

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, 2013 to June 30, 2014

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

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Table of Contents

<u>INTRODUCTION</u>	4
<u>KEY FINDINGS</u>	5
<u>Overall Total and Totals by EVVRS Incident Categories</u>	5
<u>Trends in Types of Incidents Reported</u>	6
<u>Characteristics of EVVRS Incidents</u>	11
<u>Disciplinary Action Taken and Program Provided (EVVRS)</u>	13
<u>Harrassment, Intimidation, and Bullying – Investigations, Trainings and Programs (HIB-ITP)</u>	15
<u>The Nature of HIB Incidents and Related Discipline and Support Services</u>	18
<u>PROGRAMMATIC RESPONSE</u>	24
<u>Methods of Prevention</u>	24
<u>Anti-Bullying Task Force Recommendations</u>	26
<u>Department Recommendations</u>	26
<u>Department Actions</u>	28
<u>Appendix A: Public School Safety Law</u>	A-1
<u>Appendix B: Glossary of Terms</u>	B-1
<u>Appendix C: Data Collection Forms</u>	C-1
<u>Appendix D: District Totals by County</u>	D-1

INTRODUCTION

This report presents information reported by New Jersey public schools on incidents of violence, vandalism, weapons, and substance abuse offenses. It also includes information on harassment, intimidation, and bullying (HIB) for the 2013-14 school year. 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 are required to report incidents in the Electronic Violence and Vandalism Reporting System (EVVRS) 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 electronic communication. Details on the incidents, the offender, the victim, including those related to HIB, are collected on the Violence, Vandalism and Substance Abuse (VV-SA) Incident Report form (see [Appendix C](#)) and entered into the EVVRS system. Any disciplinary infraction occurring in school that does not meet applicable criteria of the EVVRS definitions is still required to be addressed under the district's code of student conduct. Along with incident details captured in the EVVRS, the Harassment Intimidation, and Bullying – Investigations, Trainings, and Programs (HIB-ITP) data collection 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) or charter school governing authority), as well as any HIB trainings conducted and programs implemented to reduce HIB over the course of the school year. The HIB-ITP data collection form can also be found in Appendix C.

In addition to state-level results presented in this report, counts of incidents by district are reported in [Appendix D](#). [Summary data](#) are also available online for each district and school. The percentages reported in tables and figures may not total 100 percent due to rounding or when, as is the case for some items, the school or district may select more than one answer, (e.g., “check all that apply”). The incident data for this report represents the 2013-14 school year based on each district's data verified by July 15, 2014. All districts verified their data in the EVVRS for the 2013-14 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 categories of violence, vandalism, weapons, substances, and HIB. Other incident characteristics such as location

and gang-related offenses are also reported. A review of disciplinary action and programs/services provided upon disciplinary action, as well as details specific to HIB investigations, incidents, trainings, and programs are also included. In the “Programmatic Response” section, prevention methods, Anti-Bullying Task Force recommendations, NJDOE recommendations, and an overview of NJDOE supports are reviewed in relation to developing and maintaining safe schools in New Jersey.

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

KEY FINDINGS

Overall Total and Totals by EVVRS Incident Categories

In 2013-14, schools reported 19,167 incidents to the NJDOE through the EVVRS (See Figure 1). Fewer incidents were reported compared to 21,170 in the 2012-13 school year and 26,139 incidents in the 2011-12 school year. County and district totals for 2013-14 can be found in Appendix D.

Figure 1. Total EVVRS Incidents

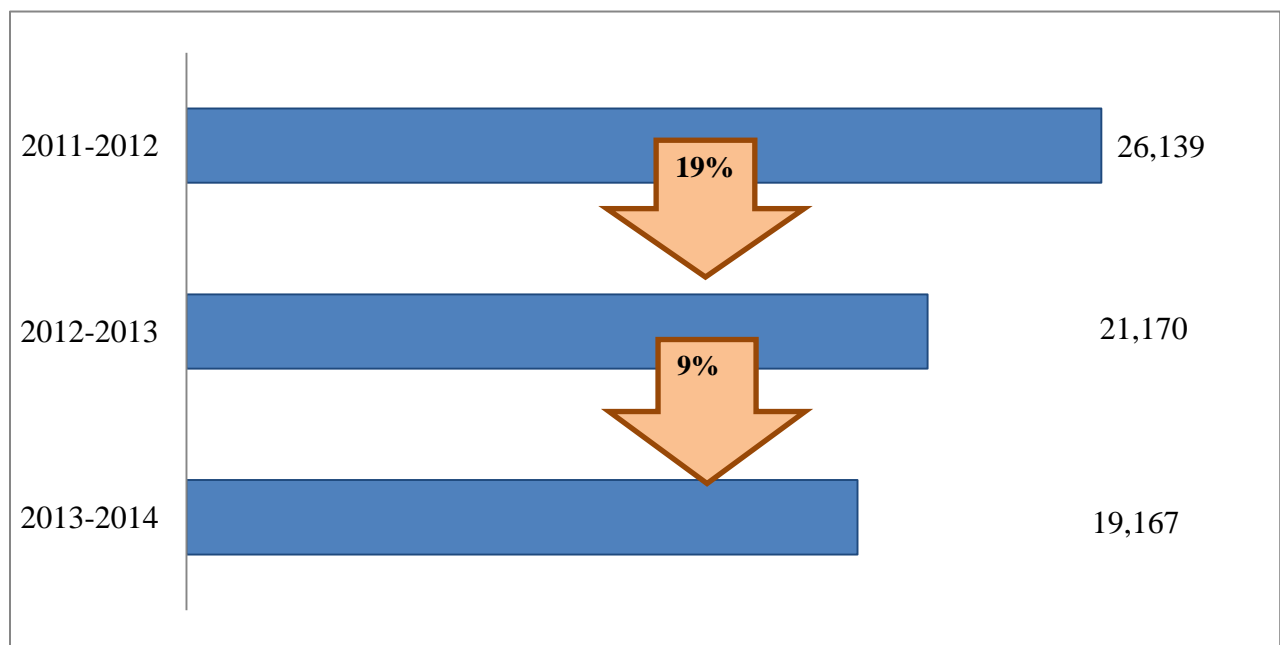
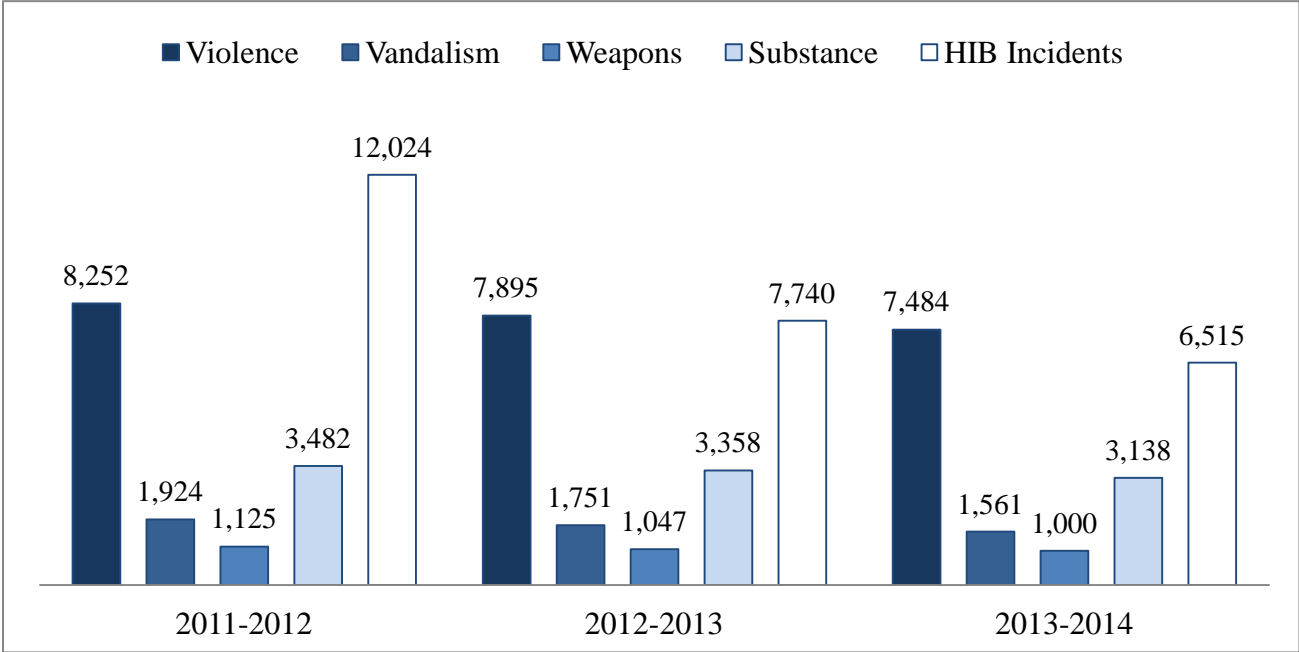


Figure 2 shows the most commonly reported incident categories are violence and HIB incidents, with HIB representing 34 percent of the total incidents in 2013-14 and violence representing 39 percent of the total incidents. Drops in incidents occurred in all major reporting categories between 2011 and 2014, with the most pronounced drops in HIB incidents (down 16 percent) and in vandalism incidents (down 11 percent) from 2012-13 to 2013-14. A review of HIB incidents between 2012-13 and 2013-14 suggests that this decline is not due to a decrease in the number of schools that report HIB incidents, but rather schools are now reporting fewer HIB incidents than they have in the past. In addition, there was a decline in the number of HIB investigations that were affirmed as incidents by a district BOE; 46 percent of investigations were affirmed in 2012-13, 36 percent were affirmed in 2013-14 (see the HIB-ITP section for more detail).

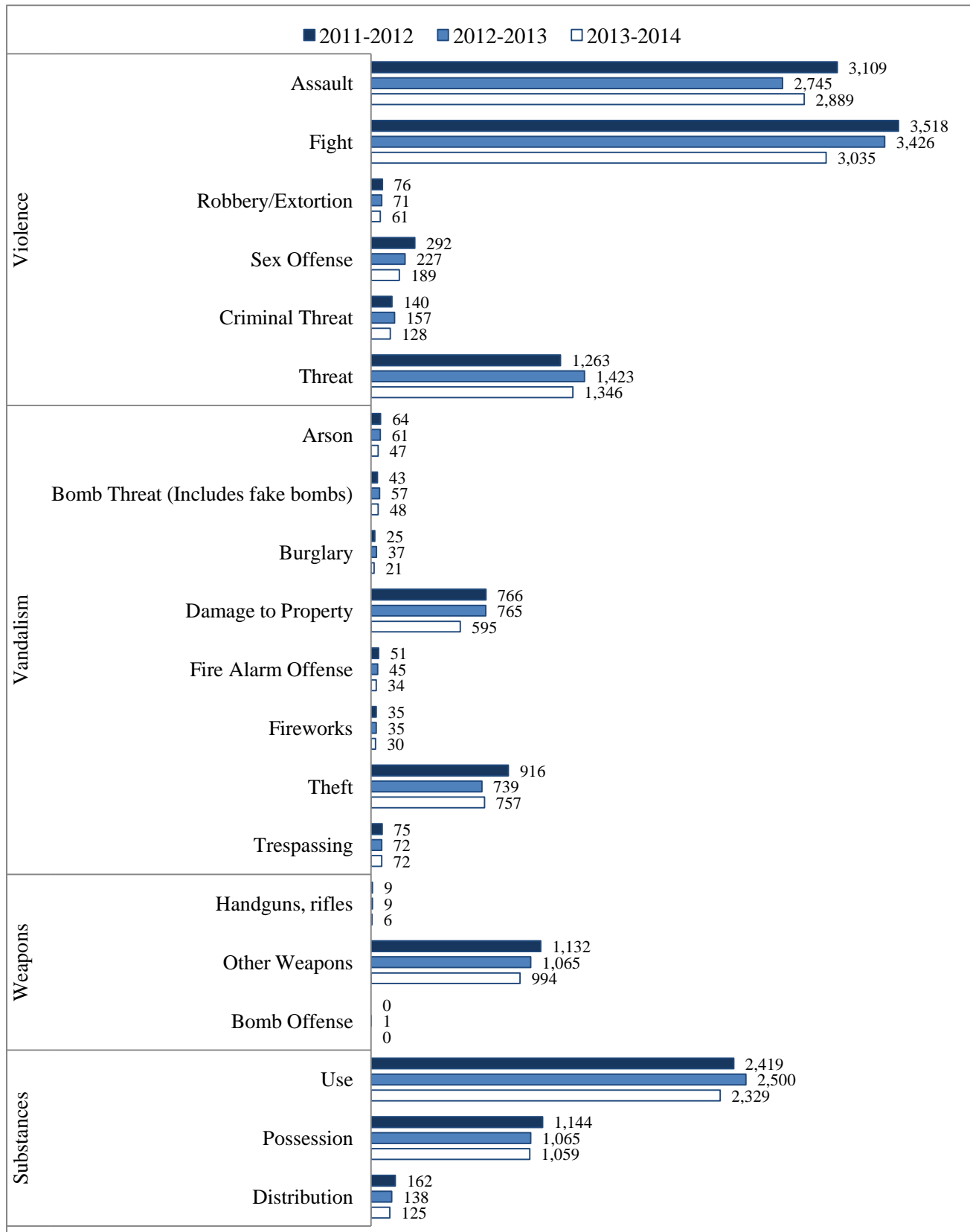
Figure 2. Total Incidents for Major Reporting Categories



Trends in Types of Incidents Reported

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 the incident involved multiple types of incidents. 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, 2011-12 – 2013-14



Violence

Fights, the most commonly reported incident type in the category of violent incidents, have declined over the past three years by 14 percent. *Assaults* decreased by seven percent in 2013-14 compared to 2011-12, although the number of assaults in 2012-13 (2,745) was lower than in 2013-14 with 2,889 reported assaults. The number of reported *threats* at school has fluctuated in the past three years, with a 13 percent increase from 2011-12 to 2012-13 followed by a five percent decline from 2012-13 to 2013-14. *Robbery/extortion*, *sex offense*, and *criminal threat* are not commonly reported violent incidents. In each case, the counts are lower in 2013-14 than they were in 2011-12. Most notably, *sex offenses* are down 35 percent.

Vandalism

Theft and *damage to property* are the most commonly reported types of vandalism. Reports of these types of incidents have declined in the past three years by 17 and 22 percent, respectively. Other types of vandalism are reported much less frequently, thus changes over the three-year period are difficult to describe as noteworthy increases or decreases.

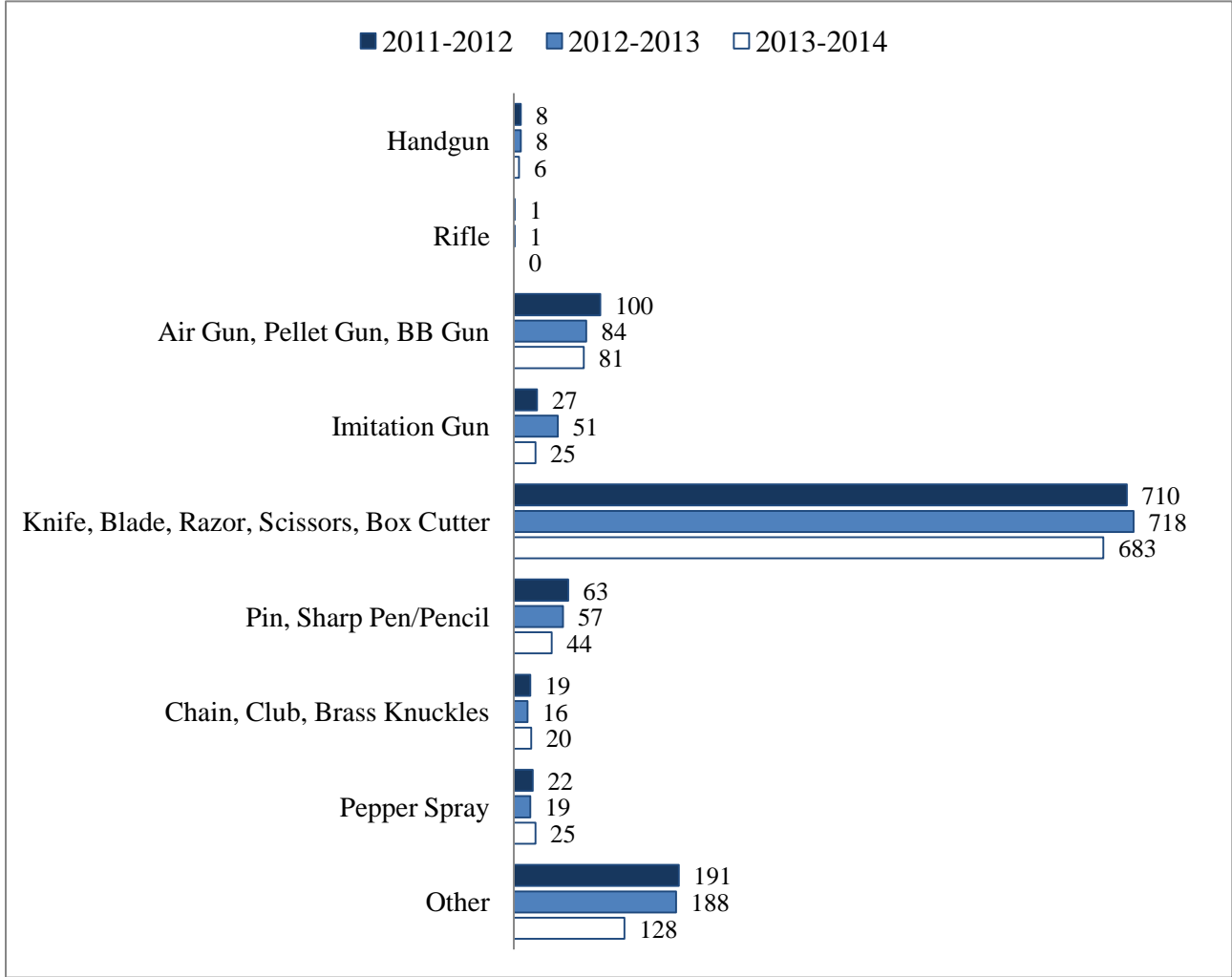
Weapons

In past reports, incidents with handguns and rifles reported to EVVRS have been referred to as *firearm* incidents. By federal definition, *18 U.S. Code § 921*, this term refers to handguns and rifles, but also to any weapon that can expel or can be converted to expel a projectile by action of an explosive, including bombs. By New Jersey statute, *N.J.S.A. 2C: 39-1 (f)*, the term *firearm* is also meant to include air-guns. In Figure 3, what past reports refer to as firearms, are noted more explicitly as handgun or rifle incidents. Figure 4 separates out each weapon group in further detail.

Handgun or rifle incidents in New Jersey schools are rare. There were six handgun incidents in 2013-14, and no rifle incidents. One handgun incident occurred off school grounds, but was included in the EVVRS due to its classification as part of an HIB incident. No injuries were reported in relation to these incidents, and in two of the five incidents on school grounds, handguns were confiscated at the entrance to the school building. *Air guns* (including BB guns and pellet guns) or *imitation guns* are not common but were reported on school grounds more frequently than handguns or rifles. There were 81 incidents with air guns in schools and 25 incidents with imitation guns in 2013-14.

Weapons include any instrument readily capable of lethal use or inflicting bodily injury. Among the 1,000 weapons incidents in the 2013-14 school year, the most commonly reported weapons were *knives, blades, razors, scissors, and box cutters*, consistent with the past three years (see Figure 4). In addition, there has been a decline in reports of “other” weapons, a category which includes any instrument “capable of lethal use or of inflicting bodily injury” that is not captured by one of the weapons categories (see the Glossary of Terms in [Appendix B](#) for the full definition).

Figure 4. Weapons Detail, 2011-12 – 2013-14

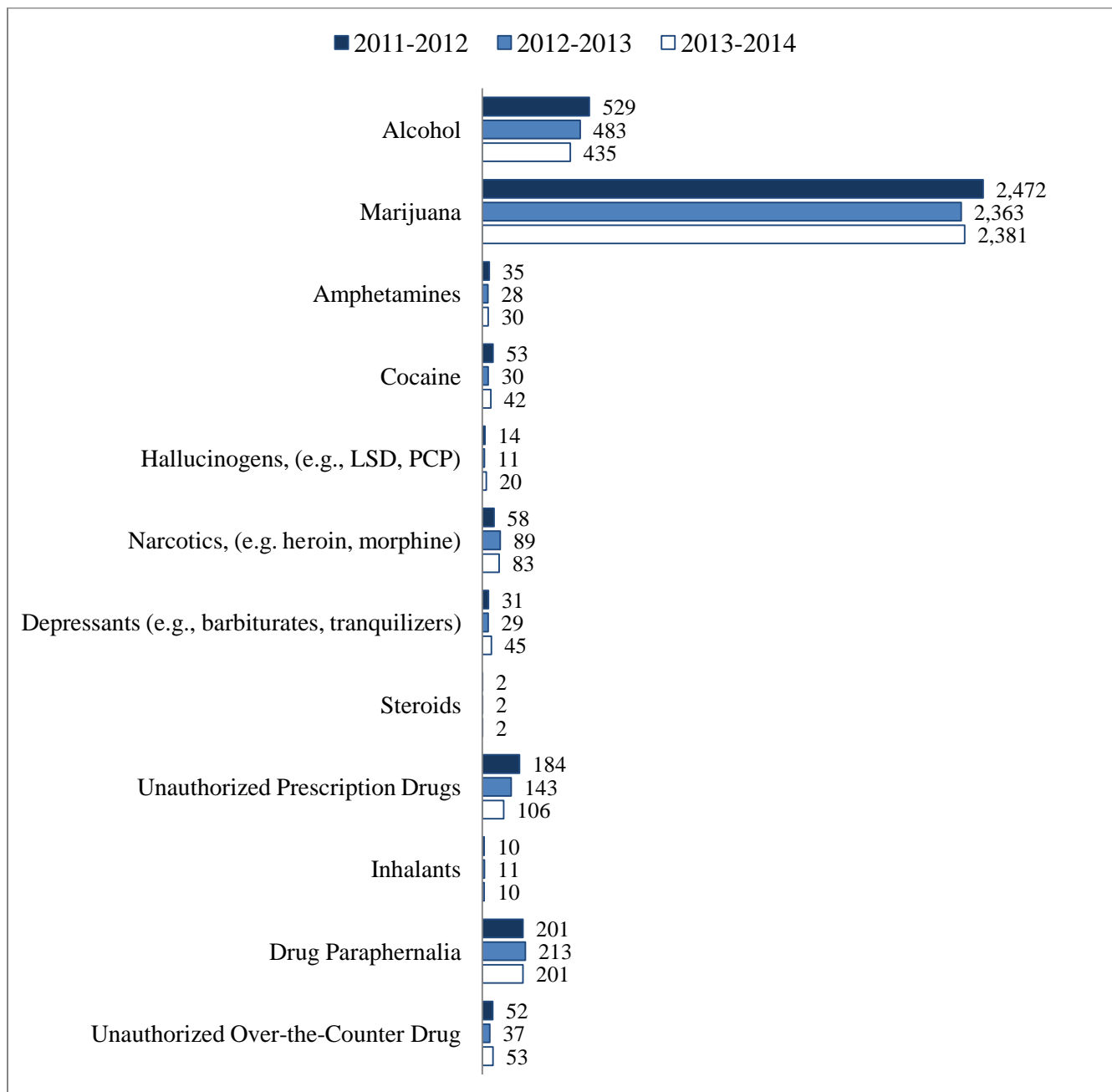


Substance Abuse

There have not been sizeable changes in reports of substance use, possession, or distribution in the past three years on school grounds (see Figure 5). Seventy-six percent of substance abuse cases in 2013-14 involved marijuana on school grounds with 2,381 incidents. This is an increase in the proportion of

marijuana cases than were reported in previous years. Alcohol is the substance with the next highest frequency on school grounds, with 435 cases representing 14 percent of the total substance abuse incidents. The number of reports of students with alcohol on school grounds has dropped from the previous two years, from 483 cases in 2012-13 and 529 cases in 2011-12. Most other substance types were reported in two percent or fewer of the total cases, with the exception of unauthorized prescription drugs, representing three percent of the cases.

Figure 5. Substance Use, Possession, and Distribution, 2011-12 – 2013-14



Characteristics of EVVRS Incidents

Location

Incidents must be reported in the EVVRS if they occur on school grounds. HIB incidents occurring off school grounds must also be included. Figure 6 shows the distribution of the location of all incidents during the 2013-14 school year. The first four categories, from top to bottom, identify a location inside the school building. Seventy-six percent of all incidents in 2013-14 occurred within the school building. Additionally, incidents frequently occurred within the classroom (32 percent). Given that students typically spend the majority of their school hours in the classroom and only a third of incidents occur there, incidents seem to occur disproportionately during times when students are not in class. Five percent of incidents occurred on the bus, and four percent occurred off school grounds. HIB incidents are the one type of incident that must be reported by schools when they occur off school grounds; therefore, HIB are the only type of incidents included in that location. These proportions are very similar to the 2012-13 results.

Figure 7 shows the distribution of HIB incidents by location for 2013-14. Of the 6,515 HIB incidents, more than one in three (35 percent) of all HIB incidents occurred in the classroom. Fifteen percent of HIB occurred in the cafeteria, 21 percent occurred at other locations inside the school, and nine percent occurred on the bus. In addition, 10 percent of HIB incidents occurred off school grounds. These proportions have not changed notably from 2012-13 results.

Other Bias-Related Incidents

Any EVVRS-defined incident of violence, vandalism, weapons, or substance abuse may also be reported as motivated by bias. In addition to the 6,515 incidents of HIB reported in 2013-14 that include bias by definition, there were 89 incidents of violence, vandalism, weapons, or substance abuse reported as bias-related, for a total of 6,604 bias-related incidents. The 89 incidents this year represent an increase from 36 bias-related incidents in 2012-13, although there was a decrease from the total of 7,777 bias-related incidents last school year, including HIB instances.

Gang-Related Incidents

Gang-related incidents are those incidents of violence, vandalism, HIB, weapons or substance abuse offenses where there is confirmation from either a law enforcement official, the victim, or the offender

that the incident was gang-related. Any offense may be reported as gang-related. Fourteen incidents were reported as gang-related in 2013-14, down from 27 reported incidents last year.

Figure 6. Incidents by Location, All, 2013-14

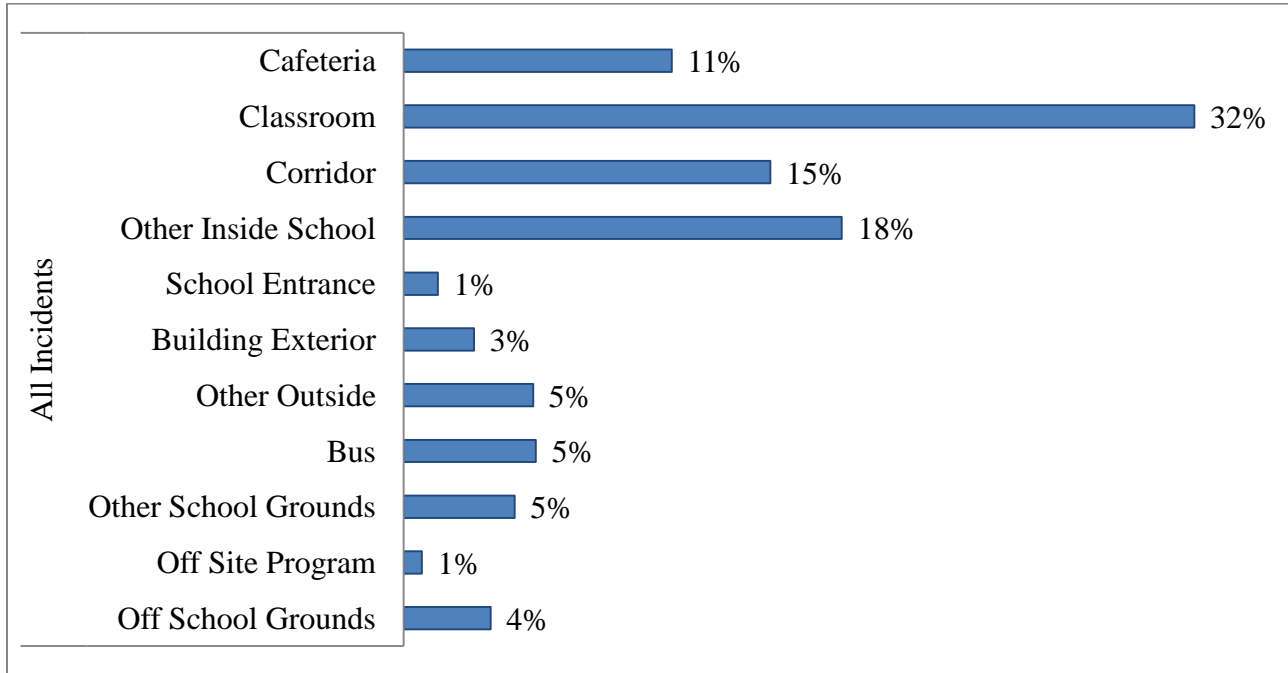
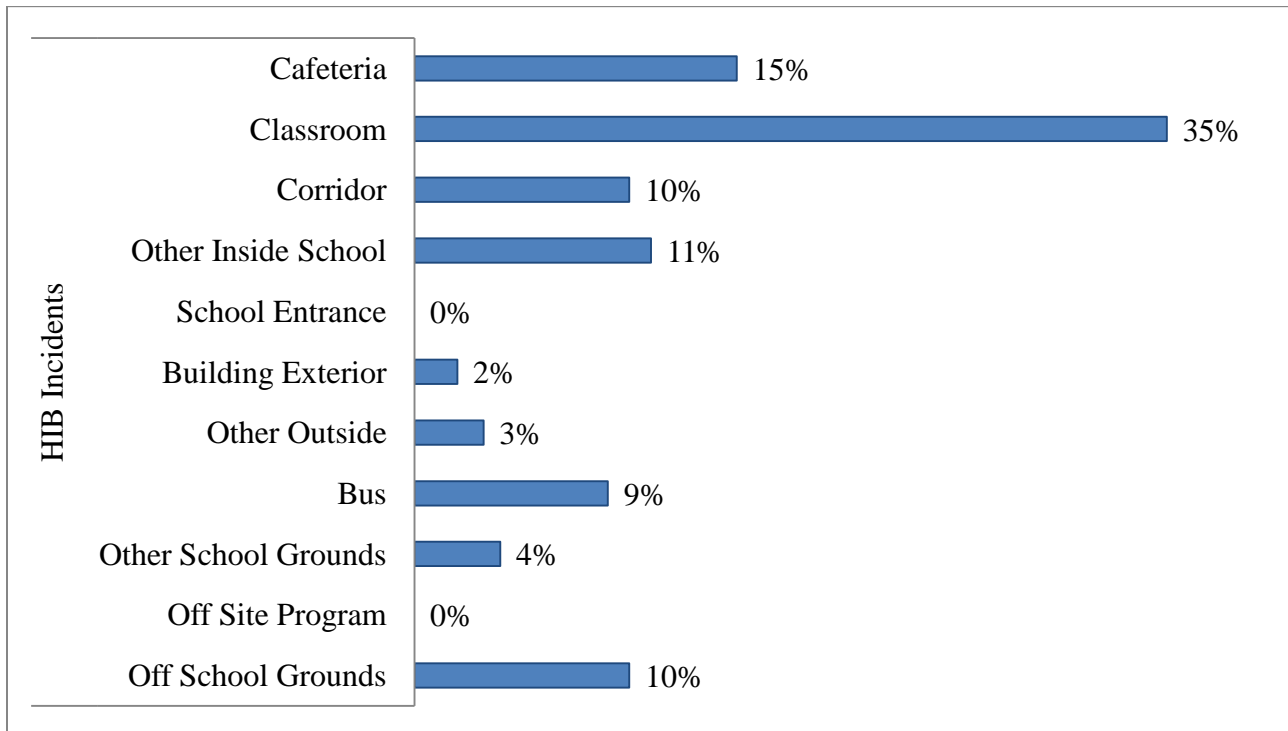


Figure 7. Incidents by Location, HIB-only, 2013-14



Police Notification

In 2013-14, police were notified in 5,691 instances. In nearly half the cases (2,699), a complaint was filed with or by the police. The frequency of police notification indicates that school personnel are continuing to work with law enforcement to ensure schools are safe. Police were notified in 30 percent of all incidents reported in the EVVRS, the same proportion of incidents reported to police in 2012-13. Some types of incidents are more likely to result in police notification than others. Weapons incidents are most likely to be reported and in 2013-14, 70 percent of all weapons cases were reported to police. Vandalism incidents were reported to police in 49 percent of cases, substance abuse incidents were reported in 44 percent of cases, and violent incidents were reported in 34 percent of cases. HIB incidents were reported to police in 10 percent of cases.

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 as a result of disciplinary referrals in New Jersey schools (e.g., for defiance of authority or academic dishonesty). 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 also 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, ten-days suspensions, and five-day suspensions. The least common suspension duration is between six and nine days. There have been drops in the number of suspensions of all lengths since 2011-12, in line with declines in the total number of EVVRS incidents.

Figure 9 shows the proportion of these suspensions by type and duration, including out-of-school suspensions, in-school suspensions, or cases where a student received both in- and out-of-school suspension for the same incident. Most in-school suspensions last for one day. Suspensions occurring out of school are much more common than those occurring in school. Weapons incidents and substance abuse incidents were the most likely to result in extended out-of-school suspensions, with 31 percent of incidents involving a weapon and 26 percent of incidents involving substance use, possession, or distribution resulting in out-of-school suspensions lasting longer than 10 days.

Incidents of HIB (one percent) and vandalism (nine percent) were the least likely to result in a 10-day or longer out-of-school suspension.

Figure 8. Number of Suspensions by Duration, 2011-12, 2012-13, 2013-14

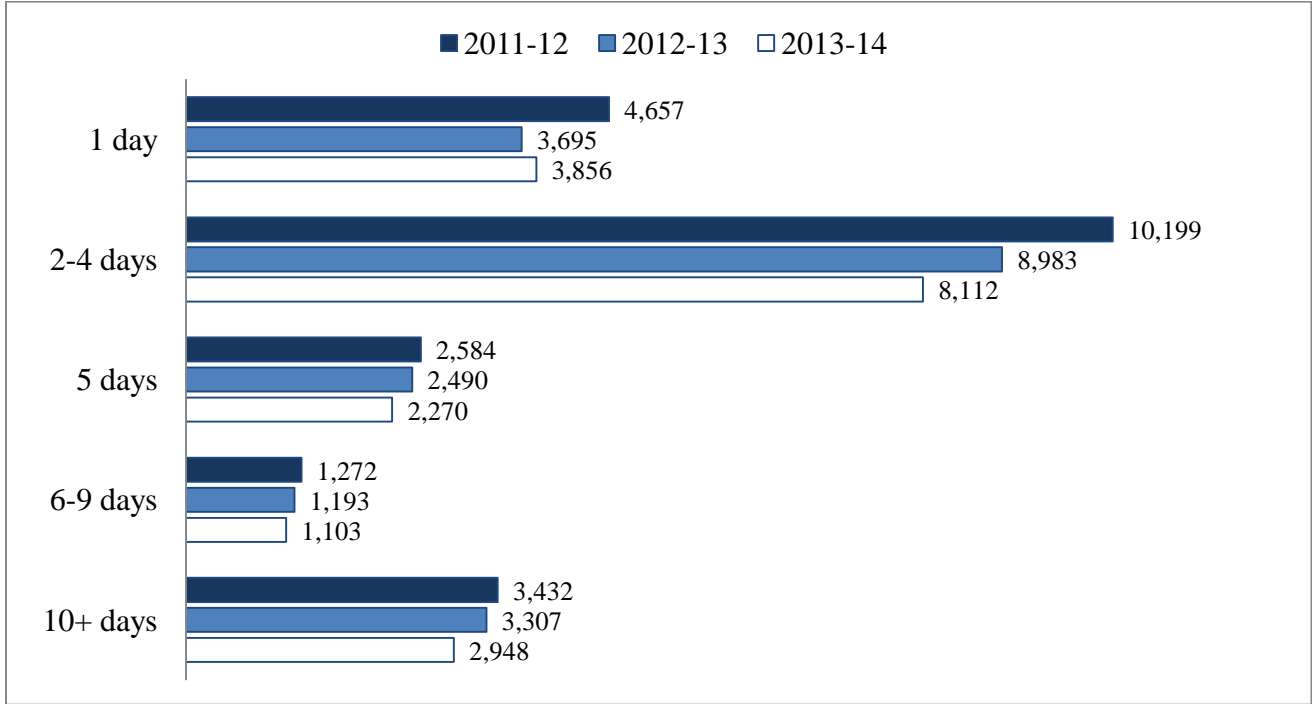
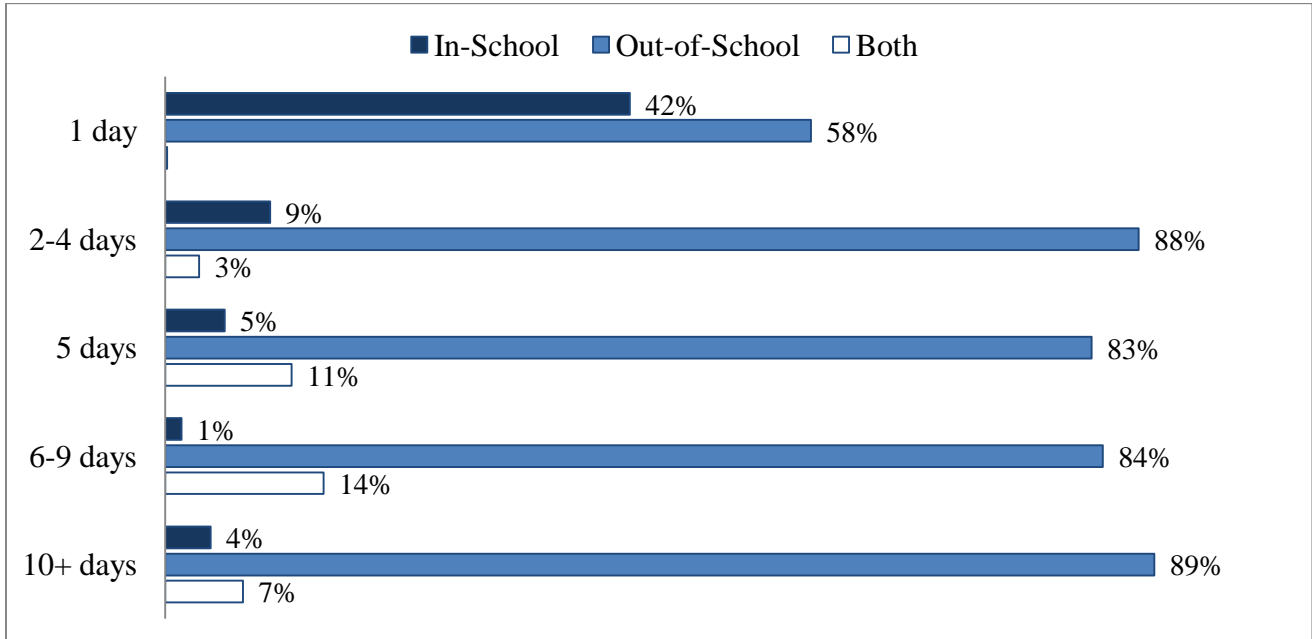
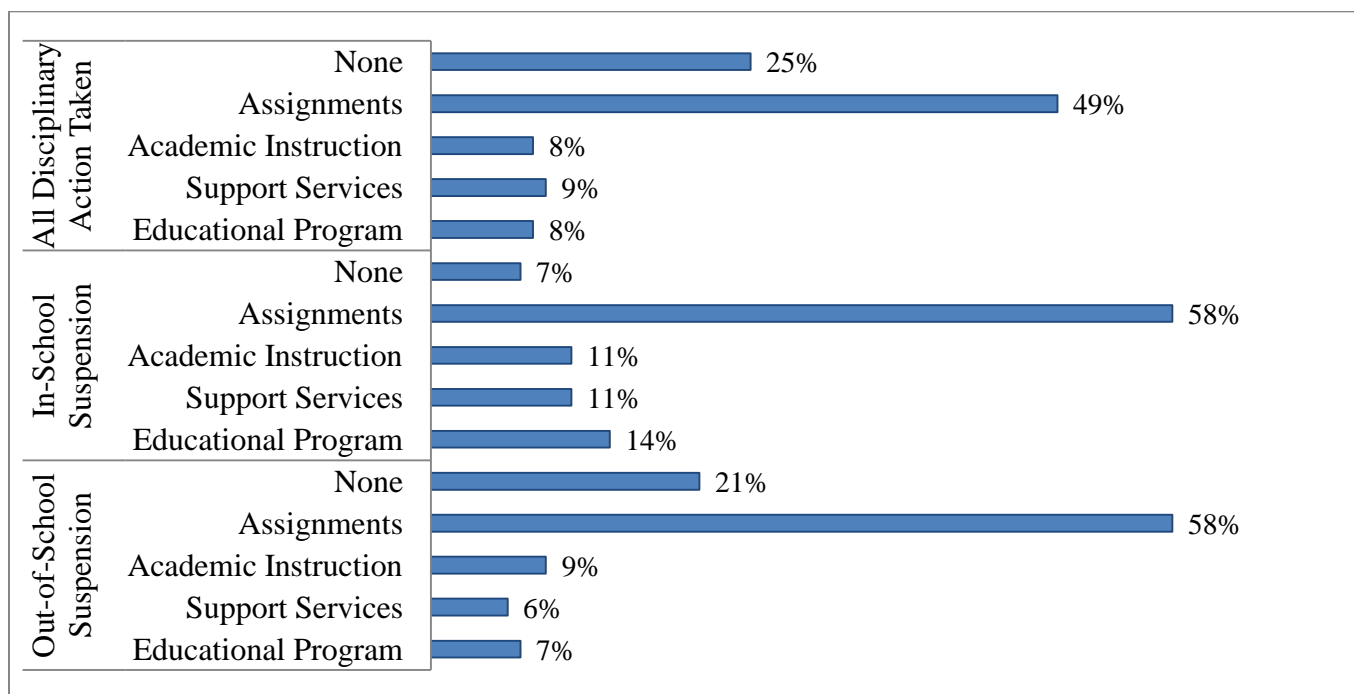


Figure 9. Proportion of Suspensions by Type and Duration, 2013-14



EVVRS collects data on programs/services provided when disciplinary actions are taken. Figure 10 shows the distribution of the types of programs/services provided to offending students for all types of disciplinary actions taken. It also shows the distribution of the programs/services provided for students who, as a result of an EVVRS incident, received in-school suspensions or out-of-school suspensions for the disciplinary action taken. Assignments were the most frequently indicated category of program/service 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 75 percent for all student offenders, and 79 percent for students receiving out-of-school suspension. The proportions of student offenders receiving each type of program and service are very similar to last year's distribution in the 2012-13 report.

Figure 10. Programs Provided for all Disciplinary Action Taken, 2013-14 by In-School Suspensions, and Out-of School Suspensions



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

The HIB-ITP data collection system was created in 2011-12 in response to the reporting requirements of the *Anti-Bullying Bill of Rights Act (ABR)*, P.L. 2012, c.122. The HIB-ITP requires schools to report the number of HIB investigations, the number of investigations completed within 10 days and the number of HIB incidents that were affirmed by the board of education (BOE). The ABR requires that the results of

all HIB investigations be brought before the local BOE. Each BOE is then required to issue a decision in writing to affirm, reject or modify the superintendent's decision following the completion of an HIB investigation. In 2013-14, there were 19,781 bullying investigations leading to 7,218 affirmed (i.e., found to be HIB) incidents by the district BOEs. The vast majority of investigations, 97 percent, were completed within 10 days. In 2012-13, there were 21,934 investigations leading to 9,339 affirmed cases. Last year, 43 percent of HIB investigations were affirmed by the BOE as HIB compared to 36 percent in 2013-14.

The incident detail for each BOE-affirmed incident of HIB is collected in the EVVRS. The total number of incidents affirmed by the BOE are 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 (6,515) and the number reported in the HIB-ITP system (7,218). However, comparing the 2013-14 incident count difference between the two systems (703) to the reporting discrepancies in the previous two years (1,660 incidents in 2011-12 and 1,599 in 2012-13), schools and districts are clearly improving their accuracy when reporting HIB cases to the NJDOE. The NJDOE will continue to provide training to district and school staff to improve reporting in both systems. For clarity, the remainder of this section of the report will refer to counts based on affirmed incidents in the HIB-ITP system unless otherwise noted.

Figure 11 displays the count of schools by the number of HIB incidents reported within each school in the past three years. In 2013-14, 1,545 schools reported at least one affirmed incident of bullying. This is similar to the past two years, with 1,621 schools reporting HIB incidents in 2011-12 and 1,441 schools reporting incidents in 2012-13. Among those schools who did report incidents, most reported between two and four incidents, as has been the case in past years. Alternatively, 150 schools reported more than 10 affirmed HIB cases, a drop from the 361 schools reporting 10 or more incidents in 2011-12. A substantial number of schools reported no instances of bullying in 2013-2014, though among these, nearly half reported at least one HIB investigation during the school year.

Figure 12 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 2013-14. Of the elementary schools who did report incidents, most have between one and four cases. Only six percent reported five or more affirmed instances of bullying. Schools serving students beyond elementary

grades reported more HIB incidents. The number of incidents peak in middle school, with 90 percent of middle schools reporting one or more affirmed instances of bullying in 2013-14, while 51 percent report five or more instances. The prevalence of HIB incidents in middle school was also seen in 2012-13 when 56 percent of students responsible for HIB incidents were in middle school grades.

Figure 11. Count of Schools by Range of HIB Incidents, 2011-12, 2012-13, 2013-14

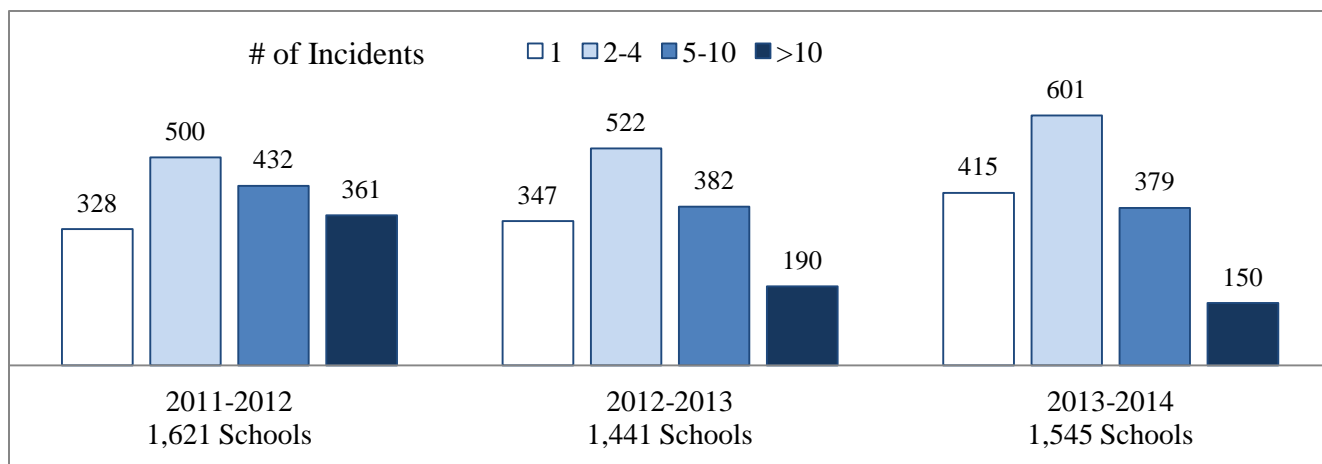
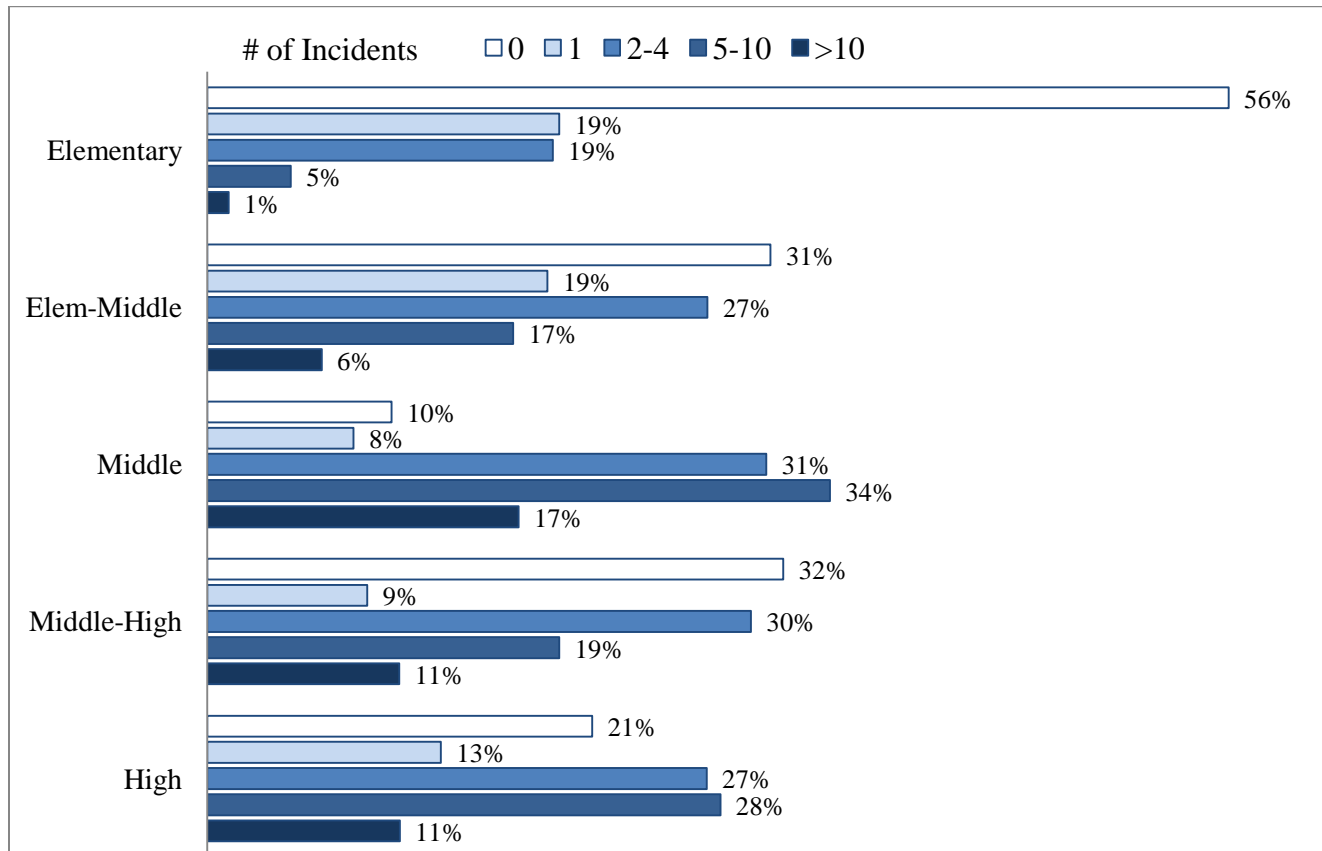


Figure 12. Distribution of HIB Incidents by School Grade Level, 2013-14



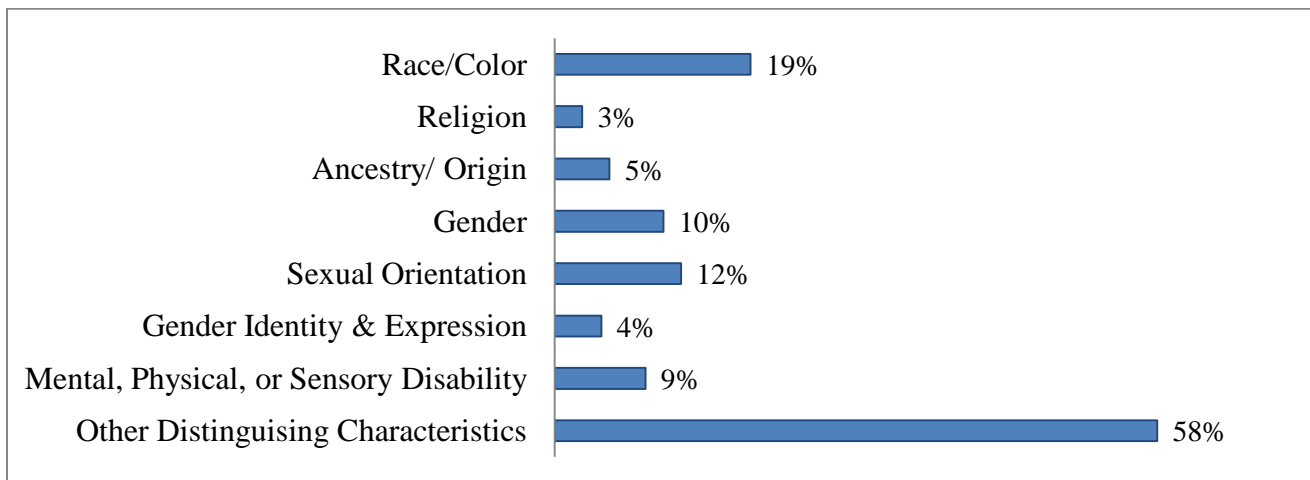
The Nature of HIB Incidents and Related Discipline and Support Services

This section reviews the nature of HIB incidents and the related discipline provided to offenders and support services 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 13 shows the percentages of each **protected category** in 2013-14. The percentages do not sum to 100 because schools can report more than one category for a given incident. In many cases, when multiple protected categories are reported, *other distinguishing characteristics* is selected. This category is also the most frequently cited category, and has been since this data collection began in 2011-12. The next most commonly cited categories, as in the past, were the categories *race/color*, followed by *sexual orientation* and *gender*.

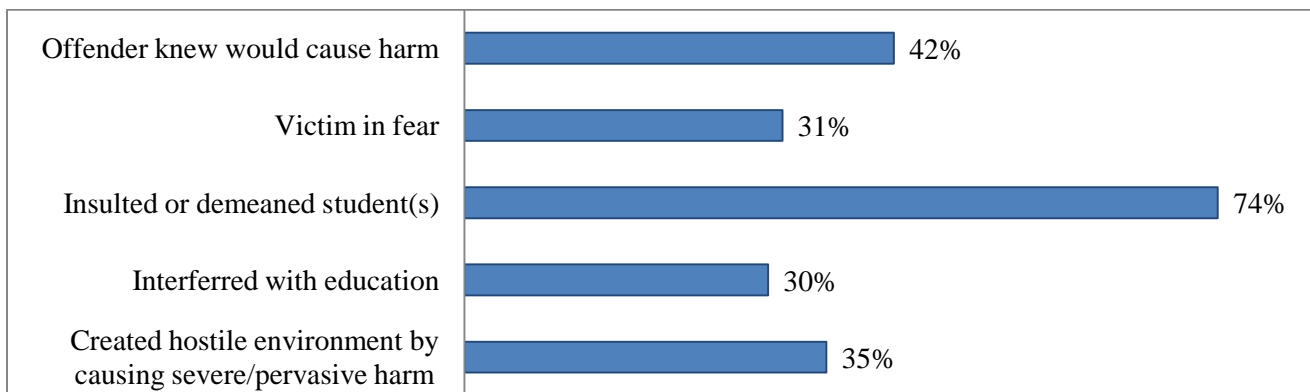
Figure 13. Protected Categories, 2013-14



Schools also report what they perceived to be the **effect** of the HIB incident on the victim, shown in Figure 14. As with protected categories, schools may select more than one effect for each incident, and most commonly selected at least two categories. One component of the HIB definition requires that the incident must “substantially disrupt or interfere with the orderly operation of the school or the rights of other students.” This component was available for schools to select as an *effect* of an HIB incident in the EVVRS in prior years, but, by definition, should be an effect for any affirmed incident of HIB.

Thus, in 2013-14, the “Effects of HIB Incident” section was revised on the HIB-ITP data collection form to require this component (see [Appendix C](#)), and allow schools to select any other category that applied to the incident. As in past years, the most frequently cited effect was *insulted or demeaned a student or group of students* (74 percent). Other effects were also similar to prior years with nearly a third of incidents cited having the effect of the victim being in fear or interfering with the victim’s education, and more than a third cited *created a hostile education environment* as the effect. Schools reported that the offender knew his or her action would cause harm to the victim or damage the victim’s property in 42 percent of the cases.

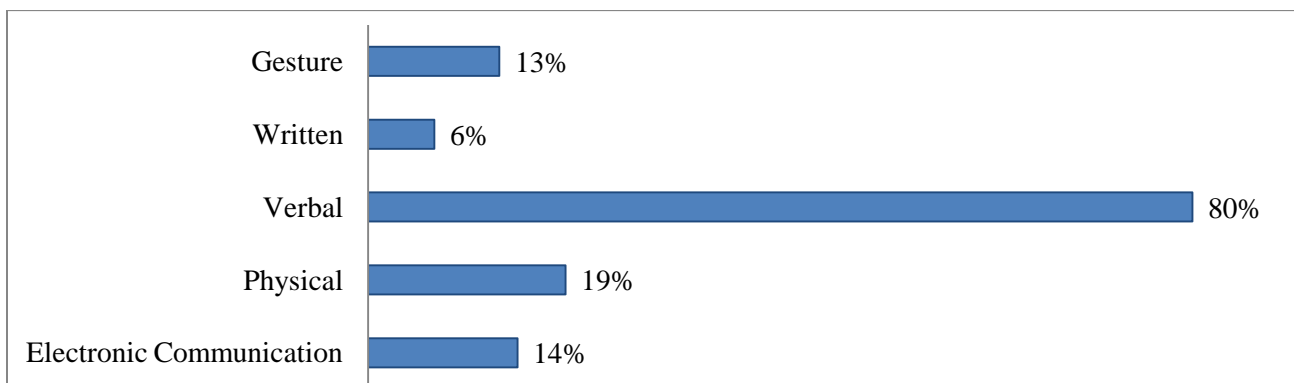
Figure 14. Effect of HIB Incidents, 2013-14*



*Please refer to [Appendix C, HIB Information](#), for the unabbreviated options for “effects of HIB incidents.”

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 15 shows the vast majority of HIB incidents were *verbal*. Other modes occur less commonly, and the results are similar to past years’ reports.

Figure 15. Mode of HIB Incidents, 2013-14

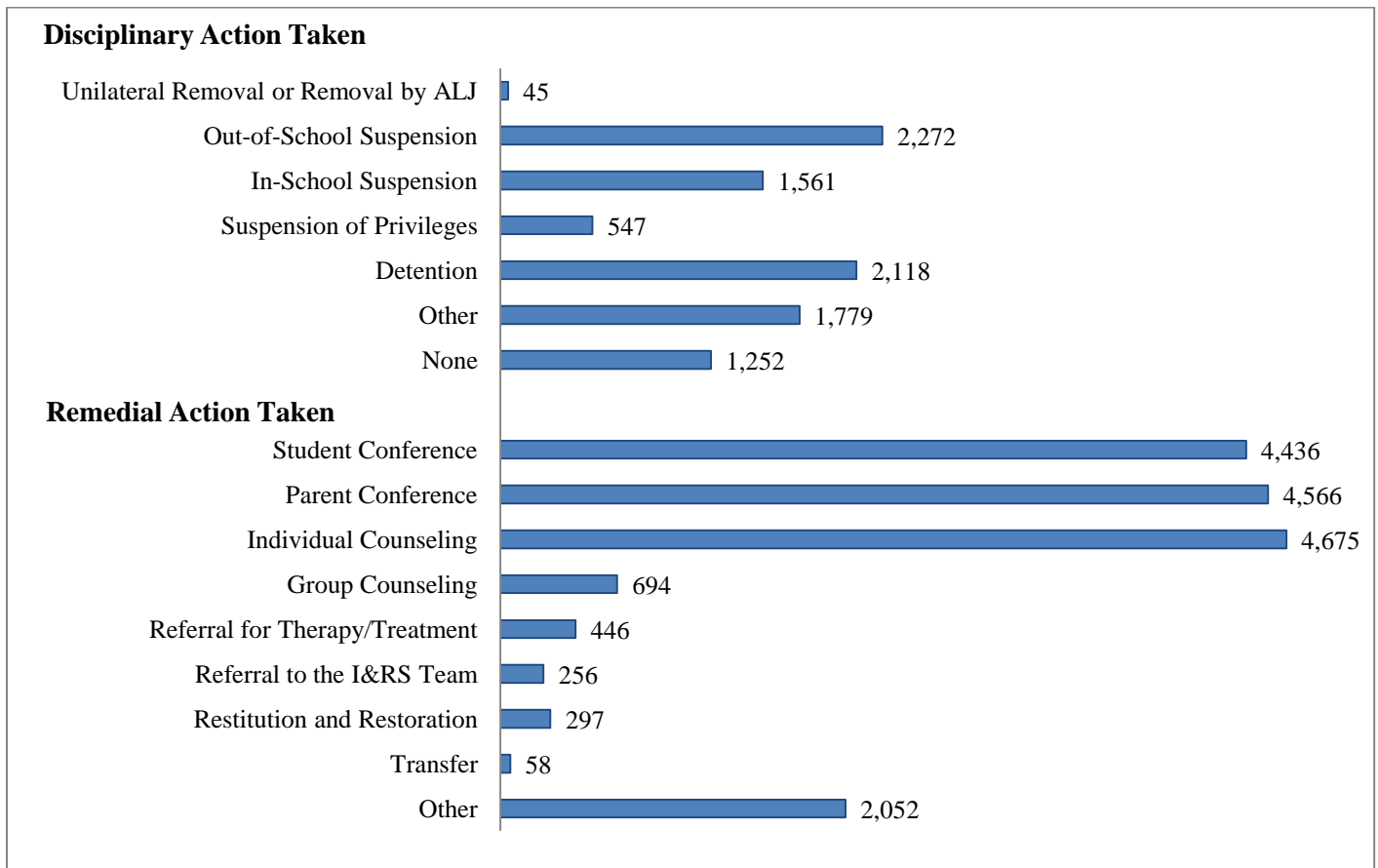


Disciplinary and Remedial Actions for HIB Offenders and Victims

The EVVRS captures disciplinary actions for all incidents, including suspension records reported earlier. Therefore, the reporting in this section refers to incident detail entered through EVVRS for all HIB incidents. In addition, the ABR requires reporting of additional disciplinary actions, including consequences and appropriate remedial actions for a person who commits an act of HIB and remedial actions for victims, as well. Schools may report more than one remedial action per offender; there may also be more than one offender per HIB incident.

Figure 16 shows that among the 6,515 HIB incidents reported in 2013-14 in the EVVRS, there were 8,368 disciplinary actions imposed on offenders, and 17,561 remedial actions offered. The most common disciplinary action was out-of-school suspension, followed closely by detention, other disciplinary actions, and in-school suspension. In terms of remedial actions taken, schools primarily offered student and parent conferences and individual counseling to students.

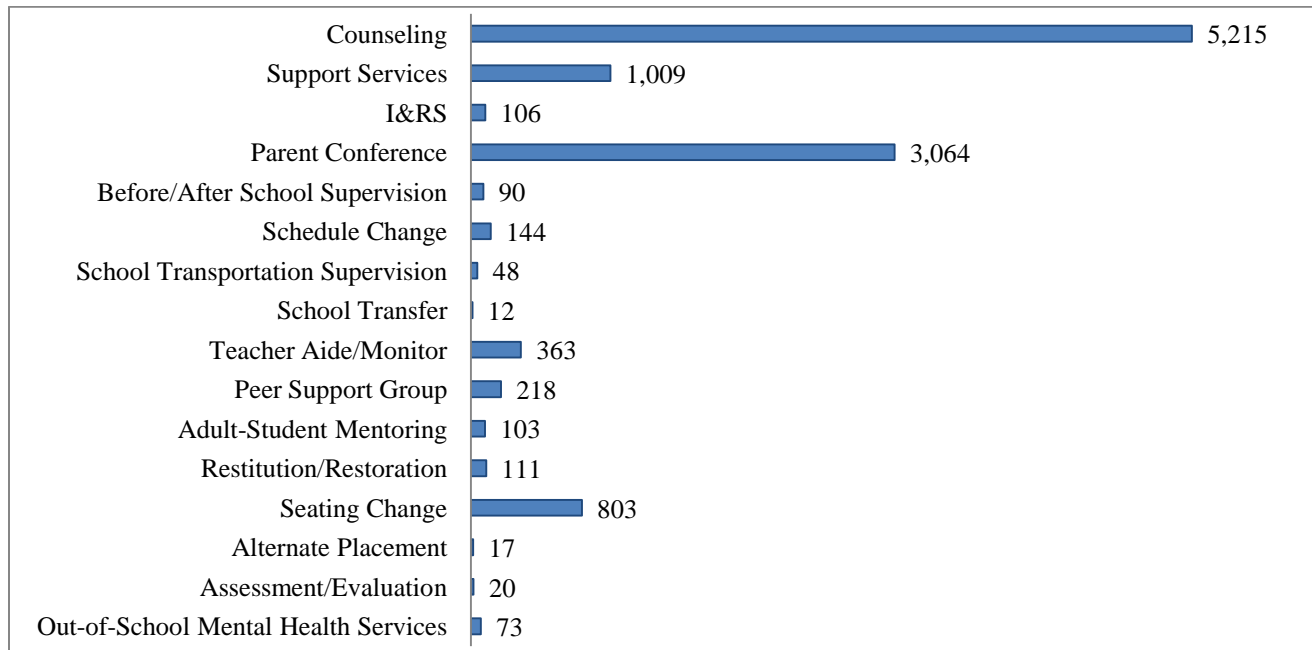
*Figure 16. Disciplinary and Remedial Actions Taken for HIB Offenders**



*I&RS Team refers to the Intervention and Referral Services Team

There were 11,458 remedial actions taken for the victims of the 6,515 HIB incidents in 2013-14 (see Figure 17). Counseling constituted the largest type of remedial action offered, followed by parent conferences, and support services.

Figure 17. Remedial Actions Taken for HIB Victims



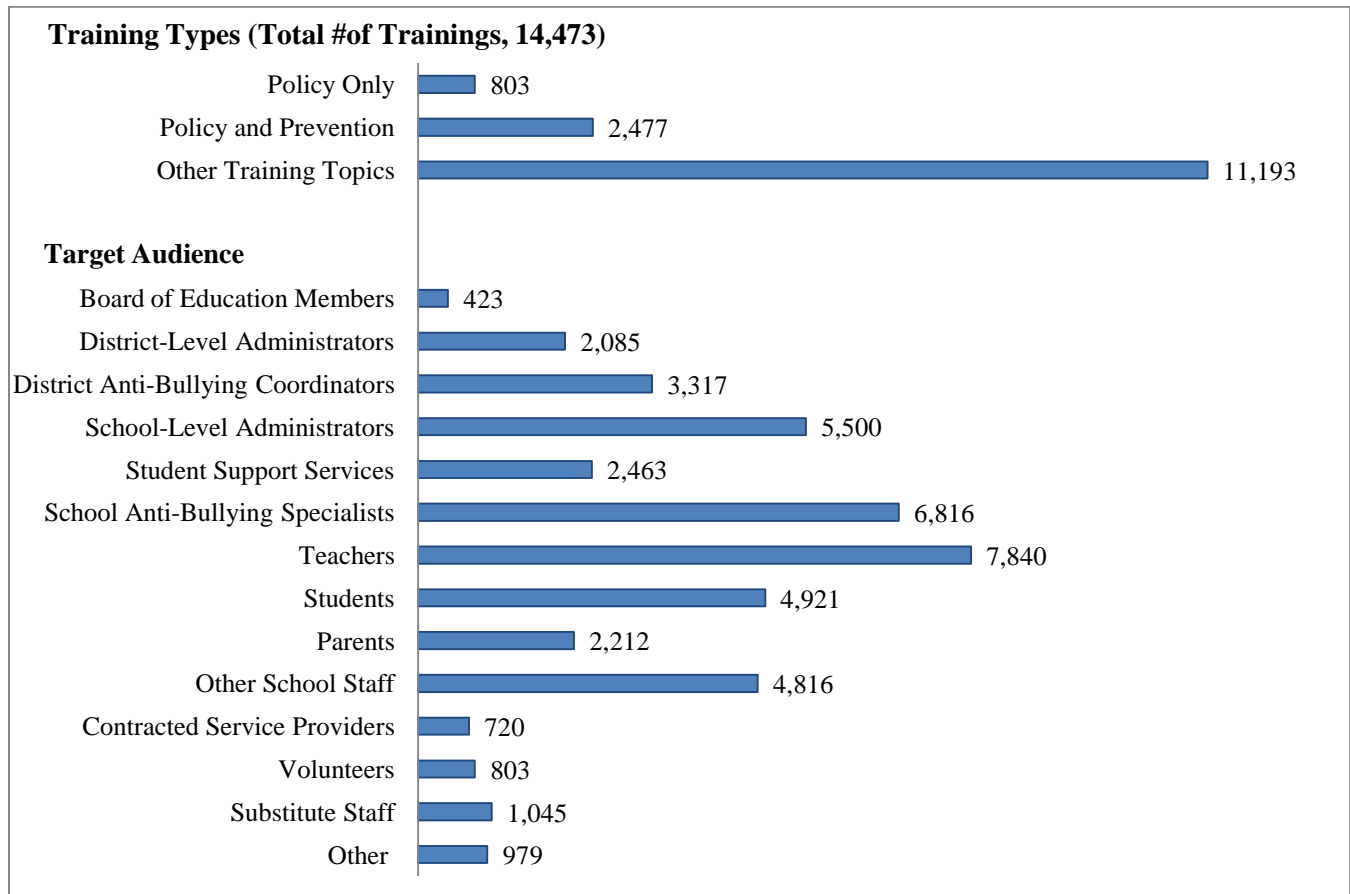
Trainings Provided to Reduce Incidents of HIB

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 Topics*. There were increases in all three categories of trainings. In 2013-14, Figure 18 shows a total of 14,473 trainings related to the reduction of HIB were offered, a substantial increase from past years, when there were 11,445 trainings in 2011-12 and 11,199 trainings in 2012-13. Trainings averaged two hours in length, with a great deal of variation in the number of participants in each training: 45 percent of trainings had less than 25 participants, 30 percent had between 25 and 100 participants, and 25 percent of trainings had over 100 participants.

Most schools reported that their trainings involved topics other than policy only or policy and prevention. Among the more popular of these “other topics” were: *School Climate and Culture Improvement, HIB Prevention, Anti-Bullying Bill of Rights Act, Social Skills/Relationship Improvement, and Peer Relationships/Peer Social Norms*.

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

Figure 18. *Trainings Conducted to Reduce Incidents of Harassment, Intimidation and Bullying*

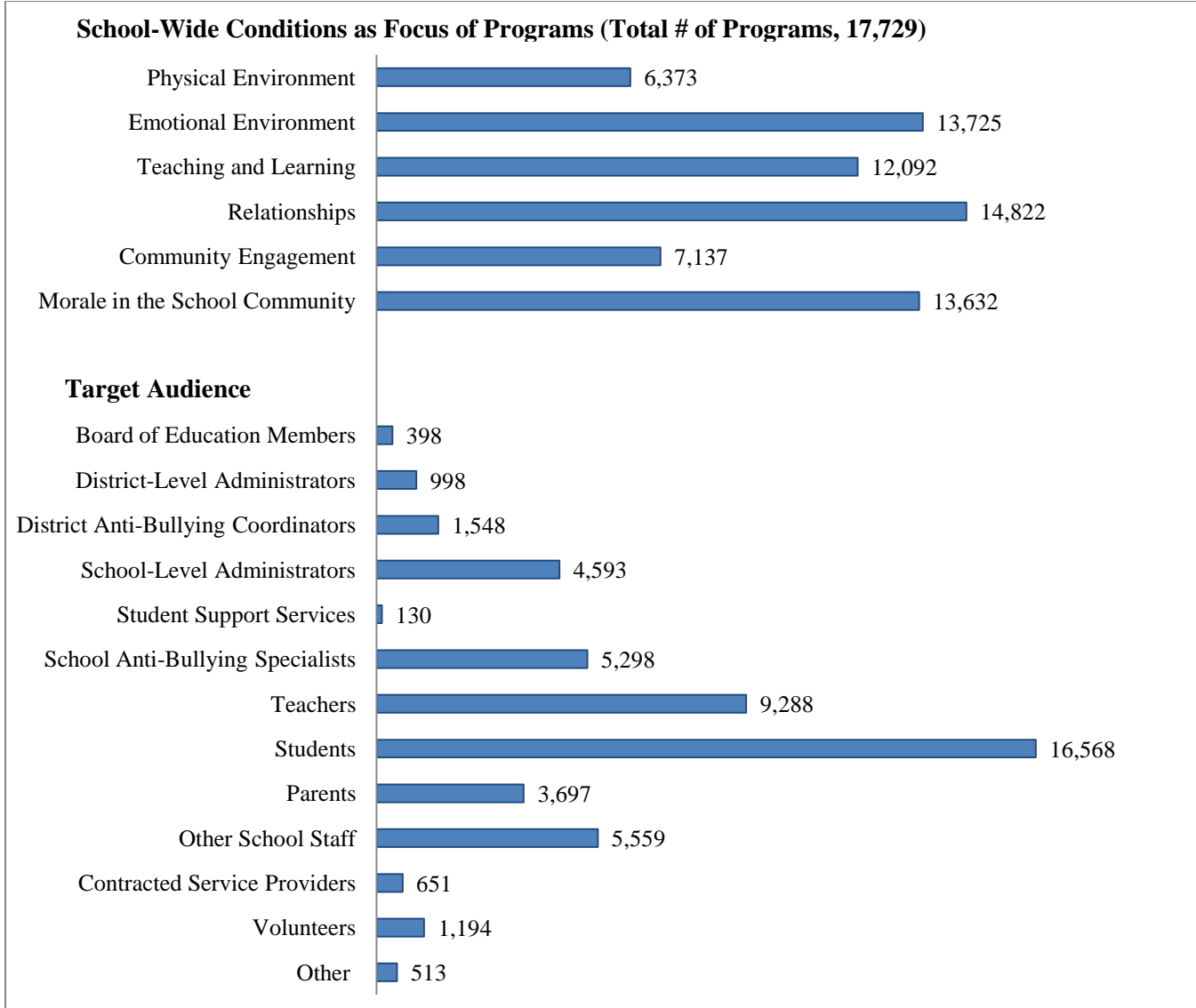


Programs Provided to Reduce Incidents of HIB and Conditions Addressed

School districts offered 17,729 programs, approaches, or initiatives to reduce HIB incidents in the 2013-14 school year, a notable increase from the 13,718 in 2012-13 and the 8,760 programs reported in the 2011-12 school year. Figure 19 shows more than nine in 10 programs, 93 percent, were targeted to students. Teachers participated in half (52 percent) of the programs, while school anti-bullying specialists, school-level administrators and other school staff were the target population in approximately three programs in 10. 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 were focused. Each program may support one or more of the condition types. The conditions for learning are organized into six domains, instead of the 10 used on last year’s report, and are fully described in the *Domains of Safe and Supportive School Conditions for Learning* ([HIB-ITP Data Collection Form, Attachment C](#)). The options were changed in 2013-14 to accurately reflect the same conditions for learning on the New Jersey School Climate Survey. Of the 17,729 programs provided, the four top school-wide conditions addressed in 2013-14 were *Relationships* (84 percent), *Emotional Environment* (77 percent), *Morale in the School Community* (77 percent), and *Teaching and Learning* (68 percent).

Figure 19. Programs Conducted to Reduce Incidents of Harassment, Intimidation and Bullying



PROGRAMMATIC RESPONSE

Methods of Prevention

In the 2013-14 school year, there were 19,167 incidents reported to the New Jersey Department of Education (NJDOE) that met the criteria of an EVVRS-defined incident, including harassment, intimidation and bullying. Of these incidents, support services that addressed each student's health, social development, and behavior needs were provided to 22,881 student offenders. There are a variety of supports that school districts may provide for students when responding to violations of the student code of conduct that assist in resolving issues, proposing solutions, addressing inappropriate behavior, and developing techniques that help overcome personal challenges. These include, but are not limited to, individual or group counseling, restitution and restoration, and referral to the Intervention and Referral Services (I&RS) team as a resource that can either identify a variety of new strategies, ideas and perspectives for the resolution of the problem, or act as a vehicle for the creation of new and innovative strategies that are specifically designed to address the particulars of each case. School staff often request assistance for problems either after they have tried many traditional approaches to correct the behavior(s) of concern, exhausted their repertoire of correctional strategies, are overwhelmed by the scope of the apparent problems or when they have encountered complex or intense problems that defy simple or conventional solutions.

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

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

In the interest of advancing the overarching goals of preventing, reducing and effectively managing incidents of violence, vandalism, harassment, intimidation and bullying (HIB), 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:

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

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

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

Schools are most likely to prevent problematic behavior and promote student well-being and success through comprehensive, coordinated and systematically planned programs, services and activities 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. The NJDOE's initiatives are designed to help schools embrace and cultivate the strategies and to increase the factors that protect students from engaging in at-risk behavior (e.g., unexcused absences, conduct problems, poor school performance, violence, substance abuse, HIB, gang involvement) and achieve these goals.

Anti-Bullying Task Force Recommendations

The Anti-Bullying Task Force (ABTF) was established in March 2012 as part of an amendment to the *Anti-Bullying Bill of Rights Act* (ABR; 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.

In its [annual report](#), issued January 26, 2014, the ABTF recommended several revisions to regulations, as well as the development of additional guidance for the field. The NJDOE staff is reviewing the potential of incorporating the recommendations into newly developed training and to inform future guidance issued by the department. Additionally, the recommended administrative code changes will be considered as part of the amendments being proposed to the State Board of Education.

Department Recommendations

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

1. Coordinate, improve and expand existing and required policies, procedures and plans to address areas of concern, such as:
 - Assess the immediate school surroundings, as well as the social and emotional learning climates and cultures of the school communities;
 - Develop and consistently apply clearly defined codes of student conduct and related policies and procedures, including strategies for addressing HIB, student attendance and truancy;
 - Maintain current comprehensive school safety and security plans that incorporate clearly defined procedures and mechanisms for responding to and recovering from emergencies and crises;

- Apply the *Memorandum of Agreement Between Education and Law Enforcement Officials* to strengthen communication and optimize the prevention and intervention of and response to unlawful behavior;
 - Take advantage of building-based multidisciplinary problem-solving teams to assist students who are experiencing learning, behavior or health difficulties; to assist staff who have difficulties in addressing students' learning, behavior or health needs; and to inform principals of school-wide issues; and
 - Use school safety teams created under the ABR to identify systemic concerns, particularly for school climate and culture, and recommend programs, strategies, services and other initiatives for addressing them.
2. Use local data (e.g., attendance, conduct referrals and dispositions, grades) and collect additional data to more effectively target resources to areas of concern and to track progress and outcomes of implemented programs and strategies, including through the use of the following data sources:
- Electronic Violence and Vandalism Reporting System (EVVRS);
 - Harassment, Intimidation and Bullying – Investigations, Trainings and Programs (HIB-ITP) data collection system;
 - New Jersey Student Health Survey;
 - School Health Profiles Survey;
 - School Performance Reports (formerly the School Report Card);
 - NJSMART (the NJDOE's education data system); and
 - School climate surveys, such as the [New Jersey School Climate Survey](#), which is a free and research-based resource.
3. Use district improvement initiatives to support general prevention efforts by establishing school climates and cultures that are supportive, respectful and caring; create meaningful adult-student relationships; provide learning experiences that are relevant and rigorous; and give students sufficient support to help them stay engaged and succeed in school. Some examples include:
- School improvement efforts that address each of the following elements:
 - High expectations for academic achievement and conduct that establish school cultures and climates that support teaching and learning;
 - Social and emotional development;

- Open and honest interpersonal communication;
 - Community engagement;
 - Positive morale in the school community; and
 - A safe and secure physical environment.
- Personalized Student Learning Plans that are designed to use adult mentors (including parents, teachers and counselors) to help students recognize and achieve their goals and that include at least the following three areas of development: personal, academic and career;
 - Professional learning communities in which schools are characterized as learning organizations united by a shared vision of student and staff learning and mutually accepted values of respect and caring, and in which staff and students function interdependently to achieve shared goals;
 - After-school programs that engage students in productive, educational and healthy activities during the hours after school when youth might lack adult supervision and are most likely to become involved in delinquent or dangerous activities;
 - School wellness teams (councils) that promote healthier nutrition choices, breakfast in the classroom and increased physical activity throughout the day; and
 - Educational stability guidelines that are designed to improve the educational outcomes of children in out-of-home placement by promoting, developing, and enhancing collaboration between schools and child protective and behavioral health and prevention systems.

Department Actions

In addition to the department actions described below, the NJDOE plans to improve its electronic discipline data collection system to better assist districts in making data-driven decisions that: 1) improve overall school safety; 2) address specific safety or bullying issues; 3) identify racial and other demographic subgroup disparities in discipline; and 4) develop effective prevention and intervention plans. Effective data collection and analysis are powerful tools for effectuating a positive school culture and creating a positive school climate rather than relying on disciplinary responses.

The NJDOE, along with a group of key stakeholders from across the state, is also examining current evidenced-based practices and research in the field of social and emotional learning (SEL). SEL

involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to:

- understand and manage emotions;
- set and achieve positive goals;
- feel and show empathy for others;
- establish and maintain positive relationships; and
- make responsible decisions.

A format to promote SEL across the curriculum that will best serve New Jersey students will be developed by the SEL working group to support school climate reform efforts across the state intended to decrease disciplinary referrals and increase student achievement.

Additionally, the NJDOE will further support school disciplinary and climate reform efforts through its continued work with the Attorney General’s Law Enforcement Working Group and the work of a team established to reduce the use of exclusionary discipline; a practice that increases the chances of a student falling behind and entry into the juvenile justice system. Instead, the NJDOE will focus efforts on encouraging the use of prevention and intervention methods that can be sustained over time, such as of multi-tiered systems of support, positive behavioral support in schools, and response to intervention.

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

1. In order to support consistent, effective, and precise implementation of the ABR, the NJDOE provided training and technical assistance, engaged stakeholders, developed guidance materials, and modified and created reporting systems. During this reporting period (from September 1, 2013 to August 31, 2014) the NJDOE completed the following:

Training and Technical Assistance

- Provided three training sessions on the Best Practices for the Practical Implementation of the *Anti-Bullying Bill of Rights Act* in October and November 2013 for 250 district anti-bullying

coordinators and school anti-bullying specialists and posted presentations on the [NJDOE's website](#);

- Provided six presentations to over 300 people on “School Climate and the New Jersey School Climate Survey;”
- Continued its work supporting school district efforts to create positive school climates for all students. Specifically, the Office of Special Education Programs (NJSEOP) continues to expand the use of Positive Behavior Support in Schools (PBSIS) statewide through training and technical assistance initiatives conducted in collaboration with the Boggs Center on Developmental Disabilities, Robert Wood Johnson Medical School and through the Learning Resource Centers. Activities include targeted training and technical assistance for school districts, implementation of a PBSIS network of districts and schools, and resource dissemination activities;
- Continued to support the Inclusive Schools Climate Initiative. This is the continuation of a three-year Memorandum of Understanding between NJSEOP and the Rutgers Center for Applied Psychology to provide support to 10 middle schools with high suspension/expulsion rates of students with disabilities and to districts with priority and focus schools. The initiative focuses on educating students with disabilities within the district as it relates to HIB programs to develop a school climate that is inclusive and supportive of these students' academic and social/emotional needs. This project is also developing an initiative to support web-based resources which would be available to all students;
- Provided ongoing technical support to the county offices of education and their constituent schools regarding requirements in the ABR;
- Revised and updated the EVVRS and HIB-ITP guidance documents that can be found on the [EVVRS Welcome Page](#); and
- Provided technical support to districts on the use of the EVVRS and HIB-ITP reporting systems and their respective reporting requirements to increase consistent and accurate reporting on an as-needed basis.

Consultation and Guidance

- Provided ongoing consultation with and support to the Anti-Bullying Task Force (ABTF). The task force reports are available at <http://www.state.nj.us/education/students/safety/behavior/hib/task/> and are maintained by the NJDOE;
- Disseminated the “Week of Respect” and “School Violence Awareness Week” guidance in August 2013, to assist districts with the observance of each week;
- Posted “[Guidance on the Annual Review and Approval of the Uniform State Memorandum of Agreement between Education and Law Enforcement Officials \(MOA\)](#)” in August 2014 to clarify the requirements for the annual review and approval of the [MOA](#) and describe general procedures for facilitating the annual review and approval;
- Issued HIB Grade Reports and guidance materials on the school and district procedures for complying with the [Commissioner's Program and Guidance for Determining Grades under the Anti-Bullying Bill of Rights Act \(self-assessment\)](#), in accordance with *N.J.S.A. 18A:17-46*;
- Disseminated an application for the “Bullying Prevention Fund,” in which a school district or charter school may apply for reimbursement of expenditures in support of the ABR incurred for the time period of July 1, 2013 through June 30, 2014 in accordance with *N.J.S.A. 18A:37-28*;
- Maintained a [School Climate and Culture](#) web page that includes information on government agencies, statutes, regulations and case law, resources, reports, data collection and professional associations; and
- Promoted the utilization of the [New Jersey School Climate Survey \(NJSCS\)](#) and supportive materials developed in collaboration with the Bloustein Center for Survey Research at Rutgers, The State University of New Jersey. The NJSCS materials include an administration guide, student, staff and parent survey questionnaires and survey and data entry display tools.

Reporting

- In December 2013, the updated EVVRS was opened for the 2013-14 school year. Districts were notified and provided guidance in November 2013 on changes made to the EVVRS and HIB-ITP data collection systems to further increase accuracy in reporting and to facilitate state and federal reporting requirements;

- Released the report on violence and vandalism, including HIB, for 2012-13, to the Education Committees of the Senate and General Assembly in December 2013; and
 - Notified districts of the process for confirming Report Period 1 data and verifying Report Period 2 data in the EVVRS for the 2013-14 school year and for certifying their data reported on the HIB-ITP for Report Periods 1 and 2.
2. Current and future NJDOE activities to provide support to students, parents and schools with resources, information and training include:
- Convert the current paper version of the *New Jersey School Climate Survey* to an electronic survey for data entry and school reports to facilitate use by school staff and revising the survey domains to incorporate findings from a reliability and validity study conducted by the Bloustein Center for Survey Research;
 - Continue to provide training programs and technical support for the implementation of the ABR, including delivery of the course titled *Best Practices for the Practical Implementation of the Anti-Bullying Bill of Rights Act*;
 - Issue the grades assessing each public school and school district’s efforts to implement the *Anti-Bullying Bill of Rights Act* for the time period of July 1, 2013 to June 30, 2014, consistent with the Commissioner’s “Program and Guidance for Determining Grades under the *Anti-Bullying Bill of Rights Act*,”
 - Support the school climate improvement and other functions of the school safety teams that were established under the ABR;
 - Assist the school climate specialists at each Regional Achievement Center in providing support to the school climate improvement efforts of the priority and focus schools;
 - Assemble a working group to review New Jersey’s current social-emotional learning standards and propose recommendations for revisions based on current research;
 - Reconvene the Attorney General’s Education and Law Enforcement Workgroup in order to review and revise the *Uniform State Memorandum of Agreement between Education and Law Enforcement Officials* which was last revised in 2011;

- Assist schools with high prevalence of HIV/STD/pregnancy and to assess and support school climate improvement efforts as part of a cooperative agreement with the Centers for Disease Control and Prevention;
 - Update the *Resource Manual for Intervention and Referral Services* and provide technical support to schools on the intervention and referral services (I&RS) regulations (*N.J.A.C. 6A:16-8*) and best practices for implementing I&RS; and
 - Conduct site visits for districts showing evidence of EVVRS and HIB-ITP reporting anomalies to verify that districts are accurately reporting incidents and provide technical assistance.
3. In order to address the needs of students, parents and schools, the NJDOE will continue interagency collaboration to provide more efficient access to services and supports, such as:
- Actively participate on the Governor’s Council for Alcoholism and Drug Abuse, Governor’s Youth Suicide Prevention Advisory Council, Governor’s Advisory Council on Domestic Violence, Governor’s Advisory Council on Sexual Violence and New Jersey Task Force on Child Abuse and Neglect and its Prevention Subcommittee;
 - Co-chair the Attorney General’s Education and Law Enforcement Workgroup; and
 - Convene advisory and focus groups on topics of concern including, as appropriate, the NJDOE’s Safe and Supportive Schools Advisory Committee, and groups of representatives from the Departments of State, Health and Senior Services, Children and Families, Environmental Protection, Human Services, Law and Public Safety and Corrections; the Juvenile Justice Commission; Administrative Office of the Courts; state advisory boards and commissions; institutions of higher learning; and other organizations, associations and agencies.

Appendix A

Public School Safety Law

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

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

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

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

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

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

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

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

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

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

18A:17-48 Annual report to Legislature.

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

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

Appendix B

Glossary of Terms

Charter School

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

Electronic Violence and Vandalism Reporting System (EVVRS) Incident Definitions – 2013-14

The EVVRS reporting year is September 1 through June 30 – Report Period 1 (between September 1 and December 31) and Report Period 2 (between January 1 and June 30). According to 18A:17-46, incidents that occur over the summer between July 1 and August 31 should not be reported to the EVVRS. However, your agency should maintain its own records of incidents and actions taken that occur over the summer and incidents of harassment, intimidation or bullying (HIB) must still be investigated and reported to your board of education/governing authority if the investigation determines that all of the applicable criteria were met. The EVVRS remains open until the last school day prior to July 16 each year for data modification and verification of data entered for the prior reporting year. Only incidents matching the definitions below should be reported in the EVVRS unless otherwise specified. Only incidents that occur on school grounds¹ 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, computer, or pager.

Incident Header Information

- 1) **Bias-Related:** Bias-related means that an incident is reasonably perceived as motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, a mental, physical, or sensory disability, or any other distinguishing characteristic. To determine whether bias played a role, consider:
 - an admission by the perpetrator of bias motivation
 - obvious signs of bias – such as the utterance of racial epithets or use of hate graffiti
 - the victim expressing that bias motives were involved

¹ **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 and structures that support these 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 as defined in *N.J.A.C. 6A:16-1.3*, playgrounds, and recreational places owned by local municipalities, private entities or other individuals during those times when the school district has exclusive use of a portion of such land.

- a history of bias incidents among the involved students or groups of students

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

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

Violence

- 1) Assault: A person attempts to cause – or purposely, knowingly, or recklessly causes – bodily injury to another.
- 2) Criminal Threat: Expressing – either physically or verbally – the intent to commit one of the following violent criminal offenses: homicide, aggravated assault, sexual assault, kidnapping, or arson. The threat must be made for the purpose of placing another in imminent fear of one of these violent acts, under circumstances that would reasonably cause the victim(s) to believe the immediacy of the threat and the likelihood that it will be carried out.
- 3) Extortion: Attempting to obtain or obtaining money or any material thing (regardless of value) from another by means of a stated or implied threat of future violence, or threats to make false charges against someone or to blackmail someone.
- 4) Fight: Mutual engagement in a physical confrontation that may result in bodily injury to either party. Does not include a verbal confrontation or a minor confrontation, such as a shoving match. Each participant must be classified as an offender. One needs to consider age and developmentally appropriate behavior before using this category.
- 5) Threat: Attempting by physical menace (e.g., verbal threats) to put another in fear of future serious bodily injury. (Do not include bomb threats in this category.) One needs to consider age and developmentally appropriate behavior before using this category.
- 6) Kidnapping: Pursuant to *N.J.S.A. 2C:13-1*, unlawful removal of a student from school grounds or a substantial distance from where he or she is found in or on school grounds; or confinement of the victim for the purpose of holding the victim for ransom or reward as a shield or hostage; or confinement for a substantial period of time to facilitate commission of a crime or flight thereafter; or to inflict bodily injury on or terrorize the victim.
- 7) Robbery: Obtaining money or any material thing (regardless of value) from another by means of violence or the threat of immediate violence.
- 8) Sex Offense: Subjecting another to sexual contact or exposure. For the incident to be considered a sex offense, at least one of the following criteria must apply to the offender. The offender must:

- intentionally touch, either directly or through clothing, the victim's intimate body parts², for the purpose of degrading or humiliating the victim;
- sexually arouse or sexually gratify himself or herself in view of the victim whom the offender knows to be present;
- force or coerce the victim to participate in any contact or exposure; or
- commit any act of sexual assault defined under *N.J.S.A. 2C:14-2*, which includes provisions related to the age of the victim and the offender.

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

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

Harassment, Intimidation, or Bullying (HIB)

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

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

Vandalism

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

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

² 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.”

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

Substance Offense

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

Weapons

- 1) Weapons include any instrument readily capable of lethal use or of inflicting bodily injury, but 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.
- 2) Possession: Having on one's person, in one's locker or vehicle one or more of the types of the following:
 - Handgun
 - Rifle
 - Air Gun, Pellet Gun, BB Gun
 - Imitation Firearm
 - Bomb – Exploded
 - Bomb – Unexploded
 - Knife, Blade, Razor, Scissors, Box Cutter
 - Pin, Sharp Pen/Pencil
 - Chain, Club, Brass Knuckles
 - Spray
- 3) Used in Offense: Using a weapon in the commission of an offense reported in another incident category, such as assault, criminal threat, extortion, damage to property.
- 4) Sale/Distribution: Selling, giving, or having a weapon in one's possession, with the intent to distribute or sell.

Appendix C

Data Collection Forms

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

Incident Information (C-2)

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

Offender Information (C-4)

Victim Information (C-5)

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

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

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

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

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

2013-2014 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 _____ District Office _____ 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, Hydrocodone, 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>
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WEAPONS *Check either Possession or Used in Offense*

<p>Possession</p> <p>_____ 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>	<p>Used in Offense</p> <p>_____ 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>	<p>_____ Sale/Distribution of Weapon</p> <p>BOMB OFFENSE</p> <p>_____ Bomb – exploded _____ Bomb – unexploded</p>
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***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.**

Incident Description: _____

 Signature 1 Title Date Signature 2 (principal) Date

HARASSMENT, INTIMIDATION, OR BULLYING (HIB) INFORMATION, 2013-2014

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

CS

OFFENDER INFORMATION, 2013-2014

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

FOR SPECIAL EDUCATION FEDERAL REPORTING

<input type="checkbox"/> Autism	<input type="checkbox"/> Hearing Impairments	<input type="checkbox"/> Other Health Impairments	<input type="checkbox"/> Speech Language Impairments
<input type="checkbox"/> Deaf-blindness	<input type="checkbox"/> Multiple Disabilities	<input type="checkbox"/> Orthopedic Impairments	<input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> Emotional Disturbance	<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Visual Impairments

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

(Attach a page for each additional Offender)

C-4

VICTIM INFORMATION, 2013-2014

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

SPECIAL EDUCATION ELIGIBILITY CRITERIA

Autism Hearing Impairments Other Health Impairments Speech Language Impairments
 Deaf-blindness Multiple Disabilities Orthopedic Impairments Traumatic Brain Injury
 Emotional Disturbance Intellectual Disability Specific Learning Disability Visual 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 2013-14

_____ 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 ____ Relationships
- ____ Community Engagement ____ Morale in the School Community

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. Al’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 physical safety, the social environment and individual emotional safety. This includes perceptions of how the average student ought to, and does, behave.
3. Teaching and Learning: This domain focuses on the academic climate of the school and addresses support for student development, levels of instructional challenge and relevance, and attitudes about “ownership” (i.e., a sense of personal responsibility for teaching and learning and personal pride in successfully achieving academic objectives) by students of learning and teachers of teaching. It also includes general attitudes regarding satisfaction with the school’s overall instructional quality.
4. Relationships: This domain focuses on lines of interpersonal communication that are open and honest, and produce healthy, positive outcomes. This includes the depth, sincerity, and authenticity of communication efforts, as well as the fairness of the administration of the school’s academic and social environments.
5. Community Engagement: This domain addresses the incorporation of parents and community members into both the social and academic life of the school. This includes the efficacy of school-home communications, home support for learning and general parental satisfaction with the school.
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 dimension involves the school leadership’s ability to support and rally the school community to healthy and positive outcomes.

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. See “Department Support” in the “Programmatic Response” section of this report.

Violence, Vandalism, Weapons, Substance, HIB columns:

- The types of offenses included in each column are as follows:
 - Violence: Assault, Fight, Robbery, Extortion, Sex Offense, Criminal Threat, Threat, Kidnapping;
 - Harassment Intimidation, or Bullying (HIB): Based on the nature of HIB incidents including the protected category, effect and mode
 - Vandalism: Arson, Bomb Threat or Fake Bomb, Burglary, Damage to Property, Fire Alarm Offense, Fireworks Offense, Theft, Trespassing
 - Weapons: Use, Possession, Sale or Distribution
 - Substance Abuse: Use, Possession, Sale or Distribution
- More than one type of offense may be reported for a single incident; therefore, the numbers within the major reporting category columns are duplicated counts. If the types of offenses are in different major reporting categories, the incident is counted in each major reporting category. For example, if an assault and a firearm offense were reported in the same incident, they are counted in both the violence and weapons major categories. If the types of offenses are in the same major reporting category, the incident is only counted once. For example, if a fight and a robbery occurred during the same incident, they are counted as one incident of violence.

Total Column: The numbers in the “Total Column” are an unduplicated count of the number of incidents reported by the district regardless of the number of offense types selected within each incident; therefore, the sum may not equal the total of the five categories.