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ANTI-BULLYING LAWS AND POLICIES
IN SOUTHERN NEW JERSEY

By
Joanna M. Wardrop

A Thesis

Submitted in partial fulfillment of the requirements of the
Masters of Arts Degree
Of Graduate School
At Rowan University
May 3, 2006

Approved by

Professor

Date Approved

May 1, 2006

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ABSTRACT

Joanna M. Wardrop
Anti-bullying Laws and Policies in Southern New Jersey
2005/2006
Dr. Molinari
Masters in Art in Elementary School Teaching

The purpose of this study was to discover the anti-bullying laws set by New Jersey legislatures. It was also to discover whether school districts in the five southern-most counties of New Jersey are following these laws. Finally, this study attempted to discover which, if any, anti-bullying services are being utilized by school districts in these counties.

This study consisted of a survey which was sent to the 110 superintendents in school districts in the five southern-most counties of New Jersey. The survey contained multiple choice, yes/no, and open-ended questions. The goal of the survey was to find the percentages of schools which have the needed elements in their anti-bullying policies and the percentage of districts which utilize anti-bullying services offered in New Jersey.

This study concluded that school districts in the five southern-most counties of New Jersey have anti-bullying policies. However, these anti-bullying policies do not fully follow the anti-bullying laws of New Jersey. Finally, this study found that many school districts are not utilizing the anti-bullying services available.

MINI ABSTRACT

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The purpose of this study was to discover the anti-bullying laws of New Jersey. It was also to discover whether school districts in the five southern-most counties of New Jersey fully follow the anti-bullying laws. Finally, the purpose of this study was to discover whether these school districts utilize the anti-bullying services offered in the state of New Jersey. In order to obtain this information, a survey was sent to school districts in the five southern-most counties of New Jersey.

ACKNOWLEDGEMENTS

I wish to express my appreciation to my family for all of their loving support. Thank you for all of the phone calls and all of the needed encouragement.

I wish to also thank the members of my Hulmeville church family for their support and prayers.

I wish to dedicate this paper to all of the children and teachers, past and present, who deal with bullying everyday. I admire the courage that it takes to go to school everyday and look into the face of bullying. I am encouraged by your hard work and dedication that you show toward changing our schools. May we all work together that we may live in a world where everyone can feel safe and accepted?

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CHAPTER 1

Significance of the Study

Introduction

Teachers in this country are expected to teach children basic facts and skills. However, today's teachers are required to teach much more than the basic subjects. In addition to teaching basic skills, teachers must also teach civics, world languages, conflict resolution, and character education, among other subjects.

Today, schools are different than they were in the past. Society has moved from the industrial age to the information age. People are exposed to more violence than ever before. Anyone can turn on the nightly news and hear story after story of violence. Children, too, can see a steady stream of violence on television, in the movies, and in computer games. It is estimated that children spend 1,680 minutes a week watching television, while they spend an average of 3.5 minutes a week in meaningful conversations with a parent (The Sourcebook for Teaching Science [TSTS], 2001). Children will spend an average of 900 hours in school a year and an average of 1,500 hours a year in front of the television (TSTS, 2001). By the time children finish elementary school they have vicariously witnessed 8,000 murders on TV. By the time they are 18 years old, they have witnessed 200,000 acts of violence (TSTS, 2001). This violence has made its way into the schools. Teachers are faced with the ever growing challenge of dealing with bullies and bullying situations. Bullying is no longer seen as

part of growing up. Instead it is an issue that must be dealt with. Having to deal with bullying situations not only takes time away from teaching, but it also affects the overall atmosphere of the classroom and school.

Everyday 160,000 children in this country report being afraid to go to school, because they fear being victimized by bullies (New Jersey Child Assault Prevention [NJ CAP], para. 2). It is estimated that, 1 in 7 children will be in a bullying situation, either as a bully or a victim (Singley, 2003). This affects the classroom and school environment in many ways.

Karen Osterman (2004) states that all people have three basic psychological needs: competence, autonomy, and a sense of belonging. When these are not met, students begin to disengage. Students who feel powerless or who do not feel they belong will see school as a negative experience. They, in turn, may react by becoming withdrawn or aggressive (Siris & Osterman, 2004).

In the past, bullying was seen as a part of growing up. Then on April 20, 1999 in Colorado, two students entered Columbine High School and fired guns at their classmates and detonated bombs throughout the school. In total twelve students were killed and 24 were wounded (Wikipedia, 2005). This tragedy served as a wake-up call for schools, indicating that bullying is a serious situation, needing to be attended to. High school cliques, violent movies, and violent video games were closely looked at as catalysts to increased violence (Wikipedia, 2005). Chief of the Office of Bias Crimes and Community Relations in New Jersey, Hester Agudosi stated, "The shootings at Columbine put the seriousness of bullying on the map. Since then, there has been a grass

roots movement as parents and victims have come to the forefront to see how the problems of bullying can be addressed.” (Portnoy, n.d.)

New Jersey responded to this new concern over bullying by establishing the New Jersey Coalition for Bullying Awareness and Prevention in 2000. This coalition is run by the Office of Bias Crime and Community Relations (OBCCR) (Portney, n.d.). On September 6, 2002 former Governor Jim McGreevey signed an anti-bullying law for the state of New Jersey. This law requires that all school districts must have an anti-bullying policy by September 1, 2003. This policy must include definitions of bullying, consequences, and procedures for reporting and investigating incidents. (Office of Bias Crimes and Community Relations [OBCCR], 1996-2003) The law also states that students, staff, and parents are required to be informed of this law. (Portnoy, n.d.) This law ensures that schools offer protection when bullying is motivated by “any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, a mental, physical, or sensory handicap, or by any other distinguishing characteristic.” (OBCCR, 1996-2003.)

In 2003 the Office of Bias Crimes and Community Relations of New Jersey launched an anti-bullying campaign entitled New Jersey Cares about Bullying. (Portney, n.d.) The purpose of this campaign was to “educate the public about the dynamics of bullying and about the new anti-bullying law” (OBCCR, 1996-2003.)

According to the anti-bullying law of New Jersey, schools had to have anti-bullying policies in place for the 2003-2004 school year. Have schools complied with his law? Have these new policies worked to decrease the number of incidents of bullying?

Are schools aware of, and do they utilize the services of the New Jersey Cares about Bullying campaign and the New Jersey Coalition for Bullying Awareness and Prevention?

Purpose of the Study

The purpose of this study is to investigate the influences of the New Jersey anti-bullying legislation of 2002. It is also the purpose of this study to investigate the percentage of schools in the five southern-most counties of New Jersey that have implemented anti-bullying policies in accordance to the 2002 anti-bullying laws of New Jersey. In addition, this study will investigate the level of compliance to the anti-bullying laws of the five southern-most counties of New Jersey. Finally, this study will determine if school districts in the five southern counties of New Jersey have utilized the services of the New Jersey Cares about Bullying campaign, the New Jersey Coalition for Bullying Awareness and Prevention created by the Office of Bias Crimes and Community Relations, and the New Jersey Child Assault Prevention: “No More Bullies, No More Victims program.

Statement of the Hypotheses

- 1) Could it be that school districts in the five southern-most counties of New Jersey have implemented anti-bullying policies since the passage of the 2002 New Jersey anti-bullying law?

- 2) Could it be that school districts in the five southern-most counties of New Jersey have included the minimum elements required by the New Jersey anti-bullying law of 2002?
- 3) Could it be that school districts in the five southern-most counties of New Jersey have used the services of the New Jersey Cares about Bullying campaign, the New Jersey Coalition for Bullying Awareness and Prevention, or the New Jersey Child Assault Prevention: “No More Bullies, No More Victims” program?

Null Hypotheses

- 1) There will be no difference between the number of schools that had anti-bullying policies in place before the implementation of the 2002 New Jersey anti-bullying legislation and the number of schools that had anti-bullying policies after the implementation of the 2002 New Jersey anti-bullying legislation.
- 2) There will be no difference between the elements included in the anti-bullying policies used in schools in the southern-most counties of New Jersey and the minimum elements required in anti-bullying policies stated by the 2002 New Jersey anti-bullying legislation.
- 3) There will be no differences between the anti-bullying services offered by the Office of Bias Crimes and Community Relations and New Jersey Child Assault Prevention and the number of services used by schools in the southern-most counties of New Jersey.

Method of Study

Research was conducted through a review of literature on definitions of bullying and examples of acts of bullying. Research was also conducted on the effects of bullying on the bullies, victims, and observers. Finally, research was conducted on the current anti-bullying legislation in New Jersey.

A written survey was constructed to discover the anti-bullying policies in schools in southern New Jersey. This survey was reviewed for validity and reliability. Finally, it was sent to the anti-bullying policy facilitator in various school districts throughout the five southern-most counties of New Jersey. Participants were asked to questions to discover if the anti-bullying policies are used throughout the area.

The survey consisted of multiple-choice questions. The questions were used to discover the percentage of school districts in the area that currently have anti-bullying policies in place. The questions also were used to determine if the policies contain the elements required by the New Jersey anti-bullying legislation. Finally, the questions will be used to determine if school districts use the services offered by the New Jersey Cares about Bullying campaign, the New Jersey Coalition for Bullying Awareness and Prevention, or the New Jersey Child Assault Prevention: “No More Bullies, No More Victims” program. This part of the survey was also used to discover any other anti-bullying curriculum or techniques being used.

Assumptions and Limitations

It is assumed that the anti-bullying facilitators at in the school districts in the five southern-most counties of New Jersey have a clear definition of bullying. It is assumed that bullying is present in school, in varying forms. It is also assumed that the anti-bullying facilitators in the schools desire to decrease the effect bullying has on the school environment and are willing to participate in this study. Finally, it is assumed that there are anti-bullying policies present in all of the school districts in the study area.

This study is limited to the facilitators working at schools in the five southern-most counties of New Jersey who are willing to participate in the study. The small number of respondents and the non-random sample limited the generality of this study. It cannot be assumed that the results of this study apply to a larger population.

This study is also limited because only school districts without anti-bullying polices may choose not to complete and return surveys. Therefore the information may be reflective of school districts with anti-bullying policies and not all school districts in these counties.

Definitions of the Study

For this study *bullying* is defined as:

physical, verbal, or psychological attack or intimidation that is intended to cause fear, distress or harm to the victim; an abuse of power in an asymmetric power relationship, with the more powerful child oppressing the less powerful one;...and repeated incidents between the same children

over a prolonged and sustained period of time. (Swain, 1998, p.359) The term *five southern-most counties of New Jersey* refers to the following counties: Gloucester, Salem, Atlantic, Cumberland, and Cape May. The term *anti-bullying policy facilitator* refers to the person or people who are in charge of implementing the anti-bullying policies in each school district. This may include, but is not limited to principals, assistant principals, guidance counselors, or action teams. The term *participant* refers to the individual who completes the survey in this study.

Organization of the Study

Chapter 1 explains the significance of the study. It gives an introduction and states the purpose and hypotheses of the study. It also contains assumptions and limitations, as well as a description of the setting of the study. Finally, Chapter 1 gives definitions used in this study.

Chapter 2 contains a literature review. The literature review consists of pertinent information on bullying, anti-bullying, and New Jersey anti-bullying policies and laws.

Chapter 3 describes the study methodology. It describes the instrument used to gather information from school districts in the five southern-most counties of New Jersey.

Chapter 4 reports the finding of the survey used in this study. This chapter also reports the analysis of findings.

Chapter 5 summarizes and discusses the findings. It also contains conclusions of the study and recommendations for future actions and studies.

CHAPTER 2

Literature Review

Because bullying has been an important topic in schools over recent years, much research has been done on the topic. This chapter reviews the literature on bullying, groups involved in bullying, and the effects of bullying in schools on staff and students. This chapter will also review the literature on New Jersey anti-bullying laws. Finally, this chapter will review the literature on anti-bullying services offered to schools in the state of New Jersey.

Research on Bullying

Bullying in schools has received more media attention in the past three decades than in other time in history. This is, in part, due to the fact that more attention has been given to suicide and homicide cases where bullying was a major factor (Dake, Price, & Telijonna, 2003). It is estimated that 1 in 7 students has been involved in a bullying situation (Singley, 2003). In fact, 160,000 students report having fear at the idea of going to school because of bullying (NJ CAP, para. 2). According to the Kaiser Family Foundation, 8-15 year olds reported fearing bullying more than drugs, alcohol, or AIDS. (Bitman, 2005).

Much of the focus has been cast on bullying incidents which happen in the secondary schools. However, rates of bullying have been found to be higher in

elementary schools. In fact, the rates of bullying are highest in elementary schools, with a steady decline through secondary schools (Dake et al., 2003). It becomes important for school teachers and staff to be able to identify potential bullying situations and aid students in preventing bullying and dealing with it once it begins.

Bullying is defined by several key elements:

physical, verbal, or psychological attack, or intimidation that is intended to cause fear, distress or harm to the victim; an abuse of power in an asymmetric power relationship, with the more powerful child oppressing the less powerful one;...and repeated incidents between the same children over a prolonged and sustained period of time. (Swain, 1998, p.359)

It is important to recognize what bullying is not. According to Dan Olweus, an early pioneer in bullying research, bullying is not an incident between two students of the same strength, nor is it a single isolated instance (Swain, 1998).

There are several forms that bullying may take. Bullying can be verbal or nonverbal. It can also take the form of physical, emotional, or social abuse. Consistent insulting, threatening, and excluding must be included in the definition of bullying (Singley, 2003).

Bullying includes three different groups of people: the bully, the victim, and the observers. It is important to know the characteristics of each group. These are described in the following paragraphs.

First, one surprising fact is that bullies tend to be popular (Pearson, 2004). However, they do tend to have characteristics different from children who are simply

aggressive. Children who bully tend to be unwilling to accept others' ideas, lack ability to negotiate during play, and tend to demand rather than suggest play themes (Hoover & Hazler, 1991). Bullies also tend to focus on certain students instead of every student indiscriminately. This usually means that bullies do not receive the same punishments as students who are simply aggressive (Hoover & Hazler, 1991). Bullies desire power and are easily agitated. They have learned to use aggression as a way to relate to others and receive attention. They often have high self-esteem and feel that the world is based on the right of some to dominate while others should submit (NJ CAP, 2002).

Next, research had been conflicting as to the characteristics of victims of bullying. Dan Olweus found that the only physical difference in victimized students versus non-victimized students is the size of the students (Dake et al., 2003). However, L.F. Llowenstein found that victims tended to be less attractive and had more odd mannerisms or physical disabilities than students who were not victimized (Dake et al., 2003). Studies have found that boys tend to be bullied by boys, and girls can be bullied by boys or girls. However, girls seldom bully boys (Dake et al., 2003). Victims tend to be less popular and show lower self-esteem, social isolation, and physical weakness (Hoover & Hazler, 1991). Victims may then turn to bullying others who are smaller and weaker (NJ CAP, 2002).

The last group that is involved in bullying scenarios is the observer, or bystander group. Within this group there are several subgroups. Children who reinforce bullying by watching, laughing, and providing an audience are known as reinforcers. Students who take the side of the victim or make efforts to stop the bullying are known as

defenders. Finally, students who stay away from the situation are known as outsiders (Dake & Price, 2003).

It becomes important for teachers to be able to identify bullies and victims. Bullying should not be considered a “normal part of growing up.” In fact, bullying can be related to more serious, future problems, such as weapon carrying, frequent fighting, and fighting related injuries. Children who bully and children who are bullied are at a greater risk for violent behavior (“Bullying and Violence,” 2003). Observers of bullying may feel anxious at being the next victim. They may also feel guilt and shame at not helping the victim (NJ CAP, 2002).

There are a number of factors that will influence the likelihood of teachers being able to identify bullies and victims. Studies have found that elementary school teachers are able to identify bullies and victims more accurately than secondary teachers (Leff, Kupersmidt, Patterson, & Power, 1999). This may be due to the fact that bullying in the secondary schools is more rare and covert, making it more difficult for teachers to identify it (Leff et al., 1999). However, it can still be difficult for elementary school teachers to identify instances of bullying. Although elementary school-age victims and observers are more likely to report bullying, they tend to have difficulty identifying bullies. Children may label inappropriate behavior as bullying and then overlook actual bullying behavior as something that children “just do” (Pearson, 2004).

Teachers must be able to educate students in preventing and dealing with bullying situations. Bullying situations must be handled immediately and consistently. Lack of

consequences can increase the likelihood of future bullying incidents (Yoon & Kerber, 2003). Future bullying behaviors will also be reinforced by a bully's successful domination of a victim (Yoon & Kerber, 2003).

Studies have found that there are other factors that may influence a teacher's likelihood of intervening in a bullying situation (Yoon, 2004). According to Jina S. Yoon (2004), a teacher's level of self-efficacy, the level of perceived seriousness of the situation, and a teacher's empathy towards the victim all influence the likelihood that he or she will intervene. The factor that has been found to have the greatest influence is the level of perceived seriousness of the situation. In another study Yoon, along with Karen Kerber, found that teachers tend to rate physical bullying the most serious, followed by verbal bullying and social exclusion, respectively (Yoon & Kerber, 2003). Thus teachers are most likely to intervene when bullying takes a physical form.

Once teachers have successfully identified bullies, victims, and observers, it becomes important for teachers to work with students to stop instances of bullying. Teachers can work with the three groups in bullying situations: bullies, victims, and observers. Everyone in the school needs to know that teachers and staff will intervene in these situations (Garrity, Jens, Porter, Sager, & Short-Camilli, 1997). Bullies need to be taught to use their leadership strength in positive ways. They must be taught to seek power and attention in prosocial directions (Garrity et al., 1997).

Victims must feel supported and protected. Teachers must also increase victims' social and interpersonal skills (Garrity et al., 1997). Teachers must also be cognizant of

victims' psychological needs: competence, autonomy, and sense of belonging (Siris & Osterman, 2004). By doing this, acts of withdrawing and disengaging can be decreased (Siris & Osterman, 2004). Finally, teachers need to educate the observer group. By empowering this group, the power shifts from the bully. Observers need to be given the knowledge and skills to intervene in bullying situations. This may be attempting to stop an act of bullying or reporting bullies to the proper faculty (Garrity et al., 1997).

Research on Anti-bullying Laws in New Jersey

Since the shootings at Columbine High School in 1999, schools have been forced to take a more serious look at bullying. Chief of Office of Bias Crimes and Community Relations in New Jersey, Hester Agudosi stated, "The shootings at Columbine put the seriousness of bullying on the map. Since then, there has been a grass roots movement as parents and victims have come to the forefront to see how the problems of bullying can be addressed." (Portnoy, n.d.)

In 2000 The New Jersey Coalition for Bullying Awareness and Prevention was established. This coalition is run by the Office of Bias Crime and Community Relations (OBCCR) (Portney, n.d.). On September 6, 2002 former Governor Jim McGreevey signed an anti-bullying law for the state of New Jersey. This law required that all school districts must have an anti-bullying policy by September 1, 2003. (Office of Bias Crimes and Community Relations [OBCCR], 1996-2003). This made New Jersey the second

state to establish a state-wide anti-bullying campaign. Colorado was the first in 2001. (Dolen, 2002). New Jersey's anti-bullying legislation (N.J.S.A. 18A:37-13et seq.) was adopted by the State and General Assembly of the State of New Jersey on May 20, 2002. This legislation was adopted because "a safe and civil environment in school is necessary for students to learn and achieve high academic standards; harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment..." (210th Legislature, 2002).

The state of New Jersey defines harassment, intimidation, and bullying as:
"any gesture or written, verbal, or physical act that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory handicap, or by any other distinguishing characteristic" (210th Legislature, 2002).

The anti-bullying legislation will cover any incident defined as harassment, intimidation, or bullying that occurs on school property, at school-sponsored events, or on a school bus. (210th Legislature, 2002).

School districts are given local control over the content of the anti-bullying policy. However, the policy must contain the following ten components:

- 1) a statement prohibiting harassment, intimidation, and bullying of a student;
- 2) a definition of harassment, intimidation, and bullying. The definition must be no less inclusive than the definition given by this legislation;

- 3) a description of expected student behavior;
- 4) consequences and appropriate action for a person who commits an act of harassment, intimidation, or bullying;
- 5) a procedure for reporting an act of harassment, intimidation, or bullying, including a procedure to report an act anonymously;
- 6) a procedure for prompt investigation of reports of violations and complaints. This must also identify the person who is responsible for such an investigation;
- 7) the range of ways in which a school will respond to a reported incident of harassment, intimidation, or bullying;
- 8) a statement prohibiting reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. It will also include consequences and appropriate action for a person who engages in reprisal or retaliation;
- 9) consequences and remedial action for a person who falsely accuses another as a means of retaliation or as a means of harassment, intimidation, or bullying; and
- 10) a statement of how this policy is to be publicized, including notice that the policy also applies to school-sponsored functions.

Policies are to be in place by September 1, 2003. Policies must also be publicized to staff, faculty, parents, and students. Rules, procedures, standards of conduct, and consequences must be included in any school handbook (210th Legislature, 2002).

Research on New Jersey Anti-bullying Campaigns

In response to the increasing concern of bullying in the schools, the Office of Bias Crime and Community Relations [OBCCR] has launched a number of anti-bullying in 2000. It involves government and nongovernmental agencies (Portney, n.d.). Its mission is to “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.” (NJBullying.org, 2005). The objectives of the New Jersey Coalition for Bullying Awareness and Prevention are the following:

- 1) to encourage all adults, especially parents and members of the school community to help implement school-based anti-bullying programs;
- 2) to promote awareness of effective strategies for bullying prevention;
- 3) to advocate for increased funding for anti-bullying research and prevention; and
- 4) to support school-based bullying prevention through legislation, public policy, community education, and program development

(NJBullying.org, 2005).

The New Jersey Coalition for Bullying Awareness and Prevention provides community education and advice to parents on anti-bullying strategies. It also publishes a guide for school administrators. Finally, this network supports and extends the hotline run by the OBCCR. (Portney, n.d.).

The Office of Bias Crime and Community Relations launched a nation-wide

anti-bullying campaign in 2003. This campaign was called New Jersey Cares about Bullying. (Portney, n.d.) This campaign offers a support line to give targets of bullying and their families guidance and resources. It provides anti-bullying training for parents, educator, law enforcers, communities, and government leaders. It promotes public education through brochures, posters, public service announcements, and other materials aimed at youth and adults. Finally, this campaign helps build collaboration between governmental, non-profit and community groups to encourage bystanders to intervene when witnessing bullying incidents, improve services for victims, and increase interventions for those who bully. (Portney, n.d.).

A number of other programs have been developed to educate teachers in preventing bullying. One such program is the New Jersey Child Assault Prevention (NJ CAP) program called “No More Bullies, No More Victims.” It has been developed to provide workshops for teachers, as well as, parents and students. Their goals are to:

- raise awareness and identify types of bullying and harassment,
- encourage anti-bullying/harassment policies,
- train adults in appropriate intervention strategies, and
- improve student communication, conflict resolutions, problem solving and, other social skills (NJ CAP, 2005).

Summary of the Literature Review

Over the past three decades, more emphasis has been given to the areas of bullying and victimization in the schools. Bullying can leave long-lasting effects on both

the bullies and victims. Because of this, New Jersey legislators have developed an anti-bullying law. This law requires school districts to define bullying policies and consequences. Two new campaigns have been developed by the Office of Bias Crime and Community Relations. The New Jersey Coalition for Bullying Awareness and Prevention and the New Jersey Cares about Bullying campaign offer services to parents, victims, schools, and communities to help prevent bullying. The New Jersey Child Assault Prevention program “No More Bullies, No More Victims” program is another anti-bullying policy offered to school districts.

CHAPTER 3

Design of the Study

Chapter 3 in this study explains the design of the study. The first section will describe the population and sample selected for this study. It includes information about New Jersey, as well as, information about the five southern-most counties of New Jersey.

The second section in this chapter describes the process with which the sample population was selected.

The third section of this chapter describes the instrument used to obtain information for this study. It reviews the hypothesis questions and describes each section of the survey. It also includes the elements required to be in an anti-bullying policy.

The fourth section of this chapter describes the process which validity and reliability were tested.

The fifth section of this chapter describes the process which the completed surveys were analyzed and tested. It also describes how data would be recorded.

Description of the Population and Sample

New Jersey is located in the mid-Atlantic area of the United States of America. It is bordered by the Atlantic Ocean to the east, New York to the north, Pennsylvania and the Delaware River to the west, and Delaware to the south. All of New Jersey is

considered to be a metropolitan area. New Jersey consists of 21 counties.

New Jersey is 7,417 square miles. The average number of people per square mile is 1,134.4 (US Census Bureau, 2000). The average household income in New Jersey is \$55,146. This is higher than the country's average of \$41,994. (US Census Bureau, 2000).

The largest percent (66%) of people in New Jersey are of the Caucasian ethnic group. 13.6% are African American. 13.3% are Latino or Hispanic descent. The lowest percents reported were Asian at 5.7% and American Indian at .2%. Of the people in the census, 5.4% reported being of ethnic group not mentioned, while 2.5% reported being from two or more ethnic groups (US Census Bureau, 2000).

The five southern-most counties of New Jersey are Gloucester, Salem, Atlantic, Cumberland, and Cape May. Together, these counties are 1,968 square miles, with Atlantic County being the largest at 561 square miles and Cape May being the smallest at 255 square miles (US Census Bureau, 2000). As of the 2000 census, there were a total of 820,274 people living in these five counties (US Census Bureau, 2000). There was an average of 425 people per square mile. Gloucester County had the most people per square mile (784.3), while Salem County had the fewest (190.3) (US Census Bureau, 2000). The average household income, as of 1999, was \$44,904. This ranged from \$54,273 in Gloucester County to \$39,150 in Cumberland County (US Census Bureau, 2000).

According to the 2000 U.S. Census, 89% of the population of Gloucester County lives in urban areas, while 11% live in rural areas. Eighty-six percent of the population of Atlantic County lives in urban areas. Fourteen percent lives in rural areas. In Cape

May County 84% of the people lives in urban areas, while 16% live in rural areas. In Cumberland County 80% lives in urban areas and 20% lives in rural areas. Salem County has the largest percent of people living in rural areas at 42%. The remaining 58% lives in urban areas (Census 2000 Data for New Jersey.)

The largest percentage of people living in the five southern counties of New Jersey was Caucasian. This group comprised of an average of 75.5% of the population, with Cape May County having the highest percentage (90%) and Cumberland County having the lowest (58.4%) (US Census Bureau, 2000). This percent is greater than the average throughout the entire state of New Jersey, where the percent of Caucasian people is 66% (US Census Bureau, 2000). The next largest population was the African-American population, averaging 13.4%. This is about the same as the New Jersey average (13.6%) (US Census Bureau, 2000). Cumberland County had the largest percentage of African-Americans at 20.2% while Cape May County had the lowest at 5.1%. (US Census Bureau, 2000). Latino/Hispanic was also a significant percent of the population in these counties. They comprised an average of 8.2% of the population. However, this is less than the New Jersey average, which is 13.3% (US Census Bureau, 2000). Cumberland County had the largest percentage of Latino/Hispanics at 19% and Gloucester County was the lowest at 2.6%. (US Census Bureau, 2000). The average percentage of Asians was 1.8%, while the average percentage of American Indians was .4%. (US Census Bureau, 2000). An average of 3.8% percent of the population reported belonging to a heritage group other than what was listed. An average of 1.9% of the people reported belonging to two or more ethnic groups. (US Census Bureau, 2000).

The New Jersey average of people of Asian decent is 5.7%. American Indians were reported at .2%. People who reported being of other decent was 5.4%, while people reporting being of more than one ethnic group was 2.5% (US Census Bureau, 2000).

Twenty-five percent of the population of the five counties are 18 years or younger. This percent was similar in all five counties. Gloucester County had 26.4%, while Cape May County was the lowest at 22.3% (US Census Bureau, 2000). In all five counties there are 14,574 children in nursery or preschool. There are 11,650 children enrolled in kindergarten. There are 101,130 children in elementary school (grades 1-8). There are 48,547 students in high school (grades 9-12). (US Census Bureau, 2000). An average of 78.5% of people 25 years or older in these counties graduated high school. The percent for each county ranged from 84.3% in Gloucester County to 68.5% in Cumberland County. This is lower than the average for the entire state of New Jersey, which is 82.1% (US Census Bureau, 2000).

Atlantic County has 26 public school districts. Cape May has 19 school districts. Cumberland County has 16 school districts. Gloucester County has 29 school districts. Finally, Salem County has 15 school districts. This makes a total of 105 school districts throughout the five southern counties of New Jersey (New Jersey Department of Education).

Sample Selection

This study targeted school districts in the five southern-most counties of New Jersey. The counties in the study were Atlantic, Gloucester, Cape May, Cumberland,

and Salem counties. A list of all school districts was obtained from the New Jersey Department of Education website (New Jersey Department of Education). School districts which were not located in one of the five southern-most counties of New Jersey were eliminated from the study.

The participants included anti-bullying facilitators who work in these school districts. This may include, but is not limited to, principals, school counselors, teachers, or a team of school faculty.

Surveys were mailed to every school district in the sample area. One-hundred ten surveys were mailed to the superintendent or designee of each school district. A cover letter, copy of the survey, and an addressed, stamped envelope were included in each packet sent to the school districts. Participants were given approximately two weeks to complete and return surveys. See Appendix A and B to view the cover letter and survey.

Description of the Instrument

This study was designed to be a descriptive study. The study seeks to determine whether school districts in the five southern-most counties of New Jersey have implemented anti-bullying policies which include the minimum requirements stated by the 2002 New Jersey anti-bullying legislation. It also seeks to determine if school districts have observed a decline in the number of bullying incidents and repeat offenders. Finally, this study seeks to discover which anti-bullying services are implemented by the five southern-most counties of New Jersey.

A survey was constructed to answer the following questions:

- 1) Could it be that school districts in the five southern-most counties of New Jersey have implemented anti-bullying policies since the passage of the 2002 anti-bullying law?
- 2) Could it be that school districts in the five southern-most counties of New Jersey have included the minimum elements required by the New Jersey anti-bullying law of 2002?
- 3) Could it be that school districts in the five southern-most counties of New Jersey have used the services of the New Jersey Cares about Bullying campaign, the New Jersey Coalition for Bullying Awareness and Prevention, or the New Jersey Child Assault Prevention: “No More Bullies, No More Victims” program?

Part one of the survey was used to obtain background information. In the first question the five counties in the study were listed. Participants were asked to circle the county in which their school district is located. Participants were then asked to write the name of their school district. This question was optional. Finally, participants were asked to write their position within the school district.

The next part of the survey consisted of yes/no questions. The first question in this survey was designed to determine whether personnel within school districts were aware of the 2002 New Jersey anti-bullying Legislation. The next three questions were designed to determine whether school districts had an anti-bullying policy, and if these policies were implemented or changed after the passage of the 2002 legislation. The next thirteen questions were designed to determine whether school districts’ anti-bullying policies contained the minimum elements required by the 2002 legislation. Anti-bullying

policies should contain each of the following points:

- 1) a statement prohibiting harassment, intimidation, and bullying of a student;
- 2) a definition of harassment, intimidation, and bullying. The definition must be no less inclusive than the definition given by this legislation;
- 3) a description of expected student behavior;
- 4) consequences and appropriate action for a person who commits an act of harassment, intimidation, or bullying;
- 5) a procedure for reporting an act of harassment, intimidation, or bullying, including a procedure to report an act anonymously;
- 6) a procedure for prompt investigation of reports of violations and complaints. This must also identify the person who is responsible for such an investigation;
- 7) the range of ways in which a school will respond to a reported incident of harassment, intimidation, or bullying;
- 8) a statement prohibiting reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. It will also include consequences and appropriate action for a person who engages in reprisal or retaliation;
- 9) consequences and remedial action for a person who falsely accuses another as a means of retaliation or as a means of harassment, intimidation, or bullying; and
- 10) a statement of how this policy is to be publicized, including notice that the policy also applies to school-sponsored functions. (210th Legislature, 2002).

Finally, this portion of the survey is used to determine whether school districts have experienced a decline in the number of bullying incidents and repeat offenders.

The third portion of the survey was used to determine the use of anti-bullying services by the school districts. Participants were asked to write a checkmark to indicate that they use the New Jersey Cares about Bullying Campaign, the New Jersey Coalition for Bullying Awareness and Prevention, and/or the New Jersey Child Assault Prevention: “No More Bullies. No More Victims” program. Participants were also asked to list any other campaigns or services their school district uses.

Finally, participants were asked to write means by which their school district informs staff, parents, and students of their anti-bullying policy. Participants were asked to send a copy of their school district’s anti-bullying policy. See Appendix A to view the survey.

A cover letter was included with each survey. The letter included information about the facilitator of the survey, the intent of the study, and instructions for completing the survey. See Appendix B to view the cover letter.

Validity and Reliability

This survey was tested for both validity and reliability. To test for validity a copy of the survey and the hypothesis questions were given to members in the field of education. They reviewed the survey to ensure that the questions on the survey could be used to validly answer the questions stated in the hypotheses. All reviewers reported that they found the questions were valid and could successfully be used to answer the hypothesis questions. One reviewer suggested stating the minimum needed number of elements in an anti-bullying policy according to the 2002 legislation (part 2 of survey.) It

was determined, however, that stating the minimum number of elements needed in an anti-bullying policy may lead participants to answer yes to elements that may not be included in their school district's anti-bullying policy.

To test for reliability this survey was given to members in the field of education. The survey was then re-administered one week later to the same individuals. Results of both surveys were compared using a T-test to ensure reliability.

Institutional Review Board

This survey was presented to the Institutional Review Board of Rowan University for approval. The study was approved by the board on April 12, 2006. The approval will expire on April 12, 2007. See Appendix C for a copy of the Institutional Review Board approval.

Analysis of the Data

Data from completed surveys were entered onto a spreadsheet. The spreadsheet recorded the school district from which the survey was returned. The percentage of representation of each district from the total of returned surveys was recorded. This section of the survey also recorded the position of the participant who completed the survey. A trend of positions of participants was determined.

Part two of the survey was analyzed to determine the percentage of school districts that developed an anti-bullying policy after the passage of the anti-bullying

legislation of 2002. The percentage of school districts that had an anti-bullying policy before 2002 was recorded. Finally, the percentage of school districts which had an anti-bullying policy before 2002 and change their policy since 2002 was recorded. It was determined that a minimum of 85% of schools with anti-bullying policies in place before and after the 2002 passage of the New Jersey anti-bullying policy must be recorded in order to accept the null hypothesis: There will be no difference between the number of schools that had anti-bullying policies in place before the implementation of the 2002 New Jersey anti-bullying legislation and the number of schools that had anti-bullying policies after the implementation of the 2002 New Jersey anti-bullying legislation.

The next part of the survey recorded the percentage of school districts that have all of the elements in an anti-bullying policy needed according to the New Jersey anti-bullying legislation of 2002. Each element was recorded to find any trends in missing elements. It was determined that a minimum of 85% of school districts must record having the minimum elements needed in an anti-bullying policy since 2002 in order to accept the null hypothesis: There will be no difference between the points included in the anti-bullying policies used in schools in the southern-most counties of New Jersey and the minimum points required in anti-bullying policies stated by the 2002 New Jersey anti-bullying legislation.

The next section recorded the percentage of school district which reported using the anti-bullying services listed on this survey. These services included: The New Jersey Cares about Bullying Campaign, The New Jersey Coalition for Bullying Awareness and Prevention, and the New Jersey Child Assault Prevention: "No More Bullies. No More

Victims”. Participants were also asked to report any other services used in their districts. Each element was recorded to find any trends in missing elements. It was determined that a minimum of 85% of school districts must record using the anti-bullying services provided by New Jersey in order to accept the hypothesis: There will be no differences between the anti-bullying services offered by the Office of Bias Crimes and Community Relations and New Jersey Child Assault Prevention and the number of services used by schools in the southern-most counties of New Jersey.

The last section was analyzed to determine trends in ways that school districts inform staff, parents, and students of the anti-bullying policies. It also analyzed the percentage of school districts which indicated a decline in the number of bullying incidents and the number of repeat bullying offenders.

Limitations of the Study

A number of limitations of the study may have affected the results of the survey. The study is limited by the willingness for school district personnel to participate in the survey. This may further limit the results of the survey if the school district personnel who chose not to participate made the decision based on the fact that their school district does not currently have an anti-bullying policy in place.

The study is also limited by the answers given by the participant of the survey. The facilitator of the survey must assume that the person who completed the survey had a working knowledge of the school district’s anti-bullying policy and could therefore accurately complete the survey.

Summary

The survey used in this study was designed to answer the following questions:

- 1) Could it be that school districts in the five southern-most counties of New Jersey have implemented anti-bullying policies since the passing of the 2002 anti-bullying law?
- 2) Could it be that school districts in the five southern-most counties of New Jersey have included the minimum elements required by the New Jersey anti-bullying law of 2002?
- 3) Could it be that school districts in the five southern-most counties of New Jersey have used the services of the New Jersey Cares about Bullying campaign, the New Jersey Coalition for Bullying Awareness and Prevention, or the New Jersey Child Assault Prevention: “No More Bullies, No More Victims” program?

The survey was then tested to ensure validity and reliability. Then the survey was distributed to a sample of school districts throughout the five southern-most counties of New Jersey. Finally, the results of the survey were compiled to determine if the hypotheses could be accepted or rejected.

CHAPTER 4

Analysis of the Data

This chapter will show the analysis of the data obtained through the surveys. Part one reports the percentage of surveys returned. It also reports the percentage of surveys returned from each district. Finally, this section reports the trends in staff who participated in the survey.

Part two reports the percentage of school districts that indicated having implemented an anti-bullying policy since 2002. It reports the percentage of school districts which have implemented an anti-bullying policy with the minimum elements required by the anti-bullying legislation. It also reports any trends in elements that are missing from the anti-bullying policies. Finally, part two of this chapter indicates the various ways in which staff, parents, and students are informed of the anti-bullying policies. Trends in forms of communication were analyzed.

Part three of this chapter reports the percentage of school districts which indicated using the New Jersey Cares about Bullying campaign, New Jersey Child Assault Prevention, and the New Jersey Coalition for Bullying Awareness and Prevention. It also reports any additional services which are utilized by school districts.

Part four of this chapter reports the percentage of school districts which indicated having a decline in bullying incidents since 2002. It also reports the percentage of school

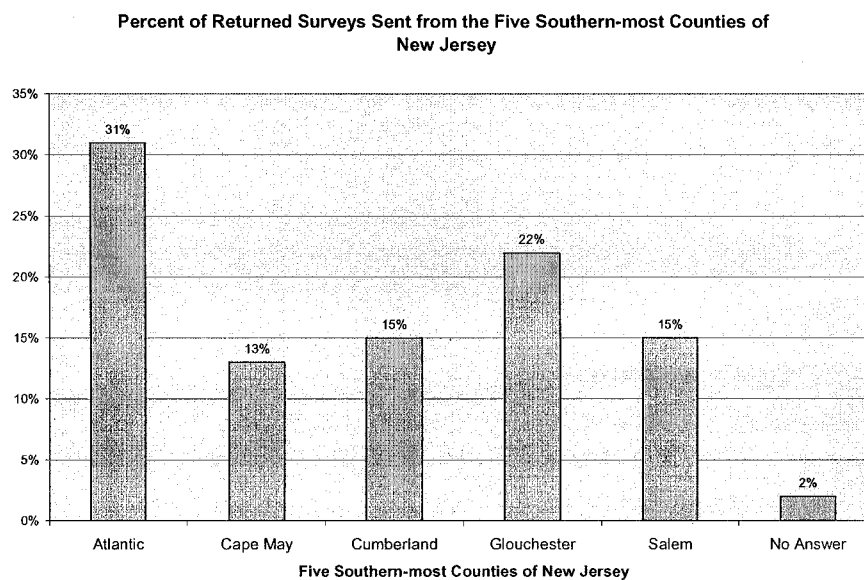
districts which indicated having a decline in repeat offenders in bullying since 2002.

Analysis of the Sample

One-hundred ten surveys were sent to school districts in the five southern-most counties of New Jersey. Of the 110 surveys 45 were returned. This represented 41% of the school districts located in the five southern-most counties of New Jersey.

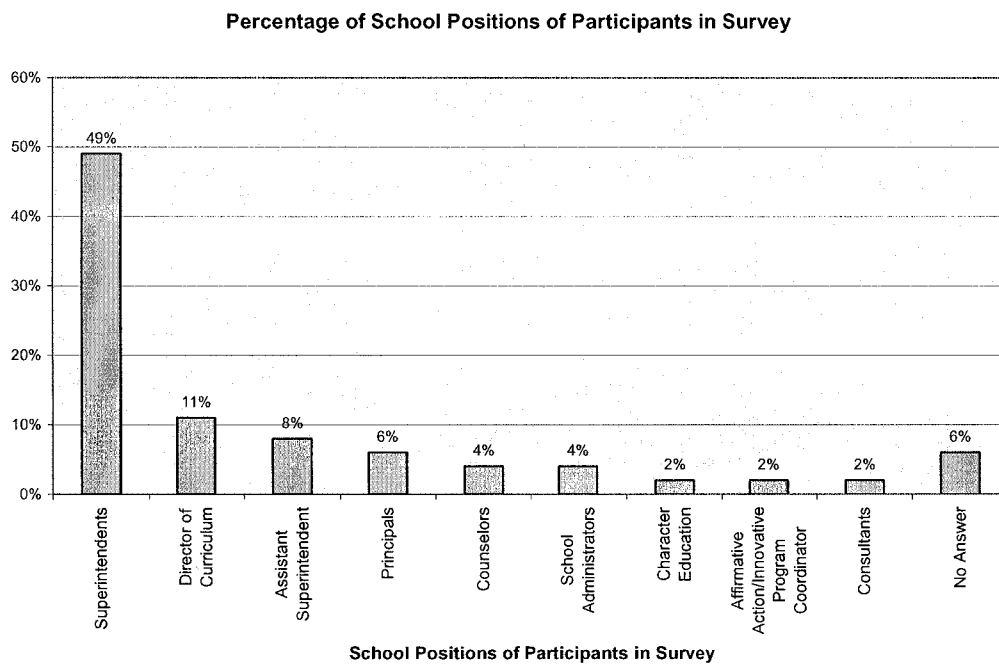
Of the 45 school districts which participated in the survey 31% are located in Atlantic County. Twenty-two percent were from school districts located in Gloucester County. Salem and Cumberland Counties represented 15% of the school districts each. Finally, 13% of the returned surveys were from school districts located in Cape May County. Two percent of the returned surveys did not have a school district indicated. As indicated by the surveys Atlantic County represented the highest percentage, followed by Gloucester, Salem, Cumberland, and Cape May Counties. See graph #1.

Graph #1



The school positions of the participants in the survey were observed. Forty-nine percent of the surveys were completed by superintendents. Eleven percent of the surveys were completed by directors of curriculum. Eight percent of the returned surveys were completed by assistant superintendents. Six percent of the surveys were completed by principals. Counselors and school administrator each completed 4% surveys. Character Education monitors, Affirmative Action/Innovative Program Coordinators, and consultants each completed 2% of the surveys. The final 6% of the surveys completed did not include the position of the participant of the survey. As indicated above, most of the surveys were completed by superintendents. See graph # 2.

Graph #2



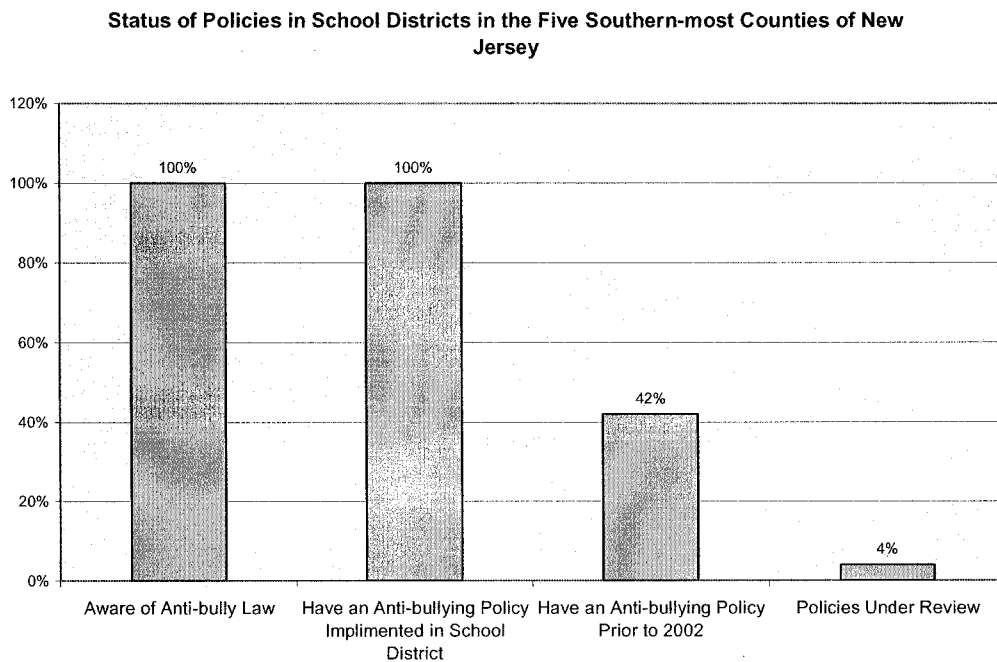
Analysis of the Presence of Anti-bullying Policies

The participants of the survey were asked whether they were aware of the 2002 New Jersey anti-bullying legislation. Of the 45 school districts participating in the survey 100% reported being aware that the anti-bullying law existed.

School districts were then asked to report whether they have an anti-bullying policy. One-hundred percent of the participants reported having some sort of anti-bullying policy in their school districts. Four percent reported that their anti-bullying policy is currently under review.

Participants were asked whether their school district had an anti-bullying policy prior to the passage of the 2002 anti-bullying legislation. Forty-two percent of the school districts were reported as having an anti-bullying policy prior to 2002. See graph #3.

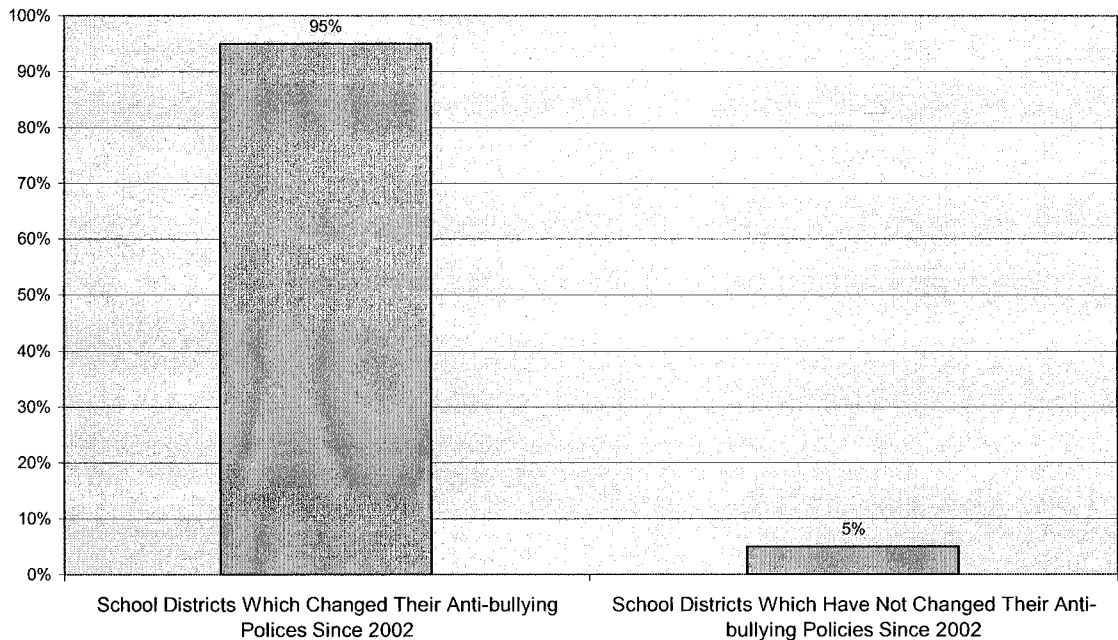
Graph # 3



Of the 19 school districts which reported having an anti-bullying policy prior to 2002, 18 reported having changed their policy after the passage of the 2002 legislation. This represented 95% of the school districts with some sort of anti-bullying policy prior to 2002. The remaining school district which had some sort of anti-bullying policy in place prior to 2002 reported not having changed their anti-bullying policy after the passing of the 2002 legislation. See graph #4.

Graph #4

Percent of School Districts Which Changed Their Anti-Bullying Policies Since 2002



The information from the previous section of the survey was used to answer the following question: Could it be that school districts in the five southern-most counties of New Jersey have implemented anti-bullying policies since the passing of the 2002 anti-bullying law? The information supports that school districts in the five southern-most

counties of New Jersey have implemented anti-bullying policies since the 2002 passage of the anti-bullying legislation. One-hundred percent of the school districts have an anti-bullying policy. Forty-two percent had an anti-bullying policy prior to 2002. However, 95% of those school districts with anti-bullying policies prior to 2002 changed their policies in some way after the passage of the 2002 legislation.

Analysis of the Anti-bullying Policies

Participants were asked to indicate whether their school district's anti-bullying policy contains all of the required elements as stated in the 2002 New Jersey anti-bullying legislation. A total of 13 elements were presented on the survey. This survey discovered that 21 of the school districts reported having all 13 of the required elements in their school districts' anti-bullying policies. This represents 47% of the school districts. It was discovered that 12 school districts have 11 or 12 of the required elements. This represented 27% of the participants. The remaining 13 school districts were discovered to have less than 10 of the elements. This represents 29% of the participants.

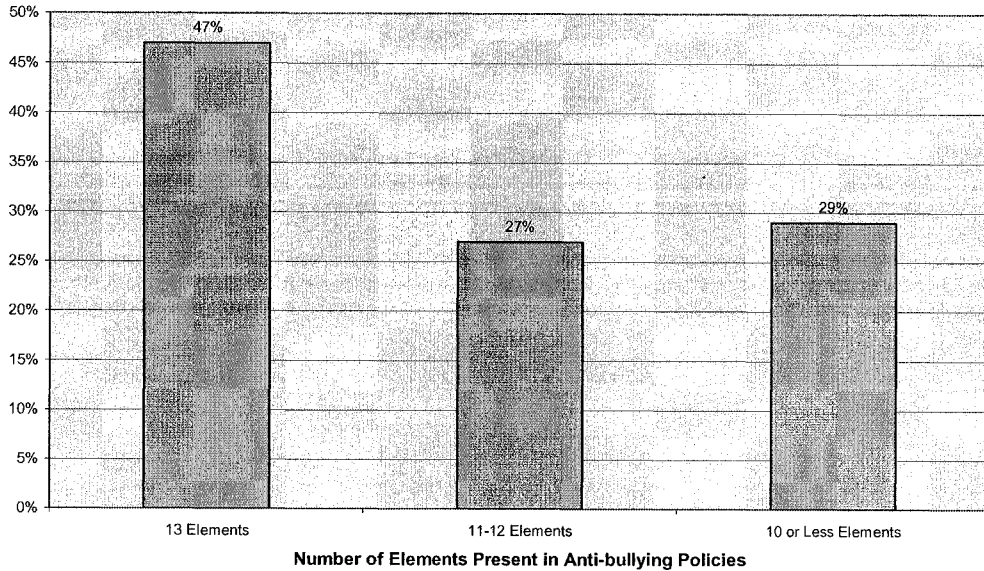
It was discovered that only 47% of the school districts are in full compliance with the anti-bullying law of New Jersey. The remaining school districts were in partial compliance with the anti-bullying laws. School districts indicated having between 12 and 5 of the elements required in the 2002 New Jersey anti-bullying legislation. See graph #5.

Participants were asked whether their anti-bullying policy contained a statement prohibiting harassment, intimidation, and bullying. It was indicated that 100% of the school districts have a statement prohibiting harassment, intimidation, and bullying in

their anti-bullying policy.

Graph #5

Percentage of School Districts and the Number of Elements Present in Anti-bullying Policies



Participants were asked whether their school district's anti-bullying policy contained a definition of harassment, intimidation, and bullying. It was discovered that 91% of the participants have this definition. When asked whether these definitions contained the minimum elements required in the definition according to the 2002 New Jersey anti-bullying legislation, 39 participants indicated having the minimum requirements. This represents 87% of the entire sample and 95% of the participants who reported having a definition of harassment, intimidation, and bullying in their anti-bullying policy.

When asked whether their anti-bullying policy contained a description of expected student behavior, 78% of the participants answered yes.

Participants were asked to report whether their school district's anti-bullying policy contained consequences and appropriate actions for a person who commits an act of harassment, intimidation, or bullying. Eighty-seven percent of the participants reported having consequences and appropriate actions stated in their anti-bullying policy.

Ninety-three percent of the participants indicated that their anti-bullying policy contains a statement of procedures for reporting an act of harassment, intimidation, or bullying. Ninety-three percent of the school districts reported that their anti-bullying policy contains a statement of procedures for prompt investigation of reports of violation and complaints. Ninety-one percent of the participants replied that their school district's anti-bullying policy states the identity of the person who is responsible for such an investigation. Eighty-four percent of the school districts stated that their school district's anti-bullying policy contains a range of ways in which a school will respond to a reported incident of harassment, intimidation, or bullying.

When asked whether their anti-bullying policy contains a statement prohibiting reprisal or retaliation against a person who reports acts of harassment, intimidation, or bullying, 93% indicated that they did have such a statement. School districts were then asked whether their anti-bullying policy contains consequences and appropriate action for a person who engages in reprisal or retaliation against a person who reports acts of harassment, intimidation, or bullying. It was discovered that 80% of the school districts

did have such a statement in their anti-bullying policy.

School districts were asked whether their anti-bullying policy contains consequences for a person who falsely accuses another person of acts of harassment, intimidation, or bullying as a means of retaliation or a means of harassment, intimidation, or bullying. This survey discovered that 71% of the participating school districts have these consequences.

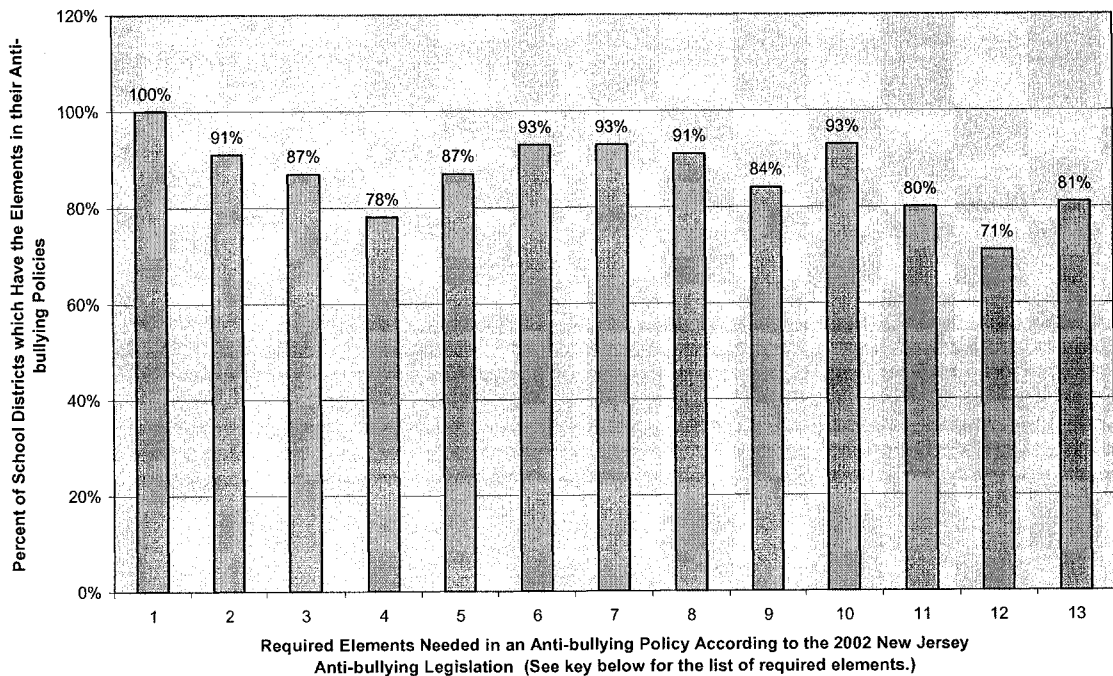
Finally, school districts were asked whether their anti-bullying policy contain a statement describing how their anti-bullying policy has been publicized to staff, parents, and students. Eighty-two percent of the school districts reported having such a statement included in their anti-bullying policy. However, when asked to list ways in which they publicize their anti-bullying policies to staff, parents and students 93% of the school districts presented a list of means of publicity. Seven percent did not indicate having any means by which staff, parents, and students are informed of their policy. See graph #6.

This survey discovered that 100% of the school districts' anti-bullying polices contain a statement prohibiting intimidation, harassment, or bullying. The remaining elements were found to be in between 93% and 78% of the school districts. The elements found missing most often were a statement of expected student behavior (73%) and a statement explaining consequences for a person who falsely accuses another person of acts of harassment, intimidation, or bullying as a means of retaliation or a means of harassment, intimidation, or bullying (71%).

The information from this section of the study was used to answer the following question: "Could it be that school districts in the five southern-most counties of New

Graph #6

Percent of School Districts Which Have the Required Elements in Their Anti-bullying Policies



Key to Graph #6

- 1) a statement prohibiting harassment, intimidation, and bullying of a student;
- 2) a definition of harassment, intimidation, and bullying.
- 3) The definition must be no less inclusive than the definition given by this legislation;
- 4) a description of expected student behavior;
- 5) consequences and appropriate action for a person who commits an act of harassment, intimidation, or bullying;
- 6) a procedure for reporting an act of harassment, intimidation, or bullying, including a procedure to report an act anonymously;
- 7) a procedure for prompt investigation of reports of violations and complaints.
- 8) This must also identify the person who is responsible for such an investigation;
- 9) the range of ways in which a school will respond to a reported incident of harassment, intimidation, or bullying;
- 10) a statement prohibiting reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying.
- 11) It will also include consequences and appropriate action for a person who engages in reprisal or retaliation;
- 12) consequences and remedial action for a person who falsely accuses another as a means of retaliation or as a means of harassment, intimidation, or bullying; and
- 13) a statement of how this policy is to be publicized, including notice that the policy also applies to school-sponsored functions. (210th Legislature, 2002).

Jersey have included the minimum elements required by the New Jersey anti-bullying law of 2002?” Based on this information, it can be concluded that only 47% of the school districts in the five southern-most counties of New Jersey are in full compliance with the 2002 anti-bullying legislation. The remaining 53% of the policies were found to be missing one or more of the required elements in their anti-bullying policy.

Analysis of Publicity of Anti-bullying Policies

This survey found that 71% of the time the school staff is informed of the anti-bullying policy through meetings. This included faculty meetings and in-services. It was reported in 31% of the school districts that the anti-bullying policy is included in staff handbooks. Twenty-four percent indicated that they distribute a copy of the policy to staff. Six percent inform staff of the anti-bullying policy via their school website. Rubrics and posters were reported to be used 2% of the time to inform staff of the anti-bullying policy. Many schools stated having more than one means of informing staff of their anti-bullying policy.

This survey indicated that in 62% of the school districts parents are informed of the anti-bullying policy through handbooks. Thirty-one percent of the time it was reported that parents receive a copy of the anti-bullying policy. It was stated 27% of the time that parents are informed through presentations and meetings of the school district’s anti-bullying policy. Thirteen percent of the time it was indicated that parents are informed of these policies through the school’s website. New enrollment orientation and parent advisory committees were each reported as being implemented 2% of the time to

inform parents of the anti-bullying policy. Many schools stated having more than one means of informing parents of their anti-bullying policy.

This survey discovered that in 58% of the school districts anti-bullying policy are publicized to students through presentations. This included assemblies and school meetings. In 56% percent of the surveys it was stated that anti-bullying policies were included in student handbooks. Twenty-two percent of the time it was reported that class time and curriculum were used to inform students of these policies. Posters were reported being implemented 7% of the time, while websites were implemented in 4% of the school districts. Finally, rubrics, contracts, workshops, and individual counseling were each reported 2% of the time as being the way in which school anti-bullying policies were publicized to students. Many schools stated having more than one means of informing students of their anti-bullying policy.

This study discovered that anti-bullying policies are publicized most often to staff via meetings. Parents are informed of the anti-bullying polices via student or parent handbooks the majority of the time. Additional copies of the policies are distributed to staff and parents. Students are most often informed of the anti-bullying policies by way of student handbooks and meetings. Additional means of publicizing anti-bullying policies are also implemented. See graph #7.

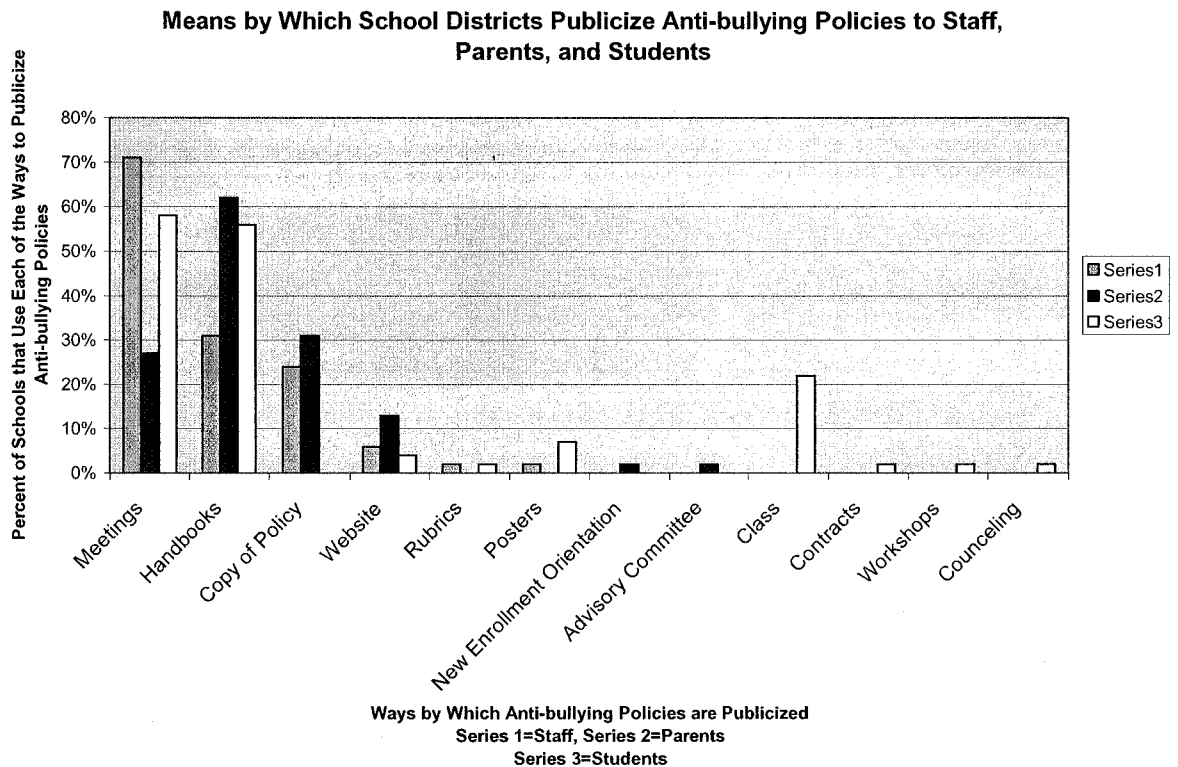
Analysis of Anti-bullying Programs

The 2002 New Jersey Anti-bullying Legislation does not require schools to adopt anti-bullying curriculums or programs. However, many school districts use methods to

decrease the number of bullying incidents and repeat bullying offenders.

Participants in the survey were asked to report which, if any, anti-bullying services and programs their school district utilizes to decrease bullying behavior. Participants were asked whether their school district implemented The New Jersey Cares about Bullying Campaign, The New Jersey Coalition for Bullying Awareness and

Graph #7



Prevention, or the New Jersey Child Assault Prevention: “No More Bullies, No More Victims” program. Participants were also asked to list any additional programs or services they implement.

The survey discovered that 40% school districts use New Jersey Child Assault Prevention: “No More Bullies, No More Victims” program. Eleven percent of the school

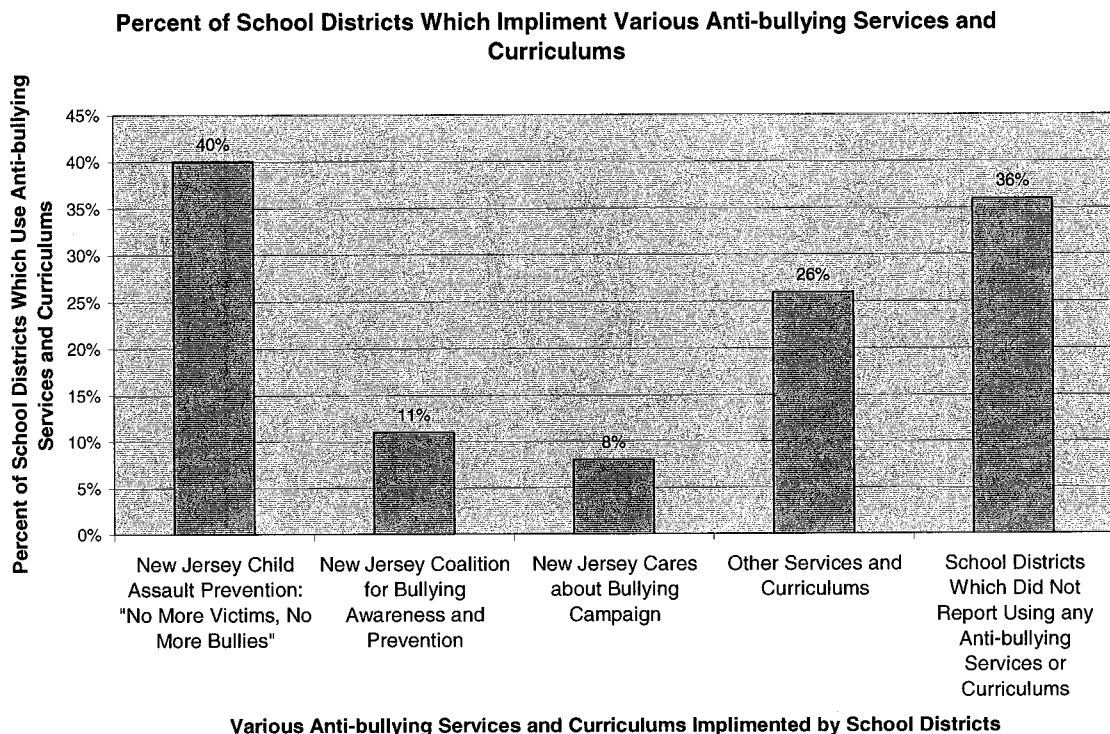
districts use The New Jersey Coalition for Bullying Awareness and Prevention. Eight percent use The New Jersey Cares about Bullying Campaign.

Twenty-six percent of the participants indicate using other services or curriculums that were not listed in the survey. The 26% who indicated using other curriculums or services can be broken down as follows: Eight percent use character education to teach anti-bullying behavior. Among those listed were “Character Counts” and “Homegrown Character Education.” Seven percent use anti-bullying or tolerance curriculum in their anti-bullying programs. Each of the following curriculums and services were reported by 2% of the participants: Peacemakers, Atlantic City Human Resources: Olweus program, 2nd Step Bully Proofing, Caring School Communities, Adopt-a-Cop, No Bullying, Cyber Bullying, Teen Cap, Wise Skills, Heartwood Literacy Services, and AL PALS. The police and private consultants were each reported 2% of the time.

Forty-six percent of the surveys did not contain any list of anti-bullying services or curriculums implemented by school districts. Some of the surveys discovered that some school districts utilize more than one service or curriculum. See graph #8.

The previous section of the study was used to answer the following question: “Could it be that school districts in the five southern-most counties of New Jersey have used the services of the New Jersey Cares about Bullying campaign, the New Jersey Coalition for Bullying Awareness and Prevention, or the New Jersey Child Assault Prevention: “No More Bullies, No More Victims” program?” It was discovered that 64% of the school districts implement one or more anti-bullying service or curriculum. The remaining 36% do not list any services or curriculums used in their school districts.

Graph #8



It was discovered that the most often used anti-bullying program was the New Jersey Child Assault Prevention: "No More Bullies, No More Victims" program (40%). The New Jersey Cares about Bullying campaign, the New Jersey Coalition for Bullying Awareness and Prevention, and various other services and curriculums were also listed as being utilized by school districts in the five southern-most counties of New Jersey.

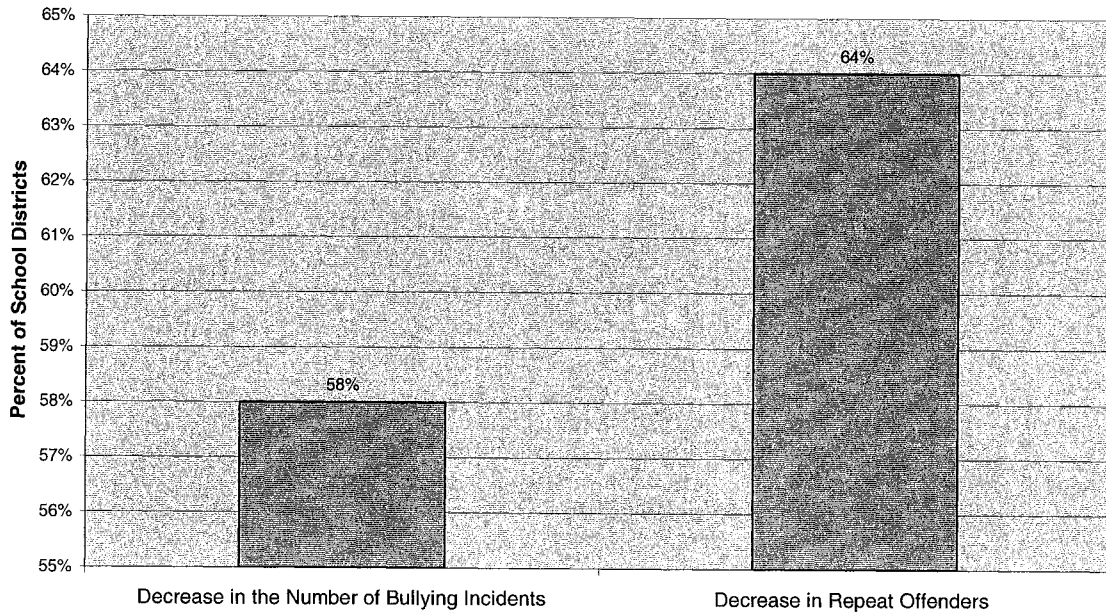
Analysis of Effects of Anti-bullying Policies

Participants were asked to indicate whether their school districts have experienced a reduction in bullying since the implementation of the 2002 New Jersey anti-bullying

legislation. Fifty-eight percent of the school districts reported a decrease in the number of bullying incidents since 2002. Sixty-four percent reported experiencing a decrease in repeat offenders since the 2002 passing of this legislation. See graph # 9.

Graph #9

Percent of School Districts Which Indicated a Decrease in Number of Bullying Incidents and Repeat Bullying Offenders Since the Passage of the 2002 New Jersey Anti-bullying Legislature



Summary

Out of the 110 surveys sent to school districts in the five southern-most counties of New Jersey, 45 were returned. Those surveys which were returned were analyzed to answer the following questions:

- 1) Could it be that school districts in the five southern counties of New Jersey have implemented anti-bullying policies since the passing of the 2002 anti-bullying

law?

2) Could it be that school districts in the five southern-most counties of New Jersey have included the minimum elements required by the New Jersey anti-bullying law of 2002?

3) 3) Could it be that school districts in the five southern-most counties of New Jersey have used the services of the New Jersey Cares about Bullying campaign, the New Jersey Coalition for Bullying Awareness and Prevention, or the New Jersey Child Assault Prevention: “No More Bullies, No More Victims” program?

The surveys were also analyzed to discover additional information about the school districts which participated and their anti-bullying policies. Data was collected to discover the locations of the school districts, the position of the person participating in the survey, and whether the personnel from the school district was aware of the 2002 New Jersey anti-bullying legislation. Data was analyzed to determine whether school districts in the five southern-most counties of New Jersey have designed anti-bullying policies which include all of the elements required by the 2002 New Jersey anti-bullying legislation. The data regarding the elements in the anti-bullying polices was analyzed to determine to what degree each of the required elements were present in the anti-bullying policies. Data was analyzed to determine which, if any, services or curriculums were implemented by the school districts in this study. Additional data was collected to determine whether school districts had recorded a decrease in the number of bullying incidents and repeat offenders since 2002.

CHAPTER 5

Summary, Conclusions, and Recommendations

This chapter of the study summarizes the data gathered through a literature review and a survey. It analyzes the data and draws conclusions of the information obtained through the surveys. Finally, this chapter makes recommendations for actions and further studies.

Summary

The goals of this study were to discover the laws on anti-bullying policies in New Jersey and to discover the extent that school districts in the five southern-most counties of New Jersey observe this law. The two methods used to obtain this information were a literature review and a survey.

The effects on staff and students were studied through a literature review. This review was also used to study the laws set by the 2002 New Jersey Anti-bullying Legislation.

This study also included a survey sent to the school districts in the five southern-most counties of New Jersey. Surveys were used to answer the following hypothesis questions:

- 1) Could it be that school districts in the five southern-most counties of New Jersey have implemented anti-bullying policies since the passing of the 2002 anti-bullying law?
- 2) Could it be that school districts in the five southern-most counties of New Jersey have included the minimum elements required by the New Jersey anti-bullying law of 2002?
- 3) Could it be that school districts in the five southern-most counties of New Jersey have used the services of the New Jersey Cares about Bullying campaign, the New Jersey Coalition for Bullying Awareness and Prevention, or the New Jersey Child Assault Prevention: “No More Bullies, No More Victims” program?

Restating of the Null Hypotheses

This study sought to accept or reject the following null hypotheses:

- 1) There will be no difference between the number of schools that had anti-bullying policies in place before the implementation of the 2002 New Jersey anti-bullying legislation and the number of schools that had anti-bullying policies after the implementation of the 2002 New Jersey anti-bullying legislation.
- 2) There will be no difference between the elements included in the anti-bullying policies used in schools in the southern-most counties of New Jersey and the minimum elements required in anti-bullying policies stated by the 2002 New Jersey anti-bullying legislation.
- 3) There will be no differences between the anti-bullying services offered by the

Office of Bias Crimes and Community Relations and New Jersey Child Assault Prevention and the number of services used by schools in the southern-most counties of New Jersey.

Conclusions

The first null hypothesis:

There will be no difference between the number of schools in the five southern-most counties of New Jersey that had anti-bullying policies in place before the implementation of the 2002 New Jersey anti-bullying legislation and the number of schools that had anti-bullying policies after the implementation of the 2002 New Jersey anti-bullying legislation;

was studied by comparing the number of school districts with anti-bullying policies prior to the passage of the 2002 New Jersey anti-bullying legislation and the number of school districts with an anti-bullying policy after 2002. It was found that 42% of the school districts in the five southern-most counties of New Jersey had an anti-bullying policy in place prior to 2002. After 2002, 100% of the school districts had an anti-bullying policy. Ninety-five percent of the schools with anti-bullying policies implemented prior to 2002 indicated changing their policy since 2002.

Therefore, this study found that there is a difference between the number of schools that had anti-bullying policies in place before the implementation of the 2002 New Jersey anti-bullying legislation and the number of schools that had anti-bullying policies after the implementation of the 2002 New Jersey anti-bullying legislation.

The second null hypothesis:

There will be no difference between the elements included in the anti-bullying policies used in schools in the southern-most counties of New Jersey and the minimum elements required in anti-bullying policies stated by the 2002 New Jersey anti-bullying legislation;

was studied by comparing the required number of elements in an anti-bullying policy according to the 2002 New Jersey anti-bullying legislation and the number of elements in anti-bullying policies currently implemented by schools in the five southern-most counties of New Jersey.

It was found that only 47% of the school districts are in full compliance with the 2002 anti-bullying legislation. The remaining 53% of the schools were found to be in partial compliance. School district anti-bullying policies in partial compliance were found to have between five and thirteen of the required elements.

It can be concluded that there is a difference between the elements included in the anti-bullying policies used in schools in the southern-most counties of New Jersey and the minimum elements required in anti-bullying policies stated by the 2002 New Jersey anti-bullying legislation.

The finally null hypothesis:

There will be no differences between the anti-bullying services offered by the Office of Bias Crimes and Community Relations and New Jersey Child Assault Prevention and the number of services used by schools in the southern-most counties of New Jersey;

was studied by comparing the services offered by the Office of Bias Crimes and Community Relations and New Jersey Child Assault Prevention and the services utilized by the school districts in the five southern-most counties of New Jersey. The services offered by the Office of Bias Crimes and Community Relations include the New Jersey Cares about Bullying Campaign and the New Jersey Coalition for Bullying Awareness and Prevention.

This study found that 46% of the school districts participating in the survey did not list any anti-bullying services or curriculums utilized in their programs. Fifty-four percent of the school districts utilize one or more service or curriculum.

Forty percent use New Jersey Child Assault Prevention: “No More Bullies, No More Victims” program. Eleven percent of the school districts use The New Jersey Coalition for Bullying Awareness and Prevention. Eight percent use The New Jersey Cares about Bullying Campaign. Twenty-six percent of the districts use other services or curriculums that were not listed in the survey.

This survey found that there is a difference between the anti-bullying services offered by the Office of Bias Crimes and Community Relations and New Jersey Child Assault Prevention and the number of services used by schools in the southern-most counties of New Jersey.

Recommendations for Action

According to the 2002 New Jersey anti-bullying legislation, schools are required to implement anti-bullying policies which include minimum elements. This study

discovered that 53% of the school districts in the five southern-most counties of New Jersey are in partial compliance to this law. It is recommended that school districts rewrite their anti-bullying policies to include all of the required elements.

It was also found that only 54% of the schools in the five southern-most counties of New Jersey utilize anti-bullying services or curriculums. It is recommended that the remaining 46% of the school districts seek to implement anti-bullying services or curriculums into their school's anti-bullying programs.

Recommendations for Further Studies

Because 53% of the school districts in the five southern-most counties of New Jersey are in partial compliance with the 2002 New Jersey anti-bullying legislation, it is recommended that additional study occur. This additional study should seek to discover why schools are in partial compliance. It should also seek to discover what consequences of noncompliance, if any, are set by the New Jersey anti-bullying legislation. Finally, this study should seek to determine how school districts can revise their anti-bullying policies to become fully compliant with the law.

This study discovered that only 54% of the school districts in the five southern-most counties of New Jersey have implemented one or more anti-bullying services or curriculums into their anti-bullying programs. Therefore, it is recommended that further study be made in this area. This study should seek to discover the effects of the anti-bullying services offered by the Office of Bias Crimes and Community Relations and New Jersey Child Assault Prevention, including the New Jersey Cares about Bullying

Campaign and the New Jersey Coalition for Bullying Awareness and Prevention on the number of bullying incidents in schools. This study should also seek to discover the reasons which school districts state for not using the services offered by the Office of Bias Crimes and Community Relations and New Jersey Child Assault Prevention. Finally, this study should seek to discover what other anti-bullying services or curriculums are offered to schools in New Jersey.

Summary

Through a review of literature and a survey, this study sought to discover the state of affairs of anti-bullying laws and policies in the five southern-most counties of New Jersey. It was discovered that there is a difference between the number of schools that had anti-bullying policies in place before the implementation of the 2002 New Jersey anti-bullying legislation and the number of schools that had anti-bullying policies after the implementation of the 2002 New Jersey anti-bullying legislation.

It was also discovered that there is a difference between the elements included in the anti-bullying policies used in schools in the southern-most counties of New Jersey and the minimum elements required in anti-bullying policies stated by the 2002 New Jersey anti-bullying legislation.

Finally it was discovered that there is a difference between the anti-bullying services offered by the Office of Bias Crimes and Community Relations and New Jersey Child Assault Prevention and the number of services used by schools in the southern-

most counties of New Jersey.

Surveys were utilized to find the needed data to support or reject the hypotheses. The data was analyzed. Additional actions were recommended. Additional studies were recommended.

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APPENDIX A

Anti-bullying Laws and Policies in Southern New Jersey
Study Survey

Anti-Bullying Laws and Policies in Southern New Jersey

This survey is being administered as part of graduate research project at Rowan University. While your participation is voluntary and you are not required to answer any of the questions herein, your cooperation and participation are important to the project and are greatly appreciated. If you choose to participate, please understand that all responses are strictly confidential and no personally identifiable information is being requested.

Part 1

Background Information

1. County (Circle One) Atlantic Cape May Cumberland Gloucester Salem
2. School (Optional: If you wish to have the results of this survey sent to you, please indicate the name of your school.) _____
3. Your Position _____

Part 2

Anti-Bullying Policies

Please check yes or no.

4. Are you aware of the 2002 New Jersey Anti-bullying Legislation?
_____ yes _____ no
5. Does your school district have an anti-bullying policy? _____ yes _____ no

If the answer is no, stop. If the answer is yes, please continue to answer questions on the survey.

6. Did your school district have an anti-bullying policy before the passing of the 2002 New Jersey Anti-bullying Legislation?
_____ yes _____ no
7. If your anti-bullying policy was in place before the passing of the 2002 NJ Anti-bullying Legislation, did you make any changes to your policy after the passing of the legislation?
_____ yes _____ no
8. Does your school's anti-bullying policy contain a statement prohibiting harassment, intimidation, and bullying of a student?
_____ yes _____ no
9. Does your school's anti-bullying policy contain a definition of harassment, intimidation, and bullying?
_____ yes _____ no
10. The 2002 New Jersey Anti-bullying Legislation defines bullying as "any gesture or written, verbal, or physical act that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory handicap, or by any other distinguishing characteristic" (210th Legislation, 2002).

Does the definition of harassment, intimidation, and bullying in your school district's anti-bullying policy include all of these points? _____ yes _____ no
11. Does your school district's anti-bullying policy contain a description of expected student behavior? _____ yes _____ no

12. Does your school district's anti-bullying policy contain consequences and appropriate action for a person who commits an act of harassment, intimidation, or bullying?
_____ yes _____ no
13. Does your school district's anti-bullying policy contain a procedure for reporting an act of harassment, intimidation, or bullying, including a procedure to report acts anonymously?
_____ yes _____ no
14. Does your school district's anti-bullying policy contain a procedure for prompt investigation of reports of violation and complaints?
_____ yes _____ no
15. Does your school district's anti-bullying policy identify the person who is responsible for such an investigation?
_____ yes _____ no
16. Does your school district's anti-bullying policy contain the range of ways in which a school will respond to a reported incident of harassment, intimidation, or bullying?
_____ yes _____ no
17. Does your school district's anti-bullying policy contain a statement prohibiting reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying?
_____ yes _____ no
18. Does your school district's anti-bullying policy contain consequences and appropriate action for a person who engages in reprisal or retaliation? _____ yes _____ no
19. Does your school district's anti-bullying policy contain consequences and remedial action for a person who falsely accuses another as a means of retaliation or as a means of retaliation or as a means of harassment, intimidation, or bullying?
_____ yes _____ no
20. Does your school district's anti-bullying policy contain a statement of how your school district's anti-bullying policy is to be publicized to staff, parents, and students?
_____ yes _____ no
21. Has the number of bullying incidents declined since the implementation of the 2002 NJ Anti-bullying legislation?
_____ yes _____ no
21. Has the number of repeat offenders in bullying incidents declined since the implementation of the 2002 NJ Anti-bullying legislation? _____ yes _____ no

Part 3
Anti-bullying Services

Please check all that apply.

22. Do you use any of the following anti-bullying services and programs listed below?

- The New Jersey Cares about Bullying Campaign
- The New Jersey Coalition for Bullying Awareness and Prevention
- New Jersey Child Assault Prevention: "No More Bullies. No More Victims"
- Other (Please specify.) _____

Please write a short answer for the following questions.

22. How do you inform school staff of your anti-bullying policy? _____

23. How do you inform parents of your anti-bullying policy? _____

24. How do you inform students of your anti-bullying policy? _____

If possible, please include a copy of your school district's anti-bullying policy with the completed survey.

Thank you for your help and cooperation. The information in this survey is very important and will help in understanding the state of affairs regarding anti-bullying policies in New Jersey.

APPENDIX B

Study Survey Cover Letter

Joanna Wardrop
35 N.Highland Ave.
Runnemede, NJ 08078

February 28, 2002

Dear Superintendent or Designee:

The purpose of this letter is to request your help in an important study. This study will help in understanding the affairs regarding anti-bullying policies in New Jersey.

I am a graduate student currently studying at Rowan University. Throughout my years as a graduate student and a teacher I have dedicated my time and resources to the study of bullying. As you know, bullying is a significant problem in many school districts. Bullying has been found to have negative emotional, social, and educational effects on staff and students.

In 2002 the New Jersey Anti-bullying Legislation was passed. This new law required all school districts to write and implement an anti-bullying policy by September 1, 2003. I am surveying school districts in the five southern-most counties of New Jersey, including Atlantic, Cape May, Cumberland, Gloucester, and Salem Counties, to see the status of polices in school districts.

You can help in this important study by completing the enclosed survey. It should only take a few moments of your time, but the results of this survey are necessary in completing this study. Surveys can be completed anonymously. If you would like to see the results of this survey, please indicate on the survey or with a separate note. I will send you the results at the conclusion of this study.

Enclosed you will find a self-addressed stamped envelope. Please return the completed survey by Tuesday, March 14, 2006.

Thank you in advance for your help and cooperation with this study. The information in this survey is very important and will help in understanding the state of affairs regarding anti-bullying policies in New Jersey.

Sincerely,

Joanna M. Wardrop

APPENDIX C

Institutional Review Board Approval

Your IRB application is now approved. A hard-copy of this notification will be mailed to the Principal Investigator shortly.

IRB approvals are good for one year. Within one year you will be asked to certify whether the project has been completed, is still in progress, or has been significantly revised.

Thank you, and good luck with your project.

~~~~~  
Tricia J. Yurak, Ph.D.  
Chair, Rowan University Institutional Review Board  
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