other controlled dangerous substances (not including cigarettes), or anabolic steroids to others, or employs others to do the same.

- A student need not be caught in the act of selling or giving to be accused of distributing. The term “distribution” includes the possession of alcohol or other drugs, including anabolic steroids, in such quantities or under such circumstances that it may be inferred that the student intended to distribute to others. Therefore, possession of a large amount of drugs must be reported as “distribution” rather than “possession.”

Weapons

Weapons include any instrument readily capable of lethal use or of inflicting bodily injury, but is not limited to: handguns, rifles, knives; clubs or other bludgeons; chains; sling shots; leather bands studded with metal filings; razor blades; stun guns; and any device that projects, releases, or emits tear gas or any other substance (e.g., pepper spray) that is intended to produce temporary discomfort or permanent injury through being vaporized or otherwise dispensed in the air.

- Components that can be readily assembled into a weapon are reported in this category.
- Bombs (exploded or unexploded) are considered a type of weapon. A bomb is an explosive device that most commonly is (1) greater in size than typical fireworks; (2) encased in a wax substance, fabric, or metal canister or container; and (3) electrically fused or self-fusing. Examples include Molotov cocktails and similar devices.
- A toy gun is no longer considered a weapon and its possession would not be reported. An imitation firearm (e.g., an object that looks like a real handgun but cannot be fired or converted to a handgun) would be reported.

Possession: Having on one’s person, in one’s locker or vehicle one or more of the types of the following:

- Handgun
- Rifle
- Air Gun, Pellet Gun, BB Gun
- Imitation Firearm
- Bomb – Exploded
- Bomb – Unexploded
- Knife, Blade, Razor, Scissors, Box Cutter
- Pin, Sharp Pen/Pencil
- Chain, Club, Brass Knuckles
- Spray

Used in Offense: Using a weapon in the commission of an offense reported in another incident category, such as assault, criminal threat, extortion, damage to property.

Sale/Distribution: Selling, giving, or having a weapon in one’s possession, with the intent to distribute or sell.

Appendix C: Data Collection Forms

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

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

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

2016-2017 INCIDENT INFORMATION

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

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

School Name: _____

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

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

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

Contact Name: _____ **Contact Phone #** _____

INCIDENT TYPE (There can be multiple offense categories in one incident report)

<p>VIOLENCE</p> <p>_____ Assault _____ Criminal Threat _____ Extortion _____ Fight _____ Threat _____ Kidnapping _____ Robbery _____ Sex Offense</p>	<p>VANDALISM RELATED</p> <p>_____ Arson _____ Bomb Threat _____ Burglary _____ Damage to Property _____ Fake Bomb</p> <p style="text-align: center;">_____ Cost Incurred by LEA? (only check if yes)</p> <hr/> <p>_____ HARASSMENT, INTIMIDATION OR BULLYING (Affirmed (i.e. found to be HIB) by the Board of Education)</p>	<p>SUBSTANCE OFFENSE</p> <p>_____ Use confirmed _____ Possession _____ Sale/Distribution</p> <p>SUBSTANCE TYPE</p> <p>_____ Alcohol _____ Marijuana _____ Amphetamines _____ Designer/Synthetic Drugs (e.g., Party Drugs, Club Drugs, Bath Salts, Synthetic Marijuana, China White, Synthetic Heroin (MPTP), Ecstasy (MDMA), GHB, Rohypnol K2, Spice, Cloud Nine (MDPV)) _____ Cocaine/Crack _____ Hallucinogens (e.g., THC, LSD, Jimson Weed, Angel Dust (PCP) Psilocybin (Mushrooms), DMT, Ketamine, Mescaline (Peyote)) _____ Narcotics (e.g., Morphine, Heroin, Hydrocodon, Oxycodone, Codeine, Vicodin, Methadone) _____ Depressants (e.g., Barbiturates, Valium, Xanax, Tranquilizers) _____ Anabolic Steroids _____ Unauthorized Prescription Drugs _____ Unauthorized Over the Counter Drugs _____ Inhalants _____ Drug Paraphernalia</p>																														
<p>WEAPONS <i>Check either Possession or Used in Offense</i></p> <table style="width: 100%;"> <tr> <td style="width: 30%;">Possession</td> <td style="width: 30%;">Used in Offense</td> <td style="width: 40%;">Sale/Distribution of Weapon</td> </tr> <tr> <td>_____</td> <td>_____ Handgun</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____ Rifle</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____ Air Gun, Pellet Gun, BB Gun</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____ Imitation Firearm</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____ Knife, Blade, Razor, Scissors, Box Cutter</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____ Pin, Sharp Pen/Pencil</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____ Chain, Club, Brass knuckles</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____ Spray</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____ Other</td> <td>_____</td> </tr> </table>			Possession	Used in Offense	Sale/Distribution of Weapon	_____	_____ Handgun	_____	_____	_____ Rifle	_____	_____	_____ Air Gun, Pellet Gun, BB Gun	_____	_____	_____ Imitation Firearm	_____	_____	_____ Knife, Blade, Razor, Scissors, Box Cutter	_____	_____	_____ Pin, Sharp Pen/Pencil	_____	_____	_____ Chain, Club, Brass knuckles	_____	_____	_____ Spray	_____	_____	_____ Other	_____
Possession	Used in Offense	Sale/Distribution of Weapon																														
_____	_____ Handgun	_____																														
_____	_____ Rifle	_____																														
_____	_____ Air Gun, Pellet Gun, BB Gun	_____																														
_____	_____ Imitation Firearm	_____																														
_____	_____ Knife, Blade, Razor, Scissors, Box Cutter	_____																														
_____	_____ Pin, Sharp Pen/Pencil	_____																														
_____	_____ Chain, Club, Brass knuckles	_____																														
_____	_____ Spray	_____																														
_____	_____ Other	_____																														
<p style="text-align: center;">BOMB OFFENSE</p> <p>_____ Bomb – exploded _____ Bomb – unexploded</p>																																
<p style="text-align: center;">*Select "off-site program" when a program that is part of a school in which the student is enrolled but that operates at another site and has NOT been assigned a school code by the Department of Education. You may indicate the off-site program name and address in the "Incident Description" field.</p>																																

Incident Description: _____

HARASSMENT, INTIMIDATION, OR BULLYING (HIB) INFORMATION, 2016-2017

Lead Investigator First Name: _____

Lead Investigator Last Name: _____

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

● Protected Category (*check all that apply*)

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

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

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

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

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

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

OFFENDER INFORMATION, 2016-2017

System-Assigned Incident Number _____

OFFENDER TYPE: General Education Student Student with Disabilities Student from Another School Non-student Unknown

For Students of This School Only

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

Disciplinary action(s) taken and days suspended or removed

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

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

SECTION C – All Students None Detention Other Suspension of Privileges

Remedial action(s) taken for HIB only (check all that apply)

<input type="checkbox"/> Restitution and Restoration	<input type="checkbox"/> Student Conference	<input type="checkbox"/> Parent Conference
<input type="checkbox"/> Individual Counseling	<input type="checkbox"/> Group Counseling	<input type="checkbox"/> Referral to the Intervention and Referral Services Team
<input type="checkbox"/> Referral for therapy/treatment	<input type="checkbox"/> Transfer	<input type="checkbox"/> Other measures imposed _____

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

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

**District Board of Education or Department of Education approved only*

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

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

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

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

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

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

ETHNICITY: Hispanic Non Hispanic

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

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

STUDENT DISABILITY CATEGORY FOR FEDERAL REPORTING

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

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

(Attach a page for each additional Offender)

VICTIM INFORMATION, 2016-2017

System-Assigned Incident Number _____

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

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

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

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

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

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

For students of this school only

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

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

ETHNICITY: Hispanic Non Hispanic

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

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

STUDENT DISABILITY CATEGORY FOR FEDERAL REPORTING

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

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

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

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

Outcome:

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

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

(Attach a page for each additional Victim)

Harassment, Intimidation, and Bullying – Investigations, Trainings and Programs (HIB-ITP) Data Collection 2016-2017

_____ Reporting Period 1 **July 1 – Dec. 31 for HIB Trainings and Programs**
Sept. 1 – Dec. 31 for HIB Investigations and Incidents

_____ Reporting Period 2 **Jan. 1 – June 30 for HIB Investigations, Incidents, and Trainings and Programs**

County Code: _____
District Code: _____
School Code: _____

County Name: _____
District Name: _____
School Name: _____

_____ All data has been entered for reporting period.

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

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

Number of HIB investigations initiated: _____ Number completed within 10 days: _____

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

If the training was offered to the entire district, check DISTRICT-WIDE TRAINING _____ and enter the information once.

If the training was offered to some but not all schools, enter the information for each school in which HIB training was offered.

Training or Staff Development Provided

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

Please provide information for all HIB training sessions, discussions and/or instructional sessions conducted during the reporting period.

_____ District HIB policy training _____ HIB policy training included instruction on preventing bullying on the basis of protected categories and other distinguishing characteristics.

_____ Other Training Content: (Please select one or more of the training topics that apply from Attachment A.) _____

_____ Other: Training not listed on Attachment A: (Limited to 50 characters) _____

Date: _____ Hours: _____

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

___ Board of Education Members ___ District-Level Administrator ___ District Anti-Bullying Coordinator ___ School-Level Administrator

___ Student Support Services ___ School Anti-Bullying Specialist ___ Teachers ___ Students ___ Parents ___ Other School Staff

___ Contracted Service Provider ___ Volunteers ___ Substitute Staff ___ Other _____

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

Programs Provided

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

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

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

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

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

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

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

Check if training was provided for the program selected.

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

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

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

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

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

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

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

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

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

Attachment A

HIB-ITP “Other” Trainings

For purposes of the HIB-ITP data collection, the term “training” is defined as: Instruction and/or practice activities specifically designed to make someone prepared to implement a program or strategy, fulfill a responsibility, or implement a skill proficiently. Training may be provided to all or some select staff to support implementation of a program or curriculum. Training is not considered a “program” for the purpose of this report.

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

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

Attachment B HIB- ITP Programs

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

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

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

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

Additional resources may be found at

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

Attachment C

Domains of Safe and Supportive School Conditions for Learning

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

Appendix D: District Totals by County

District Totals by County

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

The types of offenses included in each column are as follows:

Violence: Assault, Fight, Robbery, Extortion, Sex Offense, Criminal Threat, Threat, Kidnapping;

Vandalism: Arson, Bomb Threat or Fake Bomb, Burglary, Damage to Property, Fire Alarm Offense, Fireworks Offense, Theft, Trespassing

Weapons: Use, Possession, Sale or Distribution

Substances: Use, Possession, Sale or Distribution

HIB: Harassment, Intimidation, or Bullying

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

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

Appendix D: Districts Totals by County, 2016-17

EVVRS Incidents

Atlantic							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Absecon City	817	11	0	1	0	3	13
Atlantic City	6,993	79	8	2	34	17	140
Atlantic Co Special Serv	372	2	1	0	0	8	10
Atlantic Co Vocational	1,556	23	4	3	20	1	51
Brigantine City	613	1	1	1	0	3	6
Buena Regional	1,812	30	2	0	10	21	63
Egg Harbor City	502	3	2	0	1	4	10
Egg Harbor Twp	7,428	69	10	8	18	13	115
Estell Manor City	172	0	0	0	0	0	0
Folsom Boro	404	2	0	0	0	5	7
Galloway Twp	3,269	1	2	1	1	19	24
Greater Egg Harbor Reg	3,185	59	2	16	41	13	131
Hamilton Twp	3,182	61	5	7	2	22	91
Hammonton Town	3,584	9	0	1	7	13	30
Linwood City	835	0	1	0	0	0	1
Mainland Regional	1,302	9	5	0	22	7	39
Margate City	361	0	0	0	0	0	0
Mullica Twp	729	1	1	0	0	13	15
Northfield City	919	0	0	0	0	2	2
Pleasantville City	3,562	12	1	6	46	39	101
Port Republic City	118	0	1	0	0	0	1
Somers Point City	945	27	2	7	0	10	43
Ventnor City	700	1	0	0	0	0	1
Weymouth Twp	155	0	0	0	0	1	1
Atlantic County Total	43,515	400	48	53	202	214	895

Bergen							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Allendale Boro	911	0	0	0	0	0	0
Alpine Boro	160	0	0	0	0	2	2
Bergen Co Special Service	747	10	1	0	2	7	20
Bergen County Vocational	2,222	6	0	0	8	1	15
Bergenfield Boro	3,526	9	1	3	3	19	35
Bogota Boro	1,089	1	0	0	1	3	5
Carlstadt Boro	539	0	0	0	0	1	1
Carlstadt-East Rutherford	469	1	0	0	2	3	6
Cliffside Park Boro	3,073	6	1	3	8	8	25
Closter Boro	1,122	0	1	0	0	7	8
Cresskill Boro	1,830	0	0	0	1	7	8
Demarest Boro	665	0	1	0	0	0	1

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Dumont Boro	2,475	17	1	1	9	30	57
East Rutherford Boro	810	0	0	0	0	3	3
Edgewater Boro	920	0	0	0	0	0	0
Elmwood Park	2,599	12	0	4	4	7	27
Emerson Boro	1,149	2	0	0	0	16	18
Englewood City	3,071	34	11	6	19	48	115
Englewood Cliffs Boro	527	0	0	0	0	0	0
Fair Lawn Boro	4,878	49	7	5	1	36	96
Fairview Boro	1,388	10	2	2	1	5	18
Fort Lee Boro	3,814	25	1	1	14	43	82
Franklin Lakes Boro	1,147	2	1	0	0	0	3
Garfield City	4,772	19	10	1	0	18	47
Glen Rock Boro	2,443	6	2	0	14	2	24
Hackensack City	5,641	42	4	1	7	35	89
Harrington Park Boro	608	1	1	0	0	2	4
Hasbrouck Heights Boro	1,846	10	7	2	6	5	29
Haworth Boro	412	0	0	0	0	1	1
Hillsdale Boro	1,187	8	5	0	0	4	16
Ho Ho Kus Boro	612	0	0	0	0	1	1
Leonia Boro	1,823	5	1	0	3	6	14
Little Ferry Boro	947	6	0	0	0	1	7
Lodi Borough	3,181	7	0	1	3	7	18
Lyndhurst Twp	2,442	6	1	0	1	9	17
Mahwah Twp	2,933	11	15	0	7	11	44
Maywood Boro	976	4	2	0	0	5	11
Midland Park Boro	951	1	0	0	0	4	5
Montvale Boro	1,000	0	0	0	0	0	0
Moonachie Boro	315	0	0	0	0	2	2
New Milford Boro	1,987	6	3	0	0	3	12
North Arlington Boro	1,791	4	1	1	1	15	22
Northern Highlands Reg	1,361	4	0	0	5	5	14
Northern Valley Regional	2,461	4	3	0	9	9	25
Northvale Boro	517	19	0	0	0	5	23
Norwood Boro	613	0	0	0	0	4	4
Oakland Boro	1,422	2	0	0	2	0	4
Old Tappan Boro	681	1	0	1	0	2	3
Oradell Boro	771	0	0	0	0	1	1
Palisades Park	1,648	8	0	0	1	3	12
Paramus Boro	3,802	18	4	11	6	22	61
Park Ridge Boro	1,228	0	0	0	4	10	14
Pascack Valley Regional	2,032	2	4	0	7	2	14
Ramapo-Indian Hill Reg	2,274	7	3	0	7	11	28

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Ramsey Boro	2,768	11	1	1	7	2	21
Ridgefield Boro	1,671	12	0	0	0	9	21
Ridgefield Park Twp	2,338	22	9	7	17	2	56
Ridgewood Village	5,643	4	0	0	17	14	35
River Dell Regional	1,624	0	0	0	0	10	10
River Edge Boro	1,189	0	0	0	0	3	3
River Vale Twp	1,157	1	0	1	0	0	2
Rochelle Park Twp	499	0	0	0	0	0	0
Rutherford Boro	2,559	4	3	0	6	10	23
Saddle Brook Twp	1,682	7	2	0	2	4	15
Saddle River Boro	150	0	0	0	0	2	2
South Bergen Jointure	276	0	0	0	0	2	2
South Hackensack Twp	275	0	0	0	0	1	1
Teaneck Twp	3,553	14	3	5	7	17	45
Tenafly Boro	3,615	5	7	1	6	16	34
Upper Saddle River Boro	1,200	2	1	0	0	3	6
Waldwick Boro	1,574	3	0	0	0	3	6
Wallington Boro	1,285	3	2	1	3	1	10
Westwood Regional	2,780	0	0	0	12	22	34
Woodcliff Lake Boro	764	0	0	0	0	3	3
Wood-Ridge Boro	1,238	13	0	1	1	6	21
Wyckoff Twp	2,070	4	0	0	0	2	6
Bergen County Total	133,709	490	122	60	234	583	1,467

Burlington							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Bass River Twp	102	0	0	0	0	0	0
Beverly City	296	5	0	0	0	2	7
Bordentown Regional	2,485	20	4	3	7	10	44
Burlington City	1,702	19	3	5	9	13	49
Burlington Co Spec Serv	590	5	0	7	13	12	36
Burlington Co Vocational	2,016	21	3	1	11	25	60
Burlington Twp	3,879	24	6	2	9	21	62
Chesterfield Twp	764	2	1	0	0	3	6
Cinnaminson Twp	2,476	22	3	1	4	16	45
Delanco Twp	397	3	0	1	0	1	5
Delran Twp	2,990	22	0	0	2	19	43
Eastampton Twp	592	6	0	2	0	0	7
Edgewater Park Twp	851	5	3	3	0	3	14
Evesham Twp	4,416	7	0	0	1	22	29
Florence Twp	1,583	16	3	1	1	12	33
Hainesport Twp	614	11	2	0	0	6	19

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Lenape Regional	6,764	32	5	3	35	5	77
Lumberton Twp	1,332	5	2	3	0	34	44
Mansfield Twp	596	1	0	0	0	11	12
Maple Shade Twp	2,155	21	2	1	2	14	40
Medford Lakes Boro	547	0	0	0	0	5	5
Medford Twp	2,745	4	0	1	0	6	11
Moorestown Twp	3,868	5	1	4	6	21	36
Mount Holly Twp	1,003	12	2	5	0	4	23
Mount Laurel Twp	4,213	3	0	3	3	8	17
New Hanover Twp	190	9	0	0	0	3	12
North Hanover Twp	1,200	5	0	1	0	9	14
Northern Burlington Reg	2,096	19	1	5	5	6	34
Palmyra Boro	884	10	1	2	3	7	22
Pemberton Twp	4,904	72	13	14	10	18	123
Rancocas Valley Regional	2,085	19	14	3	16	2	54
Riverside Twp	1,404	6	2	2	1	2	13
Riverton	279	1	0	0	0	1	2
Shamong Twp	778	0	1	0	0	0	1
Southampton Twp	709	2	0	0	0	8	9
Springfield Twp	232	1	0	0	0	1	2
Tabernacle Twp	709	3	3	2	0	5	11
Westampton	978	1	0	0	0	2	3
Willingboro Twp	3,601	152	23	12	6	0	193
Woodland Twp	147	0	0	0	0	0	0
Burlington County Total	69,172	571	98	87	144	337	1,217

Camden							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Audubon Boro	1,553	9	2	1	7	3	21
Barrington Boro	613	6	1	2	0	2	9
Bellmawr Boro	1,204	4	0	1	0	17	22
Berlin Boro	815	4	0	0	0	0	4
Berlin Twp	626	1	0	0	0	1	2
Black Horse Pike Regional	3,672	35	4	5	28	20	90
Brooklawn Boro	307	4	0	2	0	3	9
Camden City	8,943	177	25	16	11	10	227
Camden County Vocational	2,015	33	5	1	13	5	57
Camden Prep Inc.	388	1	0	1	0	0	1
Cherry Hill Twp	11,051	39	16	5	54	71	183
Clementon Boro	453	1	0	0	0	8	9
Collingswood Boro	1,909	7	0	1	3	9	17
Eastern Camden County Reg	2,016	16	1	1	8	3	29

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Gibbsboro Boro	255	0	0	0	0	0	0
Gloucester City	2,122	11	2	2	13	6	33
Gloucester Twp	6,354	28	6	8	2	32	73
Haddon Heights Boro	1,329	7	1	2	2	10	22
Haddon Twp	2,047	3	15	1	4	6	29
Haddonfield Boro	2,692	1	3	0	1	0	5
Kipp: Cooper Norcross	113	7	1	0	0	3	11
Laurel Springs Boro	200	0	0	0	0	1	1
Lawnside Boro	326	14	0	0	0	0	14
Lindenwold Boro	2,742	20	6	3	3	45	76
Magnolia Boro	430	4	0	0	0	0	4
Mastery Schools	1,694	21	4	5	3	11	41
Merchantville Boro	402	3	0	2	0	0	4
Mount Ephraim Boro	428	0	0	0	0	0	0
Oaklyn Boro	363	0	0	1	0	8	9
Pennsauken Twp	4,840	38	1	8	3	3	51
Pine Hill Boro	1,869	27	5	1	6	37	76
Runnemede Boro	854	16	3	1	1	6	27
Somerdale Boro	499	0	0	0	0	1	1
Sterling High School Dist	950	9	5	2	8	2	25
Stratford Boro	870	0	0	0	0	5	5
Voorhees Twp	2,926	14	1	1	1	9	26
Waterford Twp	812	8	1	1	0	0	8
Winslow Twp	4,937	24	4	7	6	34	73
Woodlynne Boro	384	3	2	2	0	0	5
Camden County Total	76,003	595	114	83	177	371	1,299

Cape May							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Avalon Boro	43	0	0	0	0	0	0
Cape May City	205	0	0	0	0	0	0
Cape May Co Special Serv	224	4	2	0	2	4	12
Cape May Co Vocational	654	7	0	1	7	1	15
Dennis Twp	548	0	0	0	0	0	0
Lower Cape May Regional	1,353	22	3	1	12	3	40
Lower Twp	1,703	4	0	0	0	9	13
Middle Twp	2,540	26	4	6	11	13	60
North Wildwood City	253	0	0	0	0	0	0
Ocean City	2,134	9	1	3	14	5	31
Stone Harbor Boro	75	0	0	0	0	0	0
Upper Twp	1,414	7	0	1	0	5	12
West Cape May Boro	98	0	0	0	0	0	0

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Wildwood City	849	14	2	2	7	6	30
Wildwood Crest Boro	261	0	0	0	0	0	0
Woodbine Boro	230	2	0	0	0	5	7
Cape May County Total	12,583	95	12	14	53	51	220

Cumberland							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Bridgeton City	5,820	208	20	18	28	35	300
Commercial Twp	559	14	0	2	1	5	22
Cumberland Co Vocational	419	0	0	0	1	0	1
Cumberland Regional	1,176	35	1	3	15	5	59
Deerfield Twp	330	0	0	0	0	5	5
Downe Twp	185	0	0	0	0	2	2
Fairfield Twp	624	2	1	0	0	0	3
Greenwich Twp	62	0	0	0	0	0	0
Hopewell Twp	479	4	0	0	0	1	5
Lawrence Twp	472	0	0	0	0	4	4
Maurice River Twp	417	2	0	2	0	3	6
Millville City	5,467	138	7	12	22	25	200
Stow Creek Twp	123	0	0	0	1	1	2
Upper Deerfield Twp	891	1	0	0	0	4	5
Vineland City	9,729	136	24	15	32	44	249
Cumberland County Total	26,752	540	53	52	100	134	863

Essex							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Belleville Town	4,461	10	4	2	2	14	32
Bloomfield Twp	6,360	14	1	4	2	13	33
Caldwell-West Caldwell	2,605	7	1	0	14	9	31
Cedar Grove Twp	1,598	7	1	0	1	11	18
City Of Orange Twp	5,167	26	2	3	11	14	50
East Orange	8,996	90	10	9	15	12	127
Essex Co Ed Serv Comm	100	6	1	0	2	0	8
Essex Co Voc-Tech	2,148	4	0	1	4	6	15
Essex Fells Boro	223	0	1	0	0	0	1
Fairfield Twp	659	0	0	1	0	5	6
Glen Ridge Boro	1,896	4	0	1	1	13	18
Ivington Township	6,785	20	5	5	1	1	31
Livingston Twp	5,923	11	5	1	15	25	56
Millburn Twp	4,881	13	5	0	7	8	33
Montclair Town	6,659	34	6	5	1	18	56
Newark City	35,836	161	29	36	28	135	360

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
North Caldwell Boro	690	0	0	0	0	0	0
Nutley Town	4,066	4	0	4	11	26	44
Roseland Boro	461	0	0	0	0	0	0
South Orange-Maplewood	6,940	30	5	3	14	16	65
Verona Boro	2,186	5	0	0	9	39	53
West Essex Regional	1,690	6	0	2	5	7	20
West Orange Town	6,616	15	4	1	26	38	84
Essex County Total	116,942	467	80	78	169	410	1,141

Gloucester							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Clayton Boro	1,437	15	3	1	3	10	32
Clearview Regional	2,367	10	0	0	1	15	26
Delsea Regional	1,593	11	17	0	6	14	48
Deptford Twp	4,344	15	1	1	6	14	36
East Greenwich Twp	1,268	4	0	0	0	0	4
Elk Twp	337	0	0	0	0	0	0
Franklin Twp	1,408	8	1	4	0	15	28
Gateway Regional	949	20	0	2	3	4	29
Glassboro	2,095	18	1	2	4	12	37
Gloucester Co Spec Serv	690	1	1	1	0	7	8
Gloucester Co Vocational	1,307	4	1	0	2	0	7
Greenwich Twp	439	0	0	0	0	1	1
Harrison Twp	1,427	5	0	0	0	1	6
Kingsway Regional	2,667	38	2	2	9	11	60
Logan Twp	844	0	0	1	0	11	12
Mantua Twp	1,266	0	0	0	0	11	11
Monroe Twp	6,044	52	9	14	32	81	172
National Park Boro	261	3	0	0	0	0	3
Paulsboro Boro	1,139	18	4	1	0	6	28
Pitman Boro	1,351	22	0	0	4	2	28
South Harrison Twp	384	0	0	0	0	0	0
Swedesboro-Woolwich	1,687	4	0	0	0	0	4
Washington Twp	7,105	59	5	4	8	25	101
Wenonah Boro	177	0	1	0	0	0	1
West Deptford Twp	2,930	29	3	0	3	11	46
Westville Boro	374	2	0	0	0	3	5
Woodbury City	1,522	24	11	0	5	7	47
Woodbury Heights Boro	210	0	0	0	0	0	0
Gloucester County Total	47,619	362	60	33	86	261	780

Appendix D: Districts Totals by County, 2016-17

Hudson							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Bayonne City	9,535	67	3	11	15	9	100
East Newark Boro	275	2	0	0	0	0	2
Guttenberg Town	1,016	15	1	5	2	16	34
Harrison Town	2,129	10	0	1	2	14	27
Hoboken City	1,724	3	1	2	10	9	25
Hudson County Vocational	2,365	5	0	0	3	1	9
Jersey City	27,162	46	5	14	94	67	219
Kearny Town	5,641	67	8	1	29	24	129
North Bergen Twp	7,713	37	5	4	26	22	94
Secaucus Town	2,122	4	4	0	7	6	21
Union City	12,216	25	9	5	3	9	50
Weehawken Twp	1,345	6	0	0	4	11	21
West New York Town	7,988	22	6	13	15	30	84
Hudson County Total	81,230	309	42	56	210	218	815

Hunterdon							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Alexandria Twp	477	4	1	0	0	1	6
Bethlehem Twp	358	0	0	0	0	0	0
Bloomsbury Boro	108	0	0	0	0	1	1
Califon Boro	93	0	0	0	0	1	1
Clinton Town	451	0	1	0	0	0	1
Clinton Twp	1,327	10	1	2	0	11	23
Delaware Twp	388	2	0	0	0	1	3
Delaware Valley Regional	795	5	4	0	5	0	14
East Amwell Twp	350	0	0	0	0	0	0
Flemington-Raritan Reg	3,078	21	1	1	2	0	25
Franklin Twp	285	3	0	0	0	12	15
Frenchtown Boro	129	0	0	0	0	1	1
Hampton Boro	128	0	0	0	0	3	3
High Bridge Boro	390	1	1	1	0	4	6
Holland Twp	546	1	0	0	0	3	4
Hunterdon Central Reg	2,924	17	2	0	13	10	42
Hunterdon Co Ed Ser Comm	39	27	0	1	0	0	28
Hunterdon Co Vocational	281	0	1	0	0	2	3
Kingwood Twp	346	1	0	0	0	0	1
Lebanon Boro	101	0	0	0	0	0	0
Lebanon Twp	622	1	2	0	0	2	5
Milford Boro	81	0	0	0	0	0	0
N Hunt/Voorhees Regional	2,629	7	3	4	13	24	51
Readington Twp	1,608	13	1	0	3	0	17

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
South Hunterdon Regional	932	6	2	0	7	4	19
Tewksbury Twp	572	0	0	0	0	0	0
Union Twp	438	1	1	1	0	2	5
Hunterdon County Total	19,475	120	21	10	43	82	274

Mercer							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
East Windsor Regional	5,190	36	4	2	6	62	110
Ewing Twp	3,542	8	1	8	11	30	58
Hamilton Twp	11,473	139	12	24	45	116	333
Hopewell Valley Regional	3,617	12	2	2	24	11	50
Katzenbach	89	0	0	0	0	3	3
Lawrence Twp	3,893	31	4	4	16	32	84
Mercer Co Special Service	583	20	1	0	0	0	21
Mercer County Vocational	610	4	1	0	6	1	12
Princeton Regional	3,682	18	2	2	11	8	40
Robbinsville Twp	3,064	22	4	4	16	0	41
Trenton City	10,962	171	22	16	10	9	221
W Windsor-Plainsboro Reg	9,655	23	6	0	10	51	89
Mercer County Total	56,355	484	59	62	155	323	1,062

Middlesex							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Carteret Boro	3,691	66	6	1	17	8	98
Cranbury Twp	466	3	1	2	0	1	5
Dunellen Boro	1,154	10	0	1	1	5	16
East Brunswick Twp	7,933	34	11	15	29	37	120
Edison Twp	15,324	36	6	2	4	11	57
Highland Park Boro	1,634	49	6	0	6	12	72
Jamesburg Boro	689	0	0	0	0	0	0
Metuchen Boro	2,234	9	2	2	3	19	35
Middlesex Boro	2,081	6	2	0	1	0	9
Middlesex Co Reg Ser Comm	679	0	0	1	0	0	1
Middlesex Co Vocational	2,087	2	1	3	14	14	33
Milltown Boro	727	0	0	0	0	4	4
Monroe Twp	6,646	9	10	0	4	20	43
New Brunswick City	9,100	59	10	12	36	95	208
North Brunswick Twp	6,058	35	2	4	8	18	67
Old Bridge Twp	8,819	43	8	3	32	23	109
Perth Amboy City	10,650	121	5	12	13	27	172
Piscataway Twp	7,264	22	4	2	22	21	69
Sayreville Boro	6,091	28	4	8	9	7	55

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
South Amboy City	1,047	16	1	1	2	9	29
South Brunswick Twp	8,656	38	6	5	19	21	88
South Plainfield Boro	3,312	16	2	3	10	14	43
South River Boro	2,190	20	2	3	7	5	36
Spotswood Boro	1,739	11	3	0	6	1	21
Woodbridge Twp	13,777	8	1	3	27	111	150
Middlesex County Total	124,044	641	93	83	270	483	1,540

Monmouth

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Asbury Park City	2,027	54	6	8	10	9	85
Atlantic Highlands Boro	335	0	0	0	0	0	0
Avon Boro	146	0	0	0	0	0	0
Bayshore Jointure Comm	53	0	0	0	0	0	0
Belmar Boro	534	0	0	0	0	6	6
Bradley Beach Boro	287	1	0	0	0	2	3
Brielle Boro	542	0	0	0	0	0	0
Colts Neck Twp	942	0	0	0	0	5	5
Deal Boro	165	1	0	0	0	1	2
Eatontown Boro	1,032	4	1	1	1	9	15
Fair Haven Boro	1,022	2	0	0	0	5	7
Farmingdale Boro	161	0	0	0	0	3	3
Freehold Boro	1,677	7	7	1	0	28	43
Freehold Regional	10,813	37	5	9	52	36	137
Freehold Twp	3,791	3	0	1	3	21	27
Hazlet Twp	2,947	7	8	2	12	2	31
Henry Hudson Regional	307	1	1	1	2	0	5
Highlands Boro	190	1	0	0	0	2	3
Holmdel Twp	3,004	6	3	0	1	4	13
Howell Twp	5,906	14	6	1	1	28	48
Keansburg Boro	1,540	53	3	3	3	13	74
Keyport Boro	1,035	12	1	1	2	29	45
Little Silver Boro	849	0	4	0	0	0	4
Long Branch City	5,732	12	0	6	8	32	57
Manalapan-Englishtown Reg	4,987	2	1	0	1	32	36
Manasquan Boro	1,561	6	1	0	3	9	19
Marlboro Twp	4,873	2	0	0	0	13	15
Matawan-Aberdeen Regional	3,708	39	6	1	6	25	76
Middletown Twp	9,564	51	5	5	24	21	104
Millstone Twp	1,137	1	0	0	0	8	9
Monmouth Beach Boro	240	0	0	0	0	0	0
Monmouth Co Vocational	2,214	1	0	3	2	1	7

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Monmouth Regional	982	31	7	2	15	1	56
Monmouth-Ocean Ed Ser Com	30	5	0	1	9	0	15
Neptune City	325	1	0	1	0	5	7
Neptune Twp	4,218	81	12	26	8	10	126
Ocean Twp	3,555	9	0	0	2	9	20
Oceanport Boro	603	6	1	0	0	7	14
Red Bank Boro	1,289	0	1	1	1	5	8
Red Bank Regional	1,187	10	0	2	8	12	32
Roosevelt Boro	88	0	0	0	0	0	0
Rumson Boro	982	1	0	0	0	0	1
Rumson-Fair Haven Reg	980	1	2	2	10	3	18
Sea Girt Boro	145	0	0	0	0	0	0
Shore Regional	621	2	0	0	6	1	9
Shrewsbury Boro	486	0	1	0	0	3	4
Spring Lake Boro	197	0	0	0	0	0	0
Spring Lake Heights Boro	340	0	0	0	0	0	0
Tinton Falls	1,532	2	0	0	0	5	7
Union Beach	596	1	0	0	0	0	1
Upper Freehold Regional	2,264	12	2	0	7	21	42
Wall Twp	3,498	7	3	1	11	26	48
West Long Branch Boro	553	2	0	0	0	6	8
Monmouth County Total	97,785	488	87	79	208	458	1,295

Morris							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Boonton Town	1,375	1	0	0	3	12	16
Boonton Twp	444	0	0	0	0	0	0
Butler Boro	1,193	6	4	0	11	8	28
Chester Twp	1,115	0	0	0	0	1	1
Denville Twp	1,641	2	0	5	0	12	19
Dover Town	3,192	3	0	0	1	23	27
East Hanover Twp	972	1	0	1	0	9	10
Educ Serv Comm Morris Co	70	0	0	0	0	0	0
Florham Park Boro	952	3	0	0	0	6	9
Hanover Park Regional	1,515	7	1	0	13	17	38
Hanover Twp	1,450	12	1	1	0	3	17
Harding Township	314	0	0	0	0	0	0
Jefferson Twp	3,101	9	2	5	7	11	33
Kinnelon Boro	1,942	14	2	0	3	10	29
Lincoln Park Boro	915	1	0	1	0	7	8
Long Hill Twp	830	7	1	0	0	2	10
Madison Boro	2,604	12	2	0	0	20	33

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Mendham Boro	520	0	1	0	0	0	1
Mendham Twp	694	0	0	0	0	5	5
Mine Hill Twp	350	0	0	0	0	0	0
Montville Twp	3,698	5	1	0	4	21	31
Morris County Vocational	1,055	1	0	1	0	2	4
Morris Hills Regional	2,794	3	0	3	24	9	39
Morris Plains Boro	575	0	0	0	0	0	0
Morris	5,211	25	5	3	42	40	114
Mount Arlington Boro	352	3	0	0	0	1	4
Mount Olive Twp	4,568	10	4	3	2	39	58
Mountain Lakes Boro	1,526	0	6	1	8	5	20
Netcong Boro	295	2	0	0	0	1	3
Parsippany-Troy Hills Twp	6,984	22	10	3	10	36	79
Pequannock Twp	2,130	12	1	2	3	13	30
Randolph Twp	4,688	9	10	5	7	33	64
Riverdale Boro	337	1	1	0	0	1	3
Rockaway Boro	603	0	0	1	0	5	6
Rockaway Twp	2,393	1	0	0	0	14	15
Roxbury Twp	3,575	29	1	3	15	27	73
Sch Dist Of The Chathams	4,205	14	5	0	3	29	51
Washington Twp	2,085	0	0	0	0	8	8
West Morris Regional	2,579	2	1	0	3	8	14
Wharton Boro	782	0	0	0	0	11	11
Morris County Total	75,617	217	59	38	159	449	911

Ocean							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Barnegat Twp	3,157	33	3	3	17	19	72
Bay Head Boro	129	0	0	0	0	1	1
Beach Haven Boro	70	0	0	0	0	0	0
Berkeley Twp	2,133	0	0	0	0	2	2
Brick Twp	8,924	90	6	6	20	30	149
Central Regional	2,144	3	1	5	3	14	22
Eagleswood Twp	141	0	0	0	0	0	0
Island Heights Boro	126	0	0	0	0	0	0
Jackson Twp	8,600	27	15	3	26	19	89
Lacey Twp	4,093	4	2	5	5	25	39
Lakehurst Boro	338	9	0	0	0	0	9
Lakewood Twp	5,937	35	9	13	22	24	97
Lavallette Boro	146	0	0	0	0	1	1
Little Egg Harbor Twp	1,570	19	4	2	0	14	39
Long Beach Island	225	0	0	0	0	0	0

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Manchester Twp	3,050	36	10	5	14	17	79
Ocean County Vocational	1,362	2	3	1	3	0	9
Ocean Gate Boro	149	0	0	0	0	2	2
Ocean Twp	513	0	0	0	0	3	3
Pinelands Regional	1,628	34	10	0	8	12	64
Plumsted Twp	1,436	8	1	1	2	17	29
Point Pleasant Beach Boro	765	1	0	0	0	3	4
Point Pleasant Boro	2,775	1	2	3	8	10	24
Seaside Heights Boro	210	0	0	0	0	3	3
Southern Regional	2,953	11	1	0	10	8	29
Stafford Twp	2,165	15	1	3	0	3	21
Toms River Regional	15,934	110	24	18	45	113	309
Tuckerton Boro	280	0	1	1	0	0	1
Ocean County Total	70,953	438	93	69	183	340	1,097

Passaic							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Bloomingtondale Boro	559	1	0	1	0	4	5
Clifton City	10,891	172	2	22	30	111	336
Haledon Boro	1,055	18	2	1	0	1	21
Hawthorne Boro	2,368	19	1	2	0	10	32
Lakeland Regional	931	11	0	0	10	4	25
Little Falls Twp	874	5	3	2	0	3	11
North Haledon Boro	645	3	3	1	0	0	7
Passaic City	14,276	68	7	6	75	145	295
Passaic Co Ed Serv Comm	23	0	0	0	0	0	0
Passaic Co Manchester Reg	857	6	1	1	5	0	13
Passaic County Vocational	3,461	17	15	0	4	10	44
Passaic Valley Regional	1,271	12	5	1	2	10	30
Paterson City	25,509	101	27	20	124	174	437
Pompton Lakes Boro	1,665	2	0	0	2	6	10
Prospect Park Boro	923	0	0	0	0	19	19
Ringwood Boro	1,227	6	0	1	0	13	20
Totowa Boro	1,050	0	0	0	0	1	1
Wanaque Boro	945	10	0	0	0	2	12
Wayne Twp	7,982	28	1	2	25	41	97
West Milford Twp	3,379	13	1	2	4	19	39
Woodland Park	1,109	14	1	0	0	7	22
Passaic County Total	81,000	506	69	62	281	580	1,476

Appendix D: Districts Totals by County, 2016-17

Salem							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Alloway Twp	374	1	0	1	0	0	2
Elsinboro Twp	129	0	0	0	0	1	1
Lower Alloways Creek	159	0	0	0	0	0	0
Mannington Twp	158	0	0	0	0	3	3
Oldmans Twp	275	0	1	0	0	0	1
Penns Grv-Carney'S Pt Reg	2,065	0	0	1	0	1	2
Pennsville	1,694	10	1	0	0	9	20
Pittsgrove Twp	1,685	9	6	1	1	15	32
Quinton Twp	347	2	0	0	0	1	3
Salem City	1,156	22	1	4	1	0	28
Salem Co Special Service	241	5	1	1	0	1	7
Salem County Vocational	826	7	0	0	0	3	10
Upper Pittsgrove Twp	348	0	0	0	0	0	0
Woodstown-Pilesgrove Reg	1,450	25	4	1	3	0	33
Salem County Total	10,907	81	14	9	5	34	142

Somerset							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Bedminster Twp	530	0	0	0	0	2	2
Bernards Twp	5,530	9	4	5	4	17	37
Bound Brook Boro	1,898	17	1	3	7	64	92
Branchburg Twp	1,464	0	1	0	0	6	7
Bridgewater-Raritan Reg	8,469	51	11	1	25	29	115
Franklin Twp	7,217	37	13	9	31	32	116
Green Brook Twp	876	11	4	0	0	5	16
Hillsborough Twp	7,215	23	5	5	17	13	60
Manville Boro	1,419	3	1	1	6	15	26
Montgomery Twp	4,761	0	4	3	0	24	31
North Plainfield Boro	3,213	39	7	4	10	21	77
Somerset Co Ed Serv Comm	132	45	2	0	2	0	48
Somerset Co Vocational	473	4	2	1	3	2	12
Somerset Hills Regional	1,981	2	2	3	14	8	29
Somerville Boro	2,350	18	4	2	17	9	50
South Bound Brook	447	4	0	0	0	10	10
Warren Twp	1,754	1	0	0	0	11	12
Watchung Boro	704	7	2	0	0	8	17
Watchung Hills Regional	2,066	2	2	0	22	0	26
Somerset County Total	52,496	273	65	37	158	276	783

Appendix D: Districts Totals by County, 2016-17

Sussex							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Andover Reg	511	4	1	0	0	0	5
Byram Twp	864	0	0	1	0	15	16
Frankford Twp	519	2	0	0	0	1	3
Franklin Boro	462	0	0	0	0	0	0
Fredon Twp	225	1	1	0	0	1	3
Green Twp	428	0	0	0	0	0	0
Hamburg Boro	247	0	0	1	0	0	1
Hampton Twp	289	0	0	0	0	1	1
Hardyston Twp	720	0	0	0	0	13	13
High Point Regional	919	5	2	0	6	6	19
Hopatcong	1,569	5	1	1	2	10	16
Kittatinny Regional	1,028	0	1	1	2	9	13
Lafayette Twp	232	0	0	0	0	2	2
Lenape Valley Regional	777	11	1	0	5	0	17
Montague Twp	245	1	0	0	0	3	4
Newton Town	1,552	13	1	0	7	12	31
Ogdensburg Boro	239	0	0	0	0	0	0
Sandyston-Walpack Twp	149	0	0	0	0	3	3
Sparta Twp	3,241	3	0	0	3	9	13
Stanhope Boro	316	0	0	0	0	0	0
Stillwater Twp	288	1	0	1	0	0	2
Sussex Co Ed Serv Comm	32	3	1	2	0	0	4
Sussex County Vocational	786	4	0	1	4	6	14
Sussex-Wantage Regional	1,070	5	0	1	0	8	14
Vernon Twp	3,158	23	3	1	1	10	38
Wallkill Valley Regional	648	4	0	1	0	6	11
Sussex County Total	20,512	85	12	11	30	115	243

Union							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Berkeley Heights Twp	2,694	9	4	0	2	37	52
Clark Twp	2,271	7	1	0	1	3	11
Cranford Twp	3,901	3	5	1	2	5	16
Elizabeth City	26,491	33	27	35	76	89	256
Garwood Boro	380	3	0	0	0	1	3
Hillside Twp	3,085	36	2	4	10	26	77
Kenilworth Boro	1,408	12	2	5	5	11	35
Linden City	6,054	22	3	3	18	28	72
Morris-Union Jointure Com	250	0	2	0	0	0	2
Mountainside Boro	716	3	0	0	0	1	4
New Providence Boro	2,380	1	0	0	0	15	16

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Plainfield City	7,822	49	1	3	4	32	85
Rahway City	3,801	9	7	6	2	19	43
Roselle Boro	2,802	17	0	1	2	23	43
Roselle Park Boro	2,014	9	2	0	0	21	32
Scotch Plains-Fanwood Reg	5,452	21	5	1	12	15	53
Springfield Twp	2,212	9	1	2	4	25	38
Summit City	4,055	18	5	1	22	11	56
Union Co Ed Serv Comm	330	9	0	9	9	4	31
Union County Vocational	1,754	7	1	0	7	2	17
Union Twp	7,186	57	10	4	28	15	110
Westfield Town	6,321	13	2	1	4	11	30
Winfield Twp	140	1	0	0	0	0	1
Union County Total	93,512	348	80	76	208	394	1,083

Warren							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Allamuchy Twp	404	0	0	0	0	0	0
Alpha Boro	194	0	0	0	0	3	3
Belvidere Town	728	13	0	1	3	5	22
Blairstown Twp	479	0	0	0	0	4	4
Franklin Twp	223	0	0	0	0	9	9
Frelinghuysen Twp	150	0	0	1	0	2	2
Great Meadows Regional	709	2	1	1	0	20	23
Greenwich Twp	717	1	0	0	0	2	3
Hackettstown	1,923	6	1	1	4	15	27
Harmony Twp	248	0	0	0	0	2	2
Hope Twp	155	0	0	0	0	0	0
Knowlton Twp	192	0	0	0	0	1	1
Lopatcong Twp	808	0	0	1	0	25	26
Mansfield Twp	644	0	0	0	0	0	0
North Warren Regional	879	10	0	2	0	7	19
Oxford Twp	295	0	0	0	0	2	2
Phillipsburg Town	3,800	13	3	3	22	13	51
Pohatcong Twp	298	1	0	1	0	1	3
Warren Co Special Service	22	1	0	0	0	0	1
Warren County Vocational	456	3	2	2	1	5	12
Warren Hills Regional	1,868	26	5	0	5	18	54
Washington Boro	513	0	0	0	0	0	0
Washington Twp	470	0	0	1	0	1	2
White Twp	269	0	0	0	0	0	0
Warren County Total	16,444	76	12	14	35	135	266

Appendix D: Districts Totals by County, 2016-17

Charters							
District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Academy Charter High	173	5	0	2	0	0	7
Academy For Urban Lead	497	5	5	0	0	0	10
Atlantic City Community	306	0	0	0	0	0	0
Beloved Community	840	0	0	0	0	0	0
Benjamin Banneker Prep	176	6	1	0	0	0	6
Bergen Arts And Sciences	1,126	34	0	1	0	2	36
Bridgeton Public	136	0	0	0	0	0	0
Burch Of Excellence	345	0	0	0	0	0	0
Camden Community	851	11	1	4	0	3	11
Camdens Promise	1,907	21	2	1	2	20	44
Central Jersey College Prep	476	1	0	0	0	8	9
Charter~Tech High School	329	17	2	0	0	0	18
Classical Academy	118	0	0	0	0	0	0
College Achieve Central	605	0	0	0	0	0	0
Community Of Paterson	892	39	3	0	1	1	44
Compass Academy	193	20	1	0	0	5	26
Cresthaven Academy	75	0	0	0	0	0	0
Discovery	100	0	0	0	0	0	0
Dr Lena Edwards Academic	387	0	0	0	0	3	3
East Orange Community	486	0	3	1	0	0	4
Elysian Of Hoboken	290	0	0	0	0	0	0
Empowerment Academy	333	0	0	0	0	2	2
Englewood On The Palisades	252	0	0	0	0	0	0
Environment Community	150	2	2	2	0	0	6
Foundation Academy	1,003	68	2	5	0	13	87
Freedom Prep	856	0	0	0	0	13	13
Gray	347	0	0	0	0	0	0
Great Futures	288	0	0	0	0	0	0
Great Oaks Legacy	1,332	24	0	1	1	2	27
Greater Brunswick	392	1	0	0	0	0	1
Hatikvah International	375	1	0	0	0	10	10
Hoboken	298	8	0	1	7	0	16
Hola Hoboken Dual Lang	365	15	3	0	0	2	17
Hope Academy	206	9	0	0	0	4	11
Hope Community	193	0	0	0	0	0	0
Hudson Arts And Science	355	0	0	0	0	0	0
Intl Academy Of Atlantic City	351	0	0	0	0	0	0
Intl Academy Of Trenton	565	8	0	0	2	4	14
International	91	1	1	0	0	1	2
Jersey City Comm.	561	1	0	1	1	0	2
Jersey City Global	371	0	0	0	0	0	0

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Jersey City Golden Door	550	6	0	0	0	1	7
John P Holland	207	0	0	0	0	0	0
Kingdom Of Leadership	209	0	0	0	0	2	2
Lady Liberty Academy	445	1	0	0	0	1	1
Leap Academy University	1,554	6	0	0	0	0	6
Learning Community	584	4	0	0	0	0	4
Link Community	285	6	0	0	1	0	7
M E T S	514	13	2	0	0	0	15
Maria L. Varisco-Rogers	543	0	0	0	0	0	0
Marion P. Thomas	1,338	2	0	1	1	12	15
Merit Prep Of Newark	494	0	0	0	0	0	0
Millville Public	306	0	0	0	0	5	5
New Horizons Comm	481	66	0	0	0	0	66
Newark Educators Comm	296	51	1	0	0	1	53
Newark Prep	429	8	2	0	1	2	12
North Star Academy	4,490	9	1	1	4	1	16
Pace Of Hamilton	249	0	0	0	0	0	0
Passaic Arts And Science	864	15	0	0	0	5	19
Paterson Arts And Science	566	3	1	0	0	1	5
Paterson For Sci/Tech	1,068	20	0	0	1	9	30
Paul Robeson Humanities	380	4	0	1	0	3	7
Paulo Freire	267	3	0	0	1	0	4
Peoples Preparatory	382	24	5	1	3	0	32
Philip'S Of Paterson	59	0	0	0	0	0	0
Phillip'S Academy	376	0	0	0	0	0	0
Pride Academy	288	18	0	0	0	0	18
Princeton	350	0	0	0	0	0	0
Queen City Academy	324	0	0	0	0	0	0
Ridge And Valley	126	0	0	0	0	0	0
Riverbank Of Excellence	142	0	0	0	0	0	0
Robert Treat Academy	684	9	1	0	0	5	15
Roseville Community	316	0	0	0	0	0	0
Soaring Heights	237	5	0	0	0	0	5
Sussex County Technology	215	2	0	0	0	0	2
Team Academy	3,694	14	7	1	11	3	36
Teaneck Community	320	9	0	1	0	1	11
The Barack Obama Green	224	2	0	0	1	3	6
The Ethical Community	369	0	0	0	0	0	0
The Red Bank	200	0	0	0	0	0	0
Thomas Edison Energysmart	421	0	0	0	0	0	0
Trenton Stem-To-Civi	300	27	4	2	2	2	35
Union County Teams	394	3	0	0	0	0	3

Appendix D: Districts Totals by County, 2016-17

District	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
Unity	234	2	0	0	0	1	3
University Academy	428	17	4	0	7	8	36
University Heights	696	8	0	0	0	1	9
Village	360	5	1	0	0	8	12
Vineland Public	402	0	0	0	0	3	3
Charter School Total	46,651	659	55	27	47	171	926

State Total							
Total	Enrollment	Violence	Vandalism	Weapons	Substances	HIB	Total
State Total	1,373,271	8,245	1,348	1,093	3,157	6,419	19,795