

Note**Public Access to EVVRS Reports**

The public may use the EVVRS to access information about the safety of the state's public schools. Statewide data is available, as is data for specific school districts and specific schools. If you are not a registered EVVRS user, but would like to access public summary statistics about incidents of violence, vandalism, and substance abuse in N. J. public schools, click here:

[Public Access to EVVRS Reports](#)

The N. J. Dept. of Education

EVVRS User Manual

A guide for registered users of the

Internet-Based NJDOE

Electronic Violence and Vandalism Reporting System (EVVRS)

<http://homeroom.state.nj.us/index.htm>

!**Public School Safety Law 18A:17-46**

New Jersey public schools are required by law to use the EVVRS to report incidents of violence, vandalism, weapons, and substance abuse involving all students, as well as to report suspensions of students with disabilities for offenses other than violence, vandalism, weapons, and substance.

Note. Download this document – the Microsoft® Word version of the *EVVRS User Manual* – and print it for use when you are offline. To access the User Manual when you are online, keep your printed copy by your side or open the HTML version from the Welcome page. The HTML version requires less memory than the Word document.

Revised!**Revised EVVRS User Manual: March 2011**

The March 2011 version of the *EVVRS User Manual* reflects the latest revisions made to the system. Please discard all earlier versions of the manual. Prior versions of the manual are no longer valid.

Revised Reporting Forms: September 2010

Please discard earlier versions of the "EVVRS Violence, Vandalism and Substance Abuse Incident Report Form" and the "EVVRS Report of Suspensions/Removals of Students With Disabilities for Reasons Other Than Violence, Vandalism, and Substance Abuse Form." These documents have also been updated; prior versions are no longer valid. If you use locally created forms, review them annually to make sure they contain all of the information requested on the EVVRS forms, as per N.J.A.C. 6A:16-5.3(a)1.

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Conventions Used in This Manual

The *EVVRS User Manual* relies on several conventions that are intended to help you locate the information you need quickly and easily.

"Hot" Table of Contents	Use the Table of Contents to move quickly to the information you need: Locate the topic in which you are interested, then click on the page number to move directly there.
Bookmarks	<p>Throughout the text, you will see words – for example, Getting Started – that appear in a bright color – usually blue. These are Bookmarks; they operate much like the hyperlinks you encounter on the Internet. They provide easy on-screen jumps through the <i>EVVRS User Manual</i> so that you can avoid scrolling.</p> <p>Simply click on a Bookmark to move directly to that section of the <i>EVVRS User Manual</i>.</p> <p>When you click a Bookmark, the Web toolbar should pop up on your screen. If it does not, select View > Toolbars > Web to display the toolbar. The Web toolbar can help you make the best use of Bookmarks. For example, it features a back arrow, so that after you use a Bookmark, you can return to your place in the manual.</p> <p>Note: Bookmarks change color after the first time they are used.</p>
Instant Email	The EVVRS@doe.state.nj.us hyperlink – found throughout the <i>EVVRS User Manual</i> – opens a pre-addressed blank email in Microsoft Outlook®. You must be signed on to the Internet to send the email.
	<p>Tip!</p> <p>This symbol points to a tip that can help you navigate, or make the best use of, the EVVRS.</p>
	<p>Important!</p> <p>This symbol points to important information you are required to provide or provides advice to help you prevent a common error.</p>
<i>Revised!</i>	<p><i>Revised!</i></p> <p>The word "<i>Revised!</i>" points to <i>EVVRS User Manual</i> content that was significantly improved or updated during the most recent revision of the system documents.</p>

What is the EVVRS?

History

Public School Safety Law 18A:17-46 – passed in 1978, then amended in 1982 and 2002 – requires N. J. school districts to report incidents of violence, vandalism, weapons, and substance abuse to the N.J. Department of Education (NJDOE) so that the Commissioner of Education can monitor the safety of the state’s public schools (pertinent sections of the law are provided on the next page).

By 1998-99, it became clear that the paper system used for reporting such incidents could not adequately meet the state and federal demand for information on crime in schools. Consequently, in March 2000 the NJDOE launched the Web-based Electronic Violence and Vandalism Reporting System (EVVRS).

Since its inception, districts have used the EVVRS to electronically enter data on all incidents of violence, vandalism, weapons, and substance abuse that occur in or on school grounds (as the term “school grounds” is defined in N.J.A.C. 6A:16-1.3), as well as to enter data on the suspension or removal of students with disabilities for other offenses (required by the federal Individuals with Disabilities Education Act, known as IDEA). Once schools enter this information, they can use the system to generate the summary reports required by the NJDOE, as well as to create local reports that track school-level and district-wide patterns of violence, vandalism, weapons, substance abuse, and suspensions of students with disabilities for other reasons.

System Revisions & New Reporting Requirements

Since its launch, the EVVRS has undergone several updates designed to further ease districts’ year-end state and federal reporting responsibilities and to make data entry as transparent as possible.

In addition, when the federal government raised the bar on the reporting of school crime by requiring states to identify “persistently dangerous” schools and to track the transfer opportunities of student victims of violent criminal offenses, the NJDOE expanded the EVVRS to include additional types of violent offenses, revised its definitions of violent incidents, and developed scenarios that illustrate when to report and how to classify incidents.

The latest upgrade of the EVVRS enables the NJDOE to submit reports on violent incidents, offenders, and victims to the U.S. Dept. of Education through the Educational Data Exchange Network (EDEN), for purposes of the Performance-Based Data Management Initiative, without burdening local school districts with additional data collection and reporting responsibilities.

Public School Safety Law

The following sections of *Public School Safety Law* 18A:17 pertain to the EVVRS project:

Public School Safety Law

N.J.S.A. 18A:17-46, Reporting of act of violence by school employee; annual report; public hearing.

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

The principal shall notify the district superintendent of schools of the action taken regarding the incident. Annually, at a public hearing, the superintendent of schools shall report to the board of education all acts of violence and vandalism which occurred during the previous school year. Verification of the annual report on violence and vandalism shall be part of the State's monitoring of the school district, and the State Board of Education shall adopt regulations that impose a penalty on a school employee who knowingly falsifies the report. A board of education shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements pursuant to this section. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence and vandalism.

P.L. 1982, c.163, effective Oct. 28, 1982, amended February 15, 2007.

N.J.S.A. 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.

P.L. 1982, c. 163, s. 2, effective Oct. 28, 1982.

N.J.S.A. 18A:17-48, Annual report to legislature

The Commissioner of Education shall each year submit a report to the Education Committees of the Senate and General Assembly detailing the extent of violence and vandalism in the public schools and making recommendations to alleviate the problem.

P.L. 1982, c. 163, s. 3, effective Oct. 28, 1982.

What Districts Must Report

By law, all N.J. public school districts (including charter schools) must use the EVVRS to report all incidents of violence, vandalism, weapons, and substance abuse that occur in their schools, as well as to report suspensions of students with disabilities for reasons *not* related to violence, vandalism, weapons, or substance abuse. (For definitions of reportable incidents, see [Chapter 2: Reporting New EVVRS Incidents](#).)



Two Incident Categories

VV-SA Incidents – incidents of violence, vandalism, weapons, and substance abuse involving general education students and/or students with disabilities, as well as cases where the offender is a student from another school, is a non-student, or is unknown.

Other—Spec. Ed. Incidents – incidents that do NOT meet one of the VV-SA definitions AND for which a student with a disability has been suspended (see Appendix B of the *EVVRS User Manual* for a list of examples of Other—Spec. Ed. incidents).

Each reportable incident is entered into the EVVRS as *either* a VV-SA incident *or* an Other—Spec. Ed. incident – never as both. However, not *all* incidents of student misconduct are reported using the EVVRS. To be entered into the system:

1. An incident must take place on school grounds (as the term “school grounds” is defined in N.J.A.C. 6A:16-1.3), which includes school-sponsored events and travel on school buses.
2. The student behavior must meet one of the definitions of reportable incidents explained in this manual.
3. The offender must have been cognitively and developmentally mature enough to understand the potential consequences of his or her actions.

Incidents that do not meet this test may, like all incidents, be recorded within the district as part of the district’s own record of school conduct actions, but these incidents must not be entered in the EVVRS.

Examples of Behaviors That Are NOT Reported as VV-SA Incidents

Example	Reason
• A fight between two students at a residential bus stop	The fight did not take place on school grounds, at a school-sponsored event, or on a school bus, thus the students were not under the supervision of the school.
• A shouting match between two regular education students in the gym	Shouting and arguing are not EVVRS-defined offenses.
• Possession of a toy gun	Possession of a toy gun is not an EVVRS-defined offense.
• A suicide threat by a student	A suicide threat by a student is not an EVVRS-defined offense.
• An altercation between two teachers	The EVVRS does not collect information on incidents involving staff as offenders.
• A kindergartener who is being restrained by a teacher kicks the teacher in frustration while trying to escape the teacher’s grasp.	The assignment of an EVVRS-defined offense category would not be appropriate because the student is not sufficiently aware of the consequences of his or her action.

The *Commissioner's Report to the Education Committees of the Senate and General Assembly on Vandalism, Violence, and Substance Abuse in the Public Schools of New Jersey, 1998-99*, notes: "Incidents should not be reported on the EVVRS solely because the school collects the information or imposes consequences for a specific behavior. ... Thus, differences between the totals for locally reported disciplinary actions and totals of incidents reported to the state are to be expected."



To ensure accurate and complete reporting of every EVVRS-defined incident, fully complete the "EVVRS Violence, Vandalism, and Substance Abuse Incident Report Form" OR the "EVVRS Report of Suspensions/Removals of Students With Disabilities for Reasons Other Than Violence, Vandalism, and Substance Abuse Form" before entering data into the EVVRS (see [System Documents](#) in Chapter 1 to learn where to find these forms).

Suspensions of Students With Disabilities for Other Reasons

When reporting suspensions of students with disabilities¹ for reasons *not related* to violence, vandalism, weapons, or substance abuse – as required by the federal Individuals with Disabilities Education Act (IDEA) – districts **must** report the suspension, i.e., removal, of a student from his or her regular program of at least one half day in duration – whether or not the student receives IEP services during the suspension.²



How Does the EVVRS Define "In-School Suspension?"

An in-school suspension is an instance in which a child is temporarily removed from his or her regular classroom(s) for disciplinary purposes, but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as the student who is under supervision.



ALL incidents involving violence, vandalism, weapons, or substance abuse – even those in which a student with a disability is an offender or a victim – are reported using the **VV-SA** data entry button, NOT the **Other—Spec. Ed.** data entry button.



Only use the **Other—Spec. Ed.** data entry button to report incidents that result in the suspension or removal of a student with a disability for reasons *other than* violence, vandalism, weapons, or substance abuse.

¹ For definitions of student disability categories, see [Appendix A](#).

² For examples of "other offenses" for which a student with disabilities may be suspended, see [Appendix B](#).

Who in the District Enters EVVRS Data?

The reporting of EVVRS-defined incidents is a cooperative effort that involves both those who observe reportable incidents and those who are charged with entering the descriptive data into the system.

	<p>Who is responsible for reporting EVVRS incidents?</p> <p>All staff members and other school personnel who observe EVVRS-defined incidents must report the incidents they witness to the school principal or his or her designee. It's the law.</p>
	<p>Who is responsible for entering data into the system?</p> <p>Assigning responsibility for entering EVVRS data into the system is an in-district decision. However, to ensure the integrity of EVVRS data, as few people as possible should be assigned to this role, and each should be well trained in the use of the EVVRS.</p> <p>For example, a small district with a limited number of annual reportable EVVRS incidents may have one central EVVRS user who enters all EVVRS reports for all schools in the district.</p> <p>Alternatively, a large district may have a staff person at each school in the district who enters data on only the EVVRS incidents that occur in that school, plus a district-level user who oversees the school-level users.</p> <p>In the latter case, communication among users is essential to ensure consistent reporting.</p> <p>School-level EVVRS users can only access data and compile reports about the EVVRS incidents that take place in their particular schools, while district-level EVVRS users can access data and compile reports for all and any schools in the district.</p>

The VV-SA Reporting Process

As the law states, “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.”

Points to Remember



- A district employee may communicate information concerning an incident and participants orally to the principal or his or her designee.
- The initial recording of information can be done on a local form used for violations of the code of student conduct or directly on the “EVVRS Violence, Vandalism, and Substance Abuse Incident Report Form” (see [System Documents](#) to learn where to find the form).
- Next, the principal reviews the completed paper incident report for accuracy, which may involve speaking to staff members, confirming facts, and comparing the incident to definitions of reportable EVVRS incidents. It is the principal’s responsibility (N.J.A.C. 6A:16-5.3[b]), based on this review, to determine whether the incident description fits one of the EVVRS definitions.
- When it is decided that the incident must be entered on the EVVRS, the information *must* be recorded on the “EVVRS Violence, Vandalism, and Substance Abuse Incident Report Form” or a locally designed form containing all of the information collected by the EVVRS form.
- The information is entered into the EVVRS.
- The district superintendent or the district superintendent’s designee (or charter school lead person) must verify that the data entered are correct (N.J.A.C. 6A:16-5.3[e]).

How Are EVVRS Data Used?

School and District Use

Data collected on the EVVRS, when analyzed, provide school districts with essential information they can use to assess problems and design appropriate prevention and intervention strategies. Schools and districts can access the information they need by generating [EVVRS reports](#).

Districts can use various EVVRS reports to detect trends in incident category totals in the district and by school, as well as trends in the incidence of particular types of incidents (e.g., bullying), locations of incidents, the type of students who are offenders and victims, and suspensions incurred by any student.

	<p>Annual Public Hearing</p> <p>Pursuant to N.J.S.A. 18A:17-46 and N.J.A.C. 6A:16-5.3, districts are legally bound to hold an annual public hearing at which information about district incidents of violence and vandalism is presented.</p> <p>For instructions on complying with the law, visit: http://www.state.nj.us/education/students/safety/behavior/violence.shtml</p> <p>The NJDOE suggests that – in addition to the Annual District Report -- districts make the Incident Listing Report available at the annual public hearing (see EVVRS reports).</p>
	<p>The majority representative of the school employees' bargaining units must be given monthly access to the number and disposition of all reported EVVRS incidents (N.J.S.A. 18A:17-46 and N.J.A.C. 6A:16-5.3[d]).</p>

State and Federal Use


Every year, the N.J. Commissioner of Education uses EVVRS data to report to the N.J. Legislature on violence, vandalism, and substance abuse in N.J. public schools (see [Public School Safety Law](#)). In addition, the NJDOE uses the data to report to the U.S. Dept. of Education about public school safety.

Based on EVVRS data, the NJDOE establishes programs and services to assist districts with violence and substance abuse prevention. EVVRS data help the NJDOE decide where and how to target these programs. In some cases, additional funding or technical assistance is provided to schools that need it.

The NJDOE uses EVVRS data to assist with the implementation of the federal [Unsafe School Choice Option](#) policy, which states that a student who is a victim of a violent criminal offense must be given the option of transferring to another school in the district. The department uses EVVRS data to identify “persistently dangerous” schools. If a school is deemed persistently dangerous based on EVVRS data, all students must be given the option of transferring to another school in the district.

Public Use

Recently, the NJDOE made summary statistics of EVVRS data and related information available to the general public. Individuals interested in obtaining these statistics may access specific data without a registered username and password (see [Public Access to EVVRS Reports](#)).

	<p>Data Security</p> <p>The EVVRS database is protected by a firewall and the highest level of encryption technology available. Data-entry access is limited to registered users. The system encrypts the data that are entered so that they may be transmitted securely from N.J. schools to the NJDOE.</p>
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The Unsafe-School Choice Option

Summary

In keeping with the *No Child Left Behind (NCLB) Act* of 2001, in 2003 the NJDOE issued a policy intended to provide safety and security for public school students and to prevent unnecessary or extended interruptions to student learning. This provision, known as the Unsafe-School Choice Option (USCO) provision of *NCLB* (Title IX, Part E, Subpart 2, Sec. 9532), sets forth the following:

Each State receiving funds under this Act [*NCLB*] shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.

Each local education agency (LEA) receiving *NCLB* funds must be prepared to transfer students to other public schools within the LEA if the school receiving *NCLB* funds is identified as “persistently dangerous” or if the student is a victim of a violent crime on the grounds of that school. Compliance with this policy is a condition of receiving any and all *NCLB* funds.

What is a “Persistently Dangerous” School?

A “persistently dangerous” school is a public elementary or secondary school building (except for Regional Day Schools, Educational Services Commissions, and Special Services School Districts) that is part of an LEA and that for each of three consecutive school years has met either of the following two criteria (as documented by the EVVRS):

- The school reported seven or more Category A³ offenses using the EVVRS.
- The school received a score of 1.0 or greater on the index of Category B³ offenses (determined by dividing the number of Category B offenses by the square root of the school’s enrollment).

The NJDOE uses the most current available EVVRS data to identify persistently dangerous schools.

When an LEA is notified that a school within the LEA has been deemed persistently dangerous, the LEA has 15 days to (1) inform the parents/guardians of all enrolled students of the designation, and (2) at the same time, offer their children the option to transfer to a safe school within the LEA for the coming school year. Students are not required to accept, but they must be afforded the transfer option.

For more information about the USCO Policy – including “persistently dangerous” schools, corrective actions required of these schools, early warning school provisions, responsibilities of schools that do not receive *NCLB* funds but are nonetheless determined to be “persistently dangerous,” and responsibilities of special schools meeting the criteria for “persistently dangerous” – see the fuller explanation of the USCO provision in [Appendix C](#).

³ Definitions of Category A and Category B offenses are provided later in the *EVVRS User Manual* (see [VV-SA Incident Definitions](#) in Chapter 2: Reporting New EVVRS Incidents, as well as [Appendix C](#)).

What Constitutes a “Victim of a Violent Criminal Offense?”

For purposes of USCO, an enrolled student is determined to be a victim of a violent criminal offense when the specific offense⁴ occurs in or on the grounds of the public elementary or secondary school that the student attends, and the following are both true:

1. A referral has been made to law enforcement officials for suspicion that one of the violent criminal offenses enumerated in the policy has occurred (see [Appendix C](#)).
2. One or more of the following applies:
 - Law enforcement officials have filed formal charges against the perpetrator(s) for commission of the violent crime.
 - The perpetrator(s) of the violent crime received sanctions in accordance with the district board of education’s code of student conduct, pursuant to N.J.A.C. 6A:16-7.
 - The perpetrator(s) of the violent crime either has not been identified or is not an enrolled student(s), but it is clear that a student (victim) has become a victim of a violent criminal offense based on objective indicators, such as physical evidence, eyewitness testimony, and/or circumstantial evidence.
 - There is a pre-existing restraining order against the perpetrator(s) of the violent crime.

Within 14 calendar days of the offense, the LEA must offer any student who has become a victim of a violent criminal offense, as defined above, an opportunity to transfer to another public school within the LEA. Any resulting transfer must occur within 30 days of the determination that the student was a victim of a violent criminal offense. However, the student may elect to remain at the school.

For more information about the “victim of a violent criminal offense” designation – including definitions of violent criminal offenses and responsibilities of LEAs that apply to the individual victim provision – see the fuller explanation of the USCO provision in [Appendix C](#).



⁴ The criteria apply only to students who are victims of one or more of the violent criminal offenses enumerated in the USCO policy (see [Appendix C](#)).

Public Access to EVVRS Reports

Members of the public can access summary statistics of EVVRS data and related information through the NJDOE website without having a registered EVVRS username and password. These data are available after they are entered by schools and have been verified by the respective school districts.


To access public reports:

1. Enter this URL in your browser: <http://www.state.nj.us/education/schools/vandv/index.html> to display the NJDOE Violence, Vandalism, and Substance Abuse In New Jersey Schools report page.
2. Click the type of report that you wish to view:


	District and School Summaries of Violence and Vandalism Data Information about occurrences of violence, vandalism, weapons use, and substance abuse in N. J. public schools is reported by school year, by state, by school district, and by school.
	The Commissioner of Education's Annual Report to the State Legislature The Commissioner's annual report examines EVVRS data for the most recent reporting year; contextualizes it in terms of trends; explains what is being done now to reduce school violence and improve school safety; describes any changes in the reporting system; and recommends policies, programs and planning steps that can help districts increase school safety and reduce school violence.

To access District and School Summaries of Violence and Vandalism Data:

1. From the NJDOE Violence, Vandalism, and Substance Abuse in New Jersey Schools report page (<http://www.state.nj.us/education/schools/vandv/index.html>), click **District and School Summaries of Violence and Vandalism Data**.
2. Click **Enter** to access available reports.

	Incident Definitions Click the Incident Definitions tab at any time to display definitions of EVVRS-defined offenses by EVVRS incident-type category (Violence, Vandalism, Weapons, or Substance Abuse) and well as by subtype.
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3. Click the **State** tab to access reports that cull data for the entire state, and then choose a report, as follows:

	District Incident Category Totals, Grouped by County (Microsoft Excel, PDF, or HTML) For a specific school year, this report provides the total number of EVVRS-defined offenses reported by every N.J. school district, the number of offenses reported within each EVVRS incident-type category (Violence, Vandalism, Weapons, or Substance Abuse) by school district, and enrollment information for each district. Incident Category Totals by District For a specific EVVRS incident-type category (Violence, Vandalism, Weapons, or Substance Abuse), this report shows the total reported occurrences of that incident type by school district across several school years.
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Incident Summary by Major Category (PDF document)

This bar graph shows the number of reported EVVRS incidents by school year and by incident-type category (Violence, Vandalism, Weapons, or Substance Abuse) across several school years.

Incident Summary by Location (PDF document)

For all EVVRS offenses, statewide and by school year, that were reported with information about where on school property an incident occurred, this bar graph shows the percentage of incidents that occurred in each of eight location categories across several years. For each school year that data is given, it also provides the total number of incidents that were reported with location data.

4. Click the **Districts** tab to access reports that cull data by district, and then click a school year, a county, and a school district to display a list of available reports, as follows:

**Incident Category Summary**

For a specific school year and district, this report shows the total number of EVVRS-defined offenses that the district reported, grouped by EVVRS incident-type category (Violence, Vandalism, Weapons, or Substance Abuse) and by school. Click a school name to see a breakdown of sub-types of incidents reported within each incident-type category for that school. Click **District Incident Category Details** to see a breakdown of sub-types of incidents reported within each incident-type category for the entire district.

Action Taken Summary

For a specific school year and district, this report lists the number of disciplinary actions taken in response to reported EVVRS offenses that the district reported, grouped by school and by the type of action taken.

Offender Type Summary

For a specific school year and district, this report shows the number of offenders who committed the EVVRS offenses the district reported, grouped by school and by offender type.

Victim Type Summary

For a specific school year and district, this report shows the number of victims of EVVRS-defined offenses the district reported, grouped by school and by victim type.

Incident Summary by Location

For a specific school year and district, this report provides the number of EVVRS-defined offenses the district reported, grouped by school and by where on school grounds the incident occurred.

Annual District Report

This is the official Annual District Report created for the Board of Education for the selected school year and district. This report tallies the total number of EVVRS-defined offenses that the district reported, grouped by EVVRS incident-type category (Violence, Vandalism, Weapons, or Substance Abuse); lists the number of vandalism incidents that had identifiable costs and the total dollar value of those costs; summarizes the number of student conduct actions taken in response to reported EVVRS offenses, district-wide, by the type of action taken; displays an unduplicated count of the total number of offenders who committed the EVVRS offenses the district reported, by offender type; and provides an unduplicated count of the total number of victims reported by the district, by victim type, as well as a count of victims of violent criminal offenses.

5. Click the **Charter Schools** tab to access reports that cull data by charter school, and then click a school year, a county, and a charter school to display a list of available reports, as follows:



Incident Category Summary

For a specific school year and charter school, this report shows the total number of EVVRS-defined offenses that the school reported, grouped by EVVRS incident-type category (Violence, Vandalism, Weapons, or Substance Abuse). Click **District Incident Category Details** to see a breakdown of sub-types of incidents reported within each incident-type category for this school.

Action Taken Summary

For a specific school year and charter school, this report lists the number of student conduct actions taken in response to reported EVVRS offenses that the school reported, grouped by the type of action taken.

Offender Type Summary

For a specific school year and charter school, this report shows the number of offenders who committed the EVVRS offenses the school reported, grouped by offender type.

Victim Type Summary

For a specific school year and charter school, this report shows the number of victims of EVVRS-defined offenses the school reported, grouped by victim type.

Incident Summary by Location

For a specific school year and charter school, this report provides the number of EVVRS-defined offenses the school reported, grouped by where on school grounds the incident occurred.

Annual District Report

This is the official Annual District Report created for the Board of Education for the school year and charter school you selected. This report tallies the total number of EVVRS-defined offenses that the school reported, grouped by EVVRS incident-type category (Violence, Vandalism, Weapons, or Substance Abuse); lists the number of reported vandalism incidents that had identifiable costs and the total dollar value of those costs; summarizes the number of student conduct actions taken in response to reported EVVRS offenses by the type of action taken; displays an unduplicated count of the total number of offenders who committed the EVVRS offenses the district reported, by offender type; and provides an unduplicated count of the total number of victims reported by the district, by victim type, as well as a count of victims of violent criminal offenses.

6. Click **Close** to exit the NJDOE Violence, Vandalism, and Substance Abuse in New Jersey Schools report page.

To access The Commissioner of Education's Annual Report to the State Legislature:

1. From the NJDOE Violence, Vandalism, and Substance Abuse in New Jersey Schools report page (<http://www.state.nj.us/education/schools/vandv/index.html>), click a school year listed under **The Commissioner of Education's Annual Report to the State Legislature**.
2. Click Printable version to download a PDF of the report to the computer.
3. Use the scroll bars to browse the report, and use hot links to jump to specific sections or to access related information.
4. Click **X** to exit the NJDOE Violence, Vandalism, and Substance Abuse in New Jersey Schools report page.

Ensuring Accurate Reporting

The EVVRS was designed to help school personnel fulfill their legal obligation to report EVVRS-defined incidents of violence, vandalism, and substance abuse – as well as suspensions of students with disabilities for reasons other than violence, vandalism, and substance abuse – that occur in N.J. schools. But the EVVRS only achieves its purpose when school personnel submit accurate and complete records.

The Role of Training and Experience

EVVRS users are sometimes confused about how to classify incidents that do not appear to fit the exact EVVRS definitions. According to a study of 12 schools' EVVRS reporting practices that was conducted by the Rutgers University Bloustein Center for Survey Research, four factors can help school and district personnel accurately identify and report EVVRS incidents:

- **In-depth knowledge of incident definitions.** School and district personnel who are responsible for entering data using the EVVRS must, first and foremost, know and understand the EVVRS-definitions of reportable incidents (see [Chapter 2: Reporting New EVVRS Incidents](#)).
- **In-service training.** School districts are required by state regulations (N.J.A.C. 6A:16-5.3(e)3) to conduct annual in-service training for staff who are responsible for entering data using the EVVRS. Each year, staff must review the definitions and reporting procedures and familiarize themselves with any changes to the system.
- **Reliance on staff who are experienced with EVVRS.** School and district personnel who are responsible for entering data using the EVVRS develop expertise with the system over time. Those staff members who are already familiar with EVVRS should be asked to help others who are new to the system complete EVVRS forms and enter EVVRS data.
- **Developing a “team approach.”** Optimally, districts should take a “team approach” to reviewing and discussing EVVRS incidents. For instance, in addition to staff who are responsible for entering data using the EVVRS, members of the team could include the superintendent, school principals, assistant principals, substance awareness coordinators, school nurses, and school counselors.

The Importance of Staying Current

From time to time, the EVVRS undergoes changes in order to keep pace with state and federal reporting requirements. To stay current with these changes, districts should regularly check the EVVRS Welcome page (<http://homeroom.state.nj.us/index.htm>) – the place where the NJDOE posts late-breaking announcements and revised documents and forms related to the EVVRS.

Annual Changes. How can you stay abreast of changes? The EVVRS reporting year covers incidents that occur from July 1 of the current year through June 30 of the next year. The system closes for data entry during the summer. When user documents are revised, or new documents are added, they are usually posted on the Welcome page by the beginning of the new reporting year. Therefore, users should look for revision notices on the Welcome page at the beginning of every school year.

Mid-year Changes. In addition, announcements about the system are emailed to registered users during the school year. These are collected in the *Notices to EVVRS Users* document, which is posted on the Welcome page. Messages are added to the Notices document in chronological order, with the most recent message at the top. Users who are trained on the system in the middle of the school year can access this document to familiarize themselves with any announcements mailed to users since the beginning of the new reporting year.

Keep User Information Up-to-Date

Each district's Web User Administrator (usually the Business Administrator) establishes school- and district-level user accounts for administrative and support staff who need access to the EVVRS. Although there is no limit to the number of EVVRS accounts a school or district may have, for security reasons, Web User Administrators should regularly delete the accounts of staff members who no longer use the system.

Getting Answers to Questions about the EVVRS

Most users' questions are answered in one or more of the EVVRS user documents provided on the EVVRS Welcome page. Please take the following steps before contacting the NJDOE with a question:

1. Look for an answer to your question in the *EVVRS User Manual*. Because it is a Microsoft Word document, you can use Word's search feature (click **Edit**, then click **Find**) to quickly locate keywords related to the question.
2. Look for an answer to the question in the EVVRS FAQ document. This list of questions and answers is frequently updated and is based on queries from EVVRS users.
3. Ask another EVVRS user in the school district if he or she can provide an answer.
4. If you cannot find the answer to your question about the EVVRS in the *EVVRS User Manual* or in the EVVRS FAQs, email your question to: EVVRS@doe.state.nj.us
5. If you have taken all of the above steps and still have not found the answer to your question, call the NJDOE Office of Educational Support Services: 609-292-1288.

EVVRS Training

Every year, the district superintendent – or the lead person in the case of charter schools – is required to provide staff training in the use of the EVVRS (N.J.A.C. 6A:16-5.3[e]3).

NJDOE-Provided Training

From time to time, the NJDOE holds training sessions for new EVVRS users. Notices of training opportunities are emailed to all registered EVVRS users, but sessions fill fast. Users who are unable to attend the training may download a PowerPoint presentation of the most recent NJDOE training session using the [EVVRS Training Presentation](#) link provided on the Welcome Page.

In-District Training

One appropriate means of training school staff, in-district, to use the EVVRS would be to train new and returning users separately and to organize the training into manageable segments, as follows.

Training of New Users

Session 1: Introduction to the EVVRS (prior to first system use)

- Use the new EVVRS training video, “Using the EVVRS,” to introduce the system to new users.



In November of the 2007-2008 school year, a new EVVRS training video, “Using the EVVRS,” was mailed to all school districts, charter schools, and private schools for the disabled in DVD format. Districts may make as many copies of the DVD as needed to provide training to EVVRS users, to educate staff about reporting responsibilities, and to inform the public about what the school is doing to ensure school safety.

- Provide each new user with a printed copy of the latest *EVVRS User Manual*.
- Review the Preface of the *EVVRS User Manual* with new users.
- Introduce reporting categories to new users by reviewing the EVVRS Data Entry Overview provided in Chapter 2 of the *EVVRS User Manual*.
- Conduct an in-depth discussion of the EVVRS VV-SA Incident Definitions and the EVVRS Incident Scenarios provided in Chapter 2 of the *EVVRS User Manual*.

Session 2: EVVRS Data Entry (prior to first system use)

- Use the [EVVRS Training Presentation](#) link provided on the Welcome page to download a PowerPoint presentation of the latest NJDOE training session, and use relevant portions as an outline for the system-based training.
- Guide new users through Chapter 1: Getting Started and Chapter 2: Reporting New EVVRS Incidents of the *EVVRS User Manual* while they are logged into the system.
- Guide new users through the HTML version of the EVVRS FAQ document while they are logged into the system; explain how it is organized so that they can refer to it as needed.

Session 3: Editing EVVRS Incident Data & Generating EVVRS Reports (after first system use)

- Guide new users through Chapter 3: Editing EVVRS Reports and Chapter 5: EVVRS Reports while they are logged into the system.
- Use examples of incidents that have occurred in the district to engage new users in a discussion of whether and how specific incidents should be reported.
- Field questions from new users.

Training of Returning Users

- Provide each returning user with a printed copy of the latest *EVVRS User Manual*.
- Introduce any new sections of the *EVVRS User Manual*.
- Describe any changes recently made to the EVVRS.
- Use the [EVVRS Training Presentation](#) link provided on the Welcome Page to download an NJDOE training PowerPoint presentation, and use this to review the system with returning users. (Consider assigning the presentation of different portions of the PowerPoint to different returning users.)
- Using the EVVRS Incident Definitions and EVVRS Incident Scenarios provided in Chapter 2 of the *EVVRS User Manual*, describe potential incidents and ask returning users to explain whether and how they should be reported. (Rather than calling on volunteers, consider calling on specific users after you ask each question, so that everyone is engaged and has an opportunity to provide an answer.)
- Use sections of the new EVVRS training video, “Using the EVVRS,” to conduct a discussion of returning users’ experiences with the system.



In November of the 2007-2008 school year, a new EVVRS training video, “Using the EVVRS,” was mailed to all school districts, charter schools, and private schools for the disabled in DVD format. Districts may make as many copies of the DVD as needed to provide training to EVVRS users, to educate staff about reporting responsibilities, and to inform the public about what the school is doing to ensure school safety.

- Field questions from returning users. If no one can answer a particular question, ask the questioner to submit it to the lead trainer in writing. The lead trainer should explain that he or she will research the question and should explain how he or she will later communicate the answer to all users (e.g., by email or at the next scheduled training session).

In-District Training of All Staff

While staff who are not registered EVVRS users do not require training in EVVRS data entry, all staff must nonetheless be informed of their responsibilities concerning the reporting of any EVVRS-defined incidents they may witness.

While not all staff require expertise in distinguishing all types of incidents, all staff must be informed enough to recognize potential incidents when they observe them, and they must be told who they should contact when they have questions or wish to report a potential incident.

School principals can ensure that all staff have this level of knowledge by describing, at staff meetings, the school’s responsibility regarding the reporting of EVVRS incidents. It may also be useful to distribute the EVVRS Incident Definitions at such meetings; these are provided in Chapter 2 of the *EVVRS User Manual* or can be quickly printed using the Quick Access links on the EVVRS Welcome Page.)


Reporting Tips

1.	<p>One incident, one report.</p> <p>Do not create a new report for each offender or victim involved in an incident. Data for all offenders and victims associated with a single incident are collected in a single report, as you will see.</p>
2.	<p>Gather complete information ahead of time.</p> <p>It is advisable to report an incident on the EVVRS as soon as possible after an incident occurs. However, it also is important to wait until all information on the incident is collected before entering data into the EVVRS. When an incident occurs and is first recorded, you may not yet know whether a complaint was filed with the police, the cost to the district of an incident of vandalism, or the classification of a student with a disability. Wait to enter data until all information is complete, but as soon as possible after the incident occurs.</p>
3.	<p>Maintain a paper record of the incident.</p> <p>Always keep a paper record of each incident you report. Use the "EVVRS Violence, Vandalism, and Substance Abuse Incident Report Form" for incidents of violence, vandalism, weapons, or substance abuse involving any student, and use the "EVVRS Report of Suspensions/Removals of Students With Disabilities for Reasons Other Than Violence, Vandalism, and Substance Abuse Form" for suspensions of students with disabilities for other reasons (to locate forms, see Chapter 1: System Documents.) Any locally designed forms must contain ALL of the information collected by the EVVRS forms. The NJDOE recommends that districts retain completed forms for four years.</p>
4.	<p>Be sure all information on the paper form is accurate.</p> <p>Be sure all information recorded on the paper form is accurate before reporting it into the EVVRS. Correcting errors or filling in missing information at a later date can be burdensome.</p>
5.	<p>Record the incident number.</p> <p>An incident number is assigned by the EVVRS every time a new incident is reported. The number appears on screen when you reach the People Involved in Incident page. Record this number on the paper record of the incident right away. The incident number is used to access reports in the NJDOE EVVRS database.</p>
6.	<p>File paper forms by school, then by incident number.</p> <p>At the end of the year, you will be asked to verify the accuracy of the data your district entered into the EVVRS. Your paper record can aid you in this task. To make verification easier, file all paper report forms by school, then by incident date, with the most recent in front, since this is the way the electronic reports are organized. In accordance with N.J.S.A. 18A:17-46, verification of the annual report on violence and vandalism is part of the state's monitoring of the school district. Paper records are the district's documentation that incidents were reported accurately.</p>
7.	<p>Know the limits of the one-year database.</p> <p>The EVVRS reporting year is <u>July 1 through June 30</u>. The closing date for the system (after which you can no longer access data) normally falls in the third week of July. After the EVVRS closes, the EVVRS is no longer available for data entry and modification. Email questions about prior year data to: EVVRS@doe.state.nj.us.</p>
8.	<p>Report summer incidents after the EVVRS re-opens for the new school year.</p> <p>For reporting purposes, the school year extends from July 1 through June 30. The EVVRS remains open in July for data modification and verification of data entered for the prior reporting year only, not for reporting incidents that occur during the summer; however, summer incidents can be entered when the EVVRS re-opens in the fall.</p>

Reporting Tips continue ...

9.	<p>Student ID Numbers can change from year to year.</p> <p>Because the database is kept on an annual basis only, you do not need to use the same numbers to identify students from year to year. However, you must use the same number to identify a student in a school each time that student is involved in an incident within an EVVRS reporting year. One exception occurs when a student changes schools; he/she may be assigned a new ID number.</p> <p>A second exception to this rule arises when the classification of a student – who was already entered into the EVVRS in connection with an incident in the current reporting year – changes from “general education student” to “student with a disability” (or vice versa) after the initial incident occurred. In this case, the student’s ID number must be changed before being reported in the EVVRS in connection with another incident. The NJDOE recommend adding an ‘S’ to the existing student ID number if the student is classified “student with a disability” mid-year, or adding an “G” to the number if the student type changes to “general education student.”</p>
10.	<p>Keep user account information current.</p> <p>To make changes – such as a change in an email address or add or remove an account, see your district’s Web User Administrator – see Chapter 4: User Maintenance later in the <i>EVVRS User Manual</i>.</p>

Screen Tips




1.	Never double-click! Never double-click buttons on EVVRS pages. If you do, you may double-enter data. Correcting such errors at a later date can be burdensome.
2.	Do not use the right mouse-button to select the Back option. If you go back a page using the right mouse-button, you will inadvertently create duplicate records for your district in the database. Always use the navigational buttons at the bottom of each EVVRS page.
3.	Do not stay on one page for more than 30 minutes. If you stay on one EVVRS page for longer than 30 minutes, the system will automatically sign you off, and you will have to exit and login again.
4.	Make the best use of shortcuts: Initial keystroke. When choosing text from a dropdown menu, an initial keystroke can speed your selection. Begin typing the word you want to select from the list and it automatically displays in the box.
5.	Make the best use of shortcuts: Hyperlinks. On two EVVRS pages – the Welcome page and the Search Result page – you will see underscored words – or hyperlinks, which automatically open other screen pages or related documents. Welcome page hyperlinks open documents such as the <i>EVVRS User Manual</i> and reporting forms. Search Result page hyperlinks open EVVRS data modification pages.
6.	Make the best use of support tools: <i>EVVRS User Manual</i>. On your first visit to the EVVRS, download and print the Microsoft Word version of the <i>EVVRS User Manual</i> from the Welcome page. Use it to familiarize yourself with the features of the EVVRS before reporting your first incident. You may also wish to use it as a guide to district-wide training in using the EVVRS.
7.	 Make the best use of support tools: On-screen Help. This symbol appears in the upper right-hand corner of every EVVRS page. Click on the symbol to display an on-screen Help page that provides instructions related to that EVVRS page.
8.	Try troubleshooting on your own: <i>EVVRS User Manual</i>. After reading the <i>EVVRS User Manual</i> to learn how to operate the EVVRS, use it as a reference tool. Because it is a Microsoft Word document, you can use Word's search feature (click Edit , then click Find) to quickly locate keywords related to your question.
9.	Try troubleshooting on your own: FAQs. Access the Frequently Asked Questions (FAQs) document from the EVVRS Welcome page when you have a question about – or are having trouble – using the EVVRS. This list of questions and answers is based on queries from users like you.
10.	Contact us if you cannot resolve your question: Email. If you cannot find the answer to your question about the EVVRS in the FAQs or in the <i>EVVRS User Manual</i> , you can email EVVRS. Use the following hyperlink, or the one at the bottom of the Login and Main Menu pages, to send your correspondence: EVVRS@doe.state.nj.us

Chapter 1: Getting Started

System Requirements



To access the EVVRS, you need:

- a computer with Internet access
- an Internet browser, such as Microsoft Internet Explorer® or Netscape®

	<p>Attention Microsoft Internet Explorer and Mozilla Firefox Users</p> <p>To enter data efficiently and to download system documents:</p> <ul style="list-style-type: none"> • Internet Explorer – You will need version 5.0 or higher (Macintosh users: Do not use versions 4.01 or 4.5 of Internet Explorer). • Mozilla Firefox – You will need version 3.1 or higher. <p>You can download either one of these browsers from the Internet by clicking on the Download Current Browsers hyperlink on the Welcome page. Allow at least one-half hour to download either of these browsers onto your computer. If you need assistance, contact your school district's Web User Administrator.</p>
	<p>Browser Compatibility</p> <p>Other browsers with equivalent versions also work with the EVVRS. To ensure that the browser you are using to access the EVVRS is capable of processing the encryption software that the NJDOE uses to secure the system, make sure the version of the browser that is installed on your computer is the most recent one that is available.</p>
	<p>Attention All Users</p> <p>During the 2009-2010 reporting year, many districts found that the incident data they entered onto the EVVRS was not saved to the database. It is believed that this failure was caused a problem related to the interface between the browser (in most cases Internet Explorer (IE7) and the EVVRS application. As soon as the EVVRS is open for data entry, and you have an incident to report, enter your data and check the Incident Listing Report the following day to make sure the data were saved. If not, e-mail EVVRS Tech Support.</p>

To read and print downloaded support documents, you also need:


- **Microsoft Word** – The *EVVRS User Manual*, EVVRS FAQs, Notices to EVVRS Users, the “EVVRS Report of Suspensions/Removals of Students With Disabilities for Reasons Other Than Violence, Vandalism, and Substance Abuse Form,” and other EVVRS documents are formatted as Microsoft Word documents for downloading and printing.
- **Microsoft PowerPoint®** – The most recent EVVRS training presentation is available to users on the Welcome page as a PowerPoint slide overview.
- **Adobe Acrobat™ Reader** – The paper version of the “EVVRS Violence, Vandalism, and Substance Abuse Incident Report Form” is available to users on the Welcome page as a PDF document.

	You can download the latest version of Adobe Acrobat Reader from the Internet by clicking on the Download Acrobat Reader hyperlink on the Welcome page.
	Data Security The EVVRS database is protected by a firewall and the highest level of encryption technology available. Data-entry access is limited to registered users. The system encrypts the data that are entered so that they may be transmitted securely from N.J. schools to the NJDOE.

Signing On

To access the EVVRS:

1. Connect to the Internet and start your Internet browser.
2. Enter this Uniform Resource Locator (URL) in your browser: <http://homeroom.state.nj.us/index.htm>



	Note that the letters "www" are not included in the address.
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3. Hit the **Enter** (or **Return**) key on your keyboard.

Welcome Page



Entering and Exiting the EVVRS

The first page you see after signing onto the EVVRS is the Welcome page. The Welcome page functions as the doorway into the EVVRS. From here, you officially begin using the system.

	All EVVRS system documents, including forms that can assist you in maintaining paper records of the incidents you are reporting, are available from the Welcome page (see below).
	First-Time EVVRS Users Download, print, and follow the procedures specified in the <u>Attention New Users: Read Me First!</u> document before entering the system. Returning EVVRS Users Download, print, and follow the procedures specified in the <u>Attention Returning Users: Read Me First!</u> document to learn about important changes to the system.

To enter the EVVRS:

1. Click on the **Enter** button at the top of the Welcome page to display the EVVRS Login page.

	After you click on the Enter button, a message may indicate that the Server may be busy . If the message displays, click on the Close button to display the Welcome page. Try to click on the Enter button again. If the same message displays, try again later.
	After you click on the Enter button, you may receive a prompt warning that you are about to view pages over a secure connection. Click OK to continue.

To exit the EVVRS:

1. Click on the **X** in the upper right hand corner of the screen.



System Documents

On the Welcome page, a menu of the files that are available to support your use of the EVVRS is presented as a list of hyperlinks. The [System Documents Table](#) provides brief descriptions of these.

!	<p>Revised EVVRS User Manual: March 2011</p> <p>The latest revision of the <i>EVVRS User Manual</i> reflects significant system changes. Please discard all earlier versions of the manual; prior versions are no longer valid.</p> <p>Revised Reporting Forms: September 2010</p> <p>Please discard earlier versions (electronic and paper) of the "EVVRS Violence, Vandalism and Substance Abuse Incident Report Form" and the "EVVRS Report of Suspensions/Removals of Students With Disabilities for Reasons Other Than Violence, Vandalism, and Substance Abuse Form." These documents have also been updated; prior versions are no longer valid.</p>
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To access EVVRS system documents:

- Click on a hyperlink to:
 - display an HTML document
 - download a Microsoft Word document (.DOC), an Adobe Acrobat document (.PDF), a PowerPoint presentation (.PPT), or required software

	<p>View system documents online or offline</p> <p>Many EVVRS system documents are available on the Welcome page in two formats: (1) View HTML documents online; or (2) download Microsoft Word documents to open, view, save, and print them offline using Microsoft Word or a compatible word-processing application.</p>
	<p>In addition to the documents below, a new EVVRS training video, "Using the EVVRS," was mailed to all school districts, charter schools, and private schools for the disabled in DVD format in November of 2007. Districts may make as many copies of the DVD as needed to provide training to EVVRS users, to educate staff about reporting responsibilities, and to inform the public about what the school is doing to ensure school safety.</p>

System Documents Table		
Hyperlink	Format	File Description
User Documents		
Attention New Users: Read Me First!	.DOC	Click to download tips for familiarizing yourself with the EVVRS; system requirements are included here.
Attention Returning Users: Read Me First!	.DOC	Click to download tips for familiarizing yourself with the newly revised EVVRS; system requirements are included here.
Revised! EVVRS User Manual	HTML	Click to display the <i>EVVRS User Manual</i> .
Revised! EVVRS User Manual	.DOC	Click to download the <i>EVVRS User Manual</i> .
Revised! EVVRS Frequently Asked Questions (FAQs)	.HTML	Click to display questions about the EVVRS asked by users and answered by NJDOE technical support.
Revised! EVVRS Frequently Asked Questions (FAQs)	.DOC	Click to download questions about the EVVRS asked by users and answered by NJDOE technical support.

The System Documents Table continues ...

System Documents Table, continued		
Hyperlink	Format	File Description
Quick Access to Incident Definitions and Scenarios		
EVVRS Incident Definitions	.HTML	Click to display the EVVRS Incident Definitions for quick viewing and printing while online.
EVVRS Incident Definitions	.DOC	Click to download the EVVRS Incident Definitions for quick viewing and printing while offline.
EVVRS Incident Scenarios	.HTML	Click to display the EVVRS Incident Scenarios for quick viewing and printing while online.
EVVRS Incident Scenarios	.DOC	Click to download the EVVRS Incident Scenarios for quick viewing and printing while offline.
Problem/Solution Table	.HTML	Click to display the EVVRS for quick viewing and printing while online.
Problem/Solution Table	.DOC	Click to download the EVVRS Problem/Solution Table for quick viewing and printing while offline.
Reporting Forms		
<u>EVVRS Violence, Vandalism and Substance Abuse Incident Report Form</u>	.PDF	Click to download of the "EVVRS Violence, Vandalism, and Substance Abuse Incident Report Form."
<u>EVVRS Suspensions Form</u>	.HTML	Click to display the "EVVRS Report of Suspensions/Removals of Students With Disabilities for Reasons Other Than Violence, Vandalism, and Substance Abuse Form" online.
<u>EVVRS Suspensions Form</u>	.DOC	Click to download the "EVVRS Report of Suspensions/Removals of Students With Disabilities for Reasons Other Than Violence, Vandalism, and Substance Abuse Form."
Training Materials		
Revised! <u>EVVRS Training Presentation</u>	.PPT	Click to download a slide overview of the most recent EVVRS training presentation.
Notices		
<u>2010-11 Notices to EVVRS Users</u>	.HTML	Click to display notices emailed to all account users this year.
<u>2010-11 Notices to EVVRS Users</u>	.DOC	Click to download notices emailed to account users this year.
Other Tools		
<u>Download Current Browsers</u>		Click to download a current version of either Microsoft Internet Explorer or Netscape.
<u>Download Current Acrobat Reader</u>		Click to download Adobe Acrobat Reader.
<u>EVVRS Page Flow Chart</u>	.BMP	Click to display an organizational chart of the EVVRS. The chart is included as a visual aid to understanding the system.

Login Page

The Login page is the site at which you identify yourself as an approved EVVRS user, thereby ensuring the security of the information you enter.



You login information is not case-sensitive: you may type letters in upper case or in lower case. Also, for security reasons, your password does not display on screen, but appears as a series of asterisks.

To login:

1. Type in your four-digit **District ID** code.



Each school district, charter school, and private school for the disabled has a unique four-digit district identification code. Use this as your EVVRS **District ID** during login.

2. Type in your **Username**.



To access the EVVRS, each user must have their own EVVRS User Account. If you do not have an account, contact your school district's Web User Administrator to have an EVVRS account established in your name. Then you can select your own User ID and Password.

3. Type in your **Password**.

4. Click the **Login** button.



If you have made an error in any of the fields, the message "**Wrong District Code, User ID, or Password. Login again**" displays. Correct the district code, user ID, or password and try again.



If you cannot login successfully, ask your school district's Web User Administrator to check your User ID and Password and the status of your EVVRS user account.

Main Menu Page

The Main Menu page provides three menu buttons. The first two of these represent the two different functions of the EVVRS, and the third logs you out of the system. Brief descriptions of these menu options are provided in the table that follows.

Menu Button	Description
VV-SA	Click to report incidents of violence, vandalism, weapons, or substance abuse involving any student, a non-student, or an unknown offender.
Other—Spec. Ed.	Click to report the suspension or removal of a student with disabilities for an offense other than violence, vandalism, weapons, or substance abuse.
Data Modification	Click if you wish to view, add to, delete, or change previously entered incident information – including offender and victim information.
<i>Revised!</i>	Beginning this school year (2010-11), you will have the ability to delete EVVRS incidents. Deletions can only be made by your Superintendent or Business Administrator and/or a designee. The period for making deletions will be from May 2, 2011 to July 15, 2011. Detailed instructions for making deletions will be provided in this manual and posted on the EVVRS home page at the appropriate time.
Close Window	Click to return to the Welcome page. Login again to use the system.

Chapter 2: Reporting New EVVRS Incidents

EVVRS Data Entry Overview

What Must We Report?

To be reported:

1. An incident must take place on school grounds, at a school-sponsored event, or on a school bus.
2. The student behavior must meet one of the definitions of reportable incidents set out in this chapter.
3. The assignment of the EVVRS-defined offense category must be appropriate for the student – that is, the offender must have been cognitively and developmentally mature enough to understand the potential consequences of his or her actions.

Many school districts also keep records of other kinds of student behaviors, but doing so does not necessarily mean that the incident must also be reported using the EVVRS.



In-District Reporting v. EVVRS Reporting

A district board of education's Code of Student Conduct may specify consequences for behaviors other than EVVRS-defined offenses, and the school may wish to collect data on these. However, these incidents should not be reported using the EVVRS merely because the school collects the information or imposes consequences for the behavior.

Two Broad EVVRS Incident Categories

As noted earlier, school districts are required to use the EVVRS to report two broad categories of incidents: (1) **VV-SA** and (2) **Other—Spec. Ed.** offenses. These categories are defined as follows:

Category	Description
VV-SA	An incident of violence, vandalism, weapons, or substance abuse involving <u>any</u> student.
Other—Spec. Ed.	The suspension or removal of a student with a disability for <i>any reason other than</i> violence, vandalism, weapons, or substance abuse.

Age and Cognitive/Developmental Maturity Standard

In order to accurately select the correct EVVRS-defined offense category, the EVVRS requires users to consider the age and developmental maturity of the offender. To accurately report the incident, the observer must be sure that the offender is cognitively and developmentally mature enough to understand the potential consequences of his or her actions. For example, the offender should know that:

- A hard punch could injure.
- Weapons are not permitted in school.
- A threat can make a victim fearful.
- His or her inappropriate behavior is considered a sex offense.

If a student commits an offense that could be defined as a VV-SA offense, but the age/developmental maturity standard is not met, the district should proceed as follows:

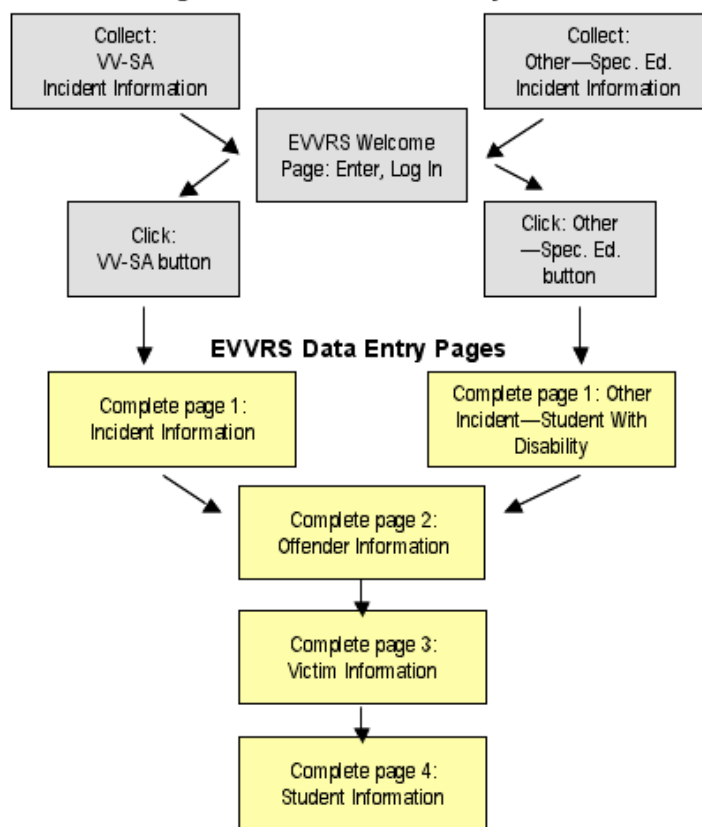
- If the offender is a student with a disability and is subsequently suspended for the behavior, the incident must be reported as an Other—Spec. Ed. offense.
- If the offender is a student with a disability, but is *not* suspended for the behavior, the incident must not be reported using the EVVRS.
- If the offender is a general education student, the incident must *not* be reported using the EVVRS.

EVVRS Data Entry Flow

As you can see from the table and figure below, data entry for both categories of EVVRS incidents is similar. Both VV-SA and Other—Spec. Ed. incidents are reported using four data entry pages. And while the first data entry page differs depending on whether you are reporting a VV-SA or Other—Spec. Ed. incident, the three remaining data entry pages are identical for both types of incidents.

	VV-SA Incident	Other—Spec. Ed. Incident	Number of Times Completed
1.	Incident Information page	Other Incident—Student With Disability page	Once per incident
2.	Offender Information page	Offender Information page	Once per offender
3.	Victim Information page	Victim Information page	Once per victim
4.	Student Information page	Student Information page	Once per in-district offender or victim

Figure 2.1: EVVRS Data Entry Flow



What NOT to Report

The table that follows provides examples of incidents that districts must NOT report using the EVVRS.

Examples of Behaviors That Are NOT Reported as VV-SA Incidents	
Example	Reason
• A fight between two students at a residential bus stop	The fight did not take place on school grounds, at a school-sponsored event, or on a school bus, thus the students were not under the supervision of the school.
• A shouting match between two general education students in the gym	Shouting and arguing are not EVVRS-defined offenses.
• Possession of a toy gun	Possession of a toy gun is not an EVVRS-defined offense.
• A suicide threat by a student	A suicide threat by a student is not an EVVRS-defined offense.
• An altercation between two teachers	The EVVRS does not collect information on incidents involving staff as offenders.
• A kindergartener who is being restrained by a teacher kicks the teacher in frustration while trying to escape the teacher's grasp.	The assignment of an EVVRS-defined offense category would not be appropriate because the student is not sufficiently aware of the consequences of his or her action.

Before Reporting an Incident






!	<p>Before entering data about an incident into the EVVRS:</p> <ul style="list-style-type: none"> Carefully read the descriptions of EVVRS-defined offenses provided in the Incident Detail Tables in this chapter. Gauge your understanding of the definitions by reviewing the EVVRS Scenarios provided at the end of the chapter. Confirm that the incident you want to report is <u>an EVVRS-defined offense</u> that took place on school grounds, at a school-sponsored event, or on a school bus, and that the student is cognitively and developmentally mature enough to understand the potential consequences of his or her actions. Collect ALL information about the incident on a paper copy of the "EVVRS Violence, Vandalism and Substance Abuse Incident Report Form" before entering any data online (see the System Documents Table to learn where to find the form).
!	<p>Unsafe School Choice Option</p> <p>As you review the descriptions of EVVRS-defined offenses provided in the Incident Detail Tables later in this chapter, pay special attention to offenses marked with an asterisk (*). This indicates that the victim of this type of offense may be considered the victim of a violent crime. If the person is determined to be a victim under the Unsafe School Choice Option, this must be indicated on the Victim Information Page of the incident report. (To determine whether a victim is "a victim of a violent criminal offense," see Appendix C.)</p>

The remainder of Chapter 2 provides specific procedures for reporting EVVRS incidents. First, the chapter provides separate instructions for reporting VV-SA incidents completing the two different incident information pages: the [VV-SA Incident Information page](#) and the [Other Incident—Student With Disability page](#). Next, the chapter provides procedures for completing the [Offender Information page](#), the [Victim Information page](#), and the [Student Information page](#) for *both* VV-SA and Other—Spec. Ed. incidents. Finally, the chapter provides example EVVRS Incident Scenarios that illustrate how to apply EVVRS incident categories.

VV-SA Incident Information Page

The VV-SA Incident Information page collects detailed information about ALL incidents involving violence, vandalism, weapons, or substance abuse – regardless of whether general education students and/or students with disabilities are involved in the incident.

Data Entry Notes

	<p>Summer Incidents</p> <p>The EVVRS reporting year ends June 30, and the EVVRS is closed for data entry during the summer. Incidents that take place between July 1 and the re-opening of school in September cannot be entered until the fall, when the EVVRS opens for the new reporting year.</p>
	<p>Multiple Offenders/Victims, One Incident Report</p> <p>If more than one person is involved in an incident, the incident must still be reported only once. For example, a fight involving two students must be reported as one fight.</p> <p>That said, a maximum of six offenders and six victims may be reported in connection with a single incident.</p> <p>If more than six offenders are involved in an incident, enter data for the six offenders whose involvement was most serious, as measured by the action taken and number of days suspended.</p> <p>If more than six victims are associated with an incident, enter data for the six victims whose injuries were most serious; however, data must be entered for every victim who can be considered a “victim of a violent criminal offense.”</p>
	<p>One Incident Report, Multiple Offense Categories</p> <p>When more than one type of offense occurs within an incident, in most cases, all types must be reported. For example, a single event may include assault and vandalism, or both drugs and weapons. While you would record the event as one incident, you must nonetheless check all EVVRS-defined offense categories that apply.</p> <p>You will find exceptions to this rule noted in the <i>EVVRS User Manual</i>, and the system will warn you if you try to make multiple entries that are not allowed. For example, you cannot report an incident as both Extortion and Robbery; you must choose one.</p>
	<p>Incident Description</p> <ul style="list-style-type: none"> For all incidents, completion of the Incident Description field is required. Be sure to include any information that you think is not adequately answered with a menu selection. If the incident occurred in an off-site program, the name of that program, school, or building must be entered in the Incident Description field. The Incident Description field will allow up to 4,000 characters (including spaces).
	<p>Important Navigational Reminders</p> <p>To move from one field to the next, use your mouse or the Tab key. To go back a field, use your mouse or hold the Shift key down while hitting the Tab key.</p> <p>Do not use the right mouse button to select Back to return to a previous page, and do not double-click the buttons at the bottom of the page to activate them: Duplicate records will result.</p> <p>Do not hit Enter to move the cursor to the next field; hitting Enter will open the next EVVRS page.</p>

VV-SA Data Entry Procedure

To report a new VV-SA incident:

1. On the Main Menu page, click the **VV-SA** data entry button to display the Incident Information page.
2. Consult the [Incident Header Table](#), which follows, for explanations of what information to enter in each field of the Incident Header portion of the Incident Information page.
3. Consult the Incident Detail Tables that follow to determine which incident detail categories to select in the Incident Detail portions of the Incident Information page:
 - [Incident Detail Table: Violence](#)
 - [Incident Detail Table: Vandalism](#)
 - [Incident Detail Table: Substance Abuse](#)
 - [Incident Detail Table: Weapons \(Bomb Offense, Firearm Offense, and Other Weapon Offense\)](#)



You may need to refer to multiple tables for a single incident, because when more than one type of offense occurs within an incident, in most cases all types must be reported. The system will warn you if you try to make multiple entries that are not allowed.

3. Enter any descriptive details of the incident in the **Incident Description** field.



You *must* make an entry in the **Incident Description** field for all incidents. Provide any information that you think is not adequately answered with a menu selection. You are limited to 4,000 characters.

4. When you are finished, click on the **Submit Record** button at the bottom of the screen to enter the data and display the People Involved in Incident page.



When you click **Submit Record** the data you entered are officially entered into the EVVRS. Do not use the right mouse button to go back to modify data. Duplicate data will result. To modify data, you must use the EVVRS Data Modification function (see [Chapter 3: Editing Incident Reports](#)).




If you click **Submit Record**, but the system returns you to the Incident Information page, check the top of the page for a message in red: You may have skipped a field that must be selected, or selected too many choices. Correct the data indicated and click **Submit Record** again.






If for some reason you do not wish your data to be entered into the system (for example, you may have clicked the **VV-SA** button in error), click the **Back to Previous Page** button to return to the Main Menu page.

Netscape users: When you click the **Back to Previous Page** button, a mostly blank screen with the words **Data Missing** at the top will display. Right-mouse click anywhere on the page and select **Reload** from the dropdown list to return to the Main Menu page.

The Incident Header Table

Incident Header Table	
Field	What To Do
District Name	The District Name is carried over by the EVVRS from your login information.
School Name	The name of the school at which the incident occurred – or, if the incident occurred on a bus or at a school-sponsored event, the name of the school associated with or responsible for the students. Only select a school for which you are authorized to enter and modify data. Be sure the school name is correct, since its code becomes part of the number that is used to identify a student.
Incident Location	<p>The location where the incident occurred. Locations include: Cafeteria, Classroom, Corridor, Other Inside School, School Grounds, Bus, Building Exterior, District Office, Other Outside, Off-Site Program, or School Entrance.</p> <ul style="list-style-type: none"> • Categorize incidents that take place in interior school locations other than a Cafeteria, Classroom, Corridor, or District Office as Other Inside School (e.g., a school lavatory). • Report incidents that occur on school property but outside the school building as School Grounds. • Classify the location of damage to the exterior of the school building (such as a broken exterior window) as Building Exterior. • Categorize incidents that take place at school-sponsored events, such as field trips and away games – or that occur in other buildings on school grounds (such as a bus garage) – as Other Outside. • Use Off-Site Program for incidents that occur in alternative education programs that are located off-site.
	<p>How does the EVVRS define “school grounds?”</p> <p>When using the EVVRS, you will find two different uses of the term “school grounds.”</p> <p><i>1. Deciding What to Report:</i> For purposes of determining whether to report an incident, N.J.A.C. 6A:16-1.3 defines “school grounds” as follows:</p> <p><i>School grounds</i> 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.</p> <p><i>School grounds</i> also includes other facilities as defined in N.J.A.C. 6A:26-1.2: 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.</p> <p><i>2. Noting Where an Incident Occurred:</i> It is important to distinguish between the above definition of “school grounds” and the term “school grounds” as it is used to distinguish the various locations at which EVVRS-defined incidents may occur. In the latter case, “school grounds” is considered one location of several Incident Location choices, and refers more specifically to locations that are on school property but outside the school building, such as the playground and parking lot.</p>
Date/Time of Incident	The date and time the incident occurred. If you are uncertain (for example, when a vandalism incident occurred overnight or during a vacation period), select Hour Unknown. If you wish, you can explain any lack of certainty later in the Incident Description field.

Incident Header Table continues ...

Incident Header Table, continued	
Field	What To Do
Bias Incident	Indicate whether bias played a role in the incident.
	<p>How does the EVVRS define “bias?”</p> <p>Bias 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:</p> <ul style="list-style-type: none"> • an admission by the perpetrator of bias motivation • obvious signs of bias – such as the utterance of racial epithets or use of hate graffiti • the victim expressing that bias motives were involved • a history of bias incidents among the involved students or groups of student
	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. In addition, the EVVRS considers bias in terms of the incident as a whole, not simply with regard to the offender's actions.
Police Notification	Indicate whether or not police were notified, and if they were, whether a complaint was filed.
	Pursuant to statute and code and in accordance with the Uniform State Memorandum of Agreement between Education and Law Enforcement Officials (N.J.A.C. 6A:16-6.2[b]13), any contacts with law enforcement regarding incidents marked with asterisks MUST be reported.
Gang Related	Indicate whether there is confirmation from a law enforcement official, the victim, or the offender that the incident was gang related.
Contact Name	The name of the person who reported the incident, so that he or she may be contacted by the EVVRS account user if there are any questions about the incident.
Contact Phone	The phone number of the person who reported the incident, so that he or she may be contacted by the EVVRS account user if there are any questions about the incident.


VV-SA Incident Definitions



Incident Detail Tables

The EVVRS uses the Incident Detail portions of the Incident Information page to collect descriptive information for the four categories of VV-SA incidents: (1) Violence, (2) Vandalism, (3) Substance Abuse, and (4) Weapons (i.e., Bomb, Firearm, or Other Weapon).

These categories are defined in the following Incident Detail tables:


- [Incident Detail Table: Violence](#)
- [Incident Detail Table: Vandalism](#)
- [Incident Detail Table: Substance Abuse](#)
- [Incident Detail Table: Weapons \(Bomb Offense, Firearm Offense, and Other Weapon Offense\)](#)

	<p>Incident Scenarios</p> <p>For further clarification of the incident definitions that follow, see the EVVRS Incident Scenarios provided later in this chapter and as a stand-alone document on the EVVRS Welcome page.</p>
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	Incident Description The Incident Description field provides space to briefly clarify the incident or any details of the offense that may be unclear. Completing this field is now required for all incidents.
	Unsafe School Choice Option Remember, a victim of an offense marked with an asterisk (*) may be considered the victim of a violent crime under the Unsafe School Choice Option . If so, this must be indicated on the Victim Information Page of the incident report. (For more information, see Appendix C.)



Incident Detail Table: Violence

Offense	Definition
Assault*	A person attempts to cause – or purposely, knowingly, or recklessly causes – bodily injury to another.
Criminal Threat*	Expressing – either physically or verbally – the intent to commit one of the following violent criminal offenses: homicide, aggravated assault (i.e., assault with serious bodily injury), 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 <u>immediacy</u> of the threat and the <u>likelihood</u> that it will be carried out.
Extortion*	Obtaining money or any material thing (<u>regardless of value</u>) from another by means of a stated or implied threat of <u>future</u> violence.
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.
Harassment, Bullying, Intimidation, Threat*	Any gesture, written, verbal, or physical act, or electronic or wireless communication that: <ul style="list-style-type: none"> a reasonable person should know, under the circumstances, the act will have the effect of alarming (i.e., fear created by imminent danger) or harming (e.g., physically, emotionally) a student or staff member, or of damaging their property; OR has the effect of insulting or demeaning any student or group of students in such a way to cause a substantial disruption in, or to substantially interfere with, the orderly operation of the school.
Kidnapping*	Pursuant to NJSA 2C:13-1, unlawful removal of a student from school grounds or a substantial distance from where he or she is found in or on school grounds; or confinement of the victim for the purpose of holding the victim for ransom or reward as a shield or hostage; or confinement for a substantial period of time to facilitate commission of a crime or flight thereafter; or to inflict bodily injury on or terrorize the victim.
Robbery*	Obtaining money or any material thing (regardless of value) from another by means of violence or the threat of <u>immediate</u> violence.
Sex Offense*	Subjecting another to sexual contact or exposure. For the incident to be considered a sex offense, <u>at least one</u> of the following criteria must apply to the offender. The offender must: <ul style="list-style-type: none"> intentionally touch, either directly or through clothing, the victim's intimate parts, 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 commit any act of sexual assault defined under NJSA 2C:14-2, which includes provisions related to the age of the victim and the offender

	Incidents of <i>sexual assault</i> must be reported in this category. However, incidents of <i>sexual harassment</i> are reported under Harassment, Intimidation, Bullying, Threat.
	How does the EVVRS define “intimate body parts?” Intimate body parts are defined by statute (NJSA 2C:14-1e) to include “sexual organs, genital area, anal area, inner thigh, groin, buttock or breast of a person.”
* An asterisk indicates that the offense type is used in the identification of persistently dangerous schools.	

* An asterisk indicates that the offense type is used in the identification of persistently dangerous schools.



Incident Detail Table: Vandalism/Related

Offense	Definition
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 a simple act of lighting a match.
Bomb Threat	A communication received via telephone, e-mail or other means stating that a bomb (an explosive device greater in size than a firecracker) will detonate on school grounds (building, property or school bus). If a bomb is found, check either bomb -- exploded, or bomb -- unexploded, as appropriate, under Bomb Offense.
	Bomb Threat: No Victim Victim information must <i>not</i> be reported for a bomb threat unless the threat was specifically directed at an individual or group of individuals.
Burglary	An individual entering, or surreptitiously remaining in, a school district facility or on school property, or someone else’s property (e.g., an automobile) that is on school property for the purpose of committing an offense therein.
	For an incident to constitute Burglary, the individual must not be entitled to enter or remain in the facility. If the person does have this right, and property is stolen, the incident is reported as Theft.
Damage to Property	Purposely, knowingly, or recklessly destroying or defacing school, contracted, or personal property, thereby causing an economic loss due to repair or replacement. Serious incidental damage to property that occurs during an act of violence should be reported.
Fake Bomb	An object that has the appearance of an explosive device that upon inspection is determined to be harmless.
Fire Alarm	Knowingly setting off a fire alarm when no fire exists.
Fireworks Offense	The possession, sale or distribution, or detonation of a self-fusing explosive device that is no greater in size than two inches and is commercially sold as “fireworks.” Cherry bombs, M80s, and M90s are reported in this category.
Theft	The taking of the school district’s or a person’s belongings or property without consent. Report only incidents where the value of the article taken is \$10 or more.
Trespassing	Entry onto school property or into a school building without permission.

Cost incurred by LEA	Check if a cost due to the incident was incurred by the LEA (local educational agency – i.e., the school district, a charter school, or a private school for the disabled) in terms of materials and labor. Include costs reimbursed by insurance or repaid by the offender. Do not check if costs of vandalism were incurred by an individual student or staff member.
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* Indicates that arson is used in the identification of persistently dangerous schools in the case where a victim type has been identified.

Incident Detail Table: Substance Abuse

Offense	Definition
Suspected Use Confirmed	<p>Alcoholic Beverages and Controlled Dangerous Substances – 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.</p> <p>Anabolic Steroids – 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.</p> <p>Reporting Suspected Use – In each case where the suspicion of use is confirmed by a medical examination, the “Violence, Vandalism, and Substance Abuse Incident Report Form” must be completed by the referring staff member (N.J.S.A. 18A:17-46 and N.J.A.C. 6A:16-5.3). . Refusing the required medical examination to confirm suspicion of use is considered admission of use. Report the use as Suspected Use –Confirmed and enter “refused” in the Incident Description field.</p>
	A student need not be “caught in the act” of using for use to be reported.
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, and drug paraphernalia.
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.”

Substance Type	<p>If a student is found to possess, distribute, or be under the influence of alcohol, marijuana, and/or any other controlled dangerous substance (not including cigarettes) or anabolic steroids, you must also indicate the substance type or types involved.</p> <p>Click the dropdown menu to select all substances involved in the incident. Choices include: Alcohol, Marijuana, Amphetamines, Party Drug (e.g., Ecstasy), Cocaine/Crack, Hallucinogens (e.g., LSD, PCP), Narcotics (e.g., heroin, morphine), Depressants (e.g., barbiturates, tranquilizers), Anabolic Steroids, Unauthorized Prescription Drugs, Unauthorized over-the-counter drugs, Inhalants, and Drug paraphernalia.</p>
* An asterisk indicates that the offense type is used in the identification of persistently dangerous schools.	

Incident Detail Table: Weapons

Offense	Definition		
Weapons Offense*	<p>Select <u>one</u> of the two choices next to the type of weapon(s) involved in the incident on the VVV-SA Incident Report form:</p> <ul style="list-style-type: none"> • Possession: Having on one's person, in one's locker or vehicle one or more of the types of weapons listed on the VV-SA form. • Used in Offense: Being in possession <u>and</u> using the weapon in the commission of an offense reported in another incident category, such as assault, criminal threat, extortion, damage to property. • Sale/Distribution: Selling, giving, or having in one's possession, with the intent to distribute or sell, a weapon. May be checked in addition to either choice above. 		
	<p>How does the EVVRS define Weapons?</p> <p>The Weapons category includes any instrument readily capable of lethal use or of inflicting bodily injury. The category includes, 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.</p> <p>Components that can be readily assembled into a weapon are reported in this category.</p> <p>A toy gun is no longer considered a weapon and its possession would not be reported. An imitation handgun would be reported.</p>		
Weapon Types	<p>Check as many types of Weapons as apply to the incident:</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • handgun • rifle • air gun/pellet gun/BB gun • imitation firearm • knife, blade, razor, scissors, box cutter </td><td> <ul style="list-style-type: none"> • pin, sharp pen or pencil • chain, club, "brass knuckles • spray • other </td></tr> </table>	<ul style="list-style-type: none"> • handgun • rifle • air gun/pellet gun/BB gun • imitation firearm • knife, blade, razor, scissors, box cutter 	<ul style="list-style-type: none"> • pin, sharp pen or pencil • chain, club, "brass knuckles • spray • other
<ul style="list-style-type: none"> • handgun • rifle • air gun/pellet gun/BB gun • imitation firearm • knife, blade, razor, scissors, box cutter 	<ul style="list-style-type: none"> • pin, sharp pen or pencil • chain, club, "brass knuckles • spray • other 		
Bomb Offense*	<p>If the incident involved an explosive device larger than a firecracker (see below), check one of the following, as appropriate:</p> <ul style="list-style-type: none"> • Bomb - exploded (detonated) • Bomb - unexploded (not detonated, but possible) 		

**How does the EVVRS define “bomb?”**

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.






Cherry bombs, M80s, and M90s are reported in the Fireworks category.

* An asterisk indicates that the offense type is used in the identification of persistently dangerous schools.

Other Incident—Student with Disability Page (Other—Spec. Ed.)


In addition to incidents of violence, vandalism, weapons, or substance abuse involving any student, the EVVRS also collects information about incidents that result in the suspension or removal of a student with a disability for *offenses other than violence, vandalism, weapons, or substance abuse*.

Click on Other—Spec. Ed. button on the EVVRS Main Menu page to enter incidents of this type. The reporting of all in-school and out-of-school suspensions of students with a disability of a minimum of one-half day duration is required by the federal Individuals with Disabilities Education Act (IDEA).

	<p>ALL incidents involving violence, vandalism, weapons, or substance abuse – even those in which a student with a disability is an offender or a victim – are reported using the VV-SA data entry button, NOT the Other—Spec. Ed. data entry button.</p> <p>Only use the Other—Spec. Ed. data entry button to report incidents that result in the suspension or removal of a student with a disability for reasons <u>other than</u> violence, vandalism, weapons, or substance abuse.</p>
	<p>For this type of incident, DO NOT report removal/suspensions of less than one-half day duration.</p>
	<p>See Appendix B: Other—Spec. Ed. Suspensions in the <i>EVVRS User Manual</i> to view a list of behaviors – compiled from actual district discipline reports – that may result in removal/suspension, but are not related to violence, vandalism, weapons, or substance abuse. This list is not intended by NJDOE to be either exhaustive or definitive.</p>
	<p>If a student is classified in the middle of the school year as a special education student, for example, and if the student was reported as either an offender or a victim in an EVVRS incident earlier in the year when he or she was a general education student, assign the student a new student ID when reporting the student for an Other—Spec. Ed offense. (Do not change the NJSMART ID.)</p> <p>The NJDOE recommends adding an ‘s’ to the student ID number if the student is classified as a special education student during the school year, or adding an ‘r’ if the student’s classification is changed to general education student during the school year.</p>
	<p>To ensure accurate and complete reporting, fully complete the “EVVRS Report of Suspensions/Removals of Students With Disabilities for Reasons Other Than Violence, Vandalism, and Substance Abuse Form” before entering data into the EVVRS (see System Documents in Chapter 1 of the <i>EVVRS User Manual</i> to learn where to find the form).</p>


To report a new Other—Spec. Ed. incident:

1. On the Main Menu page, click the **Other—Spec. Ed.** data entry button to display the Student With Disability page.
2. Use the procedure that follows to complete the Student With Disability page.

	<p>ALL incidents involving violence, vandalism, weapons, or substance abuse – even those in which a student with a disability plays a role as offender or victim – are reported using the VV-SA data entry button. If you clicked the Other—Spec. Ed. data entry button in error, click Back to Welcome Page (at the bottom of the Student With Disability page) to return to the Main Menu. From there, you can click the VV-SA data entry button to report an incident involving violence, vandalism, weapons, or substance abuse. For more information, see VV-SA Incident Information Page.</p>
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To complete the Other Incident—Student With Disability page:

1. Consult the [Incident Header Table](#), provided earlier, to determine what information to enter in each field of the Student with Disability page.
2. Provide a brief description of the behavior that led to the suspension in the **Incident Description** field. The field limits your entry to six lines of text.
3. When you are finished, click on the **Proceed** button at the bottom of the screen to display the People Involved in Incident page.

!	When you click Proceed , the data you entered are officially entered into the system. <u>Do not use the right mouse button to go back to modify data! Duplicate data will result.</u> To modify data, you must use the EVVRS Data Modification function (see Chapter 3: Editing Incident Reports).
!	If you click Proceed , but the system returns you to the Other Incident—Student with Disability page, check the top of the page for a message in red: You may have skipped a field that must be selected, or selected too many choices. Correct the data indicated and click Proceed again.
	If for some reason you do not wish your data to be entered into the system (for example, you may have clicked the Other—Spec. Ed. button in error), click the Back to Previous Page button to return to the Main Menu page. Netscape users: When you click the Back to Previous Page button, a mostly blank screen with the words, Data Missing , at the top will display. Right-mouse click anywhere on the page and select Reload from the dropdown list to return to the Main Menu page.

People Involved in Incident Page

The People Involved in Incident page is a navigational page. You do not enter information directly on this page. Rather, the People Involved in Incident page is the springboard from which you enter information about any offenders and victims involved in the incident you are reporting. When the People Involved in Incident page first displays, the fields under the headings **Offender Information** and **Victim Information** are blank. Each time you return to this page after entering information on an offender or victim, data display in these fields.

!	Notice the incident number that displays at the top of the People Involved in Incident page. An incident number is assigned every time a new incident is reported. Record this number on your paper record of the incident right away. The incident number is used to identify reports in the NJDOE EVVRS database.
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Entering Offender Information**To enter offender information:**

1. A. If ALL offenders involved with this incident are unknown, proceed to step 6 below.
B. If you know the identity of any of the offenders involved in the incident, click on the **Identify Offender(s)** button to display the Offender Information page.
2. Consult the following Offender Information Tables to complete the fields of the Offender Information page for one offender:
 - [Offender Information Table: All Students](#)
 - [Offender Information Table: In-District Students Only](#)

3. When you have entered all of the information specified in the Offender Information tables for this offender, click **Proceed** to display the Student Information page or the People Involved in Incident page, as follows:
- If the student for whom you entered data has never before been reported using the EVVRS, the system displays the New Student Offender Information page; proceed to step 4A below.
 - If the EVVRS recognizes the student from the Student ID you entered, the Existing Student Offender Information page displays; proceed to step 4B below.
 - If the student is not a district student, data entry for this offender is complete. The People Involved in Incident page displays, and information you entered about this offender displays in the Offender Information fields; proceed to step 5.



Once you click **Proceed**, you cannot edit the information on that page. It is officially entered into the EVVRS. To modify data about the offender you just entered, you must use the EVVRS Data Modification function (see [Chapter 3: Editing Incident Reports](#)).

4. A. **New Student Offender Information page:** Consult the [New Student Offender or Victim Information Table](#) to complete the fields of the New Student Offender Information page. When you have entered all of the information specified in the New Student Offender or Victim Information Table for this offender, click **Proceed** to return to the People Involved in Incident page.



Once you click **Proceed**, you cannot edit the information on that page. It is officially entered into the EVVRS. To modify data about the offender you just entered, you must use the EVVRS Data Modification function (see [Chapter 3: Editing Incident Reports](#)).

B. Existing Student Offender Information page: Review the information the EVVRS gathered based on the Student ID you entered. Is this the correct student?

YES? If the information on screen DOES identify the correct student, click **Proceed** to display the People Involved in Incident page.



If the information on the screen correctly identifies this student offender, but **some** of the information is incorrect, click **Proceed** anyway to display the People Involved in Incident page. You cannot edit information about this offender now, but you can make changes later using Data Modification.

NO? If the information on screen does NOT identify the correct student, click **Incorrect Student Go Back** to delete the information from this incident and to display the People Involved in Incident Page. An incorrect Student ID has been entered. To enter the correct information, begin again with step 1B.



The incorrect student information does not display in the **Offender Information** fields of the People Involved in Incident Page. By clicking **Incorrect Student Go Back**, you effectively severed the link between this incident and incorrect student information. However, this action did not delete the association of this student with any other incident.

5. Repeat steps 1-4 for the every known offender involved in the incident.
6. If the identify of any offender involved in the incident is unknown, click **Offender(s) Unknown** from the **Offender Type** pull down menu. No fields should be completed on this page. Click **Proceed** to return to the People Involved in Incident page; the unknown offender now displays in the **Offender Information** fields.



Once you click **Proceed**, you cannot edit the information on that page. It is officially entered into the EVVRS. To modify data about the offender you just entered, you must use the EVVRS Data Modification function (see [Chapter 3: Editing Incident Reports](#)).



Click **Proceed** even if you clicked the **Offender(s) Unknown** button in error. There is no way to correct that now. Later, you can remove the unknown offender from this incident report using Data Modification.

7. When you have entered information for the last offender, review the information that displays in the **Offender Information** fields of the People Involved in Incident page.

If you omitted any offenders, enter that information now.

If any information was entered incorrectly, note the corrections you must make later on the paper copy of your incident report form.







At this time, only enter information about offenders that you completely omitted. From the People Involved in Incident page, you cannot edit information about offenders already entered. To modify data about offenders, use the EVVRS Data Modification function (see [Chapter 3: Editing Incident Reports](#)).


8. When your information is complete, click **Back to Welcome Page** to display the EVVRS Main Menu page.




From the Main Menu page, you can enter information about a new incident, change information about an offender or victim, order reports, modify your user profile, or exit the EVVRS.

The Offender Information Page

Offender Information Table: All Students of Reporting School	
Field	What To Do
	Enter the following information <i>for every offender</i> involved in the incident.
Incident Number	The Incident Number is assigned and carried over by the EVVRS.
	Be sure to record the EVVRS incident number on your paper record of the incident.
District Name	The District Name is carried over by the EVVRS.
School Name	The School Name is carried over by the EVVRS.
Offender Type	<p>VV-SA Incidents Only</p> <p>Use the dropdown menu to select the appropriate descriptor for this offender: General Education Student, Student With Disability, Student From Another School, Non-Student, or School Personnel.</p> <p>Other—Spec. Ed. Incidents Only</p> <p>Student With Disabilities is pre-selected by the EVVRS. The system will not allow you to enter information on any general education students involved in Other—Spec. Ed. incidents. While you may wish to keep a district record of the behavior of these students, this information is not collected by the EVVRS.</p>
	Enter the following information <i>only for offenders from the school reporting the incident</i> . If the offender is from another school, or is unknown, do not complete this information.
Removal or Suspension	Indicates that the student was removed from his/her education program. The suspension or removal of students with disabilities, regardless of the reason, must be reported if the removal or suspension is for one-half day or more and either in-school or out-of-school.
	<p>Days suspended or removed If the student was suspended or removed to another program or service, enter the number of days the student was suspended or removed, even when the suspension extends beyond the end of the school year.</p> <p>For example, if the student was removed for a full calendar year, enter 365.</p> <p>If the student was expelled, leave this field blank.</p>
Student ID	Enter at least three numbers or letters – or a combination of at least three numbers and letters – to identify this student offender for EVVRS purposes only. The EVVRS Student ID you enter may or may not be the student's district-based student ID number.
!	<p>The Student ID field is mandatory; an identifier must be entered.</p> <p>The NJDOE discourages the use of a social security number as a student identifier.</p> <p>Confirm the Student ID you choose after you enter it.</p>
!	<p>The EVVRS uses Student IDs to develop composite data about levels of violence, vandalism, and substance abuse in N.J. public schools. To help the EVVRS keep unduplicated counts of student offenders and student victims, take extra caution when entering student ID numbers.</p> <p>Because the database is kept on an annual basis only, you do not need to use the same numbers to identify students from year to year. However, you must use the same number to identify a student each time that student is involved in an incident within an EVVRS</p>

	<p>reporting year. One exception occurs when a student changes schools; he/she may be assigned a new ID number.</p> <p>A second exception to this rule arises when the classification of a student – who was already entered into the EVVRS in connection with an incident in the current reporting year – changes from “general education student” to “student with a disability” (or vice versa) after the initial incident occurred. In this case, the student’s ID number must be changed before being reported in the EVVRS in connection with another incident. The NJDOE recommends adding an ‘S’ to the existing student ID number if the student is classified “student with a disability” mid-year, or adding an “G” to the number if the student type changes to “general education student.”</p>
	<p>The location of the incident, not the school attended by the offender, determines the assignment of an incident to a school. If the student is from a different school within the district, do not create a Student ID number for that student.</p>
<p>Disciplinary Action(s) Taken and Days Suspended or Removed</p> <p>Section A</p>	<p>In-School Suspension – Indicates that the student was removed from the school’s general or special education program and placed under the direct supervision of school personnel or in a program on school grounds. Note: For an in-school suspension of between 5,-10 days, the student must receive, at a minimum, academic instruction, and for an in-school suspension of more than 10 days, the student must receive educational services (both academic instruction and support services) comparable to those provided for students of similar grade and attainment.</p> <p>An error will occur if the student received an in-school suspension of 5 or more days and the field for Program/Service Provided is blank. Report the location of the program(s) or service(s) provided when the Program/Service is indicated.</p> <p>If the student receives an in-school suspension, report the number of days the student was suspended. Half-days may be reported, (e.g., 0.5, 2.5).</p> <p>Out-of-School Suspension – Indicates that the student was removed from the school’s general or special education program, without being placed in a program or receiving a service (for up to 4 days), or that the student was placed in a program or received a service in a location other than school grounds. Note: For an out-of-school suspension of between 5-10 days, the student must receive, at a minimum, academic instruction, and for an out-of-school suspension of more than 10 days, the student must receive educational services (both academic instruction and support services) comparable to those provided for students of similar grade and attainment.</p> <p>An error will occur if the student received an out-of-school suspension of 5 or more days and the field for Program/Service Provided is blank. Report the location of the program(s) or service(s) provided when the Program/Service is indicated.</p> <p>If the student receives an out-of-school suspension, report the number of days the student was suspended. Half-days may be reported, (e.g., 0.5, 2.5).</p> <p>Report the services provided. An error will occur if the student received an out-of-school suspension of 5 or more days and the field for Educational Program is blank. Report the location of the services.</p> <p>Expulsion – Indicates that the district discontinued all educational services or discontinued payment for all educational services for the student, which means that the student was not placed or recommended for placement in a program or service provided by the district or other agency.</p>

	<p>NOTE: According to federal requirements, services to students with disabilities who are expelled cannot be discontinued. Therefore, according to the above definition of expulsion, and New Jersey state student conduct regulations, students with disabilities cannot be expelled because their services cannot be discontinued. Students with disabilities who are removed from their current program and who otherwise would have been expelled should be reported in the field, out-of-school suspension.</p>
<p>Disciplinary Action(s) Taken and Days Suspended or Removed</p> <p>Section B</p>	<p>Unilateral Removal (Students with Disabilities Only) – Indicates that the student has been removed by school officials (NOT THE IEP TEAM and NOT AN ADMINISTRATIVE LAW JUDGE) to an interim alternative education setting for not more than 45 days for incidents involving weapons, drugs or serious bodily injury, as those terms are defined by the Individuals with Disabilities Education Act (IDEA). (See note below.)</p> <p>For purposes of the Unilateral Removal of students with disabilities, the following definitions of weapon, drug, and serious bodily injury apply.</p> <p>“Weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length. 18 U.S.C. Section 930(g)(2). If the weapon does not meet this definition for weapon, the student may be removed through the IEP team process or by order of an administrative law judge. The removal should be reported accordingly but Unilateral Removal should not be selected.</p> <p>“Drug” means a controlled substance according to 34 C.F.R. Part B Section 300.530(i)(1) or an illegal drug according to 34 C.F.R. Part B Section 300.530(i)(2). If the drug does not meet these definitions, the student may be removed through the IEP team process or by order of an administrative law judge for other applicable behavioral violations. The removal should be reported accordingly but unilateral removal should not be selected.</p> <p>“Serious bodily injury” means bodily injury that involves: 1) a substantial risk of death, 2) extreme physical pain, 3) protracted and obvious disfigurement, or 4) protracted loss or impairment of the function of a bodily member, organ, or mental faculty. 18 U.S.C. Section 1365(h)3. If the injury does not meet the definition for serious bodily injury, the student may be removed through the IEP team process or by order of an administrative law judge. The removal should be reported accordingly but unilateral removal should not be selected.</p> <p>If Unilateral Removal is selected due to drugs or weapons, an error will occur if a weapon or drug that meets the definition above is not selected on the Incident Information page. If Unilateral Removal is selected due to serious bodily injury, an error will occur if the answer to the question on the Offender Information Page regarding serious bodily injury for students with disabilities is blank or “No” is selected.</p> <p>Removal by an Administrative Law Judge (ALJ) Students with disabilities only: Check only if an administrative law judge from the Office of Administrative Law has removed a student with a disability to an interim alternative educational setting because there was a likelihood that continued placement in the current educational setting would result in injury to the student or other students. In the <i>program/services provided</i> field, indicate the education placement ordered by the administrative law judge.</p>

Disciplinary Action(s) Taken, Days Suspended or Removed Section C	<p>None – No disciplinary action was taken.</p> <p>Detention – Indicates that the student was detained, withheld or otherwise required to attend school beyond the normal hours of school operation.</p> <p>Other – Indicates that a consequence was imposed on a student, other than an expulsion, in-school suspension, out-of-school suspension or detention.</p>
Programs/ Services Provided Upon Disciplinary Action	<p>Click the dropdown menu and select the education program(s) or service(s) provided as a result of the disciplinary action(s) taken.</p> <p>None – Indicates that the student was not placed in another program or did not receive other services.</p> <p>Assignment(s) – Indicates that the student was given only schoolwork to complete, and was not provided with academic instruction or educational support services.</p> <p>Academic Instruction (only) – Indicates the student received only academic instruction that addressed the Core Curriculum Content Standards, and did not receive other educational services.</p> <p>Support Services (only) – Indicates that the student received only educational support services (e.g., assessment, counseling, referral), and did not receive academic instruction addressing the Core Curriculum Content Standards.</p> <p>Educational Program (Academic Instruction and Support Services) – Indicates that the student received both academic instruction that addressed the Core Curriculum Content Standards, and educational support services (e.g., assessment, counseling, referral).</p>
Location of Programs / Services	<p>In-School Setting - Indicates the program or service was provided in the school where the student would normally receive instruction.</p> <p>In-District Alternative Education Program – Indicates that the student was removed from the school’s general or special education program and placed in an alternative education program (as defined by N.J.A.C. 6A:16) that was operated by the school district in one of its schools (with its own department-issued school code) and approved by the district board of education .</p> <p>Other In-District Setting – Indicates that the student was removed from the school’s general or special education program and placed in another in-district setting, excluding an in-district alternative education program.</p> <p>Out-of-District Alternative Education Program – Indicates that the student was removed from the school’s general or special education program and placed in either an alternative education program (as defined by N.J.A.C. 6A:16) that was operated by an agency other than the school district and approved by the Department of Education, or an alternative education program operated by another school district in one of its schools (with its own department-issued school code) and approved by the operating district’s board of education.</p> <p>Home - Indicates that the student was removed from the school’s general or special education program and provided with home instruction or a program/service (see above) at home.</p> <p>Other Out-of-District Setting – Indicates that the student was removed from the school’s general or special education program and placed in an out-of-district setting, excluding home instruction or an out-of-district alternative education program.</p>

Injury – Offender Caused, Offender incurred	<p>Minor Injury: Injury such as a cut, abrasion, burn or bruise where the individual was seen by the school nurse <u>and</u> 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, <u>and</u> the injury was not considered major <u>as defined below</u></p> <p>Major Injury: Injury which includes concussions, injured organs, fractured or broken bones, severe burns, or cuts requiring stitches. The injury could be a <i>serious bodily injury</i> as defined below.</p> <p>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. (“Offender caused” only)</p>
Incident Category	<p>VV-SA Incidents Only</p> <p>The EVVRS places a checkmark in the box next to each VV-SA incident category box (i.e., violence, vandalism, weapons, or substance abuse) you selected when completing the VV-SA Incident Information page. However, in incidents involving multiple offenders, not every offender is implicated in all of the offense categories. Therefore, de-select any incident category (i.e., violence, vandalism, weapons, or substance abuse) that does NOT apply to the offender whose information you are entering.</p> <p>For example, Offender A and Offender B are involved in an incident. Offender A commits an assault and damages school property, while Offender B commits an assault only. When entering offender information page for Offender A, the violence <u>and</u> vandalism categories must both be left checked. But when entering offender information for Offender B, the violence category must be left checked and the vandalism box must be <u>unchecked</u>.</p> <p>Other—Spec. Ed. Incidents Only</p> <p>Since incidents involving violence, vandalism, weapons, or substance abuse are NOT reported using the Other—Spec. Ed. function of the EVVRS, there must be no checkmarks in any of the boxes next to the VV-SA incident categories on this page. Leave all checkboxes blank.</p>

Entering Victim Information

To enter victim information:

1. If there are any victims involved with this incident, click on the **Identify Victim(s)** button to display the Victim Information page.
2. Consult the [Victim Information Table](#) to complete the fields of the Victim Information page for one victim.
3. When you have entered all of the information specified in the Victim Information Table for this victim, click **Proceed** to display the Student Information page or the People Involved in Incident page, as follows:
 - If the student for whom you entered data has never before been reported using the EVVRS, the system displays the New Student Victim Information page; proceed to step 4A below.
 - If the EVVRS recognizes the student from the Student ID you entered, the Existing Student Victim Information page displays; proceed to step 4B below.
 - If the victim is not a student of the reporting school, data entry for this student is complete. The People Involved in Incident page displays, and information you entered about the victim displays in the Victim Information fields; proceed to step 5.



Once you click **Proceed**, you cannot edit the information on that page. It is officially entered into the EVVRS. To modify data about the victim you just entered, you must use the EVVRS Data Modification function (see [Chapter 3: Editing Incident Reports](#)).

4. A. **New Student Victim Information page:** Consult the [New Student Offender or Victim Information Table](#) to complete the fields of the New Student Victim Information page. When you have entered all of the information specified in the New Student Offender or Victim Information Table for this victim, click **Proceed** to return to the People Involved in Incident page.



Once you click **Proceed**, you cannot edit the information on that page. It is officially entered into the EVVRS. To modify data about the victim you just entered, you must use the EVVRS Data Modification function (see [Chapter 3: Editing Incident Reports](#)).

B. Existing Student Victim Information page: Review the information the EVVRS gathered based on the Student ID you entered. Is this the correct student?

YES? If the information on screen DOES identify this student, click **Proceed** to display the People Involved in Incident page.



If the information on the screen correctly identifies the student, but **some** of the information is incorrect, click **Proceed** anyway to display the People Involved in Incident page. You cannot edit information about this student now, but you can make changes later using Data Modification.

NO? If the information on screen does NOT identify the correct student, click **Incorrect Student Go Back** to delete the information from this incident and to display the People Involved in Incident Page. An incorrect Student ID has been entered. To enter the correct information, begin again with step 1B.



The incorrect student information does not display in the **Victim Information** fields of the People Involved in Incident Page. By clicking **Incorrect Student Go Back**, you effectively severed the link between this incident and incorrect student information. However, this action did not delete the association of this student with any other incident.

5. Repeat steps 1-4 for the every victim involved in the incident.
6. When you have entered information for the last victim, review the information that displays in the **Victim Information** fields of the People Involved in Incident page.

If you omitted any victims, enter that information now.

If any information was entered incorrectly, note the corrections you must make later on the paper copy of your incident report form.








At this time, only enter information about victims that you completely omitted. From the People Involved in Incident page, you cannot edit information about victims already entered. To modify data about victims, use the EVVRS Data Modification function (see [Chapter 3: Editing Incident Reports](#)).



7. When your information is complete, click **Back to Welcome Page** to display the EVVRS Main Menu page.



From the Main Menu page, you can enter information about a new incident, change information about an offender or victim, order reports, modify your user profile, or exit the EVVRS.

The Victim Information Page

Victim Information Table	
Field	What To Do
	Victim information must be provided for all “violence” incidents. Enter the following information <i>for every victim</i> involved in the incident.
Incident Number	The Incident Number is assigned and carried over by the EVVRS.
	Be sure to record the EVVRS incident number on your paper record of the incident.
District Name	The District Name is carried over by the EVVRS.
School Name	The School Name is carried over by the EVVRS.
Victim Type	Select the type of victim from the dropdown menu. If the incident involves no victims, select None . If the incident involves one or more victims, choose a descriptor for this victim: General Education Student, Student With Disability, Student From Another School, Non-Student, and School Personnel .
Student ID	Enter at least three numbers or letters – or a combination of at least three numbers and letters – to identify a student victim for EVVRS purposes only. The EVVRS Student ID you enter may or may not be the student’s district-based student ID number.
	The Student ID field is mandatory <i>if the victim is a student from this school</i> . The NJDOE discourages the use of a social security number as a student identifier. Confirm the Student ID you choose after you enter it.
	<p>The EVVRS uses Student IDs to develop composite data about levels of violence, vandalism, and substance abuse in N.J. public schools. To help the EVVRS keep unduplicated counts of student offenders and student victims, take extra caution when entering student ID numbers.</p> <p>Because the database is kept on an annual basis only, you do not need to use the same numbers to identify students from year to year. However, you must use the same number to identify a student each time that student is involved in an incident within an EVVRS reporting year. One exception occurs when a student changes schools; he/she may be assigned a new ID number.</p> <p>A second exception to this rule arises when the classification of a student – who was already entered into the EVVRS in connection with an incident in the current reporting year – changes from “general education student” to “student with a disability” (or vice versa) after the initial incident occurred. In this case, the student’s ID number must be changed before being reported in the EVVRS in connection with another incident. The NJDOE recommends adding an ‘S’ to the existing student ID number if the student is classified “student with a disability” mid-year, or adding an “G” to the number if the student type changes to “general education student.”</p>
	The location of the incident, not the school attended by the offender, determines the assignment of an incident to a school. If the student is from a different school within the district, do not create a Student ID number for that student.

Injury – Victim incurred	<p>Minor Injury: Injury such as a cut, abrasion, burn or bruise where the individual was seen by the school nurse <u>and</u> 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, <u>and</u> the injury was not considered major <u>as defined below</u>.</p> <p>Major Injury: Injury which includes concussions, injured organs, fractured or broken bones, severe burns, or cuts requiring stitches. The injury could be a <i>serious bodily injury</i> as defined below.</p> <p>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. If checked, <i>major injury</i> must also be checked.</p>
Victim of Violent Criminal Offense	<p>Students from the reporting school, VV-SA Incidents Only</p> <p>Select Yes or No to indicate whether this student was the victim of a violent criminal offense. If you select No, ignore the remaining options.</p>
	<p>The Unsafe School Choice Option (USCO) policy requires schools to offer (and complete) a transfer to a safe school within the district to any student who becomes a victim of a violent criminal offense in or on the grounds of the public elementary or secondary school that the student attends (see Appendix C: The Unsafe School Choice Option).</p>
!	<p>Only a victim of one or more of the violent criminal offenses enumerated in the USCO Policy – and marked with an asterisk in the VV-SA Incident Definitions provided earlier in this chapter of the <i>EVVRS User Manual</i> – can be considered “a victim of a violent criminal offense.” This includes victims of: Assault, Assault, Robbery, Extortion, Sex Offense, Criminal Threat, Kidnapping, and Arson. For clarification, see Criteria for Determining Victims of Violent Criminal Offenses in Appendix C: The Unsafe School Choice Option.</p>
!	<p>The following two criteria must also be met for a victim is to be considered “a victim of a violent criminal offense” under USCO:</p> <ol style="list-style-type: none"> 1. A referral has been made to law enforcement officials for suspicion that one of the applicable violent criminal offenses has occurred. 2. One or more of the following applies: <ul style="list-style-type: none"> • Law enforcement officials have filed formal charges against the perpetrator(s) for commission of the violent crime. • The perpetrator(s) of the violent crime has been disciplined in accordance with school policy. • The perpetrator(s) of the violent crime either has/have not been identified or is/are not an enrolled student(s), but it is clear that the student (victim) has become a victim of a violent criminal offense based on objective indicators such as physical evidence, eyewitness testimony, and/or circumstantial evidence. • There pre-exists a restraining order against the perpetrator(s) of the violent crime. <p>For clarification, see Criteria for Determining Victims of Violent Criminal Offenses in Appendix C: The Unsafe School Choice Option.</p>
Transfer Option Available	<p>VV-SA Incidents Only</p> <p>Select Yes or No to indicate whether a transfer option was available to this particular victim of a violent criminal offense. If you select Yes, you must also select an option from the Outcome dropdown menu, which follows. If you select No, leave None Selected highlighted in the Outcome field.</p>
	<p>The transfer option is considered “available” when the district has another school at the appropriate grade level. If there is only one school at the student’s grade level within the district, the district is not required to provide a transfer option.</p>

Outcome	VV-SA Incidents Only Click the dropdown menu to select the appropriate transfer outcome: Transfer Option Accepted: Transfer Completed – The student accepted the option to transfer to another school in the district and the district completed the transfer in accordance with the USCO Policy. Transfer Option Accepted: Transfer Not Completed – The student accepted the option to transfer to another school in the district, but the school has not yet completed the transfer. Transfer Option Declined – The student declined the option to transfer to another school in the district.
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Student Information Pages


The first time that information on a given student offender or victim is entered into the EVVRS, the system collects identifying data on that student. If information on the student offender or victim was entered previously, the EVVRS recognizes the Student ID and displays the previously entered data for you to confirm or update.


For students whose information was NOT previously entered into the EVVRS, the Student Information Page displays as either the New Student Offender Information page or the New Student Victim Information page, depending on how you categorized the student's role in the incident.

For students whose information WAS previously entered into the EVVRS, the Student Information Page displays as either the Existing Student Offender Information page or the Existing Student Victim Information page, depending on how you categorized the student's role in the incident.

The information you provide on these pages permits the EVVRS to compile reports to the federal government on offenders and victims by racial/ethnic background and by student disability category. Every field on these pages must be completed.

New Student Offender or Victim Information Page

New Student Offender or Victim Information Table	
Field	What To Do
District ID	The District Name is carried over by the EVVRS.
School Name	The School Name is carried over by the EVVRS.
Student ID	The Student ID is carried over by the EVVRS. Confirm that this is the correct Student ID.
First and Last Name	First Name: Enter the first name of the student offender or victim, or enter a substitute for the first name, using any combination of letters or numbers. Last Name: Enter the last name of the student offender or victim, or enter a substitute for the last name, using any combination of letters or numbers.
	Although the actual or full name of a student offender or victim need not be entered, these fields may not be left empty. By entering some unique identifier in these fields (such as the last four letters in a name, or an initial and a number), district or school staff ensure the correct assignment of a student to an incident. If an identical student ID number is incorrectly assigned to two different students, then one student will be incorrectly listed as the offender for all incidents associated with both students. Entering a name – or any part of a name – helps schools verify data when the system locates multiple incident reports for a single student. Providing a name also provides a crosscheck that can help users and the system catch the incorrect assignment of a student ID number to more than one student.
NJSMART ID	Enter the 9 digit state student ID (SID) for the student assigned in the NJ Standards Measurement and Resource for Teaching (NJ SMART).

Student Gender	Click the dropdown menu to select Male or Female .
<i>New Student Offender or Victim Information Table continues ...</i>	
Ethnicity	Hispanic or Latino/Latina. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Race	Check as many as apply. American Indian or Alaskan Native – A person having origins in any of the peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. Asian – A person having origins in any of the peoples of the Far East, Southeast Asia, the Indian subcontinent– including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. Black or African American (Not Hispanic) – A person having origins in any of the Black racial groups of Africa. Native Hawaiian or Other Pacific Islander - The Pacific Islands include Hawaii, Guam, and Samoa. White (Not Hispanic) – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Grade	Select the student's grade level. Data for students in pre kindergarten are not entered onto the system. Use the age of the student with a disability who does not have a grade-level assignment to determine a grade that he/she would be assigned to.
Student Disability Category	If the offender or victim is a student with a disability, click the dropdown menu and select the type of disability. If the offender or victim is not a student with a disability, leave None Selected . Other choices include: Autism, Deaf-Blindness, Emotional Disturbance, Hearing Impairments, Multiple Disabilities, Mental Retardation, Other Health Impairments, Orthopedic Impairments, Specific Learning Disabilities, Speech Language Impairments, Traumatic Brain Injury, Visual Impairments, For definitions of student disability categories, see Appendix A .
	The dropdown menu will only be available if you previously selected Student With Disability as the Offender Type/Victim Type on the Offender Information page/Victim Information page.
LEP	Check LEP if the student is limited English proficient.
Section 504	Check S504 if the student receives accommodations through a Section 504 Plan.








Existing Student Offender or Victim Information Page

You cannot make changes to the data on the Existing Student Offender Information page or on the Existing Student Victim Information page. These pages provide confirmation of information that is already in the system and that is associated with the student ID number you entered.

If you incorrectly entered information about a student offender or victim, you may be able to use the EVVRS data modification function to change it. For example, you can completely delete a student offender or victim from an incident you reported, or you can modify some of the information you provided. For more information, proceed to [Chapter 3: Editing Incident Reports](#).

EVVRS Incident Scenarios

The NJDOE developed the following EVVRS incident scenarios to illustrate how school districts must apply the EVVRS incident definitions in certain situations.

!	The EVVRS Incident Scenarios are not intended as a substitute for the EVVRS Incident Definitions. Alone, the EVVRS Incident Scenarios will not help EVVRS users understand how to apply EVVRS incident categories. Users should first review and understand the VV-SA Incident Definitions , then review the EVVRS Incident Scenarios to test their understanding of the definitions.
!	Always reference the VV-SA Incident Definitions when using the EVVRS Incident Scenarios and when reporting incidents.
	Only incidents that clearly meet VV-SA Incident Definitions must be reported into the system. Districts can achieve greater accuracy and consistency in reporting incidents by using the EVVRS Incident Scenarios to supplement their understanding of the EVVRS Incident Definitions.
	Districts must review the EVVRS Incident Definitions and EVVRS Incident Scenarios with school personnel each year so that only those incidents that clearly meet the criteria are reported. This review can help districts meet their annual EVVRS in-service requirement (see EVVRS Training).
	Both the EVVRS Incident Definitions and EVVRS Incident Scenarios are provided as stand-alone documents on the EVVRS Welcome page to make it easier for districts to print and circulate these documents for use in staff training.
!	<p>Unsafe School Choice Option</p> <p>As you review the EVVRS Incident Scenarios, pay special attention to the offenses marked with an asterisk (*). An asterisk indicates that the offense type is used in the identification of persistently dangerous schools. A victim of this type of offense may be considered a “victim of a violent crime” under the Unsafe School Choice Option policy, and such a determination must be indicated on the Victim Information Page of the incident report. (To determine whether a victim is “a victim of a violent criminal offense,” see Appendix C.)</p>
	Students in the scenarios are general education students unless otherwise noted.
	<p>The Role of Bias</p> <p>As the scenarios that follow illustrate, Bias can play a role in any EVVRS-defined incident. For example, in the case of a student who continually intimidates another student using racial slurs, bias would be associated with the hibt incident as a result of the EVVRS-defined offender’s actions. In another case, a student who makes a biased remark to a student may be struck by the student whom he or she insults, in which case bias would be associated with a Assault incident as a result of the EVVRS-defined victim’s actions. The EVVRS does not distinguish who exhibits bias, only that bias is associated with the incident as a whole.</p>
	<p>Age and Developmental Maturity</p> <p>In deciding whether or not an incident should be reported on the EVVRS, users must consider the age and developmental maturity of the offender.</p>
	<p>Gang-Related Incidents</p> <p>An EVVRS incident is considered “gang-related” when there is confirmation to that effect from a law enforcement official, the victim, or the offender.</p>

EVVRS Scenarios: Violence—Set 1**Is it an Assault* and/or a Fight?****Subcategory: Assault***

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

Subcategory: 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.

Scenario 1: “The Cafeteria”

Stacey verbally taunted and harassed Rebecca with derogatory comments while they were eating lunch in the cafeteria. Then, Stacey forcefully pushed Rebecca’s chair over backward and Rebecca fell to the ground. Rebecca got up and hit Stacey. Stacey hit her back. The girls wrestled and punched each other until a lunch aide separated them.

Analysis of This Scenario

Considerations	Reporting Decision
While Stacey clearly instigated the fight by attempting to injure Rebecca, the students also mutually engaged in a physical confrontation that could result in bodily injury to either party.	Report the incident as both an Assault* and a Fight. Rebecca is the victim of the Assault* since Stacey purposely tried to hurt her. Report both Rebecca and Stacey as offenders in the Fight that followed the assault.

How the Situation May Differ

Considerations	Reporting Decisions
The student’s fall from the chair was not related to any action by another student.	Do not report this as an Assault*. Only report it as a Fight.
A law enforcement official confirmed that the fight was gang-related .	Check Yes in the Gang Related field of the incident header when entering the information on the EVVRS.
The act was motivated by an actual or perceived characteristic, as described in the EVVRS definition of a BiasDef Incident.	Check Yes in the Bias field of the incident header when entering the information on the EVVRS.
The student who was pushed from the chair did not strike his or her attacker after the fall, but walked away from the situation.	Report this as an Assault*. Check Yes in the Bias field on the incident header only if the act was motivated by an actual or perceived characteristic.

Scenario 2: “The Stick”

Max and Ricky, both kindergarten students, were chasing and tackling each other during recess. While they were playing, Ricky picked up an eight-inch stick and swung it around, hitting Max in the shoulder and causing a small scratch. An aide witnessed the situation and stopped any further contact between the boys. The aide asked Ricky why he hit Max and if he intended to hurt him. Ricky explained that he was just pretending to be a helicopter and did not mean to hurt Max.

Analysis of This Scenario

Considerations	Reporting Decisions
Ricky did not attempt to cause the injury and did not realize his play behavior would cause an injury.	Do not report the incident.

How the Situation May Differ

Considerations	Reporting Decisions
The victim's injury was more serious.	Only report the incident as an Assault* if the offender clearly knew that his reckless action <i>could</i> cause an injury.

Scenario 3: “The Ruler”

Eight-year-old Carlos, who has had a pattern of conduct problems, made unsolicited loud comments and continued to get out of his chair without permission throughout the morning, which frequently disrupted classroom activities. The teacher reprimanded him several times, but each time, the behavior started again minutes later. After the teacher's last attempt to redirect Carlos, he started banging progressively harder on his desk with his ruler. The teacher asked him for the ruler and walked toward him to retrieve it. Carlos refused to give it to her. She put her hand out to take the ruler, but instead of giving it to her, Carlos hit her arm with it. The teacher grimaced in pain, then sent Carlos to the principal's office. The principal asked Carlos what happened. Carlos told the principal that he hated his teacher and that he hit her with a ruler because he wanted to hurt her.

Analysis of This Scenario

Considerations	Reporting Decisions
Carlos intended to hurt the teacher and understood the consequences of hitting her with a ruler.	Report the incident as an Assault*, with the teacher as the victim.

How the Situation May Differ

Considerations	Reporting Decisions
The student struck the teacher with a ruler, but indicated that he was only trying to stop her from taking it away; he said that he did not think it would hurt her.	Do not report the incident at all because the student did not intend to harm the teacher and did not understand the potential consequences of his actions.
The student has used a ruler to hurt someone on more than one occasion and clearly understands that a ruler can be used to injure.	Report the incident as an Assault*. However, do not also report (weapon) <i>Used in Offense</i> because a ruler is not, per the definition, “readily capable of lethal use or of inflicting serious bodily injury.”
The student swung the ruler around wildly, hitting the teacher in the face and causing a scratch.	The student behaved recklessly, causing an injury. Report the incident as an Assault* with the teacher as the victim.
The student tapped the teacher on the arm with the ruler.	The student did not attempt to injure the teacher and no injury resulted. Do not report this incident on the EVVRS.

Scenario 4: “The Hallway”

Paul, a student with a disability, and Rich, a general education student, both sophomores, were punching each other in the hallway when the wrestling coach ordered the boys to break it up. When they did not stop, the coach stepped between the boys in an attempt to stop the fight, and Paul struck him on the side of the head. Horrified that he struck the coach, Paul immediately stopped punching and apologized many times.

Analysis of This Scenario

Considerations	Reporting Decisions
The boys mutually engaged in a physical confrontation. The fact that Paul did not stop after the coach intervened was reckless and caused an injury to the coach.	Report the incident as a Fight. Additionally, since Paul acted recklessly and injured the coach, also report this as an Assault* with the coach as the victim.

How the Situation May Differ

Considerations	Reporting Decisions
The student that struck the coach was not aware of the coach's presence.	If the student did not see or hear the coach, do not report this as an Assault* on the EVVRS. Only report it as a Fight.

Even though this incident involved a student with a disability, this is not an [Other—Spec. Ed.](#) offense, and you should not use the “EVVRS Report of Suspensions/Removals of Students With Disabilities for Reasons Other Than Violence, Vandalism, and Substance Abuse Form” to report it. The Suspension Form is only used to report the suspension of a student with a disability for reasons OTHER THAN violence, vandalism, weapons, or substance abuse. Report ALL [VV-SA](#) incidents, such as this one, using the “EVVRS Violence, Vandalism, and Substance Abuse Incident Report Form.”

Scenario 5: “The Boys’ Room”

As Mike was walking out of the boys’ bathroom, Steven made a derogatory comment in reference to Mike’s religious background and also made a derogatory gesture with his hand. Mike became angry and forcefully punched Steven in the stomach. A teacher approached just as the punch was thrown.

Analysis of This Scenario

Considerations	Reporting Decisions
Mike purposely attempted to cause bodily injury to Steven.	Report the incident as an Assault* with Steven as victim.
Steven’s statement and gesture alarmed or harmed Mike.	Also report the incident as Harassment, Intimidation, Bullying, or Threat (see hibt* , below), with Mike as the offender and Steven as the victim.
Steven’s comments about Mike’s religion and Mike’s reaction to them indicate that the incident was motivated by bias .	Check Yes in the Bias field of the incident header when entering the information on the EVVRS.

EVVRS Scenarios: Violence—Set 2**Does it constitute HIBT*?**

Subcategory: Harassment, Bullying, Intimidation, or Threat* (HIBT*)

Any gesture, written, verbal, or physical act, or electronic or wireless communication that:

- a reasonable person should know, under the circumstances, will have the effect of alarming (i.e., fear created by imminent danger) or harming (e.g., physically, emotionally) a student or staff member, or of damaging their property OR
- has the effect of insulting or demeaning any student or group of students in such a way to cause a substantial disruption in, or to substantially interfere with, the orderly operation of the school

Scenario 1: “The School Bus”

While on the school bus, several students repeatedly called James “homo” and “gay” and directed other comments to him in regard to sexual orientation. Today, when James was getting on the bus, the same students shoved him up the steps. While riding to school, the students openly passed around a derogatory note about him. When James got to school he told his 8th-grade homeroom teacher about the incident, adding that he was very upset, was tired of the abuse, and did not want to come to school anymore because of it.

Analysis of This Scenario

Considerations	Reporting Decisions
The students' actions (verbal and written communications, shoving) caused James to feel insulted and demeaned and caused a substantial disruption on the bus. James was alarmed and harmed emotionally by their behavior.	Report the incident as HIBT*.
The students' behavior was motivated by bias toward what they perceived as James's sexual orientation.	Check Yes in the Bias field of the incident header when entering the information on the EVVRS.

Scenario 2: “Math Class”

Shannon and Tracey were arguing during 6th-grade math class. When the teacher intervened, Shannon called Tracey a name that is considered a racial slur. The teacher reprimanded Shannon, classroom instruction continued, and nothing more happened between the girls. The teacher spoke with Tracey after class and determined that she was not upset about the incident. Tracey told the teacher that she knew that Shannon did not intend to hurt her by making the comment and that they were still friends.

Analysis of This Scenario

Considerations	Reporting Decisions
Tracey indicated that she was not upset by Shannon's remark.	Do not report the incident because Tracey was neither alarmed nor harmed by Shannon's remark.

How the Situation May Differ

Considerations	Reporting Decisions
The student told the teacher that she was so upset by a student's racial slurs (bias) that she wanted to transfer into another class.	Report the incident as HIBT* and check Yes in the Bias field of the incident header when entering the information.
One student called another student “stupid.” After class, the teacher saw that the student who was called the name was upset. Upon being questioned, the student revealed that the same student regularly taunted her.	Because one student's pattern of behavior caused another student to be emotionally harmed, report the incident as HIBT*. In this case, check No in the Bias field of the incident header when entering the information in the EVVRS.

EVVRS Scenarios: Violence—Set 3**Is it Criminal Threat* or [hibt](#)*?****Subcategory: Criminal Threat***

Expressing – either physically or verbally – the intent to commit one of the following violent criminal offenses: homicide, aggravated assault (see below), 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.

Aggravated Assault*

A person attempts to cause serious bodily injury to another, or causes such injury purposely or knowingly, or under circumstances manifesting indifference to the value of human life, recklessly causes such injury (e.g., injury which creates a substantial risk of death, or which causes permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ).

This category should be assigned only when the attack is very serious. Homicide must be reported in the Assault* category with *Serious Bodily Injury* indicated.

Scenario 1: “The Knife”

Yolanda and Nicole have had many verbal arguments throughout the school year. On two of these occasions, Yolanda shoved Nicole, then followed her to class at an uncomfortably close distance. Today, Yolanda verbally threatened to go home after school and get a knife to cut Nicole. Nicole reported this threat to the principal. Upon being questioned, Nicole told the principal she was afraid because Yolanda’s aggressive behavior was becoming more frequent and extreme and she believed Yolanda would carry out the threat if she had the opportunity.

Analysis of This Scenario

Considerations	Reporting Decisions
Nicole believes that Yolanda is likely to do what she threatened; Nicole is in imminent fear of this happening.	Report the incident as Criminal Threat* because Yolanda threatened to commit Aggravated Assault* by cutting Nicole.
How the Situation May Differ	
Considerations	Reporting Decisions
The student was not concerned about the threat of Assault* made against her. However, the principal was afraid that the student that made the threat would carry it out as soon as she had the chance.	Report this incident as a Criminal Threat* because the principal believed in the immediacy and likelihood of threat of Assault* resulting in <u>serious</u> bodily injury.
In the middle of an argument, one student said to another student, “One of these days I am going to cut you.”	Do not report this as a Criminal Threat* because the student’s comment does not meet the immediacy and likelihood criteria. If the student was alarmed by the comment, report it as hibt *.

Scenario 2: “The Threat”

While in the science hallway, Rachel shoved Angelina and said, “I am going to beat you up after school!” Rachel shook her fist at Angelina as she walked away. Angelina reported to the school counselor that the shove did not hurt her but that she was not going to take the bus home because she was afraid to leave school.

Analysis of This Scenario

Considerations	Reporting Decisions
Angelina felt threatened and was frightened that Rachel would carry out her threat.	Do not report the incident as Criminal Threat*. Report this incident as hibt * because Rachel threatened to commit an assault against Angelina.
Shoving that does not result in bodily injury is not reportable under the EVVRS incident definitions.	Do not report the incident as an Assault *.

How the Situation May Differ

Considerations	Reporting Decisions
The student victim told the counselor that she was not afraid and was going to take the bus home anyway.	Because the victim was not alarmed or harmed, do not report the incident.
As a result of the shove, the student who was pushed fell and hit her arm on the sharp corner of a case on the wall; she needed stitches to close the wound.	Report the incident as Assault * because the offender acted recklessly, which resulted in an injury. Enter information about both offender and victim on the EVVRS.

EVVRS Scenarios: Violence—Set 4**When is it a Sex Offense*?****Subcategory: 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 parts, 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
- 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

Incidents of **sexual assault** must be reported in this category. However, incidents of **sexual harassment** are reported under Harassment, Intimidation, Bullying, Threat ([hibt](#)).

How does the EVVRS define “intimate body parts?”

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.”

Scenario 1: “Innocent Touch or Sex Offense*?”

Billy approached Anne from behind and touched her buttocks with his hand. Anne was upset and reported the incident to the assistant principal. She told him she was angry and embarrassed. The principal spoke to Billy, who admitted touching Anne but said that he did not mean anything by it.

Analysis of This Scenario

Considerations	Reporting Decisions
Billy did not intentionally touch Anne's buttocks (intimate body part) with the purpose of degrading or humiliating her. However, Anne felt degraded and humiliated.	Report the incident as a Sex Offense*. Intention – as expressed by the offender – is superseded by the reaction and/or interpretation of the victim.

How the Situation May Differ

Considerations	Reporting Decisions
The victim reported the incident but said she did not feel degraded or humiliated.	Do not report the incident as a Sex Offense*.

EVVRS Scenarios: Vandalism/Violence—Set 1**Is it Theft, Robbery*, or Extortion*?**

Subcategory: Theft – The taking of the school district's or a person's belongings or property without consent.

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

Subcategory: Extortion* – Obtaining money or any material thing (regardless of value) from another by means of a stated or implied threat of future violence.

Scenario 1: “The Ring”

Lucy left her birthstone ring on the ledge in the girls' locker room while she went to the restroom. When she returned, the ring was gone.²

Analysis of This Scenario

Considerations	Reporting Decisions
Lucy's ring was taken without her consent.	Report the incident as Theft, with “offender unknown.”

² In cases such as this one, it is sometimes helpful to wait to see if the ring turns up or if the offender becomes known.

Scenario 2: “The Money”

Craig approached Nikki as she left the restroom and said, “Give me some money now!” When Nikki hesitated, Craig repeated his demand, adding “or you won’t know what hit you.” Nikki gave him some money and ran down the hall to the office, where she explained to the principal that she gave Craig the money out of fear of being hurt.

Analysis of This Scenario

Considerations	Reporting Decisions
Craig threatened to immediately assault Nikki, which frightened her into giving him the money.	Report the incident as Robbery*. The EVVRS definition of Robbery incorporates the concept of threat, so do not report the incident as <u>hibt</u> .*

How the Situation May Differ

Considerations	Reporting Decisions
One student punched another student while stealing money from him.	Report the incident as Robbery*. The EVVRS definition of Robbery* incorporates the use of violence, so do not report the incident as an <u>assault</u> *.

Scenario 3: “Lunch Line”

While in the lunch line, Anthony told Terrell, “You better have my \$20 tomorrow if you know what is good for you. Remember what happened last time.” Terrell did remember last time: Anthony had followed him home from school, knocked him down, and kicked him. The next morning, Terrell gave Anthony the money, then reported the incident to his teacher.

Analysis of This Scenario

Considerations	Reporting Decisions
Terrell gave Anthony the money because Anthony threatened Terrell with future violence.	Report the incident as Extortion*. The EVVRS definition of Extortion* incorporates the concept of “threat,” so do not report the incident as <u>hibt</u> *.

EVVRS Scenarios: Weapons—Set 1

What is an “Other Weapon*” Offense?

Subcategory: Possession of Other Weapon

Having on one's person or in one's locker or vehicle any weapon other than a firearm. Components that can be readily assembled into a weapon are reported in this category.

How does the EVVRS define “Other Weapon?”

The **Other Weapon** category includes any instrument readily capable of lethal use or of inflicting bodily injury. The category includes, but is not limited to: 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) intended to produce temporary discomfort or permanent injury through being vaporized or otherwise dispensed in the air.

Scenario 1: “The Box Cutter”

Jason, a high school student, was found to have a box cutter in his pocket. He claimed he needed the box cutter for his job at a local grocery store – a claim that was confirmed upon investigation. Jason has no history of violent behavior, and there is no indication that he will be violent in the future.

Analysis of This Scenario

Considerations	Reporting Decisions
Jason did not possess the box cutter for a legitimate school-approved purpose (e.g., a compass for geometry class).	Report the incident as Possession, under Weapons.

How the Situation May Differ

Considerations	Reporting Decisions
The student voluntarily – that is, without suspicion, prompting, or questioning from school staff – informed a staff member that he had inadvertently brought the box cutter with him to school and turned the weapon over to the staff member.	Do not report this incident on the EVVRS.

Scenario 2: “The Pocket Knife”

Maribella, a 7th-grade girl, was found with a pocket knife in her jacket. She explained that she needed it for protection against another girl who had threatened her.

Analysis of This Scenario

Considerations	Reporting Decisions
Maribella possessed an object that is readily capable of lethal use or of inflicting serious bodily injury. Maribella's statement that she needed the knife for protection indicates that she is developmentally mature enough to know that a pocket knife can cause a serious injury.	Report the incident as Possession, under Weapons.. A pocket knife is “readily capable of lethal use or inflicting serious bodily injury.”

How the Situation May Differ

Considerations	Reporting Decisions
A 1st-grade student brought his father's fishing knife to school to show his friends. When the teacher discovered the knife and asked the student about it, he explained that he had gone fishing over the weekend and wanted to show his friends the “cool” knife he used. He gave the teacher the knife and told her he did not know it was considered a weapon.	Do not report this incident on the EVVRS. The student did not consider the knife a “weapon.”

Chapter 3: Editing Incident Reports

Editing VV-SA Reports

The EVVRS Data Modification function allows you to edit most of the information you entered when completing a VV-SA incident report. Except for the District Name, School Name, Incident Number, Student ID Number, and Offender and Victim Type, all other VV-SA data fields can be edited.

Editing Other—Spec. Ed Reports

The EVVRS Data Modification function allows you to edit only the information you entered in the [Incident Header](#) portion of the of the Other Incident—Student With a Disability page of an Other—Spec. Ed. incident report.



If information the district reported in connection with an Other—Spec. Ed. incident is incorrect – or if the incident should have been reported as a VV-SA incident – email the EVVRS (EVVRS@doe.state.nj.us) requesting that the Other—Spec. Ed. incident report be deleted from the system; be sure to include the incident number in your email. Then, report the incident correctly.

Locating Reports for Editing

Before you can begin editing an incident report, you must locate it within the system.



District-level EVVRS users can access and modify all reports entered within the district, while school-level EVVRS users can access and modify only those reports entered for their school.

The EVVRS provides several search criteria you may use to locate a specific incident report within a given school. The NJDOE recommends using only the school name in your initial search. The remaining criteria can help you narrow your search within that school.



When searching incident reports by school, you may only locate reports for one school at a time.

In most cases, once you locate the report you wish to edit, you can simply re-enter the correct data on the page that contains the error.



To delete an incident report in its entirety, submit an email to the EVVRS (EVVRS@doe.state.nj.us) requesting the deletion. Be sure to include the incident number in your email.



Before modifying an incident report online, locate the completed paper report form – either the completed “EVVRS Violence, Vandalism and Substance Abuse Incident Report Form” or the completed “EVVRS Report of Suspensions/Removals of Students With Disabilities for Reasons Other Than Violence, Vandalism, and Substance Abuse Form” – and first make the changes to the paper form. Reference the paper form when entering the changes online.

Editing Incident Reports



Editing Other—Spec. Ed. Incident Reports

Remember, you can only edit information you entered in the [Incident Header](#) portion of the Other Incident—Student With a Disability page of an Other—Spec. Ed. report.

To edit an incident report:

1. Login to the EVVRS to display the Main Menu page.
2. Click the **Data Modification** button to display the Search page.
3. **Select the school** from the drop down menu for which you intend to edit a report.



Search criteria limit the number of reports that you bring up. Search by school only to view all incidents for that school. Include other criteria, such as a date or offender type to narrow your search and display specific reports for that school (such as those occurring after a specified date).

To clear the search criteria you entered, click the **Back to Welcome Page** button and begin again.

4. Click the **Search** button to display the Search Result page.



Each row of the table on the Search Result page represents an offender or victim associated with the incident listed. Thus one incident number may display several times.



Four of the eight column entries in the Search Result page table are hyperlinks, each of which connects you to a different section of a report. Consult the [Search Result Table](#) and [Problem/Solution Table](#), which follow, to determine the hyperlink to use to make your specific changes.

5. Click a hyperlink to proceed directly to the specific section of the report you wish to edit.
6. Make changes by selecting and de-selecting options, or selecting new choices in dropdown menus.
7. Click the **Update** button to activate the changes and display the Search Result page.



If you made a change to the Incident Information Page and then clicked the **Add Offender or Victim** button, your information was automatically updated; you do not have to click the **Update** button.

8. From the Search Result page:
 - Click on another hyperlink to modify other data.
 - Click the **Back to Welcome Page** button to perform another search by clicking the Data Modification button.



Search Criteria Table

The Search Criteria Table explains the criteria you can use to locate a specific incident report.

Search Criteria Table	
Field	What To Do
Incident Number (Greater than)	Returns the array of incident numbers greater than which was entered. For example, to bring up all reports for a school with an incident number greater than 11,000, type "11000" in the box provided.
School Name	<p>If you are a district employee, you may modify incident reports for any of the schools in your district. Click the dropdown menu to select the school for which you wish to edit incident reports. Be sure you enter the correct school name, since it is part of the student identifier.</p> <p>If you are a school employee, you may only modify incident reports for your school. Your school name is carried over automatically from your user account information.</p>
Incident Date (later than)	Returns the array of incident numbers later than the date selected. For example, to search for incidents after January 20, 2011, click the dropdown menu to select to select the appropriate date.
Student ID Number (look like)	Enter the student ID number – or the first few characters of the student ID number – for the student whose report(s) you wish to find.
Offender Type	Click the dropdown menu to select a type of offender. All incident reports involving that offender type will display.
Victim Type	Click the dropdown menu to select a type of victim. All incident reports involving that victim type will display.

Search Result Page

The incident reports located by your search display in a table on the Search Result page. Four out of the table's eight columns display hyperlinks, each of which connects you to a different page of an incident report. The Search Result Table, which follows, describes each hyperlink and indicates the report page to which it connects.

	Each row of the table on the Search Result page represents the record of an offender or victim associated with an incident. Thus, one incident number may display several times. For example, an incident involving two offenders and one victim would display three times.
	Use the Problem/Solution Table , provided later in this chapter, to determine which hyperlinks you should use to make your specific changes.

Search Result Table

The Search Result Table indicates which report pages you can access using the hyperlinks that display in the table on the Search Result page.

Search Result Table	
Field	What To Do
Incident Number	Click on an Incident Number hyperlink to jump to the Incident Information page for the report you wish to modify. The information that displays corresponds to information you entered on the Incident Information page or Other Incident—Students with Disabilities page. Consult the Incident Header Table , Incident Detail Table: Violence , Incident Detail Table: Vandalism , Incident Detail Table: Substance Abuse , Incident Detail Table: Weapons (Bomb Offense, Firearm Offense, and Other Weapon Offense) , presented in Chapter 2, to determine what information to enter in each field. Click the Add Offender or Victim button to add information about an offender or victim not previously entered in connection with the incident. See the procedures for Entering Offender Information and Entering Victim Information , presented in Chapter 2, to determine how to proceed.
Incident Date	The Date column displays the date on which the incident occurred to assist you in identifying the report you wish to modify. Entries in the Date column are not hyperlinks.
VVRS	The Incident Category column displays the EVVRS category in which the incident was reported – violence, vandalism, substance abuse, weapons, other – to assist you in identifying the report you wish to modify. Entries in the Incident Category column are not hyperlinks.
Offender Type	Offender Type informs the user whether the student offender is a general education student or a special education student. Entries in the Offender Type column are not hyperlinks.
Offender Number	Click on an Offender Number hyperlink to jump to the Offender Information page for a particular offender associated with the report you wish to modify. Consult the Offender Information: All Students and Offender Information: In-District Students Only tables, presented in Chapter 2, to determine what to enter in these fields.

Search Result Table, continues ...

Search Result Table	
Field	What To Do
Victim Type	Victim Type informs the user whether the student victim is a general education student or a special education student. Entries in the Victim Type column are not hyperlinks.
Victim Number	<p>Click on a Victim Number hyperlink to jump to the Victim Information page for a particular victim associated with the report you wish to modify. Information about the victim type cannot be modified; however, you can modify information about the victim's injury and the victim's usco status as a "victim of a violent criminal offense" (see Appendix C).</p> <p>If the district entered victim information incorrectly, you can delete the victim from the Victim Information page, then use the Add Victim button to enter the information correctly. See the procedure for Entering Victim Information, presented in Chapter 2, to determine how to proceed.</p>
Student ID	Click on a Student ID hyperlink to jump to the Student Information page for a particular offender or victim associated with the report you wish to modify. Consult the New Student Offender or Victim Information table, presented in Chapter 2, to determine what to enter in these fields.

Problem/Solution Table

The **Problem/Solution** table, which follows, can help you determine how to make the specific changes you require.



Three Ways to Make Changes

1. Make a different selection from a dropdown menu.
2. Highlight and delete incorrect text and type new text.
3. Click checkmarks to deselect inaccurate items; click empty checkboxes to select accurate items.

Problem/Solution Table	
Problem	Solution
1. How do I modify the description of the incident?	Click on the Incident Number hyperlink to jump to the Incident Information page for the report you wish to modify. The information that displays corresponds to information you entered on the VV-SA Incident Information page or the Other Incident—Students with Disabilities page. Consult the Incident Header Table , Incident Detail Table: Violence , Incident Detail Table: Vandalism , Incident Detail Table: Substance Abuse , Incident Detail Table: Weapons (Bomb Offense, Firearm Offense, and Other Weapon Offense) , presented in Chapter 2, to determine what information to enter in each field.
	If the report you wish to modify is an "Other—Spec. Ed." incident, consult the Incident Header Table to modify only information that displays in the Incident Header portion of the Incident Information page. If you attempt to enter information in the Violence, Vandalism, Substance Abuse, or Weapons Incident Detail portions of the Incident Information page, the message "Only general information (top of page) may be checked" will display at the top of the screen after you click Update .
	If information the district reported in connection with an Other—Spec. Ed. incident is incorrect, email the EVVRS (EVVRS@doe.state.nj.us) requesting that the Other—Spec. Ed. incident report be deleted from the system; be sure to include the incident number. Then, report the incident correctly.
2. How do I reclassify an Other—Spec. Ed. incident as a VV-SA incident?	You cannot reclassify an Other—Spec. Ed. incident as a VV-SA incident. If the district incorrectly entered a VV-SA incident as an Other—Spec. Ed. incident, email the EVVRS (EVVRS@doe.state.nj.us) requesting that the Other—Spec. Ed. incident report be deleted from the system; be sure to include the incident number. Then, report the incident correctly.
3. How do I reclassify a VV-SA incident as an Other—Spec. Ed. incident?	Click on the Incident Number hyperlink to jump to the Incident Information page for the report you wish to reclassify. Click any checkmarks that display in the Violence Incident, Vandalism Incident, Substance Abuse Incident, and Weapons Incident fields to deselect them. Scroll to the bottom of the Incident Information page and click the checkbox to the left of the words "Suspension or removal for an incident not involving violence, vandalism, weapons, or substance abuse" to select it. Consult the Incident Header Table , presented in Chapter 2, to determine what information to enter to enter on this page.
4. How do I change the name of the school at which the incident occurred?	You cannot change the name of the school entered in connection with an incident. Email the EVVRS (EVVRS@doe.state.nj.us) to delete the incident report; be sure to include the incident number. Then, report the incident correctly.

Problem/Solution Table, continues ...

Problem/Solution Table, continued	
Problem	Solution
5. How do I delete an offender from an incident report?	Locate the row of the search result table that pertains to both the particular incident and the offender you wish to delete. Click on the Offender Number hyperlink in that row to jump to the Offender Information page of that report. Scroll to the bottom of the page and click the Delete button. An alert will display, asking, "Do you want to delete this offender?" By clicking Yes , you sever the link between this incident and the data on the Offender information page.
6. How do I delete a victim from an incident report?	Locate the row of the search result table that pertains to both the particular incident and the victim you wish to delete. Click on the Victim Number hyperlink in that row to jump to the Victim Information page of that report, where you can delete the victim from the report. Scroll to the bottom of the page and click the Delete button. An alert will display, asking, "Do you want to delete this victim?" By clicking Yes , you sever the link between this incident and the data on the Victim information page.
7. How do I add a victim or offender to an incident report?	This action must be performed by going back to the People Involved in Incident page. See the procedures for Entering Offender Information and Entering Victim Information , presented in Chapter 2, to determine how to proceed.
8. How do I change the Student ID number of an Offender or Victim?	You cannot change the Student ID number of an offender or victim. Instead, you must delete the offender or victim from the incident report (see Problem 5 or 6, above), then use the Add Offender or Victim button to re-enter the offender or victim information correctly (see Problem 7, above). If another student's name appears with the number that you want to assign to a new student offender or victim, then assign a different number to the new student offender or victim, such as by adding a letter to the initial Student ID number.
9. How do I change the Offender or Victim type?	You cannot change the Offender or Victim type. Instead, you must delete the offender or victim from the incident report (see Problem 5 or 6, above), then use the Add Offender or Victim button to re-enter the offender or victim information correctly (see Problem 7, above).
Revised! 10. How do I delete an entire incident report?	Beginning this school year (2010-11), you will have the ability to delete EVVRS incidents. Deletions can only be made by your Superintendent or Business Administrator and/or a designee. The period for making deletions will be from May 2, 2011 to July 15, 2011. Detailed instructions for making deletions will be provided in this manual and posted on the EVVRS home page at the appropriate time.
11. How do I modify information about an offender?	Locate the row of the search result table that pertains to both the particular incident and the offender whose report you wish to modify. Click on the Offender Number hyperlink in that row to jump to the Offender Information page of that report. Consult the Offender Information: All Students and Offender Information: In-District Students Only tables to determine what to enter in these fields.
12. How do I modify information about a victim?	You cannot modify information about the victim; however, you can modify information about the victim's usco status as a "victim of a violent criminal offense" (see Appendix C). If the district entered victim information incorrectly, you can delete the victim from the Victim Information page (see Problem 6, above), then use the Add Victim button to enter the information correctly (see Problem 7, above).
13. How do I edit the name, gender, race, or disability of a student?	Locate the row of the search result table that pertains to both the particular incident and the student whose information you wish to modify. Click on the Student ID hyperlink in that row to jump to the Student Information page of that report. Consult the New Student Offender or Victim Information table to determine what to enter in these fields.

Chapter 4: User Maintenance

Revised!

Due to a change in NJDOE policy, the EVVRS User Maintenance page is no longer available. It is the policy of the NJDOE that requests for new user names and passwords (including current accounts) for the EVVRS be submitted through your district Web User Administrator. In order for new EVVRS accounts to be created or for existing accounts to be modified, your district Web User Administrator must go to the NJDOE Homeroom page at <http://homeroom.state.nj.us/> and click on Web User Administrator (the first option on the page).

Chapter 5: EVVRS Reports

Revised!

At this time, the Report Module is not functional and will not appear on the EVVRS Main Menu. Programming work will begin shortly to ensure that the Report Module is functional so that you can generate reports to fulfill your obligations to annually report your agency's EVVRS incidents to the public. Revised instructions for generating EVVRS reports will be posted on the EVVRS website and will be inserted into this document when the upgraded report module is ready for use. The NJDOE will advise districts via e-mail to CSAs and users when the upgraded report module is open.

! District Reporting Needs

The legal obligation of the Chief School Administrator to report all acts of violence and vandalism that occurred during the previous school year to the Board of Education at a public hearing remains the same N.J.S.A. 18A:17-46. The revised report module will facilitate in this process by providing reports of EVVRS-defined incidents of violence, vandalism, and substance abuse – as well as suspensions of students with disabilities for reasons other than violence, vandalism, and substance abuse – that occur in-district. Available reports will include: Removal/Suspensions Reports, District Reports, School Reports, and the Annual District Report.

! Verifying the Annual District Report

End-of-Year EVVRS Data Verification Process: The Verification Fax-Back Form that has been used to verify your Annual District Report in the past will no longer be in use. On July 1, 2011 an electronic verification button will be added to the EVVRS Main Menu. As in the past, your Annual District Report must be verified by your Superintendent or Business Administrator and/or a designee. Procedures for the new verification process will be included in the EVVRS User Manual and posted on-line to coincide with the addition of the of the electronic verification button to the Main Menu.

Timely verification of the Annual District Report is critical to the development cycle of the statewide summary report and to the opening of the EVVRS in the beginning of each school year. **The data verification due date for this reporting year will be July 15, 2011. Data that is not verified by this date will not be included in the statewide summary report. In addition, deletions/changes to verified data will not be accepted after this date.** This policy must be enforced without exception to complete the annual report to the legislature by October 1, 2011 and to modify the EVVRS to collect data required by the Anti-Bullying Bill of Rights Act, P.L.2010, c.122.

Appendix A: Student Disability Categories

NJDOE Office of Special Education Programs

Special Education Eligibility Categories⁵

Each federal eligibility category is defined by the state eligibility category below:

1. **Speech Only (SP):** "Eligible for speech-language services" means a speech and/or language disorder as follows:
 - a. A speech disorder in articulation, phonology, fluency, voice, or any combination, unrelated to dialect, cultural differences or the influence of a foreign language, which adversely affects a student's educational performance; and/or
 - b. A language disorder which meets the criteria of N.J.A.C. 6A:14-3.5(c)4 and the student requires speech-language services only.
2. **Autism (AUT):** "Autistic" means a pervasive developmental disability which significantly impacts verbal and nonverbal communication and social interaction that adversely affects a student's educational performance. Onset is generally evident before age three. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routine, unusual responses to sensory experiences and lack of responsiveness to others. The term does not apply if the student's adverse educational performance is due to emotional disturbance as defined in (c)5 below. A child who manifests the characteristics of autism after age three may be classified as autistic if the criteria in this paragraph are met. An assessment by a certified speech-language specialist and an assessment by a physician trained in neurodevelopment assessment are required.
3. **Deaf-Blindness (DB):** "Deaf/blindness" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.
4. **Emotional Disturbance (ED):** "Emotionally disturbed" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance due to:
 - a. An inability to learn that cannot be explained by intellectual, sensory or health factors;
 - b. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - c. Inappropriate types of behaviors or feelings under normal circumstances;
 - d. A general pervasive mood of unhappiness or depression; or
 - e. A tendency to develop physical symptoms or fears associated with personal or school problems.

⁵ Based on N.J.A.C. 6A:14, effective July 6, 2000.

5. **Hearing Impairments (HI):** "Auditorily impaired" corresponds to "auditorily handicapped" and further corresponds to the Federal eligibility categories of deafness or hearing impairment. "Auditorily impaired" means an inability to hear within normal limits due to physical impairment or dysfunction of auditory mechanisms characterized by (c)1i or ii below. An audiological evaluation by a specialist qualified in the field of audiology and a speech and language evaluation by a certified speech-language specialist are required.
 - a. "Deafness" - The auditory impairment is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification and the student's educational performance is adversely affected.
 - b. "Hearing impairment" - An impairment in hearing, whether permanent or fluctuating which adversely affects the student's educational performance.
6. **Language Impaired (LI):** "Communication impaired" corresponds to "communication handicapped" and means a language disorder in the areas of morphology, syntax, semantics and/or pragmatics/discourse which adversely affects a student's educational performance and is not due primarily to an auditory impairment. The problem shall be demonstrated through functional assessment of language in other than a testing situation and performance below 1.5 standard deviations, or the 10th percentile on at least two standardized oral language tests, where such tests are appropriate. When the area of suspected disability is language, assessment by a certified speech-language specialist and assessment to establish the educational impact are required. The speech-language specialist shall be considered a child study team member.
 - a. When it is determined that the student meets the eligibility criteria according to the definition in (c)4 above, but requires instruction by a speech-language specialist only, the student shall be classified as eligible for speech-language services.
 - b. When the area of suspected disability is a disorder of articulation, voice or fluency, the student shall be evaluated according to N.J.A.C. 6A:14-3.4(e) and if eligible, classified as eligible for speech-language services according to N.J.A.C. 6A:14-3.6(a).
7. **Multiple Disabilities (MD):** "Multiply disabled" corresponds to "multiply handicapped" and means the presence of two or more disabling conditions. Eligibility for speech-language services as defined in this section shall not be one of the disabling conditions for classification based on the definition of "multiply disabled." "Multiply disabled" is characterized as follows:
 - a. "Multiple disabilities" means concomitant impairments, the combination of which causes such severe educational problems that programs designed for the separate disabling conditions will not meet the student's educational needs.
8. **Mental Retardation (MR):** "Cognitively impaired" corresponds to "mentally retarded" and means a disability that is characterized by significantly below average general cognitive functioning existing concurrently with deficits in adaptive behavior; manifested during the developmental period that adversely affects a student's educational performance and is characterized by one of the following:
 - a. "Mild cognitive impairment" corresponds to "educable" and means a level of cognitive development and adaptive behavior in home, school and community settings that are mildly below age expectations with respect to all of the following:
 - (1) The quality and rate of learning;
 - (2) The use of symbols for the interpretation of information and the solution of problems; and
 - (3) Performance on an individually administered test of intelligence that falls within a range of two to three standard deviations below the mean.

- b. "Moderate cognitive impairment" corresponds to "trainable" and means a level of cognitive development and adaptive behavior that is moderately below age expectations with respect to the following:
 - (1) The ability to use symbols in the solution of problems of low complexity;
 - (2) The ability to function socially without direct and close supervision in home, school and community settings; and
 - (3) Performance on an individually administered test of intelligence that falls three standard deviations or more below the mean.
 - c. "Severe cognitive impairment" corresponds to "eligible for day training" and means a level of functioning severely below age expectations whereby in a consistent basis the student is incapable of giving evidence of understanding and responding in a positive manner to simple directions expressed in the child's primary mode of communication and cannot in some manner express basic wants and needs.
- 9. **Other Health Impaired (OHI):** "Other health impaired" corresponds to "chronically ill" and means a disability characterized by having limited strength, vitality or alertness, including a heightened alertness with respect to the educational environment, due to chronic or acute health problems, such as attention deficit disorder or attention deficit hyperactivity disorder, a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or any other medical condition, such as Tourette Syndrome, that adversely affects a student's educational performance. A medical assessment documenting the health problem is required.
- 10. **Orthopedic Impairments (OI):** "Orthopedically impaired" corresponds to "orthopedically handicapped" and means a disability characterized by a severe orthopedic impairment that adversely affects a student's educational performance. The term includes malformation, malfunction or loss of bones, muscle or tissue. A medical assessment documenting the orthopedic condition is required.
- 11. **Specific Learning Disabilities (SLD):** "Specific learning disability" corresponds to "perceptually impaired" and means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
 - a. It is characterized by a severe discrepancy between the student's current achievement and intellectual ability in one or more of the following areas:
 - (1) Basic reading skills;
 - (2) Reading comprehension;
 - (3) Oral expression;
 - (4) Listening comprehension;
 - (5) Mathematical computation;
 - (6) Mathematical reasoning; and
 - (7) Written expression.

- b. The term does not apply to students who have learning problems that are primarily the result of visual, hearing, or motor disabilities, general cognitive deficits, emotional disturbance or environmental, cultural or economic disadvantage.
 - c. The district shall adopt procedures that utilize a statistical formula and criteria for determining severe discrepancy. Evaluation shall include assessment of current academic achievement and intellectual ability.
12. **Traumatic Brain Injured (TBI):** "Traumatic brain injury" corresponds to "neurologically impaired" and means an acquired injury to the brain caused by an external physical force or insult to the brain, resulting in total or partial functional disability or psychosocial impairment, or both. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech.
13. **Visual Impairments (VI):** "Visually impaired" corresponds to "visually handicapped" and means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. An assessment by a specialist qualified to determine visual disability is required. Students with visual impairments shall be reported to the Commission for the Blind and Visually Impaired.
14. **Preschool Disabled (PRE):** "Preschool disabled" corresponds to preschool handicapped and means an identified disabling condition and/or a measurable developmental impairment which occurs in children between the ages of three and five years and requires special education and related services.
15. **Not a Federal Category:** "Social maladjustment" means a consistent inability to conform to the standards for behavior established by the school. Such behavior is seriously disruptive to the education of the student or other students and is not due to emotional disturbance as defined in (c)5 above.

Appendix B: Other—Spec. Ed. Offenses

The table that follows, which was compiled based on offenses reported by N.J. school districts, lists examples of Other—Spec. Ed. offenses – that is, behaviors that may result in the suspension of a student with disabilities, but that are not related to violence, vandalism, weapons, or substance abuse. These incidents are to be reported using the **Other—Spec. Ed.** button on the EVVRS Main Menu page (see [Other Incident—Students with Disabilities Page](#)).

!

This list is not intended by NJDOE to be either exhaustive or definitive. So long as a behavior results in the suspension of a student with a disability -- and the behavior is not related to violence, vandalism, weapons, or substance abuse -- it must be reported as an Other—Spec. Ed. incident.

Examples of Behaviors That May Result in Suspension	
Aggressive behavior	In parking lot without permission
Arguing	Insubordination
Belligerence	Leaving class, detention, in-school suspension, or campus without permission
Cell phone violation	Misconduct
Conduct unbecoming a student	Misuse of bathroom pass
Continually late to class, detention, or in-school suspension	Other inappropriate behavior
Continually leaves class, detention, or in-school suspension	Pre-fight posturing
Continually removed from class, detention, or in-school suspension	Provoking staff or students
Cursing	Reckless driving on school grounds
Cutting class, detention, or in-school suspension	Refusing to follow directions
Cutting in line	Skipping Saturday detention
Dangerous behavior on bus	Smoking or other tobacco violations
Disobeying a substitute	Streaking
Disobeying school rules	Taking food out of cafeteria
Disregard for possession of others	Throwing things
Disregard of school authority	Trespassing while on out-of-school suspension
Disregard of school policy	Truancy
Disrupting class, detention, or in-school suspension	Uncooperative
Dress code violation	Unsafe behavior
Drug talk	Untruthful
Eating in class, detention, or in-school suspension	Use of air horn in hall
Hall roaming	Use of forged pass
Horseplay	Use of profane, vulgar, or other unacceptable language
Inappropriate attire	Verbal abuse of staff
Inappropriate comments	Violation of bus or other school safety procedures
Inappropriate gestures	Violation of computer policy
In hall without permission	Willful defiance, disrespect, or disobedience
In lavatory without permission	Yelling

Appendix C: The Unsafe-School Choice Option

No Child Left Behind Act (2001) Unsafe-School Choice Option (USCO) Policy⁶

Statutory Requirement

The Unsafe School Choice Option provision (Title IX, Part E, Subpart 2, SEC. 9532) under the federal *No Child Left Behind Act (NCLB) of 2001* sets forth the following:

"Each State receiving funds under this Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

The intent of the statute and the New Jersey Department of Education's (NJDOE) policy is to provide safety and security for students and to prevent unnecessary or extended interruptions to student learning.

Overview

The statute cited above contains two provisions that apply to local educational agencies (LEAs) receiving funds under *NCLB*: 1) Persistently dangerous schools; and 2) Victims of violent criminal offenses. The required policy for these school safety requirements are provided below.

Specifically, effective the beginning of each school year (by September 4 in 2007), LEAs must be prepared to complete the transfer of students who choose to exercise Provision I and Provision II of the Unsafe School Choice Option (USCO) policy set forth below. Compliance with the policy is a condition of receiving funds under any and all titles under *NCLB*. Chief school administrators will be required to certify compliance with the USCO policy of the NJDOE in their applications for *NCLB* funds.

Additionally, the USCO policy is consistent with and supportive of the regulation at *N.J.A.C. 6A:16-5.3(i)*, which sets forth that:

"Each district board of education shall submit and implement corrective action plans for high incidences of violence, vandalism or alcohol or other drug abuse upon notification by the Commissioner of Education."

USCO Policy Provision I: Persistently Dangerous Schools

Introduction

A persistently dangerous school is a public elementary or secondary school building (except for Regional Day Schools, Educational Services Commissions and Special Services School Districts) that meets the objective criteria described below for three consecutive years and is part of an LEA. The NJDOE will use the most current available data from the Electronic Violence and Vandalism Reporting System (EVVRS) to identify persistently dangerous schools on or before July 31 of each year, in compliance with federal regulations (68 FR 16789).

⁶ Issued by the N.J. Dept. of Education June 30, 2003; reissued July 2006.

Types of Violent Incidents for Determining Persistently Dangerous Schools

Incidents of violence include the following two categories of acts, as defined in the [VV-SA Incident Definitions](#) section of the *EVVRS User Manual*.

Category A offenses are as follows:	Category B offenses are as follows:
<ol style="list-style-type: none"> 1. A firearms offense set forth by New Jersey statute in accordance with the federal Gun-Free Schools Act 2. An assault upon a student with the victim incurring a major injury. 3. An assault upon a student with a weapon 4. Any assault upon a member of the school district staff 	<ol style="list-style-type: none"> 1. Assault on a student 2. Possession or sale of a weapon other than a firearm 3. Fight/Assault that is Gang Related 4. Robbery or Extortion 5. Sex Offense 6. Criminal Threat 7. Arson 8. Sale and Distribution of Drugs 9. Harassment, Intimidation, Bullying, Threat

Criteria for Determining Persistently Dangerous Schools

The following criteria are used by the NJDOE to determine a persistently dangerous school. A school that is part of an LEA and meets either of the two criteria in each of three consecutive school years will be determined to be persistently dangerous:

- The school has seven or more Category A offenses.
- The school has a score of 1.0 or greater on the index of Category B offenses where the index is defined as the result of dividing the number of Category B offenses by the square root of the school's enrollment.

Procedures and Guidelines for Schools Determined to be Persistently Dangerous

When schools are identified as persistently dangerous by the NJDOE, the LEAs will be notified of the designation on or before July 31 of each year. Once the LEAs receive notification, the LEAs must inform all parents of enrolled students of the designation within fifteen calendar days of the date of the notice and offer them the option for their children to transfer to a safe public school within the LEAs by the beginning of the respective school year. LEAs must complete all transfers by the beginning of the school year following the July notification.

Students are not required to accept the transfer option, but they must be afforded the opportunity to do so. Parental notice regarding the status of the schools and the offer to transfer students should be made simultaneously. Parents of enrolled students must be notified of the persistently dangerous designation whether or not there is another school in the LEAs for the transferring students.

To the extent possible, LEAs should allow transferring students to transfer to schools that are making adequate yearly progress and have not been identified as being in need of school improvement, corrective action or restructuring. LEAs are encouraged to take into account the needs and preferences of the affected students and parents.

Corrective Action Plans for Schools Identified as Persistently Dangerous

For schools identified as persistently dangerous, LEAs are required to submit to the NJDOE on or before August 24 (in 2007) documentation of compliance with the parent notification requirement and actions taken to complete the transfer arrangements for all students exercising the option by the first day of the school year. Additionally, LEAs are required to develop and submit for approval corrective action plans to the NJDOE on or before September 30 of the same year, which will apply to the respective school year. The corrective action plans, which must be completed in the format provided by the NJDOE, will describe how the schools will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide schools with guidance for their corrective action plans, as well as monitor schools' timely completion of the approved plans.

In the spring of each following year, the NJDOE will reevaluate the status of the schools identified as persistently dangerous. The NJDOE will review the schools' progress towards completing their corrective action plans and compare the current year's incidents of violence, as reported on the EVVRS, to the criteria for determining persistently dangerous schools (PDS). Schools identified as maintaining the persistently dangerous designation will be notified by the NJDOE on or before July 31 of the respective year and will be required to submit for approval revised corrective action plans by September 30 of that year, which will apply to the respective school year. LEAs must inform all parents of enrolled students of the designation within fifteen calendar days of the date of the notice and offer them the option for their children to transfer to safe public schools by the beginning of the respective school year, in accordance with the Procedures and Guidelines for Schools Determined to be Persistently Dangerous described above.

Schools no longer designated persistently dangerous will be notified on or before July 31 of the respective year. The persistently dangerous designation will be removed after one or more years contingent upon successful fulfillment of the criteria for removal, as determined by evidence of schools' progress toward successfully completing the approved corrective action plans, and evidence of incidents that no longer meet the Criteria for Determining Persistently Dangerous Schools, described above, for one school year, the year in which the corrective action plans were in effect.

Procedures and Guidelines for Early Warning of Schools

Effective in 2004, when schools fulfill the criteria set forth in this policy for two consecutive years, the LEAs will be notified of their pattern of offenses on or before August 15 of each year. LEAs are required to develop and submit for approval school safety plans to the NJDOE on or before September 30 of the same year, which will apply to the respective school year. The school safety plans, which must be completed in the format provided by the NJDOE, will describe how the schools will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the schools with guidance for their school safety plans, as well as monitor schools' timely completion of the approved plans. Schools receiving an "early warning" notice are not required to provide the transfer option to students.

In the spring of each following year, the NJDOE will reevaluate the schools' progress towards completing their school safety plans and compare the current year's incidents of violence, as reported on the EVVRS, to the criteria for determining persistently dangerous schools. Schools will be notified of their status on or before July 31 of the respective year.

Schools that have successfully completed their school safety plans and reported violent incidents that no longer meet the Criteria for Determining Persistently Dangerous Schools described above for one school year, the year in which the school safety plans were in effect, will no longer be required to submit a school safety plan.

Schools that do not successfully complete their school safety plans and that meet the criteria set forth in this policy for a third consecutive year will be designated as persistently dangerous and required to submit for approval corrective action plans on or before September 30 of that year, which will apply to the respective school year, and provide the transfer option to students in the schools designated as persistently dangerous.

Schools Not Receiving *NCLB* Funds but Meeting the “Persistently Dangerous” Criteria

School buildings and districts that are not part of an LEA that receives federal funds under *NCLB* but meet any one of the criteria for persistently dangerous schools will be contacted by the NJDOE and required to develop and submit for approval school safety plans on or before September 30 of the respective year. The school safety plans must be completed in the format provided by the NJDOE and describe how the schools will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide schools with guidance for their school safety plans, as well as monitor schools' timely completion of the approved plans.

Special Schools Meeting the “Persistently Dangerous” Criteria

Regional Day Schools, Special Services Districts and Educational Services Commissions that meet any one of the criteria for persistently dangerous schools will not be identified as such but will be contacted by the NJDOE and required to develop and submit for approval school safety plans on or before September 30 of the respective year. The school safety plans must be completed in the format provided by the NJDOE and describe how the schools will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide schools with guidance for their school safety plans, as well as monitor schools' timely completion of the approved plans.

USCO Policy Provision II: Victims of Violent Criminal Offenses

Introduction

The Unsafe School Choice Option provision (Section 9532 of Title IX) under the *No Child Left Behind Act (NCLB) of 2001* sets forth, in part, the following which applies to all school buildings that are a part of an LEA:

“... a student ... who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”

The individual victim policy attempts to fulfill the requirement for LEAs to provide relief to students who have been victimized, while providing schools with a practical means for making determinations on incidents of victimization that are within the purview of LEAs. The individual victim policy has been crafted to enable school staff to make reasonable determinations and actions regarding the policy. LEAs are strongly encouraged, however, to consult with their school board attorneys and communicate with designated local and/or county law enforcement authorities, per the provisions of the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials* and *N.J.A.C. 6A:16-6.2(b)13*, on questions and issues that arise in the implementation of the individual victims of violent criminal offenses policy. A copy of the model *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials* may be obtained at the following web site:
<http://www.state.nj.us/lps/dcj/pdfs/agree.pdf>.

Criteria for Determining Victims of Violent Criminal Offenses

The following criteria must be used to determine when an enrolled student has become a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school that the student attends. These criteria only apply to a student who has become a victim of one or more of the violent criminal offenses enumerated below.

A student is considered a victim of a violent criminal offense when:

- A referral has been made to law enforcement officials for suspicion that one of the violent criminal offenses enumerated below has occurred; and
- One or more of the following applies:

- Law enforcement officials have filed formal charges against the perpetrator(s) for commission of the violent crime.
- The perpetrator(s) of the violent crime has received sanctions in accordance with the district board of education's code of student conduct, pursuant to *N.J.A.C. 6A:16-7*.
- The perpetrator(s) of the violent crime either has not been identified or is not an enrolled student(s), but it is clear that the student (victim) has become a victim of a violent criminal offense based on objective indicators such as physical evidence, eyewitness testimony, and/or circumstantial evidence.
- A restraining order exists against the perpetrator(s) of the violent crime.

Procedures and Guidelines

Effective the first day of each school year, LEAs must be prepared to begin the transfer of any student who chooses to exercise the individual choice option provision. An LEA must offer, within 14 calendar days, an opportunity to transfer to a safe public school within the LEA to any student who has become a victim of a violent criminal offense while in or on the grounds of a public school that the student attends. While the student must be offered the opportunity to transfer, the student may elect to remain at the school.

To the extent possible, LEAs should allow any transferring student to transfer to a school that is making adequate yearly progress and has not been identified as being in need of school improvement, corrective action or restructuring. LEAs are encouraged to take into account the needs and preferences of the affected student and his or her parent(s). Transfers must occur within 30 days of the determination that the student was a victim of a violent criminal offense.

Violent Criminal Offenses

The violent criminal offenses under New Jersey statutes that apply to the individual victim provision described above are identified and explained below. The offenses apply to completed offenses, as well as threats and attempts to commit the offenses. The offenses and attempts to commit the offenses apply only when they occur in or on the school grounds, as defined in *N.J.A.C. 6A:16-1.3*,⁷ of a school that the student attends. The offenses apply whether they occur wholly or in part in or on the grounds of a school that the student attends.

The offenses apply only to acts or attempts that are directed at a person (victim) or a group of specified individuals (victims), rather than acts that indiscriminately affect the entire school population or non-specified individuals or groups. For the purposes of the Unsafe School Choice Option policy, the term victim shall not include a student who purposely, knowingly or recklessly provokes the conduct constituting the criminal incident against him or her.

Applicable Violent Criminal Offenses

Provided below is a description of each applicable violent criminal offense that is based upon New Jersey statutes and references to statutory citations that provide complete explanations of each designated offense. The descriptions provided below are not intended to be a complete explanation of each offense or a substitute for the actual provisions of the authorizing statutes. Instead, the descriptions are provided as an aid in facilitating understanding of the general intent and practical applications of the violent criminal offenses that pertain to the Unsafe School Choice Option Policy.

⁷ "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:26-1.2*, 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.

Homicide [N.J.S.A. 2C:11-2]

A student is a victim of a homicide when he or she is the child, sibling or other relative of a decedent, resulting from someone purposely^a, knowingly^b, or recklessly^c causing the death of the student's parent, sibling, or relative in or on school grounds.

- a. "Purposely." A person acts purposely with respect to the nature of his or her conduct or a result thereof if it is his or her conscious object to engage in conduct of that nature or to cause such a result. A person acts purposely with respect to attendant circumstances if he or she is aware of the existence of such circumstances or he or she believes or hopes that they exist. [N.J.S.A. 2C:2-2(b)(1)]
- b. "Knowingly." A person acts knowingly with respect to the nature of his conduct or the attendant circumstances if he or she is aware that his or her conduct is of that nature, or that such circumstances exist, or he or she is aware of a high probability of their existence. A person acts knowingly with respect to a result of his or her conduct if he or she is aware that it is practically certain that his or her conduct will cause such a result. [N.J.S.A. 2C:2-2(b)(2)]
- c. "Recklessly." A person acts recklessly with respect to a material element of an offense when he or she consciously disregards a substantial and unjustifiable risk that the material element exists or will result from his or her conduct. The risk must be of such a nature and degree that, considering the nature and purpose of the actor's conduct and the circumstances known to him, its disregard involves gross deviation from the standard of conduct that a reasonable person would observe in the actor's situation. [N.J.S.A. 2C:2-2(b)(3)]

Assault [N.J.S.A. 2C:12-1(a)(1) and 2C:12-1(b)(1)]

A person is a victim of an assault when the actor:

- Purposely^a, knowingly^b, or recklessly^c causes bodily injury^d to the victim. [N.J.S.A. 2C:12-1(a)(1)]
 - Purposely^a, knowingly^b, or recklessly^c, or Negligently^e, causes bodily injury to the victim^d with a deadly weapon^f. [N.J.S.A. 2C:12-1(a)(2), N.J.S.A. 2C:12-1(b)(2) and N.J.S.A. 2C:12-1(b)(3)]
 - Attempts by physical menace to put the victim in fear of imminent serious bodily injury^g [N.J.S.A. 2C:12-1(a)(3)]
 - Knowingly points a firearm^h at or in the direction of the victim, whether or not the actor believes it to be loaded. [N.J.S.A. 2C:12-1(d)(4)]
- d. "Bodily injury" means physical pain, illness, or any impairment of physical condition. [N.J.S.A. 2C:11-1(a)]
 - e. "Negligently." A person acts negligently with respect to a material element of an offense when he or she should be aware of a substantial and unjustifiable risk that the material element exists or will result from his or her conduct. The risk must be of such a nature and degree that the actor's failure to perceive it, considering the nature and purpose of his or her conduct and the circumstances known to him or her, involves a gross deviation from the standard of care that a reasonable person would observe in the actor's situation. [N.J.S.A. 2C:2-2(b)(4)]
 - f. A "deadly weapon" means any firearm or other weapon, device, instrument, material or substance, whether animate or inanimate, which in the manner it is used or is intended to be used, is known to be capable of producing death or serious bodily injury or which in the manner it is fashioned would lead the victim reasonably to believe it to be capable of producing death or serious bodily injury. [N.J.S.A. 2C:11-1(c)]
 - g. "Serious bodily injury" means bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement or protracted loss or impairment of the function of any bodily member or organ. [N.J.S.A. 2C:11-1(b)]

- h. A “firearm” means any handgun, rifle, shotgun, machine gun, automatic or semi-automatic rifle, or any gun, device or instrument in the nature of a weapon from which may be fired or ejected any solid projectile ball, slug, pellet, missile or bullet, or any gas, vapor or other noxious thing, by means of a cartridge or shell or by the action of an explosive or the igniting of flammable or explosive substances. It shall also include, without limitation, any firearm which is in the nature of an air gun, spring gun or pistol or other weapon of a similar nature in which the propelling force is a spring, elastic band, carbon dioxide, compressed or other gas or vapor, air or compressed air, or is ignited by compressed air, and ejecting a bullet or missile smaller than three-eighths of an inch in diameter, with sufficient force to injure a person. [N.J.S.A. 2C-39-1(f)]

Sexual Assault [N.J.S.A. 2C:14-2]

1. Aggravated Sexual Assault. A person is a victim of an aggravated sexual assault when the actor commits an act of sexual penetrationⁱ with the victim under any of the following circumstances:

- The victim is less than 13 years old.
- The victim is at least 13 but less than 16 years old, and one or more of the following are true:
 - The actor is related to the victim by blood or affinity to the third degree.
 - The actor has supervisory or disciplinary power over the victim by virtue of the actor’s legal, professional or occupational status.
 - The actor is a foster parent, a guardian or stands *in loco parentis* within the household.
- The act is committed on the victim during the commission, or attempted commission, whether alone or with one or more persons, of robbery, kidnapping, homicide, aggravated assault on another, burglary, arson or criminal escape.
- The actor is armed with a weapon or any object fashioned in such a manner as to lead the victim to reasonably believe it to be a weapon and threatens by word or gesture to use the weapon or object on the victim.
- The actor is aided or abetted by one or more other persons and the actor uses physical force or coercion on the victim.
- The actor uses physical force or coercion and severe personal injury is sustained by the victim.
- The victim is one whom the actor knew or should have known was physically helpless, mentally defective or mentally incapacitated.

2. Sexual Assault. A person is a victim of a sexual assault when:

- The actor commits an act of sexual contactⁱ with a victim who is less than 13 years old and the actor is at least four years older than the victim.
- The actor commits an act of sexual penetrationⁱ with a victim under any of the following circumstances:
 - The actor uses physical force or coercion, but the victim does not sustain severe personal injury.
 - The victim is at least 16 but less than 18 years old.
 - The actor has supervisory or disciplinary power of any nature or in any capacity over the victim.
 - The victim is at least 13 but less than 16 years old and the actor is at least four years older than the victim.
- i. “Sexual penetration” means vaginal intercourse, cunnilingus, fellatio or anal intercourse between persons or insertion of the hand, finger or object into the anus or vagina either by the actor or upon the actor’s instruction. The depth of the insertion is not relevant to the question of the commission of the crime. [N.J.S.A. 2C:14-1(c)]
- j. “Sexual contact” means an intentional touching by the victim or actor, either directly or through clothing, of the victim’s or actor’s intimate parts for the purpose of degrading or humiliating the victim or sexually arousing or sexually gratifying the actor. Sexual contact of the actor with himself or herself must be in view of the victim whom the actor knows to be present. [N.J.S.A. 2C:14-1(d)]

Bias Intimidation [N.J.S.A. 2C:16-1(a)]

A person is a victim of the crime of bias intimidation when an actor commits, attempts to commit, conspires with another to commit, or threatens the immediate commission of an offense specified in Chapters 11 through 18 of Title 2C of the New Jersey Statutes: *N.J.S.A. 2C:33-4; N.J.S.A. 2C:39-3; N.J.S.A. 2C:39-4, or N.J.S.A. 2C:39-5* in one or more of the following circumstances:

- with a purpose to intimidate a victim or a group of specified victims because of race, color, religion, gender, handicap, sexual orientation or ethnicity
- knowing that the conduct constituting the offense would cause a victim or a group of specified victims to be intimidated because of race, color, religion, gender, handicap, sexual orientation, or ethnicity
- causing any victim of the underlying offense to be intimidated, and the victim, considering the manner in which the offense was committed, to reasonably believe either of the following:
 - The offense was committed with a purpose to intimidate the victim or any person or entity in whose welfare the victim is interested because of race, color, religion, gender, handicap, sexual orientation or ethnicity.
 - The victim or the victim's property was selected to be the target of the offense because of race, color, religion, gender, handicap, sexual orientation, or ethnicity.

Terroristic Threat [N.J.S.A. 2C:12-3(a) and 2C:12-3(b)]

A person is a victim of a terroristic threat when the actor threatens to commit one of the violent criminal offenses enumerated under the USCO Policy Provision II against the victim with the purpose to put the student in imminent fear of one of the violent crimes enumerated in the USCO Policy Provision II under circumstances reasonably causing the victim to believe the immediacy of the threat and the likelihood that it will be carried out. The definition of terroristic threat applies to *N.J.S.A. 2C:12-3(a)* insofar as the threat was directed at a person (victim) or a group of specified individuals (victims).

Robbery [N.J.S.A. 2C:15-1]

A person is a victim of a robbery when the actor, in the course of committing a theft, inflicts bodily injury; or uses force upon the victim; or threatens the victim with or purposely puts the victim in fear of immediate bodily injury.

Kidnapping [N.J.S.A. 2C:13-1]

A person is a victim of a kidnapping when the actor unlawfully removes the victim from the school or school grounds; or the actor unlawfully confines the victim with the purpose of holding the victim for ransom or reward as a shield or hostage; or the actor unlawfully removes the victim from the school or school grounds or a substantial distance from where he or she is found in school or on school grounds; or if the actor unlawfully confines a student for a substantial period of time with any of the following purposes: to facilitate commission of a crime or flight thereafter, or to inflict bodily injury on or terrorize the victim.

Arson [N.J.S.A. 2C:17-1]

A person is a victim of arson when the actor purposely or knowingly starts a fire or causes an explosion in or on the grounds of a school whereby the victim or group of specified victims are in danger of death or bodily injury; or with the purpose of destroying or damaging the victim's or group of specified victim's property that is in the school or on school grounds.

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