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STATE OF NEW JERSEY

In the Matter of the Adoption of
Amendments to N.J.A.C. 6A:16-5.1 to
Govern the Use of Categorical Security
Aid by School Districts¹

**BEFORE THE NEW JERSEY STATE
BOARD OF EDUCATION**

Agency Ref. No.

PETITION FOR RULEMAKING

Petitioners hereby request the Commissioner of Education and the New Jersey State Board of Education (hereinafter referred to collectively as “State Board”), pursuant to N.J.A.C. 6A:6-4.1 to 4.2, to promulgate regulations on the use of state categorical security aid by amending New Jersey Administrative Code, Title 6A, Chapter 16, Section 5.1.

¹ This regulation applies not only to school districts, but also to charter schools, renaissance schools, jointure commissions, educational services commissions, and approved private schools for students with disabilities acting under contract to provide educational services on behalf of districts. N.J.A.C. 6A:16-1.2. The term “school districts” is used herein to refer to all schools covered by this regulation.

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THE SUBSTANCE OR NATURE OF THE RULEMAKING REQUEST

20. All New Jersey school districts receive state categorical security aid (“security aid”) under the state’s school funding formula, the School Funding Reform Act (“SFRA”), N.J.S.A. 18A:7F-56, for the exclusive purpose of implementing effective school safety measures. For the 2021-22 school year, the Legislature appropriated over \$287 million in SFRA security aid, representing approximately 3% of the total state funding provided to districts statewide.²

21. As set forth below, Petitioners seek the State Board’s adoption of amendments to N.J.A.C. 6A:16-5.1 requiring districts to adopt and annually review “School Safety and Security Plans” (“School Safety Plans or Plans”) to include provisions governing the allowable and effective use of security aid in support of those Plans.

22. Despite its explicit designation in the SFRA as a separate category of state aid, the State Board has not promulgated any rules establishing the allowable uses of security aid by districts. Thus, there are presently no criteria or standards to ensure security aid is utilized only for its express statutory purpose and is effective in providing a safe and supportive school learning environment for students.

23. As a result of the State Board’s failure to adopt rules governing the allowable use of security aid, there is no data or other information available on the specific staff, programs and other expenditures utilizing security aid; whether those expenditures implement the districts’ School Safety Plans, as required by N.J.A.C. 6A:16-5.1; and whether those expenditures are effective in providing students a safe and supportive learning environment.

² The 2021-22 security aid appropriation would have totaled over \$340 million if the SFRA formula had been fully funded.

24. Petitioners request the State Board adopt amendments to N.J.A.C. 6A:16-5.1 to govern allowable and effective use of security aid and ensure such expenditures implement district School Safety Plans to provide students with a safe and supportive learning environment.

25. Petitioners specifically request the amended rule: 1) prescribe the allowable uses for security aid based on the current research on effective staffing, programs, and other interventions, such as hiring trained mental health and student support staff and investing in evidence-based programs including those that utilize practices of restorative justice and social emotional learning; 2) prohibit districts from using security aid for School Resource Officers (“SROs”) and other school-based law enforcement expenditures; 3) require districts allocate security aid to support implementation of their School Safety Plans; 4) require a collaborative decision-making process between districts and families, students, educators, community partners, and other stakeholders, to review school climate data and determine how security aid will be allocated to create a safe and supportive learning environment; 5) require the Department of Education (“DOE”), on an annual basis, to collect data from districts on the specific uses and expenditures of security aid; and 6) require the DOE to publish the data and other relevant information collected on districts’ security aid uses and expenditures in a timely manner.

REASONS FOR THE REQUEST AND PETITIONERS’ INTEREST IN IT

Petitioners’ Interest in the Request

26. The American Civil Liberties Union of New Jersey (“ACLU-NJ”) is a private, non-profit, non-partisan membership organization dedicated to protecting and expanding civil rights and civil liberties. Founded in 1960, the ACLU-NJ has approximately 41,000 members and supporters in New Jersey. The ACLU-NJ is the state affiliate of the American Civil Liberties

Union, which was founded in 1920 for identical purposes, and is composed of more than 1,750,000 members and supporters nationwide.

27. In the last few years, the ACLU-NJ has engaged in work around school discipline and the over-policing of students often referred to as the "school-to-prison-pipeline." In collaboration with the Education Law Center, the ACLU-NJ has advocated to the DOE and Office of the Attorney General for stronger oversight on the practice of employing police in schools, and to the legislature to pass legislation around transparency in school discipline and the amount of mental health professionals employed in schools.

28. Disability Rights New Jersey ("Disability Rights NJ") is a non-profit organization that is the State's designated Protection and Advocacy agency under federal law. We advance the human, civil, and legal rights of persons with disabilities and promotes their self-determination, independence, productivity, and integration into all facets of community life. We fight for freedom from abuse, neglect, and discrimination wherever people with disabilities live, work, study, and play. Our work is rooted in the shared belief in the inherent value of all people and their right to self-determination, choice, and full participation in society. In our pursuit of this work, we have certain youth-focused practice areas: our special education team whose primary mission is to ensure that students with disabilities benefit from the rights and protections they are entitled to under various civil rights laws like the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, and our juvenile justice team who advocate for youth with disabilities who are caught in the school-to-prison pipeline.

29. Disability Rights NJ supports rules that promote inclusive, supportive, and holistic policies while reducing exclusionary, discriminatory, and reactive policies.

30. Education Law Center (“ELC”) is a non-profit organization that advocates on behalf of public school children, particularly students who have been historically underserved and underrepresented, for access to fair and adequate educational opportunity under state and federal laws. Since its founding in 1973, ELC has acted to achieve education equity, school improvement, and protection of student rights through policy initiatives, research, public education, and legal action. In New Jersey, ELC has represented the plaintiff school children in the landmark Abbott v. Burke education equity case since 1981 and also provides a full range of direct legal services to parents and students in public education cases every year. In states across the nation, ELC broadly advances children’s opportunities to learn and assists those who promote such opportunities.

31. In keeping with its core mission of educational equity and justice, ELC has long supported research-based efforts to improve school climate and to reduce exclusionary discipline practices that have discriminatory impact and feed the school to prison pipeline. ELC maintains a strong interest in ensuring that public school students receive equitable access to quality education in safe, supportive learning environments.

32. Founded in 2014, Make the Road New Jersey (“MRNJ”) is a member-led community organization that builds the power of Latinx and working-class communities to achieve dignity and justice through organizing, policy innovation, transformative education, and legal and support services.

33. In partnership with its youth organizing group, the Youth Power Project, MRNJ advocates to end the school-to-prison-and-deportation pipeline, and to build an education system that centers inclusion, equity and racial justice. As part of this advocacy, MRNJ convenes a coalition of New Jersey community and stakeholder groups through its Counselors Not Cops

campaign, to organize around school transparency and accountability, and equipping schools with mental health professionals rather than police. MRNJ also collaborated with the Center for Popular Democracy to release an April 2021 report, *Arrested Learning: A survey of youth experiences of police and security at school*, detailing Elizabeth students' experiences with and attitudes towards police in school. MRNJ supports the use of effective strategies that provide young people with access to supportive learning environments, rather than perpetuating a policing and security infrastructure in schools.

34. The NAACP New Jersey State Conference (“NAACP”) is the oldest, largest and most widely recognized grassroots-based civil rights organization in our nation. The NAACP’s principal objectives are to ensure the political, educational, social and economic equality of individuals of color. The NAACP is a strong advocate for legislation and regulations that improve the quality of life for individuals of African ancestry. In addition, the NAACP thrives to eliminate race prejudice and institutional racism in the State.

35. In pursuit of these objectives, the NAACP New Jersey State Conference opposes the use of state funds on school resource officers, which have been shown to be ineffective and harmful to students, and which disproportionately impact students of color. The NAACP advocates for equitable, research-informed practices that support culturally responsive, safe and inclusive learning environments.

36. Newark Communities United for Accountable Policing (“N-CAP”) is a movement to build a respectful, accountable, and transparent Newark Police Department. N-CAP works for reforms that promote community safety and lead to community policing practices that uphold and respect the human and constitutional rights of all Newarkers. Utilizing grassroots organizing

and advocacy, N-CAP works to build a culture of respect and cooperation between the police department and the community.

37. N-CAP works with youth members of the community and partners with organizations focused on the wellbeing of our youth and our students. That work includes ensuring that our students are not overpoliced or introduced to the criminal justice system for typical school-age behavior.

38. The New Jersey Institute for Social Justice (the “Institute”) is a policy and advocacy organization that uses cutting-edge racial and social justice advocacy to empower people of color by building reparative systems that create wealth, transform justice and harness democratic power – from the ground up – in New Jersey. The Institute has been an advocate for ending racial disparities in youth justice and for expanding restorative justice programs in communities greatly impacted by youth incarceration. Recently, the Institute – through its *150 Years is Enough* youth justice campaign – led advocacy that resulted in New Jersey appropriating \$8.4 million for the creation of youth restorative justice hubs in Trenton, Camden, Newark and Paterson.

39. The Institute endorses this petition for the New Jersey State Board of Education to promulgate rules that will ensure that youth in under-resourced and over-policed communities can receive critically needed mental health services, restorative justice programs and social and emotional learning. For too long, New Jersey’s urban school districts, reinforced by State Board of Education rules, have securitized the educational spaces for students of color –resulting in stark racial disparities in suspensions and arrests. Through this rule change, we believe that youth in lower income districts across New Jersey can emerge from the pandemic with their mental

health needs addressed, can learn to resolve any conflicts through restorative justice principles and develop into emotionally mature individuals.

40. New Jersey Policy Perspective (“NJPP”) is a nonprofit 501(c)3 research organization. Specifically, NJPP is a nonpartisan think tank that drives policy change to advance economic, social and racial justice through evidence-based, independent research, analysis, and strategic communications. It is the core belief of NJPP that New Jersey thrives when all residents enjoy lives of dignity, opportunity, and economic security. Equitable access to education where one feels safe and supported is a prerequisite to this vision of a thriving state. To that end, NJPP has produced reports containing analyses and recommendations for New Jersey’s schools. NJPP has also worked with a variety of partners and coalitions that have first-hand experience in New Jersey schools, including adolescents who have effectively communicated what their needs are as students. The research and community experiences confirm that the recommendations made in this petition will serve to create a more equitable and effective system of education, and thus, NJPP is in full support.

41. NJ Coalition for Bullying Awareness and Prevention (“NJ Coalition”) is a non-profit organization whose mission is to increase community awareness of bullying as a common serious problem of school-age children and to advocate for the implementation of effective bullying prevention approaches in the State of New Jersey.

42. In service of this mission, NJ Coalition's objectives are: To encourage all adults, especially parents and all members of school communities, to advocate for and help implement school-based bullying prevention programs; To promote awareness of the most effective approaches to bullying prevention; To advocate for increased funding for bullying-related

research and prevention; To support school-based bullying prevention initiatives through legislation, public policy, community-wide education and program development.

43. NJ Coalition supports state rules that would prescribe the allowable uses for security aid based on the current research on effective staffing, programs, and other interventions, such as hiring trained mental health and student support staff and investing in evidence-based programs including restorative justice and social emotional learning. The NJ Coalition's position is that increasing law enforcement presence in schools is not an effective primary approach to preventing and addressing bullying. The ideal approach to bullying in schools is to focus on prevention by ensuring that schools have a school culture and climate which is supportive, in which social-emotional learning and skills are emphasized throughout the curriculum and other school activities, and in which students most vulnerable to harsh treatment by peers are proactively and systematically identified, supported and protected. Bullying which may still occur is best addressed by restorative justice and supportive educational approaches.

44. The mission of Petitioner NJ Communities United ("NJCU") is to build power for low-income communities, working-class communities, and communities of color in New Jersey. Historically, our communities have been stripped of our right to self-determination. We are denied decision-making authority over the conditions in our communities. We are treated simply as the recipients of services, rather than key stakeholders. Our theory of power is rooted in the belief that the collective action of traditionally marginalized communities will transform the institutions and processes that determine the social outcomes in the communities we call home.

45. Since 2012, NJCU has organized parents, students and families in the City of Newark to demand more resources for Newark Public Schools. Our members were heavily engaged in the fight to restore local control to the Newark Public School District. Since then, we

have worked closely with the Alliance for Newark Public Schools to demand increased resources for emotional and mental health supports for all Newark Public Schools.

46. Petitioner NJ21United is a coalition of educators and community members that works through grassroots organizing to affect change for public education and public workers in New Jersey. As an organization, NJ21United has been involved in many campaigns that promote and advocate for safe, healthy, and equitable schools, including the Counselors Not Cops Coalition. This coalition seeks to bring awareness to the fact that not all students feel safe in an environment that includes a presence of school security officers.

47. NJ21United has fought to dismantle the school-to-prison pipeline through educating and organizing around issues of equity within our school systems. NJ21United strongly believes that policies and procedures must be in place to increase accountability and reach the goal of just and equitable schools where all students feel safe and supported.

48. The People's Organization for Progress ("POP") is an independent, grassroots, community based politically progressive organization fighting for racial, social, and economic justice, peace, and greater unity in the community.

49. As one of its goals, POP supports an educational environment whose mission is the full development of its youth. Understanding that a safe, healthy and equitable learning environment is among the tenets that promote opportunities for youth to grow, develop to their fullest, and take their place in our society, it is important that agencies provide the necessary resources to ensure that these processes are maximized to their fullest. Given the many racial, social and economic challenges faced in particular by youth living in our urban environments, and other communities in general, including but not limited to over-policing, and coupled with

the advent of the pandemic, communities are facing an avalanche of additional challenges that require much needed interventions.

50. POP supports the petition to ensure that the necessary mental health and support staff be hired, that transparency and accountability be in place, and that evidence-based programs including but not limited to emotional, social and mental health programs and restorative justice be funded at the necessary levels for success.

51. Save Our Schools NJ (“SOSNJ”) is a grassroots, all-volunteer organization of parents and other public education supporters who believe that every child in New Jersey should have access to a high-quality public education. SOSNJ began in 2010 as a successful effort by a small group of parents to pass a local school budget. It has grown into a statewide, nonpartisan, grassroots organization of more than 37,000 parents and other concerned residents who support public education.

52. SOSNJ’s goals are to protect and preserve New Jersey’s excellent public schools by keeping the community at large and our legislators informed about issues that directly impact our children’s education, both locally and at the state level, and by sustaining a statewide network of individuals willing to advocate in support of public education.

53. SOSNJ has long supported transparency and accountability in the use of public funds for education and advocated that such funds be used for effective, research-based efforts to improve school climate and promote equitable outcomes in NJ public schools. For these reasons, SOSNJ supports the petition seeking adoption of amendments to N.J.A.C. 6A:16-5.1 to govern the use of categorical security aid by school districts.

54. The Social-Emotional Learning Alliance for New Jersey (“SEL4NJ”) is dedicated to ensuring everyone in New Jersey clearly understands the purpose and benefits of Social-

Emotional Learning (SEL). SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. It also refers to the culture and climate of the school and the way schools promote positive character traits. Contemplating a school without SEL is like having air without oxygen – it’s just not possible! SEL works best when everyone, including staff, parents and caregivers, and students alike are involved in how SEL is designed, delivered, and integrated across all aspects of school life.

55. SEL4NJ supports state rules that would prescribe the allowable uses for security aid based on the current research on effective staffing, programs, and other interventions, such as hiring trained mental health and student support staff and investing in evidence-based programs including restorative justice and social emotional learning. SEL4NJ's position is that increasing law enforcement presence in schools is not an effective approach to ensuring school safety. Schools are safest when there is a focus on prevention of violence by ensuring that schools have a school culture and climate which is positive and supportive, in which social-emotional learning and skills are emphasized throughout the curriculum and other school activities.

56. The SPAN Parent Advocacy Network (“SPAN”) is New Jersey's federally-designated Parent Training and Information Center for families of children and youth with disabilities or at risk of inappropriate identification. SPAN's mission is to empower families and inform and engage professionals interested in the education and healthy development of children. Our foremost commitment is to children and families who face the greatest obstacles and who have the greatest needs including due to disability/special healthcare need; poverty; discrimination based on race, ethnicity, language, immigrant status, involvement in the child

welfare or juvenile justice systems, LGBTQ+ status, gender identity, and geography. SPAN provides information, training, and support to families, youth/young adults, and professionals on relevant laws and regulations, parent-professional collaboration and partnership, and best practices, including best practices to foster positive school climate and social-emotional learning. We know from our many contacts with families that the use of school security officers and police in schools, and other non-evidence-based strategies, increases the danger to the students who are our foremost priority, and does not result in safer schools. Based on that knowledge and experience, SPAN supports state rules that would prescribe the allowable uses for security aid consistent with the current research including ensuring access to mental health and student support staff and implementation of evidence-based programs such as schoolwide positive behavior supports, restorative justice, and social-emotional learning.

57. Students for Prison Education, Abolition and Reform (“SPEAR”) is a Princeton University-based student organization that educates, advocates, and agitates against the carceral state on Princeton’s campus, in New Jersey, and beyond. Founded in 2012, SPEAR engages in anti-carceral campus activism, legislative advocacy, community education, and direct engagement with current and formerly incarcerated peers. SPEAR is committed to centering and uplifting the voices of those directly impacted by the carceral state and all of its intersections with racism, transphobia, classism, homophobia, sexism, ableism, and other systems of oppression and dehumanization.

58. SPEAR considers ending the school-to-prison pipeline crucial to its mission as it strives to stand in solidarity beyond Princeton University. We understand the interconnectedness of these oppressions and are committed to speaking up and disrupting these systems.

59. The Inclusion Project, which is based at Rutgers University, develops dynamic ideas for dismantling systems, policies, and practices that drive racial inequity. We work in partnership with researchers; affected communities; and social justice, civil rights, and faith-rooted organizations throughout New Jersey. Our goal is to gain wisdom and a nuanced understanding from communities themselves about the problems they face and how they should be addressed in order to co-create sustainable solutions. Our work is dynamic. We affect conversations; and we are affected by them. We have both changed minds and changed our minds about how to tackle racial inequity. We put ideas to work through policy, legislative advocacy, community presentations, traditional and social media, litigation, and protest.

60. Founded in 2013 by former Congressman Patrick J. Kennedy (D-R.I.), The Kennedy Forum is focused on improving the lives of individuals living with mental health and substance use conditions and promoting health equity for all. Launched in celebration of the 50th anniversary of President Kennedy's signing of the landmark Community Mental Health Act, the Forum aims to achieve health equity by advancing evidence-based practices, policies, and programming for the treatment of mental health and addiction. In pursuit of this mission, The Kennedy Forum is dedicated to advancing effective evidence-based mental health programming in schools that benefits students, families, and educators and promote equity in health.

61. Behavioral health crises deserve an appropriate behavioral health response. The Kennedy Forum supports policies that promote positive school climates and reduce exclusionary discipline practices to ensure that students receive high quality mental health treatment in safe and supportive learning environments. The Kennedy Forum endorses this petition and the promulgation of rules on transparency and accountability to ensure our schools are equipped to

provide these services, supports, and environments and guarantee better outcomes for all New Jersey students.

62. The School Culture and Climate Initiative (the “Initiative”) is based at the Center for Human and Social Development at Saint Elizabeth University in Morristown, New Jersey. The Initiative provides a wide range of supports to schools throughout the state including professional development, coaching in SEL, and a three-year school climate assessment and improvement process. In addition, the Initiative houses a School Climate Assessment Lab and convenes Professional Learning Communities/Networks that connect educators throughout the state. The Initiative has been recognized nationally for its work in supporting educators, schools and community partnerships. The mission of the Initiative is to support schools in their efforts to become places where all feel safe, supported, respected and ready to learn.

63. The Initiative’s commitment to school climate improvement and SEL is based on decades of research. These studies show that a positive school climate, with an emphasis on the development of SEL competencies in both students and adults, is associated with a wide variety of beneficial outcomes that are realized both during school and in the following years. As a result of the Initiative’s substantial interest in promoting school climate improvement and healthier students and adults in New Jersey, we support prescribing the allowable uses for school security aid based on current research on effective staffing, programs, and other interventions.

Reasons for the Request

I. Rules Governing Use of Security Aid Are Required to Comply with its Express Statutory Purpose.

64. Under the SFRA school funding formula, security aid is provided to all districts for all students as a “categorical” state aid. N.J.S.A.18A:7F-56. As a categorical aid, security aid consists solely of state revenue and is excluded from district adequacy budgets under the SFRA.

65. The districts' SFRA adequacy budgets, which represent the lion's share of the cost of providing students with a thorough and efficient education, is funded by a combination of state aid and local property tax revenue that is "wealth-equalized," or based on a district's fiscal capacity to raise local revenue. See Abbott v. Burke, 196 N.J. 544, 556 (2008) (Abbott XIX) (SFRA formula provides categorical aid as "a separate funding stream provided on a per-pupil basis for certain expenses"); see also Abbott v. Burke, 199 N.J. 140, 155 (2009) (Abbott XX).

66. As a categorical state aid within the SFRA formula, and excluded from district adequacy budgets, security aid is appropriated by the Legislature for a singular purpose: enabling districts to procure the resources necessary to provide all students a safe and supportive learning environment.

67. In designating security as a categorical aid in the SFRA formula, the Legislature made clear that:

It is also appropriate to recognize in the formula the need **for all schools to incorporate effective security measures**, which may vary from district to district depending upon the at-risk student population and other factors, and to provide categorical funding to address these important requirements.

N.J.S.A. 18A:7F-44(m) (emphasis added); see also Abbott v. Burke, 153 N.J. 480, 514 (1998) (holding that "[s]ecurity is a critically important factor in the provision of a thorough and efficient education" for students in poorer urban districts and that "[i]nadequate security" in those districts "frustrates the education process and is a great barrier to learning").

68. Security aid is provided through the SFRA formula on a per pupil basis on two tiers. N.J.S.A.18A:7F-56. The first amount is currently \$96 per pupil to districts with student poverty enrollments of less than 40%. The second is \$383 per pupil to districts with an enrollment of "at-risk" students, i.e., low-income students, greater than 40%.

69. The total appropriation of security aid for the 2021-22 school year is \$287,205,289 statewide, of which \$214,655,926, or 75%, is allocated to high poverty districts, or those with enrollment of at-risk students over 40%.³ See Appendix A. If the SFRA formula were fully funded, the total amount of statewide security aid would be \$341,812,140, of which \$242,088,698 (71%) would be allocated to high poverty districts. Id.

70. To ensure a safe and supportive learning environment, the State Board has adopted a rule requiring districts “to develop and implement comprehensive plans, procedures, and mechanisms that provide for safety and security” in all public elementary and secondary schools, and to train all employees consistent with those plans. N.J.A.C. 6A:16-5.1(a).

71. These School Safety Plans “shall provide for, at a minimum”:

1. The protection of the health, safety, security and welfare of the school population;
2. The prevention of, intervention in, response to and recovery from emergency and crisis situations;
3. The establishment and maintenance of a climate of civility; and
4. Support services for staff, students and their families.

N.J.A.C. 6A:16-5.1(a)(1)-(4).

72. The rule requires the district chief administrator, in developing the School Safety Plan, to consult not only with law enforcement agencies, but also health and social service providers and school and other community resources. The rule further requires the district to annually review and update its Plan, as appropriate. N.J.A.C. 6A:16-5.1(b).

³ As used in this Petition, the term “high poverty school districts” is consistent with the definition in N.J.A.C. 6A:13-3.1(a), where 40% or more of the students are “at-risk” as defined in P.L.2007, c. 260, meaning resident students “from households with a household income at or below the most recent federal poverty guidelines available on October 15 of the prebudget year multiplied by 1.85,” N.J.S.A. 18A:7F-45.

73. In developing the SFRA formula fifteen years ago, the DOE based the initial per pupil amounts of categorical security aid on the cost of hiring security guards, with an increase in that cost for high poverty districts in recognition of their increased need for resources to ensure safe schools for their students.⁴

74. However, in enacting the SFRA, the Legislature made clear its intent that districts use security aid to “incorporate **effective** security measures” into their schools, which will “vary” depending on the district’s level of “at-risk student population and other factors.” N.J.S.A. 18A:7F-44(m) (emphasis added).

75. As explained below, the research on the effectiveness of staff, programs and interventions in providing students a safe and supportive learning environment has significantly evolved in the years since the DOE developed the SFRA formula and, since 2008, when the Legislature enacted the formula into law.

II. The Current Research On Effective Measures to Provide Students a Safe and Supportive Learning Environment.

76. A robust body of research emerging in recent years provides compelling evidence of the staff, programs and interventions that are – and are not – effective in providing a safe and supportive learning environment for all students, and especially for at-risk students in high poverty districts, Black and Latino students, and students with disabilities.

77. As students return to in-person learning following the COVID-19 pandemic, their social, emotional, and behavioral needs are at an all-time high.⁵ Anecdotal evidence both

⁴ DOE, *A Formula for Success: All Children, All Communities* (Dec. 2007), p.14, <https://www.nj.gov/education/sff/reports/AllChildrenAllCommunities.pdf>.

⁵ Patrick Wall, *‘You can’t keep my kids safe’: How violence shook a Newark high school, despite pleas for help*, CHALKBEAT (Jan. 11, 2022),

nationally⁶ and in New Jersey⁷ suggests that schools are struggling to maintain safe and supportive environments for students, many of whom have experienced trauma and are facing mental health challenges as a result of the pandemic. The U.S. Centers for Disease Control and Prevention reported that between April and October 2020, the proportion of children aged 12-17 years visiting an emergency department due to a mental health emergency increased 31 percent over the same time period in 2019.⁸ Even before the pandemic, research supported schools investing in effective, evidence-based strategies that address the needs underlying student behaviors, rather than punishing or criminalizing those behaviors, to create safe and supportive learning environments. The urgent need for those investments has been compounded by the mental health crisis triggered by the pandemic.

A. Effective Measures for Safe and Supportive Schools

78. There is a growing body of research documenting the effectiveness of evidence-based strategies to providing students a safe and supportive learning environment in schools.⁹

<https://newark.chalkbeat.org/2022/1/11/22876668/malcolm-x-shabazz-high-school-violence-covid-newark-student-behavior>.

⁶ Laura Meckler & Valerie Strauss, *Back to school has brought guns, fighting and acting out*, THE WASHINGTON POST, (Oct. 26, 2021), <https://www.washingtonpost.com/education/2021/10/26/schools-violence-teachers-guns-fights/>.

⁷ Joe Malinconico, *Paterson schools hire extra security firms, look to 'fill the gaps' amid surge of violence*, PATERSON PRESS (Oct. 22, 2021), <https://www.northjersey.com/story/news/paterson-press/2021/10/22/paterson-nj-schools-hire-extra-security-guards-violence-surge/6119618001/>.

⁸ Rebecca T. Leeb et al., U.S. Centers for Disease Control and Prevention, *Morbidity and Mortality Weekly Report: Mental Health-Related Emergency Department Visits Among Children Aged < 18 Years During the COVID-19 Pandemic – United States, January 1-October 17, 2020*, (Nov. 13, 2020), <https://www.cdc.gov/mmwr/volumes/69/wr/mm6945a3.htm>.

⁹ Jenni Owen et al., *Instead of Suspension: Alternative Strategies for Effective School Discipline*, DUKE CENTER FOR CHILD AND FAMILY POLICY & DUKE LAW SCHOOL (2015), https://www.njcn.org/uploads/digital-library/instead_of_suspension.pdf. Note, however, that to

These strategies, as outlined below, include: hiring staff trained to address student behavioral issues, programs utilizing restorative justice practices, and/or social emotional learning.¹⁰

79. An evidence-based approach to school safety focuses on improving the school climate, addressing students' social, emotional and mental health needs, and reducing the incidence of school-based arrests and harsh discipline.¹¹

80. The DOE, however, currently does not collect and evaluate data on the extent to which districts are using this approach and its supportive and preventive strategies in implementing their School Safety Plans, especially in high poverty districts.

be effective, the recommended practices must be culturally responsive. See Aydin Bal et al., Equity Alliance, *Culturally Responsive Positive Behavioral Support Matters* 4 (2012), https://greatlakesequity.org/sites/default/files/201101011250_brief.pdf. See also Jennifer L. DePaoli et al., *A Restorative Approach for Equitable Education*, LEARNING POLICY INSTITUTE 4–5 (Mar. 2021), https://greatlakesequity.org/sites/default/files/202214032916_brief.pdf. Because education research has often not been representative of the experiences of Black students or Latino students, see, e.g., Leigh Patel, *Decolonizing Educational Research: From Ownership to Answerability* (2015), ensuring culturally responsive implementation and updating existing research with more representative research, as it becomes available, will be an important component of achieving improved school safety outcomes.

¹⁰ See Amir Whitaker et al., AMERICAN CIVIL LIBERTIES UNION, *Cops and No Counselors, How the Lack of School Mental Health Staff Is Harming Students* 43 (Mar. 4, 2019), https://www.aclu.org/sites/default/files/field_document/030419-acluschooldisciplinereport.pdf.

This list is not intended to be exhaustive. Additional effective, evidence-based strategies, such as conflict resolution education, trauma-informed practices, and peer mentoring, can be found in the School Climate Strategy Resource Guide, produced by the School Climate Transformation Project, <https://www.nj.gov/education/students/safety/sandp/climate/SCTP%20Strategy%20Resource.pdf>. See also Whitaker et al., *supra*, at 45 (reproducing best practices identified by the *Framework for Safe and Successful Schools* by the National Association of School Psychologists et al.).

¹¹ Chelsea Connery, *The Prevalence and the Price of Police in Schools*, Center for Education Policy 10 (Oct. 27, 2020), https://cepa.uconn.edu/wp-content/uploads/sites/399/2020/10/Issue-Brief-CEPA_C-Connery.pdf.

i. **Hiring Trained Staff**

81. Research documents the effectiveness of having sufficient support staff in schools, including school psychologists, counselors and social workers, trained to understand student needs and respond to a student’s behavioral challenges in a “humanistic and holistic way that fosters school connectedness and ultimately increases school safety.”¹² These staff are trained to intervene and address the root cause of behavioral issues presented by students and reduce the likelihood these behaviors will escalate into confrontations or other outbursts that disrupt the school environment.¹³ This professional support from trained staff also improve school connectedness, ensuring students feel safe which, in turn, empowers them to report safety concerns.¹⁴

82. An effective model for addressing the mental health needs of students involves creating a multitiered system of supports (MTSS). MTSS allows schools to “promote mental wellness for all students, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individual students as needed.”¹⁵

¹² Id. at 11.

¹³ Jason Nance, *Dismantling the School-to-Prison Pipeline: Tools for Change*, 48 ARIZ. ST. L. J. 313, 352–54 (2016); David Johnson et al., *Student and Teacher Safety in Chicago Public Schools: The Roles of Community Context and School Social Organization*, CONSORTIUM ON CHICAGO SCHOOL RESEARCH AT THE UNIVERSITY OF CHICAGO URBAN EDUCATION INSTITUTE 47–48 (May 2011) <https://consortium.uchicago.edu/publications/student-and-teacher-safety-chicago-public-schools-roles-community-context-and-school>.

¹⁴ NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS, *Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists* (last visited May 9, 2022) <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/school-psychology-and-mental-health/comprehensive-school-based-mental-and-behavioral-health-services-and-school-psychologists>.

¹⁵ Id.

83. A barrier to implementing MTSS and other comprehensive mental health services for students is the absence of sufficient trained professionals on staff. The American School Counselor Association (ASCA) recommends a ratio of one counselor to every 250 students, yet the majority of schools nationwide do not come close to meeting this recommendation.¹⁶

84. Data from New Jersey shows that its high poverty districts have a higher counselor to student ratio than its wealthier districts at every grade level: 1:483 v. 1:384 at the primary school level; 1:376 v. 1:306 in middle school; and 1:251 v. 1:207 in high school. This same data further shows a lack of counselors in many schools, and higher counselor caseloads in districts attended by majority Black and/or Latino student populations.¹⁷

85. Indeed, despite the front-line role played by school nurses in “providing for the health and safety, and physical and emotional well-being, of students, teachers, and staff,” there are “[n]early 300 New Jersey public schools serving over 106,000 students” with “no assigned school nurse on staff.”¹⁸

86. Moreover, “there are glaring inequities in the availability of nurses when analyzed relative to districts’ SFRA spending levels,” with districts most below adequacy having nurse to student ratios of 1:785, while those most above adequacy have one nurse for every 392 students.

¹⁶ Kendrick Washington & Tori Hazelton, *School Resource Officers: When the Cure is Worse than the Disease*, AMERICAN CIVIL LIBERTIES UNION OF WASHINGTON (May 24, 2021) <https://www.aclu-wa.org/story/school-resource-officers-when-cure-worse-disease#>.

¹⁷ EDUCATION LAW CENTER, *New Jersey’s School Counselor Crunch* (Dec. 15, 2020) <https://edlawcenter.org/news/archives/other-issues/new-jersey%E2%80%99s-school-counselor-crunch.html>.

¹⁸ EDUCATION LAW CENTER, *Nurses, Essential for Reopening NJ Schools, in Short Supply* (Aug. 13, 2020) <https://edlawcenter.org/news/archives/other-issues/nurses,-essential-for-reopening-nj-schools,-in-short-supply.html>.

These ratios “can mask the number of schools without full-time access to a nurse,” with one in five below adequacy schools lacking a nurse compared to one in ten above adequacy schools.¹⁹

ii. **Restorative Justice**

87. Research has documented the effectiveness of a “restorative justice” approach to school safety, defined as a “non-punitive, relationship-centered approaches for avoiding and addressing harm, responding to violations of legal and human rights, and collaboratively solving problems.” While there are different ways to implement restorative justice, it has been used as an alternative to exclusionary discipline by emphasizing intervention and prevention.²⁰

88. At the core of the restorative justice strategy is the convening of facilitated meetings called circles or conferences. Schools differ in how they utilize these meetings; some schools will use a restorative justice conference to deal with wrong-doing and allow the victim and offender to have an open dialogue to address the harm. Other schools use restorative justice circles as community-building exercises to address broader issues facing students. The former practice is more limited in scope than the latter, but both require trained facilitators.²¹

¹⁹ Id.

²⁰ Trevor Fronius et al., *Restorative Justice in U.S. Schools: An Updated Research Review*, WESTED JUSTICE AND PREVENTION RESEARCH CENTER 1 (Mar. 2019), <https://www.wested.org/wp-content/uploads/2019/04/resource-restorative-justice-in-u-s-schools-an-updated-research-review.pdf>.

²¹ Id. at 10–11.

89. Restorative justice in schools works to build and nurture relationships among students and staff, not managing student behaviors.²² These initiatives are effective because they increase students' connectedness with their school by improving teacher-student relationships.²³

90. Studies of restorative justice show the program effect in improving school culture, decreasing discipline disparities, and reducing suspensions.²⁴ One study found an 84-percent drop in out-of-school suspensions among sixth graders and a 19-percent drop in all suspensions.²⁵ Similarly, a middle school in Oakland, California reported 74-percent drop in suspensions and a 77-percent decrease in referrals for violence during a two-year follow-up.²⁶ These results have been replicated in schools across the country.²⁷ Studies also show restorative justice can increase attendance and decrease truancy.²⁸

²² Belinda Hopkins, *Restorative justice in schools*, SUPPORT FOR LEARNING 144, 146 (2002).

²³ Daisy Yuhas, *Restorative justice is about more than just reducing suspensions*, HECHINGER REPORT (July 25, 2018), <https://hechingerreport.org/restorative-justice-is-about-more-than-just-reducing-suspensions/>; Fronius et al., *supra* note 20, at 22.

²⁴ Sarah Klevan, *Research Brief: Building a Positive School Climate Through Restorative Practices*, LEARNING POLICY INSTITUTE 5 (Oct. 2021), https://learningpolicyinstitute.org/sites/default/files/product-files/WCE_Positive_School_Climate_Restorative_Practices_BRIEF.pdf.

²⁵ Marilyn Armour, *Ed White Middle School restorative discipline evaluation: Implementation and impact, 2012/2013 Sixth Grade*, INSTITUTE FOR RESTORATIVE JUSTICE AND RESTORATIVE DIALOGUE, UNIVERSITY OF TEXAS, AUSTIN 25 (2014).

²⁶ Fania Davis, *Discipline With Dignity: Oakland classrooms try healing instead of punishment*, YES MAGAZINE (Spring 2014) <https://www.yesmagazine.org/issue/education-uprising/2014/02/20/where-dignity-is-part-of-the-school-day>. See also Sonia Jain et al., *Restorative Justice in Oakland Schools: An effective strategy to reduce racially disproportionate discipline, suspensions and improve academic outcomes* (Sept. 2014), <https://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/134/OUUSD-RJ%20Report%20revised%20Final.pdf>.

²⁷ Catherine H. Augustine et al., *Can Restorative Practices Improve School Climate and Curb Suspensions? An evaluation of the impact of restorative practices in a mid-sized urban school*

iii. **Social Emotional Learning**

91. Research indicates that schools placing an emphasis on social emotional learning (SEL) can reduce exclusionary discipline by decreasing student behavioral issues and conduct problems.²⁹ SEL produces these outcomes by teaching students how to manage emotions, demonstrate empathy and make better decisions through mastery of five distinct competencies: “self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.”³⁰

92. There are multiple approaches for teaching SEL in the classroom, including incorporating it into lesson plans or setting aside specific time to review the core competencies. Teaching SEL is viewed as a preventive strategy for identifying children that may be more at risk of behavioral issues since young students who fail to grasp core competencies can be identified for more supports.³¹

district, RAND CORPORATION (2018), https://www.rand.org/pubs/research_reports/RR2840.html; Anne Gregory & Katherine R. Evans, *The Starts and Stumbles of Restorative Justice in Education: Where do we go from here?*, NATIONAL EDUCATION POLICY CENTER 9–10 (Jan. 2020), https://nepc.colorado.edu/sites/default/files/publications/Revised%20PB%20Gregory_0.pdf.

²⁸ Fronius et al., *supra* note 20; Clea A. McNeely, et al., *Finding Effective Ways to Reduce Truancy: An Evaluation of the Ramsey County Truancy Intervention Programs, Executive Summary*, Office of Justice Program (Feb. 2020).

²⁹ *Guide to Schoolwide SEL*, Establish Discipline Policies that Promote SEL (last visited May 9, 2022) <https://schoolguide.casel.org/focus-area-3/school/establish-discipline-policies-that-promote-sel/>.

³⁰ COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING, *What is SEL?* (last visited May 9, 2022) <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>.

³¹ NATIONAL UNIVERSITY, *Social Emotional Learning (SEL) & Why It Matters for Educators* (last visited May 9, 2022) <https://www.nu.edu/resources/social-emotional-learning-sel-why-it-matters-for-educators/>.

93. SEL improves school safety by decreasing negative student behaviors.³² Research shows that students who participated in SEL programs demonstrated a 24% decrease in conduct problems and a 23% improvement in social behaviors.³³ Furthermore, students attending schools with SEL programs report positive relationships with their peers, suggesting that schools with SEL programs rate high in school connectedness and positive school climates, both of which correlate with increased school safety.³⁴

B. Ineffective Measures for Safe and Supportive Schools

94. There is a strong research base showing that what is often described as the “law enforcement” approach is not effective in providing students a safe and supportive school environment. This strategy centers on placing law enforcement personnel or SROs in schools with a focus on building security through suspensions and other forms of student discipline; school-based arrests; and pushing non-compliant students out of school only to enter the criminal justice system through what is commonly referred to as the “school-to-prison pipeline.”³⁵

³² NATIONAL CENTER ON SAFE SUPPORTIVE LEARNING ENVIRONMENTS, Social Emotional Learning (last visited May 9, 2022), <https://safesupportivelearning.ed.gov/hot-topics/social-emotional-learning>.

³³ Joseph Durlak et al., *The Impact of Enhancing Students’ Social and Emotional Learning: A meta-analysis of school-based universal interventions*, 82 CHILD DEVELOPMENT 405, 418 (Feb. 2011).

³⁴ Jennifer L. DePaoli et al., *Respected: Perspectives of Youth on High School & Social and Emotional Learning*, COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING 10 (Nov. 2018) <https://casel.org/wp-content/uploads/2018/11/Respected.pdf>.

³⁵ Nancy A. Heitzeg, *Education Not Incarceration: Interrupting the School to Prison Pipeline*, Forum on Public Policy, Oxford University Press (Summer 2009).

i. **School-Based Law Enforcement Personnel and/or SROs**

95. As noted above, the DOE does not collect or publicly report data on district expenditures on police personnel and/or SROs for school safety purposes. However, available data from the U.S. Department of Education on the number of SROs and law enforcement personnel in schools suggests that funding for law enforcement personnel may constitute a significant expenditure by districts.

96. In 2017-18, federal data shows there were 665 law enforcement officers and 2,782 security guards employed in New Jersey schools and that approximately 40% of New Jersey students attended a high school with at least one sworn law enforcement officer on staff.³⁶

97. Research has found the use of SROs or school-based law enforcement personnel³⁷ is not an effective strategy in providing a safe and supportive learning environment.³⁸ Several studies have shown that SROs do not prevent or reduce the severity of school shootings.³⁹ In

³⁶ U.S. DEP'T OF EDUC., OFFICE FOR CIVIL RIGHTS, 2017-18 Civil Rights Data Collection, <https://ocrdata.ed.gov/resources/downloaddatafile>. Concerns have been raised about school districts underreporting to the federal Civil Rights Data Collection the number of law enforcement officers in schools. *E.g.*, Amir Whitaker et al., *No Police in Schools: A vision for safe and supportive schools in California*, ACLU of CA 37 (2021), https://www.aclusocal.org/sites/default/files/field_documents/no_police_in_schools_-_report_-_aclu_-_082421.pdf.

³⁷ For brevity, this Petition uses the term “SRO” to encompass all school-based law enforcement personnel, including Class Three Special Law Enforcement Officers (SLEOs) and other school-based sworn officers.

³⁸ Alexis Stern & Anthony Petrosino, *What Do We Know About the Effects of School-based Law Enforcement on School Safety?* WESTED JUSTICE & PREVENTION RESEARCH CENTER (2018) <https://www.wested.org/wp-content/uploads/2018/04/JPRC-Police-Schools-Brief.pdf>.

³⁹ Congressional Research Service, *School Resource Officers: Issues for Congress* (July 5, 2018) <https://crsreports.congress.gov/product/pdf/R/R45251>; Melvin D. Livingston et al., *A descriptive analysis of school and school shooter characteristics and the severity of school shootings in the United States, 1999–2018*, 64 JOURNAL OF ADOLESCENT HEALTH (2019), 797–99; David Dupont,

addition, there is little conclusive empirical evidence demonstrating that SROs prevent violence in schools.⁴⁰

98. In a recent survey conducted by Make the Road New Jersey in Elizabeth Public Schools, only 13% of students reported that school police made them feel safe at school.⁴¹ In addition, of those students with police in their schools, 63% surveyed thought that police should be removed from their school buildings and that their schools should have more support and resources for students.

99. Additionally, there is no clear evidence that SROs reduce incidents of crime in schools. In fact, evidence suggests that the presence of law enforcement officers in schools leads to increased reports of crime, including non-violent crime such as drug offenses,⁴² and no change

Sociologist presents research behind headlines about school safety, BG INDEPENDENT NEWS (Feb 5, 2020) <https://bgindependentmedia.org/sociologist-presents-research-behind-headlines-about-schoolsafety/>; Rihim Feshir, *New research finds armed officers increases likelihood of mortality at school shootings*, MPR NEWS (Feb, 16, 2021) <https://www.mprnews.org/story/2021/02/16/research-finds-armed-officers-increases-mortality-at-school-shootings>.

⁴⁰ Aaron Kupchik, *Research on the Impact of School Policing*, 1, 2 (July 2020), <https://fisafoundation.org/wp-content/uploads/2020/08/Research-on-School-Policing-by-Aaron-Kupchik-July-2020.pdf>. But see Lucy C. Sorensen et al., *The Thin Blue Line in Schools: New Evidence on School-Based Policing Across the U.S.* 28 (Annenberg Inst. at Brown Univ., EdWorkingPaper No. 21-476, 2021), <https://doi.org/10.26300/heqx-rc69>. Sorensen et al. found that SROs were effective at reducing some forms of violence in schools, including non-firearm violent offenses. However, it should be noted that the data the authors relied on to represent violent incidents—taken from the federal Civil Rights Data Collection—included incidents that may or may not have involved students as perpetrators or victims and may have included very minor incidents that did not result in bodily harm.

⁴¹ Kate Hamaji & Kate Terenzi, *Arrested Learning: A Survey of Youth Experiences of Police and Security At School* 61, 70 (Apr. 2021), <https://static1.squarespace.com/static/601b54abb7de8229ddb416d1/t/606c9982a8f63426e7b83c40/1617729927701/Police-Free+Schools+Final+V4+%281%29.pdf>.

⁴² Deanna N. Devlin & Denise C. Gottfredson, *The roles of police officers in schools: Effects on the recording and reporting of crime*, 16 *Youth Violence and Juvenile Justice* 208–23 (2018);

or an increase in reports of minor incidents, such as fights or threats of physical attack without a weapon.⁴³ Increases in reported offenses due to SRO presence have been found to disproportionately impact Black and Latino students.⁴⁴

100. Conversely, studies indicate that the presence of SROs in schools increase the level and rates of student arrests,⁴⁵ especially for minor offenses.⁴⁶ These arrests are often related to an escalation of non-criminal student behavior, contributing to high arrest rates in schools for infractions such as disorderly conduct.⁴⁷ For instance, a report by the ACLU of California found that, between July 2012 and November 2016, 41% of student arrests and citations by school

Denise C. Gottfredson et al., *Effects of school resource officers on school crime and responses to school crime*, 19 CRIMINOLOGY & PUBLIC POLICY 1–36 (2020).

⁴³ Emily Weisburst, *Patrolling public schools: The impact of funding for school police on student discipline and long-term education outcomes*, 38 JOURNAL OF POLICY ANALYSIS AND MANAGEMENT 338–65 (2019); Chongmin Na & Denise C. Gottfredson, *Police officers in schools: Effects on school crime and the processing of offending behaviors*, 30 JUSTICE QUARTERLY 1, 22 (2011).

⁴⁴ Scott Crosse et al., *Are Effects of School Resource Officers Moderated by Student Race and Ethnicity*, CRIME & DELINQUENCY (2021), <https://doi.org/10.1177/0011128721999346>.

⁴⁵ Connery, *supra* note 11; F. Chris Curran, *The Expanding Presence of Law Enforcement in Florida Schools*, UNIV. OF FLA. ED. POLICY RESEARCH CTR. 13 (2020) <https://www.aclufl.org/en/expanding-presence-law-enforcement-florida-schools>; *The Cost of School Policing: What Florida's Students Have Paid for a Pretense of Security*, AMERICAN CIVIL LIBERTIES UNION OF FLA. 5–6 (Sept. 2020) https://www.aclufl.org/sites/default/files/field_documents/school_policing_report_2018-19.pdf.

⁴⁶ Megan French-Marcelin et al., *Bullies in Blue, The Origins and Consequences Of School Policing*, AMERICAN CIVIL LIBERTIES UNION 20 (Apr. 2017) https://www.aclu.org/sites/default/files/field_document/aclu_bullies_in_blue_4_11_17_final.pdf.

⁴⁷ Denise C. Gottfredson, et al., *Effects of school resource officers on school crime and responses to school crime*, 19 CRIMINOLOGY & PUBLIC POLICY 4, 11 (2020).

police in one school district were for the lowest-level student incidents, including disturbing the peace, truancy, and curfew violations.⁴⁸

101. The increase in school arrests associated with the presence of SROs in schools disproportionately impacts students of color and students with disabilities. Both of these student populations are disproportionately referred to law enforcement for school-based incidents.⁴⁹ Students who hold both identities are even more disproportionately affected.⁵⁰

102. New Jersey has the highest disparity in the nation in the incarceration rates of Black and white youth, with nearly 18 Black youth incarcerated for every one white youth,⁵¹ despite the fact that Black and white youth commit most offenses at similar rates.⁵² Racial disparities are also present in school-based arrests specifically. In 2015-16, national data shows

⁴⁸ Whitaker et al., *supra* note 36, at 26.

⁴⁹ Corey Mitchell, *Criminalizing Kids: When Schools Call the Police on Students*, CENTER FOR PUBLIC INTEGRITY & USA TODAY, Sept. 8 2021, <https://publicintegrity.org/education/criminalizing-kids/what-you-need-to-know-about-school-policing>.

⁵⁰ U.S. COMMISSION ON CIVIL RIGHTS, *Beyond Suspensions: Examining School Discipline Policies and Connections to the School-to-Prison Pipeline for Students of Color with Disabilities* 48 (Jul. 2019), <https://www.usccr.gov/pubs/2019/07-23-Beyond-Suspensions.pdf>.

⁵¹ U.S. DEP'T OF JUSTICE, OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION, *Easy access to the census of juveniles in residential placement 1997–2019: Race/Ethnicity by State, 2019 (Rate per 100,000 juveniles)* (updated May 21, 2021), https://www.ojjdp.gov/ojstatbb/ezacjrp/asp/State_Race.asp?state=58&topic=State_Race&year=2019&percent=rate&maps=no (last visited May 9, 2022).

⁵² Joshua Rovner, *Racial Disparities in Youth Commitments and Arrests*, THE SENTENCING PROJECT: PUBLICATIONS (Apr. 1, 2016), <https://www.sentencingproject.org/publications/racial-disparities-in-youth-commitments-and-arrests/>.

Black students were three times more likely to be arrested in school compared to white students, while Latino students were 1.3 times more likely to be arrested relative to white students.⁵³

103. Students with disabilities represented over a quarter of all school-related arrests, while making up only 12 percent of the student population in the 2015-16 school year. Students with disabilities were nearly three times as likely to be arrested as students without disabilities, and the risk of arrest was higher for these students at schools with police.⁵⁴

104. The most recent national figures from the 2017-18 school year also reflect these disparities. Black students accounted for 31.6% of school-based arrests in 2017-18, despite making up only 15.1% of total student enrollment.⁵⁵ Black students with disabilities were especially overrepresented in school-based arrests—they accounted for 9.1% of students arrested at school, despite constituting only 2.3% of the enrollment population.

105. Not surprisingly, the disproportionality of placements in juvenile facilities is then magnified for Black students with disabilities: “African American students with disabilities represent 18.7 percent of the population served by the Individuals with Disabilities Education Act (“IDEA”), but 49.9 percent of IDEA students in correctional facilities.”⁵⁶

106. Although the DOE fails to publicly report school arrests by race and disability, federal data suggests that New Jersey students of color and students with disabilities are similarly

⁵³ Whitaker et al., *supra* note 10, at 24.

⁵⁴ *Id.* at 25.

⁵⁵ *Exclusionary Discipline Practices in Public Schools, 2017-18*, U.S. DEP’T OF EDUCATION, Office for Civil Rights 21 (June 2021), <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-exclusionary-school-discipline.pdf>.

⁵⁶ NATIONAL COUNCIL ON DISABILITY, *Breaking the School to Prison Pipeline for Students with Disabilities* 11 (Jun. 18, 2015), <https://ncd.gov/publications/2015/06182015>.

disproportionately arrested for school-based incidents. According to the federal Civil Rights Data Collection for 2017-18, New Jersey students with disabilities made up 30.7% of school-based arrests, despite comprising 18.5% of the enrollment population. In addition, Black students accounted for 47.7% of school-based arrests, and Latino students made up 52.7% of school-based arrests, despite constituting only 15.4% and 27.4% of the enrollment population, respectively.⁵⁷

107. The presence of SROs in schools is also associated with an increase in student discipline.⁵⁸ SROs may be directly involved in student discipline through enforcement of school behavior rules and codes of conduct. In a 2019 study, over half of school police reported responding to school discipline incidents.⁵⁹ When schools allow SROs to be involved in school discipline, they tend to report disciplinary infractions to administrators who, in turn, respond through the use of exclusionary discipline.⁶⁰ The presence of SROs in schools has been

⁵⁷ Figures tabulated using data from the 2017-18 federal Civil Rights Data Collection. See U.S. DEP'T OF EDUCATION, Office for Civil Rights, *Civil Rights Data Collection 2017-18*, <https://ocrdata.ed.gov/estimations/2017-2018> and <https://ocrdata.ed.gov/assets/downloads/crdc-exclusionary-school-discipline.pdf>.

⁵⁸ LEADERSHIP FOR EDUCATIONAL EQUITY, *Emerging Models for Police Presence in Schools*, https://educationalequity.org/sites/default/files/documents/emerging_models_for_school_resource_officers_final.pdf; Benjamin W. Fisher & Emily A. Hennessy, *School Resource Officers and Exclusionary Discipline in U.S. High Schools: A systematic review and meta-analysis*, ADOLESCENT RESEARCH REVIEW 1, 217–233 (2016); Emily K. Weisburst, *Patrolling Public Schools: The impact of funding for school police on student discipline and long-term education outcomes*, 38 JOURNAL OF POLICY ANALYSIS AND MANAGEMENT, 338–65 (Spring 2019) <https://doi.org/10.1002/pam.22116>; Lucy C. Sorensen et al., *The Thin Blue Line in Schools: New Evidence on School-Based Policing Across the U.S.* 28–29 (Annenberg Inst. at Brown Univ., EdWorkingPaper No. 21-476, 2021), <https://doi.org/10.26300/heqx-rc69>.

⁵⁹ F. Chris Curran et al., *Why and when do school resource officers engage in school discipline? The role of context in shaping disciplinary involvement*, 126 AMERICAN JOURNAL OF EDUCATION, 33–63 (2019).

⁶⁰ *Id.* at 137.

correlated with harsher disciplinary punishments for students, especially for Black students, male students, and students with disabilities.⁶¹

108. The presence of SROs has also been found to increase chronic absenteeism, especially for students with disabilities.⁶²

109. Research further links the presence of SROs in school with a reduction in student “connectedness” to their school,⁶³ negatively impacting the school climate and ultimately making schools less safe. A positive school climate is characterized by “norms, values and expectations that support people feeling socially, emotionally and physically safe.”⁶⁴ Higher levels of school connectedness are associated with increased academic achievement and attendance.⁶⁵ School connectedness also acts as a protective factor, reducing the likelihood of risky behavior, depression and suicide, violence, and drug-use.⁶⁶ The presence of law enforcement in schools

⁶¹ Lucy C. Sorensen et al., *The Thin Blue Line in Schools: New Evidence on School-Based Policing Across the U.S.* 28, 30 (Annenberg Inst. at Brown Univ., EdWorkingPaper No. 21-476, 2021), <https://doi.org/10.26300/heqx-rc69>.

⁶² *Id.* at 30.

⁶³ Matthew T. Theriot, *The impact of school resource officer interaction on students’ feelings about school and school police*, 62 CRIME AND DELINQUENCY, 446–69 (2016).

⁶⁴ NATIONAL SCHOOL CLIMATE CENTER, *School Climate: What is School Climate and Why is it Important*, <https://schoolclimate.org/school-climate/> (last visited May 9, 2022).

⁶⁵ AMERICAN PSYCHOLOGICAL ASSOCIATION, *School Connectedness*, (last visited May 9, 2022) <https://www.apa.org/pi/lgbt/programs/safe-supportive/school-connectedness#:~:text=Students%20who%20feel%20connected%20to,and%20stay%20in%20school%20longer>.

⁶⁶ *See* TRUST FOR AMERICA’S HEALTH, *Pain in the Nation: The Drug, Alcohol, and Suicide Crises and the Need for a National Resilience Strategy* 132 (2017); David Osher & Juliette Berg, EDNA BENNET PIERCE PREVENTION RESEARCH CENTER., PENNSYLVANIA STATE UNIVERSITY, *School Climate and Social Emotional Learning: The Integration of Two Approaches* 8 (2018); Amrit Thapa, NATIONAL SCHOOL CLIMATE CENTER (NSCC), *School Climate Research Brief* 3 (Feb. 2013).

contributes to a hostile environment and negative school climate, which leads to lower student engagement and reduced educational achievement.⁶⁷

110. Research also shows the influence of race on how school-based SROs view students. One study found SROs in majority white schools were primarily concerned with external threats but, in schools serving more students of color, the students themselves were seen as the primary threat.⁶⁸

111. Many students of color, in particular, view the police with distrust and fear as a result of experiencing the impact of discriminatory policing practices on their communities.⁶⁹ For these students, increased contact with police, even if it occurs in school, is associated with heightened levels of anxiety. In multiple surveys, youth claim that SROs do not make them feel protected.⁷⁰ In particular, students of color have reported that they feel less safe with SROs present in schools.⁷¹

⁶⁷ Whitaker et al., *supra* note 10, at 7.

⁶⁸ Benjamin Fisher et al., *Protecting the Flock or Policing the Sheep? Differences in School Resource Officers' Perceptions of Threats by School Racial Composition*, SOCIAL PROBLEMS (Oct. 25, 2020).

⁶⁹ Jonathan Nakamoto et al., *High school students' perceptions of police vary by student race and ethnicity: Findings from an analysis of the California Healthy Kids Survey, 2017/18*. WESTED (2019) <https://www.wested.org/wp-content/uploads/2019/05/resource-high-school-students-perceptions-of-police.pdf>.

⁷⁰ Kate Hamaji & Kate Terenzi, *Arrested Learning: A Survey of Youth Experiences of Police and Security At School* 61, 70 (Apr. 2021), <https://static1.squarespace.com/static/601b54abb7de8229ddb416d1/t/606c9982a8f63426e7b83c40/1617729927701/Police-Free+Schools+Final+V4+%281%29.pdf>; See Matthew T. Theriot & John G. Orme, *School resource officers and students' feelings of safety at school*, 14 YOUTH VIOLENCE AND JUVENILE JUSTICE, 130–46 (2016) (finding that some students, in particular those with lower levels of school connectedness, female students, and students of color, felt unsafe in the presence of SROs).

⁷¹ Christen Pentek & Marla E. Eisenberg, *School resource officers, safety, and discipline:*

112. Although some argue that SROs could be effective if adequately trained, there is no published research indicating that the problems discussed in the preceding Paragraphs could be addressed or ameliorated through training.⁷² Limited available data on officer training programs outside the school-based context has shown that training does not effectively reduce the use of excessive force, or racial disparities in treatment.⁷³

ii. **Suspensions and Exclusionary Discipline**

113. The law enforcement approach to school safety is based upon zero-tolerance policies where strict, swift punishment is used as a deterrent for misbehavior. Schools with these policies utilize SROs to arrest students, and employ exclusionary discipline practices for minor infractions, often criminalizing typical adolescent behavior.⁷⁴

114. This approach to school discipline is not an effective means to provide a safe and supportive learning environment and is often the first step towards school-based arrests and youth involvement in the criminal justice system, with a disproportionate impact on students in high poverty districts, Black and Latino students, and students with disabilities.⁷⁵

Perceptions and experiences across racial/ethnic groups in Minnesota secondary schools, CHILD AND YOUTH SERVICES REVIEW, 141–48 (2018).

⁷² The School Policing Research to Policy Collaborative & Federal School Discipline and Climate Coalition, “Police Presence in Schools Does Not Increase School Safety and Harms Students of Color,” *School Police Research Briefing Series* (Nov. 2021).

⁷³ Robert E. Worden et al., JOHN F. FINN INSTITUTE FOR PUBLIC SAFETY, INC. & CENTER FOR POLICE RESEARCH AND POLICY, *The Impacts of Implicit Bias Awareness Training in the NYPD* (July 2020).

⁷⁴ Paul Bleakley & Cindy Bleakley, *School resource officers, ‘zero tolerance’ and the enforcement of compliance in the American education system*, INTERCHANGE: A QUARTERLY JOURNAL OF EDUCATION (2018).

⁷⁵ U.S. COMMISSION ON CIVIL RIGHTS, *Beyond Suspensions: Examining School Discipline*

115. In 2005, the State Board adopted student code of conduct regulations intended to be “proactive, comprehensive, developmentally appropriate and legally sound,” and to serve as a “framework for the development of desired student behavior.” 37 N.J.R. 1570(a) (May 16, 2005) (adopted as N.J.A.C. 6A:16-7, 37 N.J.R. 3295(b) (Sept. 6, 2005)).

116. Yet available data show that districts continue to suspend and exclude students from school at significant levels. The DOE’s most recent annual report on student discipline, released in October 2020, showed “an alarming increase in student suspensions with continued disproportionate impact on Black students.” Statewide, suspensions increased by 11% from 2017-18 to 2018-19 (the last full year before the pandemic), representing “a rise in the overall suspension rate from 3.6% of all students to 4%.”⁷⁶

117. Data also show that students are suspended and excluded from school at much higher rates in high poverty districts, or those with student poverty enrollments over 40%. These districts have a higher overall suspension rate relative to the state average. The data shows suspension rates for high poverty districts at 5.1% overall -- both in- and out-of-school suspensions (OSS) -- and 3.5% for OSS, as compared with 2.7% overall and 1.6% OSS in the remaining districts and the statewide average of 3.9% overall and 2.6% OSS. See Appendix B.

118. Data further show that Black and Latino students are more likely to be suspended and excluded from school than their White and Asian counterparts, both nationally and in New

Policies and Connections to the School-to-Prison Pipeline for Students of Color with Disabilities (Jul. 2019) <https://www.usccr.gov/pubs/2019/07-23-Beyond-Suspensions.pdf>.

⁷⁶ EDUCATION LAW CENTER, *NJ Reports Alarming Increase in Student Suspensions Overall and Among Black Students*, (Nov. 12, 2020), <https://edlawcenter.org/news/archives/bullying-and-residence/nj-reports-alarming-increase-in-student-suspensions-overall-and-among-black-students.html>.

Jersey.⁷⁷ In 2013-14, Black students made up 16% of the U.S. population but 40% of students suspended, a discrepancy that is not accounted for by differences in behavior.⁷⁸

119. In New Jersey, 2018-19 data showed Black students suspended at three times the rate of white students, 8.9% vs. 2.7%.⁷⁹

120. Students with disabilities are more than twice as likely as non-disabled students to be subjected to suspension and exclusion from school.⁸⁰ Data from the U.S. Department of Education from 2017-18 reveals that Black students with disabilities were nearly four times more likely to be suspended out-of-school compared with white students with disabilities.⁸¹

iii. **The School to Prison Pipeline**

⁷⁷ Russell Skiba et al., *Parsing Disciplinary Disproportionality: Contributions of infraction, student, and school characteristics to out-of-school suspension and expulsion*, AMERICAN EDUCATIONAL RESEARCH JOURNAL 51, 4 640–70 (Jul 2014).

⁷⁸ Nora Gordon, *Disproportionality in student discipline: Connecting policy to research*, BROOKINGS INSTITUTE (Jan. 18, 2018) <https://www.brookings.edu/research/disproportionality-in-student-discipline-connecting-policy-to-research/>; U.S. COMMISSION ON CIVIL RIGHTS, *Beyond Suspensions: Examining School Discipline Policies and Connections to the School-to-Prison Pipeline for Students of Color with Disabilities* (Jul.2019) <https://www.usccr.gov/pubs/2019/07-23-Beyond-Suspensions.pdf>.

⁷⁹ DOE, *Student Safety and Discipline in New Jersey Public Schools* (July 1, 2018- June 30, 2019) p.23, <https://www.state.nj.us/education/schools/vandv/1819/vandv.pdf>.

⁸⁰ Nathan James & Gail McCallion, *School Resource Officers: Law Enforcement Officers in Schools*, CONGRESSIONAL RESEARCH SERVICE (Jun. 26, 2013) <https://fas.org/sgp/crs/misc/R43126.pdf>.

⁸¹ See U.S. DEP'T OF EDUCATION, Office for Civil Rights, *Civil Rights Data Collection 2017-18*, <https://ocrdata.ed.gov/estimations/2017-2018> and <https://ocrdata.ed.gov/assets/downloads/crdc-exclusionary-school-discipline.pdf>.

121. Research documents a connection between the presence of school-based SROs and the school to prison pipeline; in other words, practices undertaken under the auspices of school safety push students out of school and into the criminal justice system.⁸²

122. Multiple studies show that school suspensions are correlated with future involvement in the justice system.⁸³ For example, a longitudinal study following a cohort of students in Texas from seventh to twelfth grade found that suspensions tripled a student's chances of becoming involved in the juvenile justice system.⁸⁴ A more recent study indicated that students who attend schools with higher suspension rates are more likely to be arrested and jailed as adults, especially students of color.⁸⁵

123. Criminal justice-involvement has serious implications for youth, both in the short and long-term.⁸⁶ This includes an increased likelihood of confinement in juvenile detention

⁸² Whitaker et al., *supra* note 10, at 23–24.

⁸³ Daniel Losen, *Closing the school discipline gap*, *supra* note 36; Tracey L. Shollenberger, *Racial disparities in school suspension and subsequent outcomes: evidence from the National Longitudinal Survey of Youth*, THE CIVIL RIGHTS PROJECT, UNIVERSITY OF CALIFORNIA, LOS ANGELES (Apr. 6, 2013).

⁸⁴ Tony Fabelo et al., *Breaking School Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*, COUNCIL OF STATE GOVERNMENTS JUSTICE CENTER 70 (Jul. 2011) https://csgjusticecenter.org/wp-content/uploads/2020/01/Breaking_Schools_Rules_Report_Final.pdf.

⁸⁵ Laura Camera, *Study Confirms School-to-Prison Pipeline*, U.S. NEWS AND WORLD REPORT (Jul. 27, 2021) <https://www.usnews.com/news/education-news/articles/2021-07-27/study-confirms-school-to-prison-pipeline>; Andrew Bacher-Hicks et al., *Proving the School-to-Prison Pipeline*, EDUCATION NEXT (Jul. 27, 2021) <https://www.educationnext.org/proving-school-to-prison-pipeline-strict-middle-schools-raise-risk-of-adult-arrests/>.

⁸⁶ Robert Apel & Gary Sweeten, *The Effect of Criminal Justice Involvement in the Transition to Adulthood*, NATIONAL INSTITUTE OF JUSTICE (Sept. 2009) <https://www.ojp.gov/ncjrs/virtual-library/abstracts/effect-criminal-justice-involvement-transition-adulthood>; Barry Holman & Jason Ziedenberg, *Dangers of Detention: The Impact of Incarcerating Youth in Detention and*

centers. Even short-term confinement is a traumatic experience for a young person and is associated with increased risk of suicide and depression.⁸⁷

124. Contact with the juvenile justice system also impacts education by making it more likely youth will drop out of school altogether.⁸⁸ Upwards of two-thirds of youth exiting the juvenile justice system drop out of school and only 1% of justice-involved youth attend college.⁸⁹

125. For justice-involved youth, the repercussions are often felt throughout their lifetime, leading to higher rates of adult incarceration, reduced employment opportunities and poorer life outcomes,⁹⁰ as well as many collateral consequences of an arrest record such as reduced access to funding for higher education and public housing.⁹¹

Other Secure Facilities, JUSTICE POLICY INSTITUTE 8 (Nov. 28, 2006) www.justicepolicy.org/research/1978.

⁸⁷ Holman & Ziedenberg, *supra* note 86.

⁸⁸ Samuel Robinson et al., *Correlates of educational success: Predictors of school dropout and graduation for urban students in the Deep South*, 73 CHILDREN AND YOUTH SERVICES REVIEW, 37–46 (2017).

⁸⁹ JUVENILE LAW CENTER, Issues: Education, <https://jlc.org/issues/education> (last visited May 9, 2022).

⁹⁰ Anna Aizer, & Joseph Doyle, *What is the long-term impact of incarcerating juveniles?*, VOX EU (Jul. 16, 2013) <https://voxeu.org/article/what-long-term-impact-incarcerating-juveniles>; Lindsey Cramer et al., *Research Report: Bridges to Education and Employment for Justice-Involved Youth*, Justice Policy Institute (May 2019) https://www.urban.org/sites/default/files/publication/100308/bridges_to_education_and_employment_for_justice-involved_youth_0.pdf; Lisa Pilnik et al., *Addressing the Intersections of Juvenile Justice Involvement and Youth Homelessness: Principles for Change*, Coalition for Juvenile Justice 33 (Mar. 2017) http://www.csh.org/wp-content/uploads/2017/03/Principles_FINAL.pdf.

⁹¹ Connery, *supra* note 11, at 8.

REFERENCE TO THE AGENCY’S AUTHORITY TO TAKE THE REQUESTED ACTION

126. In the SFRA, the Legislature explicitly designated security aid as “categorical” to be used exclusively to enable districts to support “effective” measures to provide students with a safe and supportive learning environment in school. N.J.S.A. 18A:7F-56 and N.J.S.A. 18A:7F-44(m). The State Board is thus authorized and required under the SFRA to promulgate the requested rules governing the allowable and effective use of security aid to ensure such aid is expended consistent with its express statutory purpose and legislative intent.

127. The State Board is further authorized and required to promulgate the requested rules governing the allowable and effective use of security aid to effectuate the constitutional rights of students to a thorough and efficient education. N.J. Const. art. 8, § IV, ¶ 1.

128. The Supreme Court has upheld the SFRA as adequate to provide all students a constitutionally adequate education conditioned on the State operating the funding formula “at its optimal level.” Abbott v. Burke, 199 N.J. 140, 146 (2009) (Abbott XX).

129. The Court further recognized the Legislature’s decision to address the need for resources for school safety by including security aid as a “separate funding stream provided on a per pupil basis” allocated to all districts regardless of their community wealth, and at higher amounts to high poverty districts. Abbott XX at 155–56.

130. Thus, the Legislature’s incorporation of a category of aid in the SFRA designated solely for school safety is an essential component of an adequately funded thorough and efficient education for all students. Rules governing the allowable and effective use of that aid, therefore, are not only authorized, but compelled, to effectuate the constitutional right of New Jersey students to attend schools that provide a safe and supportive environment conducive to the

achievement of state academic standards. See Abbott XX, 199 N.J. at 191 (describing how a dynamic set of core curriculum content standards, first adopted by State Board in 1996 and approved by the Court in 1998, have been used ever since as “a means to define a ‘thorough and efficient education’). See also Abbott V, 153 N.J. at 514; (recognizing that security is a critically important factor in the provision of a thorough and efficient education for students in poorer urban districts).

131. In 2005, to ensure the students a school environment conducive to the achievement of high academic standards, the State Board adopted regulations to “support the social, emotional, and physical development of students.” See N.J.A.C. 6A:16-1.

132. These rules include, *inter alia*, a requirement that districts “develop and implement” a “comprehensive” School Safety Plan, consisting of “plans, procedures, and mechanisms that provide for safety and security in the school district’s public elementary and secondary schools.” N.J.A.C. 6A:16-5.1(a).

133. At a minimum, the Plan must not only protect the health, safety and welfare of students, but also establish a “climate of civility” within the school and provide “[s]upport services for staff, students and their families.” N.J.A.C. 6A:16-5.1(b).

134. The State Board, therefore, is authorized and required to promulgate the regulations governing the allowable and effective use of security aid to fully effectuate the mandate in N.J.A.C. 6A:16-5.1 for the development and implementation of district School Safety Plans. It is crucial that the funding and resources expressly made available to districts in the SFRA for school security are allocated to the implementation of those Plans and, through that mechanism, provide students with a safe and supportive school environment in which to learn and achieve.

135. Finally, the State Board is authorized to promulgate the requested rules because it has been delegated broad supervisory authority over public education by the Legislature. See Robinson v. Cahill, 69 N.J. 449, 461 (1976) (Robinson V) (recognizing the State Board has “a vast grant of power” over public education delegated by the Legislature); see also N.J.S.A. 18A:4-10 (vesting the State Board with general supervision and control of public education); N.J.S.A. 18A:4-15 (authorizing the State Board to make and enforce rules to implement school laws).

PROPOSED NEW RULES REQUESTED

136. For the reasons set forth above, Petitioners request that the State Board amend the current regulations requiring districts to develop School Safety and Security Plans, N.J.A.C. 6A:16-5.1, by including rules to govern the allowable and effective uses of categorical security aid and ensure security aid expenditures support the implementation of district School Safety Plans.

137. Petitioners specifically request the amended rules designate the following as allowable and effective uses of security aid:

(1) the hiring or training of school counselors, school psychologists, nurses, social workers, community health workers and/or trauma-informed personnel to intervene, address and support the social, emotional, mental and physical health of students; de-escalate and interrupt potential disruptive behaviors and violence; and reduce suspensions, exclusionary discipline, school-based arrests, and interactions with, and referrals to, law enforcement and the criminal justice system;

(2) the implementation of restorative justice practices and interventions, mediators, social and emotional learning programs, or other evidence-based services and strategies designed to improve school climate, student and school connectedness, and to protect the health and well-being of staff, students and their families; and/or

(3) the provision of training and professional development to teachers, teacher assistants, school and district administrators leaders, counselors, specialized instructional support personnel, and other professional staff that: (A) fosters safe, inclusive, and stable learning environments that support the social, emotional, mental, and physical health of students and prevent and mitigate the effects of trauma; (B) improves school capacity to identify, refer, and provide services to students in need of support services; (C) reduces the number of students with disabilities experiencing school discipline for their disability-related behavior through specific training on the identification, development, and implementation of Behavior Intervention Plans (BIPs); and (D) reduces the number of Black, Latino, Native American, and LGBTQ+ students who are disciplined for minor, age-appropriate behaviors that should be addressed through evidence-based, trauma-informed services and support.⁹²

138. Petitioners also request that the amended rules prohibit the use of security aid on the following expenditures:

(1) school resource officers, police officers and other law enforcement personnel;

⁹² Recommendations modeled after Counseling Not Criminalization in Schools Act, S. 4360, 116th Cong. § 6(d) (2d. Sess. 2020).

(2) the implementation or enforcement of zero-tolerance school discipline policies, including contracts or other agreements with law enforcement agencies that place and/or support the presence of law enforcement personnel in schools; and

(3) arming teachers, principals, school leaders, or other school personnel.

139. Petitioners further request that the amended rules require the following:

(1) a collaborative decision-making process between districts and families, students, educators, community partners, and other stakeholders, to review school climate data⁹³ and determine how security aid will be allocated to create a safe and supportive learning environment;

(2) the allocation of security aid by districts to the implementation of their School Safety Plans;

(3) the collection of data by DOE from districts on the specific uses and expenditures of security aid, on an annual basis; and

(4) the publication by DOE, on an annual basis, of the data and other relevant information collected on districts' use and expenditure of security aid in a timely manner.

140. In sum, the amended rules requested by Petitioners are required to effectuate the SFRA funding formula, students' constitutional right to thorough and efficient education, and the existing regulatory requirement for School Safety Plans. Petitioners, therefore, respectfully

⁹³ This may include results of the New Jersey School Climate Survey or the New Jersey School Climate Improvement Survey, both jointly developed by the DOE and Rutgers University, and available at <https://www.nj.gov/education/students/safety/behavior/njscs/> and <https://njschoolclimate.org/>, respectively.

request the State Board promulgate the proposed amended rules to ensure all students a safe and supportive school environment in which to learn and achieve.

Respectfully submitted,

EDUCATION LAW CENTER

AMERICAN CIVIL LIBERTIES UNION
OF NEW JERSEY



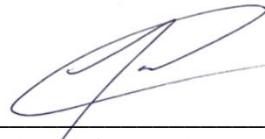
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Dated: May 10, 2022

Appendix A: New Jersey Security Aid Funding, 2021-22

District Code	County	District	High Need	Projected Resident Enrollment	Low-Income Rate	Fully Funded Security	Fully Funded Security Per Pupil	Appropriated Security	Appropriated Security Per Pupil
		TOTAL	YES	560,995	67%	\$242,088,698	\$432	\$214,655,926	\$383
		TOTAL	NO	755,869	16%	\$99,723,442	\$132	\$72,549,363	\$96
		TOTAL	TOTAL	1,316,864	38%	\$341,812,140	\$260	\$287,205,289	\$218
10	ATLANTIC	ABSECON CITY	Yes	923	45%	\$283,988	\$308	\$261,412	\$283
20	HUNTERDON	ALEXANDRIA TWP	No	449	7%	\$41,237	\$92	\$42,678	\$95
30	WARREN	ALLAMUCHY TWP	No	565	8%	\$51,013	\$90	\$37,450	\$66
40	BERGEN	ALLENDALE BORO	No	826	1%	\$70,645	\$86	\$71,109	\$86
50	MONMOUTH	ALLENHURST	No	13	27%	\$2,142	\$165	\$388	\$30
60	SALEM	ALLOWAY TWP	No	440	12%	\$44,668	\$102	\$47,622	\$108
70	WARREN	ALPHA BORO	No	275	35%	\$64,033	\$233	\$10,077	\$37
80	BERGEN	ALPINE BORO	No	192	1%	\$16,409	\$85	\$15,978	\$83
90	SUSSEX	ANDOVER REG	No	614	11%	\$60,788	\$99	\$61,429	\$100
100	MONMOUTH	ASBURY PARK CITY	Yes	2,060	91%	\$1,130,784	\$549	\$1,114,203	\$541
110	ATLANTIC	ATLANTIC CITY	Yes	6,453	92%	\$3,475,608	\$539	\$3,248,102	\$503
120	ATLANTIC	ATLANTIC CO VOCATIONAL	Yes	1,772	57%	\$646,744	\$365	\$601,522	\$339
130	MONMOUTH	ATLANTIC HIGHLANDS BORO	No	245	7%	\$22,250	\$91	\$22,613	\$92
150	CAMDEN	AUDUBON BORO	No	1,213	19%	\$157,625	\$130	\$169,402	\$140
160	CAMDEN	AUDUBON BORO (AUDUBON PARK)	No	90	34%	\$20,521	\$228	\$30,989	\$344
170	CAPE MAY	AVALON BORO	No	34	1%	\$2,725	\$80	\$4,841	\$142
180	MONMOUTH	AVON BORO	No	136	11%	\$13,831	\$102	\$16,622	\$122
185	OCEAN	BARNEGAT TWP	No	3,283	30%	\$633,694	\$193	\$119,745	\$36
190	CAMDEN	BARRINGTON BORO	No	827	22%	\$119,239	\$144	\$81,247	\$98
200	BURLINGTON	BASS RIVER TWP	No	59	38%	\$15,992	\$271	\$26,554	\$450
210	OCEAN	BAY HEAD BORO	No	68	1%	\$5,611	\$83	\$4,291	\$63
220	HUDSON	BAYONNE CITY	Yes	9,359	57%	\$3,663,720	\$391	\$3,438,877	\$367
230	OCEAN	BEACH HAVEN BORO	No	73	1%	\$6,024	\$83	\$3,321	\$45
240	SOMERSET	BEDMINSTER TWP	No	709	11%	\$73,408	\$104	\$66,237	\$93
250	ESSEX	BELLEVILLE TOWN	Yes	4,406	48%	\$1,494,551	\$339	\$1,686,624	\$383
260	CAMDEN	BELLMAWR BORO	Yes	1,041	47%	\$328,457	\$316	\$337,882	\$325
270	MONMOUTH	BELMAR BORO	Yes	448	49%	\$149,502	\$334	\$158,409	\$354
280	WARREN	BELVIDERE TOWN	No	360	26%	\$60,486	\$168	\$58,460	\$162
290	BERGEN	BERGEN COUNTY VOCATIONAL	No	2,556	10%	\$253,926	\$99	\$213,795	\$84
300	BERGEN	BERGENFIELD BORO	No	3,668	32%	\$797,989	\$218	\$374,729	\$102
310	UNION	BERKELEY HEIGHTS TWP	No	2,092	1%	\$181,226	\$87	\$40,882	\$20
320	OCEAN	BERKELEY TWP	No	2,085	32%	\$439,069	\$211	\$425,151	\$204
330	CAMDEN	BERLIN BORO	No	785	14%	\$85,079	\$108	\$98,331	\$125
340	CAMDEN	BERLIN TWP	No	782	29%	\$149,979	\$192	\$208,615	\$267
350	SOMERSET	BERNARDS TWP	No	4,715	1%	\$416,112	\$88	\$101,447	\$22
370	HUNTERDON	BETHLEHEM TWP	No	316	5%	\$27,978	\$89	\$37,641	\$119
380	BURLINGTON	BEVERLY CITY	Yes	377	59%	\$144,503	\$383	\$105,269	\$279
390	CAMDEN	BLACK HORSE PIKE REGIONAL	No	3,507	32%	\$748,176	\$213	\$163,463	\$47
400	WARREN	BLAIRSTOWN TWP	No	330	13%	\$33,588	\$102	\$41,208	\$125
410	ESSEX	BLOOMFIELD TWP	No	6,205	37%	\$1,665,057	\$268	\$1,797,404	\$290
420	PASSAIC	BLOOMINGDALE BORO	No	755	19%	\$96,827	\$128	\$16,458	\$22
430	HUNTERDON	BLOOMSBURY BORO	No	106	26%	\$17,764	\$168	\$0	\$0
440	BERGEN	BOGOTA BORO	Yes	1,194	45%	\$376,295	\$315	\$328,102	\$275
450	MORRIS	BOONTON TOWN	No	1,043	37%	\$279,999	\$268	\$238,909	\$229

Appendix A: New Jersey Security Aid Funding, 2021-22

District Code	County	District	High Need	Projected Resident Enrollment	Low-Income Rate	Fully Funded Security	Fully Funded Security Per Pupil	Appropriated Security	Appropriated Security Per Pupil
460	MORRIS	BOONTON TWP	No	612	2%	\$53,424	\$87	\$13,027	\$21
475	BURLINGTON	BORDENTOWN REGIONAL	No	2,303	18%	\$282,741	\$123	\$71,779	\$31
490	SOMERSET	BOUND BROOK BORO	Yes	1,716	77%	\$848,750	\$495	\$784,650	\$457
500	MONMOUTH	BRADLEY BEACH BORO	Yes	345	53%	\$123,462	\$358	\$134,097	\$389
510	SOMERSET	BRANCHBURG TWP	No	1,906	5%	\$173,894	\$91	\$193,608	\$102
520	SUSSEX	FRANKFORD TWP(BRANCHVILLE BORO)	No	65	16%	\$7,670	\$118	\$11,363	\$175
530	OCEAN	BRICK TWP	No	7,846	33%	\$1,696,641	\$216	\$1,672,094	\$213
540	CUMBERLAND	BRIDGETON CITY	Yes	5,953	89%	\$3,054,133	\$513	\$2,711,965	\$456
555	SOMERSET	BRIDGEWATER-RARITAN REG	No	7,940	12%	\$840,346	\$106	\$683,937	\$86
560	MONMOUTH	BRIELLE BORO	No	709	4%	\$61,454	\$87	\$14,351	\$20
570	ATLANTIC	BRIGANTINE CITY	Yes	444	45%	\$134,845	\$304	\$196,809	\$443
580	CAMDEN	BROOKLAWN BORO	Yes	309	57%	\$113,165	\$366	\$110,945	\$359
590	ATLANTIC	BUENA REGIONAL	Yes	1,472	58%	\$542,126	\$368	\$556,813	\$378
600	BURLINGTON	BURLINGTON CITY	Yes	1,465	48%	\$478,106	\$326	\$480,795	\$328
610	BURLINGTON	BURLINGTON CO VOCATIONAL	No	2,160	36%	\$524,938	\$243	\$244,568	\$113
620	BURLINGTON	BURLINGTON TWP	No	3,523	26%	\$595,295	\$169	\$533,760	\$152
630	MORRIS	BUTLER BORO	No	978	22%	\$147,349	\$151	\$39,010	\$40
640	SUSSEX	BYRAM TWP	No	789	5%	\$68,780	\$87	\$70,573	\$89
660	ESSEX	CALDWELL-WEST CALDWELL	No	2,705	7%	\$252,787	\$93	\$226,292	\$84
670	HUNTERDON	CALIFON BORO	No	65	0%	\$5,571	\$86	\$2,028	\$31
680	CAMDEN	CAMDEN CITY	Yes	15,723	84%	\$7,904,954	\$503	\$7,024,657	\$447
700	CAMDEN	CAMDEN COUNTY VOCATIONAL	Yes	2,267	54%	\$799,291	\$353	\$742,267	\$327
710	CAPE MAY	CAPE MAY CITY	No	117	37%	\$29,167	\$249	\$40,306	\$344
720	CAPE MAY	CAPE MAY CO VOCATIONAL	No	545	23%	\$78,965	\$145	\$79,387	\$146
730	CAPE MAY	CAPE MAY POINT	No	2	0%	\$160	\$80	\$368	\$184
740	BERGEN	CARLSTADT BORO	No	504	25%	\$83,457	\$166	\$56,138	\$111
745	BERGEN	CARLSTADT-EAST RUTHERFORD	No	536	27%	\$96,218	\$180	\$18,800	\$35
750	MIDDLESEX	CARTERET BORO	Yes	3,637	74%	\$1,689,039	\$464	\$1,526,650	\$420
760	ESSEX	CEDAR GROVE TWP	No	1,570	2%	\$137,080	\$87	\$57,017	\$36
770	OCEAN	CENTRAL REGIONAL	No	2,472	31%	\$495,417	\$200	\$295,909	\$120
785	MORRIS	SCH DIST OF THE CHATHAMS	No	3,735	2%	\$324,326	\$87	\$159,916	\$43
800	CAMDEN	CHERRY HILL TWP	No	10,448	18%	\$1,300,000	\$124	\$1,238,638	\$119
810	CAMDEN	CHESILHURST	Yes	140	71%	\$61,130	\$437	\$50,877	\$363
820	MORRIS	CHESTER TWP	No	1,017	6%	\$92,852	\$91	\$92,852	\$91
830	BURLINGTON	CHESTERFIELD TWP	No	722	2%	\$60,836	\$84	\$60,146	\$83
840	BURLINGTON	CINNAMINSON TWP	No	2,654	12%	\$271,181	\$102	\$57,475	\$22
850	UNION	CLARK TWP	No	2,096	1%	\$181,887	\$87	\$55,181	\$26
860	GLOUCESTER	CLAYTON BORO	Yes	1,381	45%	\$424,891	\$308	\$269,252	\$195
870	GLOUCESTER	CLEARVIEW REGIONAL	No	2,260	16%	\$257,653	\$114	\$196,159	\$87
880	CAMDEN	CLEMENTON BORO	Yes	718	49%	\$236,633	\$330	\$135,485	\$189
890	BERGEN	CLIFFSIDE PARK BORO	Yes	2,601	54%	\$950,902	\$366	\$926,208	\$356
900	PASSAIC	CLIFTON CITY	Yes	10,754	56%	\$3,941,919	\$367	\$3,571,640	\$332
910	HUNTERDON	CLINTON TOWN	No	286	10%	\$28,015	\$98	\$18,639	\$65
920	HUNTERDON	CLINTON TWP	No	1,139	5%	\$101,371	\$89	\$95,566	\$84
930	BERGEN	CLOSTER BORO	No	1,165	0%	\$99,539	\$85	\$91,347	\$78
940	CAMDEN	COLLINGSWOOD BORO	No	1,748	26%	\$295,420	\$169	\$341,486	\$195
945	MONMOUTH	COLTS NECK TWP	No	943	3%	\$80,773	\$86	\$89,090	\$94
950	CUMBERLAND	COMMERCIAL TWP	Yes	595	70%	\$251,179	\$422	\$0	\$0

Appendix A: New Jersey Security Aid Funding, 2021-22

District Code	County	District	High Need	Projected Resident Enrollment	Low-Income Rate	Fully Funded Security	Fully Funded Security Per Pupil	Appropriated Security	Appropriated Security Per Pupil
960	ATLANTIC	CORBIN CITY	No	67	25%	\$10,793	\$161	\$11,067	\$165
970	MIDDLESEX	CRANBURY TWP	No	690	5%	\$61,447	\$89	\$13,756	\$20
980	UNION	CRANFORD TWP	No	3,532	2%	\$307,327	\$87	\$92,830	\$26
990	BERGEN	CRESSKILL BORO	No	1,752	1%	\$149,768	\$85	\$143,116	\$82
995	CUMBERLAND	CUMBERLAND CO VOCATIONAL	No	1,254	30%	\$242,823	\$194	\$160,459	\$128
997	CUMBERLAND	CUMBERLAND REGIONAL	Yes	1,013	46%	\$311,388	\$307	\$230,816	\$228
1000	MONMOUTH	DEAL BORO	No	174	11%	\$17,311	\$99	\$18,769	\$108
1020	CUMBERLAND	DEERFIELD TWP	Yes	246	49%	\$78,480	\$319	\$45,634	\$186
1030	BURLINGTON	DELANCO TWP	No	524	40%	\$148,331	\$283	\$25,925	\$49
1040	HUNTERDON	DELAWARE TWP	No	341	5%	\$30,180	\$89	\$34,010	\$100
1050	HUNTERDON	DELAWARE VALLEY REGIONAL	No	653	8%	\$60,912	\$93	\$74,763	\$114
1060	BURLINGTON	DELTRAN TWP	No	2,948	24%	\$458,921	\$156	\$418,930	\$142
1070	BERGEN	DEMAREST BORO	No	662	0%	\$56,575	\$85	\$31,678	\$48
1080	CAPE MAY	DENNIS TWP	No	690	27%	\$116,989	\$170	\$102,940	\$149
1090	MORRIS	DENVILLE TWP	No	1,609	4%	\$142,419	\$89	\$48,547	\$30
1100	GLOUCESTER	DEPTFORD TWP	No	3,749	37%	\$934,468	\$249	\$483,815	\$129
1110	MORRIS	DOVER TOWN	Yes	2,656	73%	\$1,241,382	\$467	\$1,310,060	\$493
1120	CUMBERLAND	DOWNE TWP	No	154	39%	\$40,251	\$261	\$40,699	\$264
1130	BERGEN	DUMONT BORO	No	2,523	10%	\$245,467	\$97	\$139,307	\$55
1140	MIDDLESEX	DUNELLEN BORO	Yes	1,258	47%	\$408,834	\$325	\$361,377	\$287
1150	OCEAN	EAGLESWOOD TWP	No	128	31%	\$25,782	\$201	\$36,819	\$288
1160	HUNTERDON	EAST AMWELL TWP	No	304	13%	\$32,467	\$107	\$37,939	\$125
1170	MIDDLESEX	EAST BRUNSWICK TWP	No	8,340	18%	\$1,046,590	\$125	\$176,418	\$21
1180	GLOUCESTER	EAST GREENWICH TWP	No	1,297	8%	\$116,480	\$90	\$106,343	\$82
1190	MORRIS	EAST HANOVER TWP	No	876	1%	\$75,935	\$87	\$17,287	\$20
1200	HUDSON	EAST NEWARK BORO	Yes	291	88%	\$160,061	\$550	\$173,154	\$595
1210	ESSEX	EAST ORANGE	Yes	9,718	79%	\$4,875,676	\$502	\$4,014,478	\$413
1230	BERGEN	EAST RUTHERFORD BORO	No	744	20%	\$103,023	\$138	\$129,901	\$175
1245	MERCER	EAST WINDSOR REGIONAL	No	5,000	37%	\$1,302,402	\$260	\$1,255,961	\$251
1250	BURLINGTON	EASTAMPTON TWP	No	556	22%	\$80,822	\$145	\$5,492	\$10
1255	CAMDEN	EASTERN CAMDEN COUNTY REG	No	1,929	7%	\$173,090	\$90	\$166,156	\$86
1260	MONMOUTH	EATONTOWN BORO	Yes	906	45%	\$282,524	\$312	\$284,164	\$314
1270	BERGEN	EDGEWATER BORO	No	1,210	12%	\$126,977	\$105	\$45,596	\$38
1280	BURLINGTON	EDGEWATER PARK TWP	Yes	1,085	54%	\$384,782	\$355	\$305,169	\$281
1290	MIDDLESEX	EDISON TWP	No	16,546	17%	\$2,037,543	\$123	\$1,078,233	\$65
1300	ATLANTIC	EGG HARBOR CITY	Yes	519	74%	\$232,837	\$449	\$224,238	\$432
1310	ATLANTIC	EGG HARBOR TWP	Yes	7,212	44%	\$2,161,954	\$300	\$1,547,671	\$215
1320	UNION	ELIZABETH CITY	Yes	25,985	78%	\$12,800,408	\$493	\$12,177,900	\$469
1330	GLOUCESTER	ELK TWP	No	297	32%	\$63,555	\$214	\$66,201	\$223
1340	SALEM	PITTSBORO TWP (ELMER BORO)	Yes	191	42%	\$55,496	\$291	\$51,804	\$271
1345	BERGEN	ELMWOOD PARK	Yes	2,613	42%	\$788,795	\$302	\$760,674	\$291
1350	SALEM	ELSINBORO TWP	Yes	118	49%	\$38,546	\$327	\$40,720	\$345
1360	BERGEN	EMERSON BORO	No	1,026	7%	\$93,619	\$91	\$81,391	\$79
1370	BERGEN	ENGLEWOOD CITY	Yes	2,928	65%	\$1,227,911	\$419	\$1,201,342	\$410
1376	HUNTERDON	SOUTH-HUNTERDON	No	847	24%	\$136,684	\$161	\$125,891	\$149
1380	BERGEN	ENGLEWOOD CLIFFS BORO	No	458	1%	\$39,225	\$86	\$8,968	\$20
1390	ESSEX	ESSEX CO VOC-TECH	Yes	2,412	89%	\$1,332,051	\$552	\$1,032,999	\$428
1400	ESSEX	ESSEX FELS BORO	No	241	0%	\$20,970	\$87	\$16,768	\$70

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District Code	County	District	High Need	Projected Resident Enrollment	Low-Income Rate	Fully Funded Security	Fully Funded Security Per Pupil	Appropriated Security	Appropriated Security Per Pupil
1410	ATLANTIC	ESTELL MANOR CITY	No	242	16%	\$27,575	\$114	\$34,171	\$141
1420	BURLINGTON	EVESHAM TWP	No	4,071	8%	\$378,466	\$93	\$381,844	\$94
1430	MERCER	EWING TWP	Yes	3,390	47%	\$1,119,566	\$330	\$1,024,833	\$302
1440	MONMOUTH	FAIR HAVEN BORO	No	945	1%	\$79,995	\$85	\$72,677	\$77
1450	BERGEN	FAIR LAWN BORO	No	5,406	11%	\$542,440	\$100	\$464,041	\$86
1460	CUMBERLAND	FAIRFIELD TWP	Yes	441	55%	\$153,804	\$349	\$168,555	\$382
1465	ESSEX	FAIRFIELD TWP	No	680	3%	\$60,116	\$88	\$12,368	\$18
1470	BERGEN	FAIRVIEW BORO	Yes	2,119	60%	\$836,134	\$395	\$721,266	\$340
1490	MONMOUTH	FARMINGDALE BORO	No	137	26%	\$23,486	\$171	\$27,049	\$197
1510	HUNTERDON	FLEMINGTON-RARITAN REG	No	2,951	16%	\$356,562	\$121	\$140,035	\$47
1520	BURLINGTON	FLORENCE TWP	No	1,598	24%	\$252,599	\$158	\$110,028	\$69
1530	MORRIS	FLORHAM PARK BORO	No	958	0%	\$82,908	\$87	\$19,487	\$20
1540	ATLANTIC	FOLSOM BORO	No	442	24%	\$68,568	\$155	\$79,030	\$179
1550	BERGEN	FORT LEE BORO	No	4,217	14%	\$466,782	\$111	\$105,243	\$25
1560	SUSSEX	FRANKFORD TWP	No	398	10%	\$38,915	\$98	\$37,319	\$94
1570	SUSSEX	FRANKLIN BORO	Yes	420	47%	\$135,335	\$322	\$95,302	\$227
1580	BERGEN	FRANKLIN LAKES BORO	No	1,120	2%	\$96,192	\$86	\$20,872	\$19
1590	GLOUCESTER	FRANKLIN TWP	No	1,168	33%	\$250,085	\$214	\$177,000	\$152
1600	HUNTERDON	FRANKLIN TWP	No	243	2%	\$21,010	\$86	\$21,010	\$86
1610	SOMERSET	FRANKLIN TWP	Yes	7,968	41%	\$2,427,046	\$305	\$1,581,446	\$198
1620	WARREN	FRANKLIN TWP	No	168	12%	\$16,770	\$100	\$4,013	\$24
1630	SUSSEX	FREDON TWP	No	165	6%	\$14,637	\$89	\$25,900	\$157
1640	MONMOUTH	FREEHOLD BORO	Yes	1,576	80%	\$776,438	\$493	\$739,721	\$469
1650	MONMOUTH	FREEHOLD REGIONAL	No	10,260	11%	\$1,028,696	\$100	\$735,594	\$72
1660	MONMOUTH	FREEHOLD TWP	No	3,491	12%	\$354,557	\$102	\$93,758	\$27
1670	WARREN	FRELINGHUYSEN TWP	No	125	5%	\$10,612	\$85	\$12,976	\$104
1680	HUNTERDON	FRENCHTOWN BORO	No	106	15%	\$12,151	\$115	\$0	\$0
1690	ATLANTIC	GALLOWAY TWP	Yes	3,107	47%	\$982,047	\$316	\$739,882	\$238
1700	BERGEN	GARFIELD CITY	Yes	4,857	57%	\$1,841,453	\$379	\$1,872,059	\$385
1710	UNION	GARWOOD BORO	No	505	12%	\$53,395	\$106	\$11,310	\$22
1715	GLOUCESTER	GATEWAY REGIONAL	No	881	35%	\$208,619	\$237	\$192,533	\$219
1720	CAMDEN	GIBBSBORO BORO	No	268	15%	\$29,789	\$111	\$25,761	\$96
1730	GLOUCESTER	GLASSBORO	Yes	1,756	50%	\$579,025	\$330	\$0	\$0
1740	HUNTERDON	CLINTON TOWN (GLEN GARDNER)	No	121	15%	\$14,108	\$117	\$19,498	\$161
1750	ESSEX	GLEN RIDGE BORO	No	1,803	0%	\$156,889	\$87	\$147,881	\$82
1760	BERGEN	GLEN ROCK BORO	No	2,592	1%	\$221,542	\$85	\$201,595	\$78
1770	CAMDEN	GLOUCESTER CITY	Yes	2,101	64%	\$842,518	\$401	\$759,837	\$362
1775	GLOUCESTER	GLOUCESTER CO VOCATIONAL	No	1,581	4%	\$133,852	\$85	\$113,534	\$72
1780	CAMDEN	GLOUCESTER TWP	Yes	6,181	41%	\$1,771,321	\$287	\$487,009	\$79
1785	WARREN	GREAT MEADOWS REGIONAL	No	880	13%	\$92,029	\$105	\$105,232	\$120
1790	ATLANTIC	GREATER EGG HARBOR REG	Yes	3,015	49%	\$987,867	\$328	\$672,859	\$223
1800	SUSSEX	GREEN TWP	No	540	6%	\$47,793	\$89	\$50,903	\$94
1810	SOMERSET	GREEN BROOK TWP	No	1,076	6%	\$99,744	\$93	\$60,277	\$56
1820	CUMBERLAND	GREENWICH TWP	Yes	76	47%	\$23,234	\$306	\$7,420	\$98
1830	GLOUCESTER	GREENWICH TWP	No	452	28%	\$80,680	\$178	\$133,562	\$295
1840	WARREN	GREENWICH TWP	No	927	9%	\$85,336	\$92	\$90,234	\$97
1850	HUDSON	GUTTENBERG TOWN	Yes	1,257	72%	\$590,178	\$470	\$603,184	\$480
1860	BERGEN	HACKENSACK CITY	Yes	5,242	61%	\$2,105,405	\$402	\$2,121,557	\$405

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1870	WARREN	HACKETTSTOWN	No	1,527	35%	\$356,913	\$234	\$292,321	\$191
1880	CAMDEN	HADDON HEIGHTS BORO	No	994	5%	\$85,489	\$86	\$81,344	\$82
1890	CAMDEN	HADDON TWP	No	1,912	14%	\$206,986	\$108	\$0	\$0
1900	CAMDEN	HADDONFIELD	No	2,554	1%	\$212,641	\$83	\$200,628	\$79
1910	BURLINGTON	HAINESPORT TWP	No	518	15%	\$57,506	\$111	\$62,448	\$121
1920	PASSAIC	HALEDON BORO	Yes	970	64%	\$394,092	\$406	\$373,283	\$385
1930	SUSSEX	HAMBURG BORO	No	231	21%	\$32,351	\$140	\$30,047	\$130
1940	ATLANTIC	HAMILTON TWP	Yes	2,642	49%	\$862,345	\$326	\$818,537	\$310
1950	MERCER	HAMILTON TWP	Yes	11,764	42%	\$3,540,299	\$301	\$630,559	\$54
1960	ATLANTIC	HAMMONTON TOWN	Yes	2,627	42%	\$764,831	\$291	\$773,246	\$294
1970	HUNTERDON	HAMPTON BORO	No	116	22%	\$17,389	\$150	\$24,029	\$207
1980	SUSSEX	HAMPTON TWP	No	305	12%	\$31,561	\$103	\$32,162	\$105
1990	MORRIS	HANOVER PARK REGIONAL	No	1,401	3%	\$122,357	\$87	\$25,177	\$18
2000	MORRIS	HANOVER TWP	No	1,280	2%	\$111,757	\$87	\$25,667	\$20
2010	MORRIS	HARDING TOWNSHIP	No	364	2%	\$31,622	\$87	\$32,259	\$89
2020	WARREN	BLAIRSTOWN TWP (HARDWICK)	No	71	14%	\$7,569	\$107	\$10,863	\$153
2030	SUSSEX	HARDYSTON TWP	No	579	10%	\$55,215	\$95	\$61,773	\$107
2040	WARREN	HARMONY TWP	No	271	11%	\$26,090	\$96	\$31,434	\$116
2050	BERGEN	HARRINGTON PARK BORO	No	557	0%	\$47,586	\$85	\$24,352	\$44
2060	HUDSON	HARRISON TOWN	Yes	1,946	79%	\$981,653	\$504	\$979,214	\$503
2070	GLOUCESTER	HARRISON TWP	No	1,273	11%	\$124,419	\$98	\$107,201	\$84
2080	BERGEN	HASBROUCK HEIGHTS BORO	No	1,703	12%	\$175,495	\$103	\$180,485	\$106
2090	BERGEN	HAWORTH BORO	No	394	0%	\$33,661	\$85	\$33,319	\$85
2100	PASSAIC	HAWTHORNE BORO	No	2,236	31%	\$460,889	\$206	\$339,065	\$152
2105	MONMOUTH	HAZLET TWP	No	2,570	17%	\$312,242	\$121	\$71,011	\$28
2110	MIDDLESEX	SPOTSWOOD (HELMETTA)	No	234	11%	\$23,860	\$102	\$29,415	\$126
2120	MONMOUTH	HENRY HUDSON REGIONAL	No	307	24%	\$48,205	\$157	\$60,908	\$198
2130	CAMDEN	HI NELLA	Yes	124	56%	\$44,799	\$361	\$42,488	\$343
2140	HUNTERDON	HIGH BRIDGE BORO	No	328	16%	\$39,124	\$119	\$34,384	\$105
2150	MIDDLESEX	HIGHLAND PARK BORO	No	1,514	35%	\$368,264	\$243	\$47,872	\$32
2160	MONMOUTH	HIGHLANDS BORO	Yes	161	50%	\$54,388	\$338	\$58,540	\$364
2165	SUSSEX	HIGH POINT REGIONAL	No	750	15%	\$84,361	\$112	\$86,130	\$115
2170	SOMERSET	HILLSBOROUGH TWP	No	7,087	8%	\$689,816	\$97	\$189,197	\$27
2180	BERGEN	HILLSDALE BORO	No	1,048	7%	\$96,469	\$92	\$55,927	\$53
2190	UNION	HILLSIDE TWP	Yes	2,889	62%	\$1,179,545	\$408	\$1,089,465	\$377
2200	BERGEN	HO HO KUS BORO	No	851	0%	\$72,728	\$85	\$14,624	\$17
2210	HUDSON	HOBOKEN CITY	No	3,229	38%	\$902,253	\$279	\$750,149	\$232
2220	HUNTERDON	HOLLAND TWP	No	455	6%	\$40,861	\$90	\$9,453	\$21
2230	MONMOUTH	HOLMDEL TWP	No	2,861	1%	\$242,777	\$85	\$139,118	\$49
2240	SUSSEX	HOPATCONG	No	1,438	28%	\$258,299	\$180	\$232,284	\$162
2250	WARREN	HOPE TWP	No	163	13%	\$16,812	\$103	\$22,505	\$138
2270	CUMBERLAND	HOPEWELL TWP	No	427	28%	\$76,910	\$180	\$81,370	\$191
2280	MERCER	HOPEWELL VALLEY REGIONAL	No	3,317	3%	\$289,256	\$87	\$62,529	\$19
2290	MONMOUTH	HOWELL TWP	No	5,257	17%	\$642,471	\$122	\$517,479	\$98
2295	HUDSON	HUDSON COUNTY VOCATIONAL	Yes	2,793	45%	\$912,090	\$327	\$632,290	\$226
2300	HUNTERDON	HUNTERDON CENTRAL REG	No	2,530	11%	\$258,096	\$102	\$48,383	\$19
2308	HUNTERDON	HUNTERDON CO VOCATIONAL	No	526	5%	\$46,513	\$88	\$31,411	\$60
2320	MONMOUTH	INTERLAKEN	No	38	3%	\$3,250	\$86	\$1,612	\$42

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2330	ESSEX	IRVINGTON TOWNSHIP	Yes	7,735	71%	\$3,566,279	\$461	\$3,649,144	\$472
2350	OCEAN	ISLAND HEIGHTS BORO	No	132	12%	\$13,007	\$99	\$9,976	\$76
2360	OCEAN	JACKSON TWP	No	7,467	26%	\$1,251,937	\$168	\$854,977	\$115
2370	MIDDLESEX	JAMESBURG BORO	Yes	851	52%	\$301,556	\$354	\$286,636	\$337
2380	MORRIS	JEFFERSON TWP	No	2,479	11%	\$255,814	\$103	\$303,337	\$122
2390	HUDSON	JERSEY CITY	Yes	30,395	62%	\$12,569,915	\$414	\$12,648,342	\$416
2400	MONMOUTH	KEANSBURG BORO	Yes	1,513	47%	\$487,774	\$322	\$535,157	\$354
2410	HUDSON	KEARNY TOWN	Yes	5,548	57%	\$2,161,811	\$390	\$2,040,647	\$368
2420	UNION	KENILWORTH BORO	No	1,393	13%	\$151,692	\$109	\$214,451	\$154
2430	MONMOUTH	KEYPORT BORO	Yes	770	47%	\$249,615	\$324	\$277,906	\$361
2440	GLOUCESTER	KINGSWAY REGIONAL	No	2,673	12%	\$268,572	\$100	\$232,812	\$87
2450	HUNTERDON	KINGWOOD TWP	No	300	12%	\$31,044	\$103	\$31,021	\$103
2460	MORRIS	KINNELON BORO	No	1,601	5%	\$142,965	\$89	\$164,769	\$103
2465	SUSSEX	KITTATINNY REGIONAL	No	811	12%	\$83,659	\$103	\$86,912	\$107
2470	WARREN	KNOWLTON TWP	No	142	21%	\$19,571	\$138	\$24,644	\$174
2480	OCEAN	LACEY TWP	No	3,786	26%	\$638,237	\$169	\$483,794	\$128
2490	SUSSEX	LAFAYETTE TWP	No	180	14%	\$19,400	\$108	\$17,295	\$96
2500	OCEAN	LAKEHURST BORO	Yes	443	53%	\$152,393	\$344	\$135,295	\$305
2510	PASSAIC	LAKELAND REGIONAL	No	960	13%	\$99,999	\$104	\$19,744	\$21
2520	OCEAN	LAKEWOOD TWP	Yes	5,737	89%	\$2,994,603	\$522	\$2,186,868	\$381
2540	CAMDEN	LAUREL SPRINGS BORO	No	291	30%	\$56,363	\$194	\$53,391	\$183
2550	OCEAN	LAVALLETTE BORO	No	137	5%	\$11,710	\$85	\$15,724	\$115
2560	CAMDEN	LAWNSIDE BORO	No	380	22%	\$54,848	\$144	\$150,662	\$396
2570	CUMBERLAND	LAWRENCE TWP	Yes	483	43%	\$140,616	\$291	\$160,344	\$332
2580	MERCER	LAWRENCE TWP	No	3,619	27%	\$647,915	\$179	\$421,512	\$116
2590	HUNTERDON	LEBANON BORO	No	116	11%	\$11,791	\$102	\$11,798	\$102
2600	HUNTERDON	LEBANON TWP	No	497	7%	\$45,617	\$92	\$54,166	\$109
2610	BURLINGTON	LENAPE REGIONAL	No	6,905	9%	\$654,818	\$95	\$448,023	\$65
2615	SUSSEX	LENAPE VALLEY REGIONAL	No	637	9%	\$59,485	\$93	\$20,481	\$32
2620	BERGEN	LEONIA BORO	No	1,555	12%	\$160,288	\$103	\$36,798	\$24
2650	MORRIS	LINCOLN PARK BORO	No	1,183	17%	\$147,608	\$125	\$136,362	\$115
2660	UNION	LINDEN CITY	Yes	5,966	58%	\$2,306,025	\$387	\$2,026,603	\$340
2670	CAMDEN	LINDENWOLD BORO	Yes	2,828	84%	\$1,417,946	\$501	\$1,217,920	\$431
2680	ATLANTIC	LINWOOD CITY	No	741	12%	\$73,628	\$99	\$64,088	\$86
2690	OCEAN	LITTLE EGG HARBOR TWP	Yes	1,334	48%	\$426,868	\$320	\$381,470	\$286
2700	PASSAIC	LITTLE FALLS TWP	No	874	19%	\$113,972	\$130	\$23,895	\$27
2710	BERGEN	LITTLE FERRY BORO	No	1,081	34%	\$249,240	\$231	\$319,475	\$296
2720	MONMOUTH	LITTLE SILVER BORO	No	755	0%	\$63,888	\$85	\$64,328	\$85
2730	ESSEX	LIVINGSTON TWP	No	6,067	2%	\$531,672	\$88	\$434,880	\$72
2740	BERGEN	LODI BOROUGH	Yes	3,197	47%	\$1,044,533	\$327	\$1,028,863	\$322
2750	GLOUCESTER	LOGAN TWP	No	972	20%	\$126,683	\$130	\$129,058	\$133
2760	OCEAN	LONG BEACH ISLAND	No	191	11%	\$18,517	\$97	\$31,808	\$167
2770	MONMOUTH	LONG BRANCH CITY	Yes	4,977	80%	\$2,452,297	\$493	\$2,387,836	\$480
2780	ATLANTIC	LONGPORT	No	60	4%	\$5,031	\$84	\$4,178	\$70
2790	WARREN	LOPATCONG TWP	No	1,049	10%	\$98,035	\$94	\$26,030	\$25
2800	SALEM	LOWER ALLOWAYS CREEK	No	177	22%	\$24,775	\$140	\$23,353	\$132
2820	CAPE MAY	LOWER CAPE MAY REGIONAL	Yes	1,228	42%	\$347,044	\$283	\$350,566	\$285
2840	CAPE MAY	LOWER TWP	Yes	1,310	53%	\$440,513	\$336	\$492,388	\$376

Appendix A: New Jersey Security Aid Funding, 2021-22

District Code	County	District	High Need	Projected Resident Enrollment	Low-Income Rate	Fully Funded Security	Fully Funded Security Per Pupil	Appropriated Security	Appropriated Security Per Pupil
2850	BURLINGTON	LUMBERTON TWP	No	1,065	28%	\$193,566	\$182	\$176,844	\$166
2860	BERGEN	LYNDHURST TWP	No	2,501	22%	\$364,290	\$146	\$75,106	\$30
2870	MORRIS	MADISON BORO	No	2,439	5%	\$220,297	\$90	\$205,379	\$84
2890	CAMDEN	MAGNOLIA BORO	No	358	29%	\$66,842	\$187	\$98,488	\$275
2900	BERGEN	MAHWAH TWP	No	2,748	10%	\$267,532	\$97	\$59,339	\$22
2910	ATLANTIC	MAINLAND REGIONAL	No	1,248	24%	\$192,685	\$154	\$43,566	\$35
2920	MONMOUTH	MANALAPAN-ENGLISHTOWN REG	No	4,442	8%	\$410,880	\$92	\$427,473	\$96
2930	MONMOUTH	MANASQUAN BORO	No	792	9%	\$74,516	\$94	\$83,868	\$106
2940	OCEAN	MANCHESTER TWP	No	2,719	31%	\$538,510	\$198	\$573,735	\$211
2950	SALEM	MANNINGTON TWP	No	136	27%	\$23,459	\$172	\$29,905	\$220
2960	BURLINGTON	MANSFIELD TWP	No	455	7%	\$40,598	\$89	\$50,397	\$111
2970	WARREN	MANSFIELD TWP	No	503	34%	\$112,409	\$223	\$85,007	\$169
2980	OCEAN	POINT PLEASANT BEACH (MANTOLOKING)	No	2	0%	\$165	\$83	\$453	\$227
2990	GLOUCESTER	MANTUA TWP	No	1,087	20%	\$142,639	\$131	\$24,998	\$23
3000	SOMERSET	MANVILLE BORO	Yes	1,528	43%	\$480,165	\$314	\$468,818	\$307
3010	BURLINGTON	MAPLE SHADE TWP	Yes	2,266	40%	\$647,008	\$286	\$624,464	\$276
3020	ATLANTIC	MARGATE CITY	No	373	8%	\$33,917	\$91	\$43,782	\$117
3030	MONMOUTH	MARLBORO TWP	No	4,468	5%	\$391,386	\$88	\$349,448	\$78
3040	MONMOUTH	MATAWAN-ABERDEEN REGIONAL	No	3,651	28%	\$664,736	\$182	\$173,621	\$48
3050	CUMBERLAND	MAURICE RIVER TWP	No	466	37%	\$116,226	\$249	\$123,438	\$265
3060	BERGEN	MAYWOOD BORO	No	1,224	12%	\$125,694	\$103	\$23,035	\$19
3070	BURLINGTON	MEDFORD LAKES BORO	No	471	3%	\$39,937	\$85	\$42,839	\$91
3080	BURLINGTON	MEDFORD TWP	No	2,505	5%	\$217,258	\$87	\$78,003	\$31
3090	MORRIS	MENDHAM BORO	No	467	2%	\$40,680	\$87	\$35,667	\$76
3100	MORRIS	MENDHAM TWP	No	725	0%	\$62,730	\$87	\$13,957	\$19
3105	MERCER	MERCER COUNTY VOCATIONAL	No	655	32%	\$141,342	\$216	\$118,657	\$181
3110	CAMDEN	MERCHANTVILLE BORO	No	567	31%	\$113,691	\$201	\$133,028	\$235
3120	MIDDLESEX	METUCHEN BORO	No	2,250	5%	\$199,845	\$89	\$158,054	\$70
3130	CAPE MAY	MIDDLE TWP	Yes	2,197	51%	\$715,330	\$326	\$608,776	\$277
3140	MIDDLESEX	MIDDLESEX BORO	No	2,010	30%	\$398,178	\$198	\$359,344	\$179
3150	MIDDLESEX	MIDDLESEX CO VOCATIONAL	Yes	2,152	40%	\$629,193	\$292	\$592,489	\$275
3160	MONMOUTH	MIDDLETOWN TWP	No	8,977	11%	\$905,942	\$101	\$861,307	\$96
3170	BERGEN	MIDLAND PARK BORO	No	832	6%	\$75,449	\$91	\$58,146	\$70
3180	HUNTERDON	MILFORD BORO	No	80	21%	\$11,149	\$139	\$0	\$0
3190	ESSEX	MILLBURN TWP	No	4,645	1%	\$404,913	\$87	\$389,098	\$84
3200	MONMOUTH	MILLSTONE TWP	No	1,515	3%	\$129,872	\$86	\$160,905	\$106
3210	SOMERSET	HILLSBOROUGH TWP (MILLSTONE)	No	43	2%	\$3,813	\$89	\$5,408	\$126
3220	MIDDLESEX	MILLTOWN BORO	No	1,073	10%	\$105,148	\$98	\$86,463	\$81
3230	CUMBERLAND	MILLVILLE CITY	Yes	4,475	69%	\$1,866,316	\$417	\$1,838,491	\$411
3240	MORRIS	MINE HILL TWP	No	455	29%	\$87,799	\$193	\$41,980	\$92
3250	MONMOUTH	MONMOUTH BEACH BORO	No	213	0%	\$18,020	\$85	\$10,874	\$51
3260	MONMOUTH	MONMOUTH CO VOCATIONAL	No	2,094	11%	\$208,696	\$100	\$208,928	\$100
3270	MONMOUTH	MONMOUTH REGIONAL	No	946	22%	\$137,926	\$146	\$181,421	\$192
3280	GLOUCESTER	MONROE TWP	No	5,525	25%	\$882,204	\$160	\$1,005,014	\$182
3290	MIDDLESEX	MONROE TWP	No	6,672	6%	\$603,805	\$90	\$103,764	\$16
3300	SUSSEX	MONTAGUE TWP	No	335	39%	\$92,652	\$277	\$100,706	\$301
3310	ESSEX	MONTCLAIR TOWN	No	6,362	15%	\$744,637	\$117	\$755,225	\$119
3320	SOMERSET	MONTGOMERY TWP	No	4,265	4%	\$385,973	\$91	\$385,078	\$90

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District Code	County	District	High Need	Projected Resident Enrollment	Low-Income Rate	Fully Funded Security	Fully Funded Security Per Pupil	Appropriated Security	Appropriated Security Per Pupil
3330	BERGEN	MONTVALE BORO	No	933	2%	\$80,063	\$86	\$18,499	\$20
3340	MORRIS	MONTVILLE TWP	No	3,356	1%	\$290,651	\$87	\$70,614	\$21
3350	BERGEN	MOONACHIE BORO	Yes	428	51%	\$149,780	\$350	\$112,578	\$263
3360	BURLINGTON	MOORESTOWN TWP	No	3,692	9%	\$344,098	\$93	\$314,058	\$85
3365	MORRIS	MORRIS COUNTY VOCATIONAL	No	1,543	3%	\$135,640	\$88	\$90,697	\$59
3370	MORRIS	MORRIS HILLS REGIONAL	No	2,647	17%	\$328,199	\$124	\$58,232	\$22
3380	MORRIS	MORRIS PLAINS BORO	No	812	8%	\$77,662	\$96	\$15,093	\$19
3385	MORRIS	MORRIS SCHOOL DISTRICT	No	4,887	35%	\$1,210,227	\$248	\$994,301	\$203
3410	MORRIS	MOUNT ARLINGTON BORO	No	513	17%	\$63,294	\$123	\$50,873	\$99
3420	CAMDEN	MOUNT EPHRAIM BORO	No	520	30%	\$103,200	\$198	\$109,498	\$211
3430	BURLINGTON	MOUNT HOLLY TWP	Yes	975	57%	\$359,943	\$369	\$337,977	\$347
3440	BURLINGTON	MOUNT LAUREL TWP	No	4,029	13%	\$422,758	\$105	\$337,731	\$84
3450	MORRIS	MOUNT OLIVE TWP	No	4,627	12%	\$485,122	\$105	\$106,585	\$23
3460	MORRIS	MOUNTAIN LAKES BORO	No	1,051	0%	\$90,935	\$87	\$38,961	\$37
3470	UNION	MOUNTAINSIDE BORO	No	993	1%	\$86,005	\$87	\$19,731	\$20
3480	ATLANTIC	MULLICA TWP	No	558	39%	\$150,030	\$269	\$165,721	\$297
3490	GLOUCESTER	NATIONAL PARK BORO	Yes	272	46%	\$85,029	\$313	\$63,683	\$234
3500	MONMOUTH	NEPTUNE CITY	Yes	384	55%	\$140,011	\$365	\$33,720	\$88
3510	MONMOUTH	NEPTUNE TWP	Yes	3,308	48%	\$1,094,699	\$331	\$1,222,886	\$370
3520	MORRIS	NETCONG BORO	No	264	39%	\$75,368	\$285	\$69,911	\$265
3530	MIDDLESEX	NEW BRUNSWICK CITY	Yes	9,662	92%	\$5,391,493	\$558	\$4,608,779	\$477
3540	BURLINGTON	NEW HANOVER TWP	Yes	175	52%	\$60,533	\$346	\$78,055	\$446
3550	BERGEN	NEW MILFORD BORO	No	1,995	12%	\$209,913	\$105	\$73,366	\$37
3560	UNION	NEW PROVIDENCE BORO	No	2,291	1%	\$198,709	\$87	\$186,941	\$82
3570	ESSEX	NEWARK CITY	Yes	54,278	80%	\$27,471,978	\$506	\$24,632,298	\$454
3580	GLOUCESTER	NEWFIELD BORO	No	267	22%	\$37,610	\$141	\$43,725	\$164
3590	SUSSEX	NEWTON TOWN	Yes	1,148	44%	\$351,617	\$306	\$221,598	\$193
3600	BERGEN	NORTH ARLINGTON BORO	No	1,967	23%	\$297,018	\$151	\$224,941	\$114
3610	HUDSON	NORTH BERGEN TWP	Yes	6,802	68%	\$3,051,400	\$449	\$2,787,698	\$410
3620	MIDDLESEX	NORTH BRUNSWICK TWP	Yes	6,066	42%	\$1,839,360	\$303	\$1,619,505	\$267
3630	ESSEX	NORTH CALDWELL BORO	No	660	0%	\$57,430	\$87	\$51,981	\$79
3640	PASSAIC	NORTH HALEDON BORO	No	582	12%	\$59,605	\$102	\$23,855	\$41
3650	BURLINGTON	NORTH HANOVER TWP	No	941	33%	\$207,601	\$221	\$192,147	\$204
3660	HUNTERDON	N HUNT/VOORHEES REGIONAL	No	2,092	2%	\$180,441	\$86	\$44,422	\$21
3670	SOMERSET	NORTH PLAINFIELD BORO	Yes	3,497	62%	\$1,457,749	\$417	\$1,337,265	\$382
3675	WARREN	NORTH WARREN REGIONAL	No	686	10%	\$64,604	\$94	\$79,019	\$115
3680	CAPE MAY	NORTH WILDWOOD CITY	Yes	183	54%	\$62,461	\$341	\$67,830	\$371
3690	BURLINGTON	NORTHERN BURLINGTON REG	No	2,174	10%	\$212,069	\$98	\$206,047	\$95
3700	BERGEN	NORTHERN HIGHLANDS REG	No	991	1%	\$84,773	\$86	\$77,671	\$78
3710	BERGEN	NORTHERN VALLEY REGIONAL	No	2,036	1%	\$174,266	\$86	\$42,643	\$21
3720	ATLANTIC	NORTHFIELD CITY	No	885	20%	\$117,257	\$132	\$114,731	\$130
3730	BERGEN	NORTHVALE BORO	No	534	0%	\$45,621	\$85	\$40,383	\$76
3740	BERGEN	NORWOOD BORO	No	630	2%	\$54,275	\$86	\$41,806	\$66
3750	ESSEX	NUTLEY TOWN	No	4,008	13%	\$435,216	\$109	\$81,159	\$20
3760	BERGEN	OAKLAND BORO	No	1,289	6%	\$115,777	\$90	\$51,232	\$40
3770	CAMDEN	OAKLYN BORO	No	478	27%	\$82,105	\$172	\$48,228	\$101
3780	CAPE MAY	OCEAN CITY	No	1,344	16%	\$150,668	\$112	\$203,070	\$151
3790	OCEAN	OCEAN COUNTY VOCATIONAL	No	1,373	24%	\$209,471	\$153	\$189,062	\$138

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District Code	County	District	High Need	Projected Resident Enrollment	Low-Income Rate	Fully Funded Security	Fully Funded Security Per Pupil	Appropriated Security	Appropriated Security Per Pupil
3800	OCEAN	OCEAN GATE BORO	Yes	123	47%	\$38,858	\$316	\$38,956	\$317
3810	MONMOUTH	OCEAN TWP	No	3,119	24%	\$502,950	\$161	\$552,389	\$177
3820	OCEAN	OCEAN TWP	No	861	38%	\$222,749	\$259	\$176,928	\$205
3830	MONMOUTH	OCEANPORT BORO	No	499	8%	\$45,922	\$92	\$9,701	\$19
3840	SUSSEX	OGDENSBURG BORO	No	230	27%	\$40,665	\$177	\$27,247	\$118
3845	MIDDLESEX	OLD BRIDGE TWP	No	7,902	21%	\$1,110,560	\$141	\$835,366	\$106
3850	BERGEN	OLD TAPPAN BORO	No	638	0%	\$54,507	\$85	\$20,128	\$32
3860	SALEM	OLDMANS TWP	No	282	15%	\$31,311	\$111	\$44,735	\$159
3870	BERGEN	ORADELL BORO	No	746	0%	\$63,735	\$85	\$58,565	\$79
3880	ESSEX	CITY OF ORANGE TWP	Yes	5,344	84%	\$2,807,362	\$525	\$2,473,511	\$463
3890	WARREN	OXFORD TWP	No	321	14%	\$34,401	\$107	\$35,263	\$110
3910	BERGEN	PALISADES PARK	Yes	1,754	51%	\$611,457	\$349	\$212,501	\$121
3920	BURLINGTON	PALMYRA BORO	No	830	34%	\$193,252	\$233	\$218,608	\$263
3930	BERGEN	PARAMUS BORO	No	3,562	6%	\$323,105	\$91	\$69,352	\$19
3940	BERGEN	PARK RIDGE BORO	No	1,229	4%	\$108,037	\$88	\$59,165	\$48
3950	MORRIS	PARSIPPANY-TROY HILLS TWP	No	7,230	12%	\$772,617	\$107	\$152,564	\$21
3960	BERGEN	PASCACK VALLEY REGIONAL	No	1,901	2%	\$162,992	\$86	\$35,828	\$19
3970	PASSAIC	PASSAIC CITY	Yes	13,584	96%	\$7,743,275	\$570	\$6,745,057	\$497
3980	PASSAIC	PASSAIC CO MANCHESTER REG	Yes	828	63%	\$334,538	\$404	\$302,486	\$365
3990	PASSAIC	PASSAIC VALLEY REGIONAL	No	1,005	30%	\$195,870	\$195	\$49,776	\$50
3995	PASSAIC	PASSAIC COUNTY VOCATIONAL	Yes	4,430	54%	\$1,594,758	\$360	\$1,332,417	\$301
4000	MORRIS	LONG HILL TWP	No	815	4%	\$71,873	\$88	\$13,945	\$17
4010	PASSAIC	PATERSON CITY	Yes	28,598	76%	\$13,365,441	\$467	\$12,716,806	\$445
4020	GLOUCESTER	PAULSBORO BORO	Yes	1,089	47%	\$344,671	\$317	\$498,216	\$457
4040	BURLINGTON	PEMBERTON TWP (PEMBERTON BORO)	Yes	103	48%	\$32,824	\$319	\$50,028	\$486
4050	BURLINGTON	PEMBERTON TWP	Yes	3,917	52%	\$1,350,942	\$345	\$1,348,459	\$344
4060	CAMDEN	PENNSAUKEN TWP	Yes	5,005	70%	\$2,163,259	\$432	\$1,929,981	\$386
4070	SALEM	PENNS GRV-CARNEY'S PT REG	Yes	2,127	77%	\$991,657	\$466	\$785,483	\$369
4075	SALEM	PENNSVILLE	No	1,680	36%	\$412,151	\$245	\$67,439	\$40
4080	MORRIS	PEQUANNOCK TWP	No	2,007	3%	\$176,470	\$88	\$168,558	\$84
4090	MIDDLESEX	PERTH AMBOY CITY	Yes	10,570	76%	\$5,033,884	\$476	\$4,789,113	\$453
4100	WARREN	PHILLIPSBURG TOWN	Yes	2,737	66%	\$1,124,398	\$411	\$995,480	\$364
4105	OCEAN	PINELANDS REGIONAL	Yes	1,534	43%	\$449,266	\$293	\$387,815	\$253
4110	CAMDEN	PINE HILL BORO	Yes	1,530	58%	\$570,082	\$373	\$536,169	\$350
4130	MIDDLESEX	PISCATAWAY TWP	No	6,718	30%	\$1,354,547	\$202	\$1,295,620	\$193
4140	GLOUCESTER	PITMAN BORO	No	1,080	19%	\$139,811	\$129	\$142,285	\$132
4150	SALEM	PITTSGROVE TWP	No	1,383	27%	\$235,138	\$170	\$291,234	\$211
4160	UNION	PLAINFIELD CITY	Yes	11,073	78%	\$5,476,602	\$495	\$4,765,864	\$430
4180	ATLANTIC	PLEASANTVILLE CITY	Yes	3,772	82%	\$1,847,265	\$490	\$1,597,790	\$424
4190	OCEAN	PLUMSTED TWP	No	1,033	14%	\$110,728	\$107	\$23,602	\$23
4200	WARREN	POHATCONG TWP	No	424	15%	\$45,955	\$108	\$34,353	\$81
4210	OCEAN	POINT PLEASANT BORO	No	2,673	9%	\$247,982	\$93	\$184,043	\$69
4220	OCEAN	POINT PLEASANT BEACH	No	527	16%	\$61,119	\$116	\$74,199	\$141
4230	PASSAIC	POMPTON LAKES BORO	No	1,620	16%	\$190,812	\$118	\$43,115	\$27
4240	ATLANTIC	PORT REPUBLIC CITY	No	149	7%	\$13,246	\$89	\$12,745	\$86
4255	MERCER	PRINCETON	No	3,763	13%	\$401,394	\$107	\$371,547	\$99
4270	PASSAIC	PROSPECT PARK BORO	Yes	787	62%	\$312,349	\$397	\$366,508	\$466
4280	SALEM	QUINTON TWP	No	323	35%	\$76,527	\$237	\$80,638	\$250

Appendix A: New Jersey Security Aid Funding, 2021-22

District Code	County	District	High Need	Projected Resident Enrollment	Low-Income Rate	Fully Funded Security	Fully Funded Security Per Pupil	Appropriated Security	Appropriated Security Per Pupil
4290	UNION	RAHWAY CITY	Yes	3,799	54%	\$1,395,409	\$367	\$1,032,364	\$272
4300	BERGEN	RAMAPO-INDIAN HILL REG	No	2,229	1%	\$190,838	\$86	\$40,228	\$18
4310	BERGEN	RAMSEY BORO	No	2,477	7%	\$227,359	\$92	\$96,206	\$39
4320	BURLINGTON	RANCOCAS VALLEY REGIONAL	No	2,128	21%	\$300,189	\$141	\$308,091	\$145
4330	MORRIS	RANDOLPH TWP	No	4,205	8%	\$397,955	\$95	\$103,893	\$25
4350	HUNTERDON	READINGTON TWP	No	1,358	8%	\$128,700	\$95	\$128,700	\$95
4360	MONMOUTH	RED BANK BORO	Yes	1,388	82%	\$697,343	\$502	\$634,293	\$457
4365	MONMOUTH	RED BANK REGIONAL	No	1,110	34%	\$256,324	\$231	\$149,757	\$135
4370	BERGEN	RIDGEFIELD BORO	No	1,433	26%	\$247,979	\$173	\$96,410	\$67
4380	BERGEN	RIDGEFIELD PARK TWP	No	1,841	35%	\$452,581	\$246	\$511,781	\$278
4390	BERGEN	RIDGEWOOD VILLAGE	No	5,565	2%	\$477,582	\$86	\$447,742	\$80
4400	PASSAIC	RINGWOOD BORO	No	1,017	8%	\$93,694	\$92	\$98,526	\$97
4405	BERGEN	RIVER DELL REGIONAL	No	1,593	1%	\$136,159	\$85	\$125,221	\$79
4410	BERGEN	RIVER EDGE BORO	No	1,251	1%	\$106,999	\$86	\$91,647	\$73
4430	BERGEN	RIVER VALE TWP	No	1,040	0%	\$88,851	\$85	\$86,869	\$84
4440	MORRIS	RIVERDALE BORO	No	430	19%	\$56,585	\$132	\$11,114	\$26
4450	BURLINGTON	RIVERSIDE TWP	Yes	1,257	50%	\$419,853	\$334	\$439,613	\$350
4460	BURLINGTON	RIVERTON	No	364	16%	\$41,809	\$115	\$33,553	\$92
4470	BERGEN	ROCHELLE PARK TWP	No	649	14%	\$72,093	\$111	\$47,531	\$73
4480	MORRIS	ROCKAWAY BORO	No	488	25%	\$81,266	\$167	\$74,022	\$152
4490	MORRIS	ROCKAWAY TWP	No	2,243	13%	\$243,705	\$109	\$50,153	\$22
4500	BERGEN	ROCKLEIGH	No	26	0%	\$2,221	\$85	\$2,002	\$77
4510	SOMERSET	MONTGOMERY TWP (ROCKY HILL)	No	95	10%	\$9,654	\$102	\$9,953	\$105
4520	MONMOUTH	ROOSEVELT BORO	No	101	6%	\$8,993	\$89	\$8,957	\$89
4530	ESSEX	ROSELAND BORO	No	458	2%	\$40,041	\$87	\$8,056	\$18
4540	UNION	ROSELLE BORO	Yes	2,907	61%	\$1,176,932	\$405	\$1,283,877	\$442
4550	UNION	ROSELLE PARK BORO	No	1,976	39%	\$569,752	\$288	\$443,400	\$224
4560	MORRIS	ROXBURY TWP	No	3,207	14%	\$361,119	\$113	\$61,433	\$19
4570	MONMOUTH	RUMSON BORO	No	888	0%	\$75,131	\$85	\$77,327	\$87
4580	MONMOUTH	RUMSON-FAIR HAVEN REG	No	956	0%	\$80,878	\$85	\$15,063	\$16
4590	CAMDEN	RUNNEMEDE BORO	No	755	38%	\$199,668	\$264	\$175,149	\$232
4600	BERGEN	RUTHERFORD BORO	No	2,537	3%	\$220,083	\$87	\$133,835	\$53
4610	BERGEN	SADDLE BROOK TWP	No	1,710	11%	\$173,880	\$102	\$43,806	\$26
4620	BERGEN	SADDLE RIVER BORO	No	333	1%	\$28,545	\$86	\$29,320	\$88
4630	SALEM	SALEM CITY	Yes	1,084	80%	\$520,620	\$480	\$425,317	\$392
4640	SALEM	SALEM COUNTY VOCATIONAL	No	664	27%	\$115,369	\$174	\$97,075	\$146
4650	SUSSEX	SANDYSTON-WALPACK TWP	No	121	6%	\$10,645	\$88	\$2,651	\$22
4660	MIDDLESEX	SAYREVILLE BORO	No	5,895	36%	\$1,465,385	\$249	\$1,481,817	\$251
4670	UNION	SCOTCH PLAINS-FANWOOD REG	No	5,307	4%	\$468,298	\$88	\$98,844	\$19
4680	MONMOUTH	OCEANPORT BORO (SEA BRIGHT)	No	37	18%	\$4,774	\$129	\$10,552	\$285
4690	MONMOUTH	SEA GIRT BORO	No	152	1%	\$12,867	\$85	\$11,412	\$75
4700	CAPE MAY	SEA ISLE CITY	No	81	22%	\$11,295	\$139	\$16,305	\$201
4710	OCEAN	SEASIDE HEIGHTS BORO	Yes	208	69%	\$87,969	\$423	\$92,138	\$443
4720	OCEAN	SEASIDE PARK BORO	Yes	25	40%	\$7,507	\$300	\$10,018	\$401
4730	HUDSON	SECAUCUS TOWN	No	2,180	24%	\$359,695	\$165	\$191,170	\$88
4740	BURLINGTON	SHAMONG TWP	No	674	10%	\$64,609	\$96	\$65,308	\$97
4750	CUMBERLAND	HOPEWELL TWP (SHILOH BORO)	No	42	17%	\$4,863	\$116	\$8,247	\$196
4760	MONMOUTH	SHORE REGIONAL	No	572	8%	\$53,257	\$93	\$23,740	\$42

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4770	MONMOUTH	SHREWSBURY BORO	No	438	2%	\$37,238	\$85	\$36,888	\$84
4790	CAMDEN	SOMERDALE BORO	No	453	38%	\$120,234	\$265	\$84,322	\$186
4800	ATLANTIC	SOMERS POINT CITY	Yes	728	63%	\$286,781	\$394	\$114,624	\$157
4810	SOMERSET	SOMERSET CO VOCATIONAL	No	493	14%	\$55,464	\$113	\$64,725	\$131
4815	SOMERSET	SOMERSET HILLS REGIONAL	No	1,531	16%	\$184,459	\$120	\$130,156	\$85
4820	SOMERSET	SOMERVILLE BORO	No	1,531	37%	\$407,204	\$266	\$443,956	\$290
4830	MIDDLESEX	SOUTH AMBOY CITY	Yes	1,057	42%	\$317,089	\$300	\$63,955	\$61
4840	MONMOUTH	LAKE COMO	Yes	157	44%	\$48,954	\$312	\$47,816	\$305
4850	SOMERSET	SOUTH BOUND BROOK	Yes	531	46%	\$178,177	\$336	\$174,283	\$329
4860	MIDDLESEX	SOUTH BRUNSWICK TWP	No	8,128	13%	\$872,060	\$107	\$183,321	\$23
4870	BERGEN	SOUTH HACKENSACK TWP	No	359	28%	\$67,318	\$188	\$36,988	\$103
4880	GLOUCESTER	SOUTH HARRISON TWP	No	303	13%	\$31,793	\$105	\$34,238	\$113
4900	ESSEX	SOUTH ORANGE-MAPLEWOOD	No	6,902	15%	\$797,923	\$116	\$187,988	\$27
4910	MIDDLESEX	SOUTH PLAINFIELD BORO	No	3,374	22%	\$505,033	\$150	\$112,479	\$33
4920	MIDDLESEX	SOUTH RIVER BORO	Yes	2,245	51%	\$784,240	\$349	\$645,142	\$287
4930	BURLINGTON	SOUTHAMPTON TWP	No	698	19%	\$90,627	\$130	\$94,037	\$135
4940	GLOUCESTER	DELSEA REGIONAL H.S. DIST.	No	1,510	28%	\$269,617	\$179	\$231,243	\$153
4950	OCEAN	SOUTHERN REGIONAL	No	2,432	17%	\$292,198	\$120	\$204,023	\$84
4960	SUSSEX	SPARTA TWP	No	3,025	4%	\$260,919	\$86	\$252,688	\$84
4970	MIDDLESEX	SPOTSWOOD	No	1,055	14%	\$116,374	\$110	\$131,269	\$124
4980	MONMOUTH	SPRING LAKE BORO	No	198	2%	\$16,846	\$85	\$12,556	\$63
4990	MONMOUTH	SPRING LAKE HEIGHTS BORO	No	438	7%	\$39,832	\$91	\$9,257	\$21
5000	UNION	SPRINGFIELD TWP	No	2,123	11%	\$217,861	\$103	\$211,617	\$100
5010	BURLINGTON	SPRINGFIELD TWP	No	227	13%	\$23,743	\$105	\$22,357	\$98
5020	OCEAN	STAFFORD TWP	No	2,111	23%	\$315,264	\$149	\$238,635	\$113
5030	SUSSEX	STANHOPE BORO	No	292	13%	\$30,695	\$105	\$33,994	\$116
5035	CAMDEN	STERLING HIGH SCHOOL DIST	No	807	30%	\$160,701	\$199	\$171,469	\$212
5040	SUSSEX	STILLWATER TWP	No	225	16%	\$26,168	\$116	\$33,792	\$150
5060	CAPE MAY	STONE HARBOR BORO	No	36	0%	\$2,885	\$80	\$2,797	\$78
5070	CUMBERLAND	STOW CREEK TWP	No	111	27%	\$18,884	\$170	\$17,125	\$154
5080	CAMDEN	STRATFORD BORO	No	744	30%	\$145,997	\$196	\$137,797	\$185
5090	UNION	SUMMIT CITY	No	3,840	13%	\$410,701	\$107	\$391,879	\$102
5100	SUSSEX	SUSSEX-WANTAGE REGIONAL	No	1,048	28%	\$193,740	\$185	\$155,733	\$149
5110	SUSSEX	SUSSEX COUNTY VOCATIONAL	No	714	15%	\$79,512	\$111	\$74,363	\$104
5120	GLOUCESTER	SWEDESBORO-WOOLWICH	No	1,459	14%	\$155,220	\$106	\$162,836	\$112
5130	BURLINGTON	TABERNACLE TWP	No	639	7%	\$57,657	\$90	\$66,283	\$104
5140	CAMDEN	HADDONFIELD (TAVISTOCK)	No	2	0%	\$166	\$83	\$229	\$115
5150	BERGEN	TEANECK TWP	No	3,893	35%	\$935,496	\$240	\$945,902	\$243
5160	BERGEN	TENAFLY BORO	No	3,517	2%	\$301,818	\$86	\$285,644	\$81
5170	BERGEN	HASBROUCK HEIGHTS BORO (TETERBORO)	Yes	12	64%	\$4,627	\$386	\$5,023	\$419
5180	HUNTERDON	TEWKSBURY TWP	No	459	2%	\$39,664	\$86	\$56,555	\$123
5185	MONMOUTH	TINTON FALLS	No	1,293	15%	\$148,802	\$115	\$196,966	\$152
5190	OCEAN	TOMS RIVER REGIONAL	No	14,181	28%	\$2,579,897	\$182	\$2,538,055	\$179
5200	PASSAIC	TOTOWA BORO	No	863	23%	\$128,708	\$149	\$74,363	\$86
5210	MERCER	TRENTON CITY	Yes	16,624	73%	\$7,687,343	\$462	\$7,239,256	\$435
5220	OCEAN	TUCKERTON BORO	No	328	38%	\$86,856	\$265	\$51,045	\$156
5230	MONMOUTH	UNION BEACH	No	753	31%	\$153,212	\$203	\$28,312	\$38
5240	HUDSON	UNION CITY	Yes	11,754	88%	\$6,495,590	\$553	\$6,223,084	\$529

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District Code	County	District	High Need	Projected Resident Enrollment	Low-Income Rate	Fully Funded Security	Fully Funded Security Per Pupil	Appropriated Security	Appropriated Security Per Pupil
5260	UNION	UNION COUNTY VOCATIONAL	No	1,948	14%	\$219,459	\$113	\$201,372	\$103
5270	HUNTERDON	UNION TWP	No	366	2%	\$31,653	\$86	\$36,554	\$100
5290	UNION	UNION TWP	Yes	7,012	40%	\$2,085,327	\$297	\$423,870	\$60
5300	CUMBERLAND	UPPER DEERFIELD TWP	Yes	749	66%	\$301,225	\$402	\$187,464	\$250
5310	MONMOUTH	UPPER FREEHOLD REGIONAL	No	1,542	6%	\$138,655	\$90	\$123,383	\$80
5320	SALEM	UPPER PITTSBORO TWP	No	405	14%	\$43,358	\$107	\$55,469	\$137
5330	BERGEN	UPPER SADDLE RIVER BORO	No	1,037	0%	\$88,596	\$85	\$53,937	\$52
5340	CAPE MAY	UPPER TWP	No	1,801	12%	\$176,058	\$98	\$179,311	\$100
5350	ATLANTIC	VENTNOR CITY	Yes	733	52%	\$249,972	\$341	\$344,749	\$470
5360	SUSSEX	VERNON TWP	No	2,845	19%	\$370,583	\$130	\$341,922	\$120
5370	ESSEX	VERONA BORO	No	2,206	1%	\$192,022	\$87	\$175,630	\$80
5380	MORRIS	DOVER TOWN (VICTORY GARDENS)	Yes	258	79%	\$129,161	\$501	\$123,036	\$477
5390	CUMBERLAND	VINELAND CITY	Yes	9,829	65%	\$3,923,380	\$399	\$3,354,282	\$341
5400	CAMDEN	VOORHEES TWP	No	2,814	13%	\$296,837	\$106	\$236,331	\$84
5410	BERGEN	WALDWICK BORO	No	1,632	0%	\$139,428	\$85	\$125,909	\$77
5420	MONMOUTH	WALL TWP	No	3,106	11%	\$310,765	\$100	\$341,937	\$110
5430	BERGEN	WALLINGTON BORO	No	1,246	32%	\$270,874	\$217	\$258,918	\$208
5435	SUSSEX	WALLKILL VALLEY REGIONAL	No	593	18%	\$73,297	\$124	\$67,325	\$114
5440	PASSAIC	WANAQUE BORO	No	855	20%	\$116,825	\$137	\$23,490	\$27
5460	WARREN	WARREN COUNTY VOCATIONAL	No	441	24%	\$66,551	\$151	\$27,869	\$63
5465	WARREN	WARREN HILLS REGIONAL	No	1,611	19%	\$200,504	\$124	\$46,884	\$29
5470	SOMERSET	WARREN TWP	No	1,452	0%	\$127,811	\$88	\$127,811	\$88
5480	WARREN	WASHINGTON BORO	No	447	33%	\$98,163	\$220	\$96,092	\$215
5490	BURLINGTON	WASHINGTON TWP	No	59	19%	\$7,539	\$128	\$9,777	\$166
5500	GLOUCESTER	WASHINGTON TWP	No	6,953	21%	\$958,040	\$138	\$944,104	\$136
5510	MERCER	ROBBINSVILLE TWP	No	3,115	4%	\$272,743	\$88	\$259,044	\$83
5520	MORRIS	WASHINGTON TWP	No	1,902	3%	\$166,730	\$88	\$176,840	\$93
5530	WARREN	WASHINGTON TWP	No	368	20%	\$48,588	\$132	\$49,011	\$133
5540	SOMERSET	WATCHUNG BORO	No	576	1%	\$50,717	\$88	\$12,631	\$22
5550	SOMERSET	WATCHUNG HILLS REGIONAL	No	1,451	1%	\$128,086	\$88	\$83,096	\$57
5560	CAMDEN	WATERFORD TWP	No	1,409	25%	\$223,394	\$159	\$200,265	\$142
5570	PASSAIC	WAYNE TWP	No	7,307	6%	\$646,614	\$88	\$154,816	\$21
5580	HUDSON	WEEHAWKEN TWP	No	1,234	33%	\$285,657	\$231	\$351,824	\$285
5590	GLOUCESTER	WENONAH BORO	No	147	0%	\$12,124	\$82	\$0	\$0
5610	CAPE MAY	WEST CAPE MAY BORO	No	81	18%	\$9,449	\$117	\$11,934	\$147
5620	GLOUCESTER	WEST DEPTFORD TWP	No	2,772	27%	\$471,430	\$170	\$293,580	\$106
5630	ESSEX	WEST ESSEX REGIONAL	No	1,650	2%	\$144,393	\$88	\$29,634	\$18
5640	MONMOUTH	WEST LONG BRANCH BORO	No	518	16%	\$60,309	\$116	\$12,310	\$24
5645	MONMOUTH	LOCH ARBOUR	No	8	0%	\$677	\$85	\$448	\$56
5650	PASSAIC	WEST MILFORD TWP	No	2,892	15%	\$330,749	\$114	\$339,929	\$118
5660	MORRIS	WEST MORRIS REGIONAL	No	2,205	1%	\$190,963	\$87	\$213,804	\$97
5670	HUDSON	WEST NEW YORK TOWN	Yes	7,335	86%	\$3,970,798	\$541	\$3,601,834	\$491
5680	ESSEX	WEST ORANGE TOWN	No	6,765	38%	\$1,899,177	\$281	\$1,866,353	\$276
5690	PASSAIC	WOODLAND PARK	No	1,102	35%	\$262,099	\$238	\$264,037	\$240
5700	CAPE MAY	WEST WILDWOOD	Yes	28	67%	\$11,417	\$408	\$3,790	\$135
5715	MERCER	W WINDSOR-PLAINSBO REG	No	9,068	3%	\$785,283	\$87	\$173,051	\$19
5720	BURLINGTON	WESTAMPTON	No	981	23%	\$149,322	\$152	\$93,300	\$95
5730	UNION	WESTFIELD TOWN	No	5,880	1%	\$510,051	\$87	\$437,833	\$74

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5740	GLOUCESTER	WESTVILLE BORO	Yes	311	59%	\$116,563	\$375	\$124,456	\$400
5755	BERGEN	WESTWOOD REGIONAL	No	2,784	8%	\$263,465	\$95	\$55,037	\$20
5760	ATLANTIC	WEYMOUTH TWP	No	160	37%	\$40,347	\$252	\$58,408	\$365
5770	MORRIS	WHARTON BORO	Yes	688	54%	\$252,879	\$368	\$242,102	\$352
5780	WARREN	WHITE TWP	No	340	17%	\$39,440	\$116	\$49,562	\$146
5790	CAPE MAY	WILDWOOD CITY	Yes	744	90%	\$383,564	\$516	\$306,033	\$411
5800	CAPE MAY	WILDWOOD CREST BORO	No	257	29%	\$46,275	\$180	\$49,788	\$194
5805	BURLINGTON	WILLINGBORO TWP	Yes	3,572	65%	\$1,473,832	\$413	\$1,086,670	\$304
5810	UNION	WINFIELD TWP	No	135	24%	\$21,248	\$157	\$37,248	\$276
5820	CAMDEN	WINSLOW TWP	Yes	4,478	48%	\$1,455,914	\$325	\$1,389,418	\$310
5830	BERGEN	WOOD-RIDGE BORO	No	1,140	11%	\$116,471	\$102	\$22,479	\$20
5840	CAPE MAY	WOODBINE BORO	Yes	227	61%	\$84,815	\$374	\$94,856	\$418
5850	MIDDLESEX	WOODBRIIDGE TWP	No	13,871	35%	\$3,368,154	\$243	\$2,785,278	\$201
5860	GLOUCESTER	WOODBURY CITY	Yes	1,564	64%	\$628,269	\$402	\$499,272	\$319
5870	GLOUCESTER	WOODBURY HEIGHTS BORO	No	243	23%	\$36,180	\$149	\$3,952	\$16
5880	BERGEN	WOODCLIFF LAKE BORO	No	680	2%	\$58,517	\$86	\$44,572	\$66
5890	BURLINGTON	WOODLAND TWP	No	114	18%	\$13,994	\$123	\$16,311	\$143
5900	CAMDEN	WOODLYNNE BORO	Yes	550	82%	\$271,192	\$493	\$249,492	\$454
5910	SALEM	WOODSTOWN-PIESGROVE REG	No	1,164	25%	\$184,278	\$158	\$191,878	\$165
5920	BERGEN	WYCKOFF TWP	No	1,881	0%	\$160,706	\$85	\$118,034	\$63

Appendix B: New Jersey High Poverty District Demographics and Suspension Rates

District Category	White %	Hispanic %	Black %	Out-of-School Suspension Rate	Total Suspension Rate
High Poverty	19%	51%	24%	3.5%	5.1%
Not High-Poverty	62%	14%	7%	1.6%	2.7%
All Districts	44%	29%	14%	2.4%	3.7%

District demographics and suspension rates from New Jersey Department of Education School Performance Reports, 2018-19