Identifying at-risk students and providing them with leadership opportunities to create a bullying prevention program

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IDENTIFYING AT-RISK STUDENTS AND PROVIDING THEM WITH LEADERSHIP OPPORTUNITIES TO CREATE A BULLYING PREVENTION PROGRAM

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Abstract

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Identifying At-Risk Students
And Providing Them With Leadership
Opportunities To Create A
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Dr. Hurley
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The purpose of this study was to develop a bullying prevention program within
Oakcrest High School. The bullying prevention program was established in accordance
with the New Jersey State laws on bullying in schools. It was also created to be in
accordance with regulations that determine whether or not schools qualify as a safe
school.

The program identified at-risk 10th grade girls who have had a history of
discipline issues and bullying type activity during their freshman year. The program
provided these students with the opportunity to be leaders within their school community
and in our sending districts. In doing so, the students’ discipline records decreased by
10% compared to the previous school year.
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Focus of the Study

This study focused on the implementation of a bullying prevention program within Oakcrest High School. By identifying a group of at-risk girls within Oakcrest, working with them and creating leadership opportunities for these students, the goal was to reduce the amount of bullying and discipline issues by 10% within this group of students.

Purpose of the Study

The purpose of this study was to develop the bullying prevention program within Oakcrest High School. The program identified at-risk 10th grade girls who have had a history of discipline issues and bullying type activity during their freshman year. This group of students was provided with character education, trained in the area of identifying bullying activity, reported bullying activity to myself and the vice principal, and provided training to at-risk middle school students during the school year. As a result of the program, a report was submitted to the Oakcrest Principal. The use of a bullying program for the high school means providing a safe and secure school environment for all students.

Definitions

In this study, bullying is defined as physical, psychological, and/or verbal intimidation or attack that is meant to cause distress and/or harm to an intended victim (Christie-Mizell, 2003). A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students.
Bullying refers to repeated, unprovoked, harmful actions by one child or children against another. The acts may be physical or psychological (Bullock, 2002). Bullying is a triangle made by the bully, his or her target and everyone else who sees the act (Woosley, 2003). Bullying is a persistent pattern of unwarranted aggression between two people of unequal power (Macy, 2003). Harassment, intimidation or bullying means 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, that takes place on school property, at any school-sponsored function or on a school bus and that:

a. a reasonable person should know, under the circumstances, will have the effect of harming a student or damaging the student’s property, or placing a student in reasonable fear of harm to his person or damage to his property; or

b. has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school (N.J.S.A. 18A:37-15 (3)(b)(2).

All of the definitions of bullying listed above are applicable to this project.

Another form of bullying is mobbing. Mobbing is group bullying. Students will join in because of fear of not being accepted (Bradley, 2003).

This study used the foundation of character education in order to provide a thorough training to the students involved. Character education is a curriculum based program that teaches good values and citizenship. This program became more prevalent when it became
obvious that there was a lack of moral education in our society’s homes overall (Hymowitz, 2003).

In this study, behavioral misconduct is known as any behavior that goes against the code of conduct established by the school system.

Some of the students identified in this study will also be known as at-risk students. An at-risk student is a pupil who has the potential to leave school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school or institution.

This study sought to implement a bullying prevention program. A bullying prevention program is a student organization, as a result of state law, that has a main focus of targeting subtle and obvious aggressive behavior and putting an end to it.

The bullying program looked at the “hidden corridor” curriculum. The “hidden corridor” curriculum is a set of unwritten rules youth use when there is an institutional breakdown of social control. It supports destructive social habits within schools (Twemlow et al., 2002).

In order to fully understand the impact of the bullying program, the study investigated the school climate. School climate was defined as the feelings that students and staff have about the school environment over a period of time. These feelings may have to do with how comfortable each individual feels in the environment and whether the individual feels that the environment is supportive of learning or teaching is appropriately organized and is safe (Peterson, 2001). School climate may directly or indirectly effect learning outcomes.
Oakcrest has adopted a zero-tolerance policy in regards to bullying. Zero-tolerance is when a school will remove a student from their system the first time that the discipline code is broken.

Limitations of the Study

The limitations of the study are that the findings cannot be generalized for any other school. The students in the study will not be surveyed due to restrictions of the school district.

Setting of the Study

Oakcrest High School, located in Mays Landing, New Jersey, is a large regional Grade 9-12 comprehensive high school, which was built in 1960. The school had an enrollment of approximately 1,450 students and 140 teaching faculty during the 2003-2004 school year. After a 6-year period of flat growth, enrollment had increased by almost 450 students between 1996 and 2003. This trend of increasing enrollment is expected to continue over the next 5 years.

Oakcrest High School is one of two schools that comprise the Greater Egg Harbor Regional High School District (GEHRHSD) and serves the communities of Hamilton Township, Mullica Township, Port Republic, Washington Township, Galloway and Egg Harbor City. Only Hamilton Township, Mullica Township, Port Republic and Washington Township send students to Oakcrest High School. Over 95% of the students are bused to school, and 32% of the students travel in excess of 21 miles, one way, in their daily commute to school. Oakcrest High School is located on a 110-acre wooded tract in Hamilton.
Township and is surrounded by grassy areas and athletic fields. The school community covers 227 square miles, an area of geographic, socioeconomic, and ethnic diversity.

Oakcrest High School students had come under increasing risk factors because of the social and economic changes in the community. The school is less than 25 miles from Atlantic City where the casino industry is a constant source of instability in the community. Farmers in the community were selling their land to developers due to the expanding casino trade resulting in an increase in low-income housing developments and apartment complexes. Some students live in waterfronts homes worth more than $1 million dollars. However, almost one third come from areas best described as rural poverty. The 2001-2002 per capita income for Atlantic County was $31,396 which reflects the average of the upper and lower economic levels in the school’s community.

Since the 1994-1995 school year, seven budgets have passed and 13 have failed. The 2003-2004 budget was the first to pass in four years (T. Grossi, personal communication, September 8, 2003). This reluctance to pass the budget is most likely a result of GEHRHSD being a regional school district. Each of the encompassing towns has its own K-8 budget. In addition, these towns must contribute to the regional high school budget, therefore, increasing property taxes. The towns involved are very diverse in size, amount of rateables, and socioeconomic status. This leads to a diverse local tax impact within the school district.

The school demographics illustrated that Oakcrest High School had a 35% mobility rate, the highest in Atlantic County and one of the highest in the state of New Jersey. The October 2002 school lunch report listed 435 students (30%) on the federally funded school lunch program with a high proportion of minority student participation. This number of the federally funded school-lunch program had been increasing at an average rate of 2% per year.
for the past 5 years. Of the school population in June 2003, 65% were Caucasian, 21% were African American, 10% were Hispanic, and 4% were recorded as other. Approximately 20% of the student population was classified as needing special education services, and this number was projected to increase upon the arrival of the 2003 freshman class.

The academic offerings, as listed in the Course Selection Booklet, provided for five distinct academic tracks that included AP, honors, college-preparatory, non-college-preparatory, and remedial programs. The New Jersey School Report Card (New Jersey State Department of Education, 2003) showed that 42% of Oakcrest High School graduates attended a 4-year college after graduation and 32% of the graduates attended a 2-year community college. The average total SAT score of the Oakcrest High School class of 2003 was 941. The average total SAT score of the Oakcrest High School class of 2003 college-preparatory students was 1,051. In the 2002-2003 school year, 42 candidates took a total of 77 AP tests. Of the 77 AP tests attempted, 45 resulted in students being eligible to receive college credit. The March 2003 HSPA results showed that 96.7% of 11th graders passed the language arts literacy test and 85.5% passed the mathematics test (L. Gale, personal communication, July 30, 2003).

There were 140 faculty members at Oakcrest High School to start the 2003-2004 school year, including 6 guidance counselors and 5 members of the school’s Adolescent Study Team. The faculty continued to demonstrate commitment to professional development with over 40.0% having earned master’s degrees. A faculty attendance rate of 96.3% during the 2002-2003 school year was another example of a commitment to excellence. Additionally, almost half of the faculty enjoy a tenure in excess of 20 years. The school was
departmentalized in structure and included 7 department supervisors in addition to the principal and 3 vice principles.

Approximately 45% of the teachers at Oakcrest High School enjoy a tenure in excess of 20 years. However, this number had been decreasing each year since 1995 as a result of retirements. These experienced staff members had seen the school community and the student body undergo significant racial and socioeconomic changes. Many resented these changes because it was clear that the diversity of the student body presented a demanding challenge for both the school and the faculty. For the most part, these experienced staff members influenced the school setting by their desire to maintain the status quo. They could be best described as the faculty members who were most resistant to change although numerous curricular and process changes had taken place over the past ten years. These changes included the expansion of AP course offerings from three to eleven, the implementation of interdisciplinary instruction linking English with social studies and science with mathematics, expanding foreign language course offering by adding Latin, and the addition of six modern computer labs to the building. The influence of the majority of the senior staff was considered as negative to the setting with respect to the increase in the instructional time.

The remaining 55% of the teachers at Oakcrest High School had less than 20 years experience. In fact, the largest growth in faculty members over the past 5 years had been teachers who were hired with less than 1 year of experience. These new teachers and teachers in the mid-career stage could be best described as the “movers and shakers” in the building. They represented the staff members in the school who were implementing innovative teaching strategies and programs in their classes; serving on committees;
becoming involved in meaningful professional development activities; coaching sports or serving as advisors to activity programs; and, in general, supporting school programs for the benefit of the students.

The majority of these staff members were not resistant to change. In fact, they welcomed it and had been major influences in numerous change efforts that had occurred during the past 3 years. Specifically, these changes included the interdisciplinary curricular programs linking English with social studies and science with mathematics that were previously mentioned and the new inclusion program. The influence of the majority of the new and mid-career teachers to the setting was considered as positive, and believed that they would be supportive of the increase in instructional time intervention being proposed.

The Oakcrest High School administrative team, consisting of 7 department supervisors, 3 vice principals, and the principal, had undergone significant changes during the past ten years. Since 1992, the number of department supervisors had decreased from 10 to 7, and the number of vice principals had increased from 2 to 3. As of September 2003, 4 supervisors possessed less than 3 years of experience in their positions. Additionally, all three vice principals possessed less than three years experience at Oakcrest High School. Although the Oakcrest High School principal has been in the district for over 20 years, his tenure as principal began in August 2003. The remaining administrators ranged in experience in their positions from 8 to 20 years. One of the Oakcrest High School vice principals was also a former Vice Principal of the Year as recognized by the National Association of Secondary School Principals and the New Jersey Principals and Supervisors Association.

The Oakcrest High School administrative team members worked very closely with one another in the process of administering the school. The working relationship between
and among members of the administrative team was extremely positive. The team met formally twice per month to discuss relevant issues at the school. The exchange of dialogue in this setting was open and honest. Administrative team members met informally throughout the period of time between formal meetings. The administrative team had served as leaders in the implementation of numerous curricular and procedural changes at Oakcrest High School over the past 3 years.

The superintendent of the GEHRHSD was completing his 8\textsuperscript{th} year in the district. The board of education, consisting of nine members, had experienced minimal turnover since 1992. Three members had served on the board for over 13 years. Additionally, four different members possessed over 8 years of experience on the board, and the remaining two members were in their 1\textsuperscript{st} year of service. The superintendent and board of education were fiscally conservative but were extremely supportive of programs that serviced students. The board of education consistently required presentations by administrative personnel when new programs were being proposed.

The Oakcrest High School PAC consisted of approximately 50 parents, students, teachers, board of education members, supervisors, and administrators who met bimonthly to discuss relevant issues at the school. The PAC had also been empowered by the administrators to make recommendations for school improvement and had been instrumental during the past 10 years in the annual selection of the school goals process required by the New Jersey State Department of Education. The topic of increasing instructional time at Oakcrest High School was the primary topic of the July 2003 PAC meeting. It was an agenda item at all subsequent meetings since that meeting and received overwhelming support from the committee. This committee supported increasing instructional time and
was, therefore, considered to be a positive influence in support of the proposed intervention strategy.

Along with the PAC, two additional key parent organizations at Oakcrest High School included the Substance Abuse Task Force and the Human Relations Coalition. Also, in existence at the school were nine athletic and activity booster clubs and organizations. These key organizations were responsible for the development of several programs and interventions to help Oakcrest High School students especially in the areas of substance abuse counseling, self-esteem building, and peer mediation. These organizations were instrumental in the process that resulted in swimming and crew being offered as new sports programs in the district (Ciccariello, 2000).
Chapter 2
Review of the Literature

Introduction

In schools across the world, bullying was occurring on a daily basis. Students are picking on one another, intimidating those weaker, and completing violent acts. These violent acts are being demonstrated in our homes, then brought into our schools and staying with our students for the rest of their life. It was our responsibility as school officials, parents, community members and as the students themselves to ensure that this behavior is identified, counseled and ended. If this was done consistently, the positive impacts will improve our society’s future.

Review of the Problem

Bullying has been recognized as a public health problem in the United States (Elliot, 2001). Due to this problem, the New Jersey Department of Education has established a model bullying policy for all public schools to enforce. (See Appendix A) Oakcrest High School has adopted this policy and is required to introduce a bullying prevention program. This project will identify those bullies, specifically female bullies within Oakcrest High School. These girls will be identified based upon their discipline record from the previous year. In order to be identified, the girl must have at least two incidences of aggressive behavior. Once chosen, this group will be trained to identify bullying behaviors, properly report and ultimately reduce the number of these behaviors within their school community by 10% from last year.

Review of the Major Concepts

- In the United States, there are estimates of the percentage of students who report being bullied during a single school year that range from 20% to about 30% (Haynie, Nansel
Eitel, et al., 2001). Other indicators state that 75% of all students report having been bullied sometime during their tenure as elementary and junior high students (Haynie et al., 2001). These incidents do not stop when students come to high school. Considering it is the responsibility of schools to provide a safe and secure environment to all of their students, these reports are unacceptable.

**Bullies and Their Behaviors**

In order to improve these statistics, we must first identify bullies and their behaviors. Every student has the ability to be a bully. However, there are proven reasons why students bully. Some research states that most bullies are male, and assertive (Christie-Mizell, 2003). Bullies are inclined to be older and stronger than their peers, assertive, and impulsive (Mishner, 2003). Bullies tend to be somewhat unpopular but, unlike victims, may be popular with a particular group of children (Mishner, 2003). The parents of bullies tend to be high in conflict, authoritarian, harsh and inconsistent in discipline, thus sending mixed messages of wrong and right (Tatum & Herbert, 1997). Parents also may communicate their view of the child both directly (e.g., positive words, affection) and indirectly (e.g. through the home environment) (Christie-Mizell, 2003). Children living in a home environments that includes high levels of marital conflict, violence, and chaos, compared to a family climate where marital harmony, parental warmth, and mutual respect flourish, has the potential to send very different messages that may be internalized into the child’s self concept (Christie-Mizell, 2003). Furthermore, while children from a wide array of socioeconomic backgrounds may be involved in peer conflict, higher rates of behavior problems are reported among children in families where economic and educational resources are low (Parcel & Menaghan, 1993).
Once these behaviors are learned, the psychological effects begin or problems at home are too much, the students start to display aggressive behaviors at school.

These behaviors can mostly be defined as bullying, either direct or indirect. Direct bullying includes all sorts of physical and verbal aggression, such as kicking, hitting, threatening, name-calling, and insulting. Indirect bullying includes aspects of social isolations such as ignoring, excluding, and backstabbing. Direct bullying is more frequent in boys; indirect bullying is more frequent in girls (van der Wal et al., 2003). Bullying can also become what is known as mobbing. Mobbing is group bullying. One student might start the mobbing behavior, but others join in because they fear they will not be accepted or they get caught in the power trip (Bradley, 2003). Mobbing can also be compared to as barnyard pecking, in when chickens isolate one chick and periodically nip it. No one assault is fatal, but the accumulated attack of all the chickens eventually kills the chick (Bradley, 2003).

Effects of Bullying

The effects of bullying stay with students for the rest of their lives. Elliot (2001) a presenter on bullying, stated that she did a conference in Iowa several years ago. She explained that the governor of Iowa recalled his personal experience of when he was bullied. He knew the name of the bully, exactly what had been done to him, exactly what he had done about it and beyond that, he knew whether this person graduated from school and whether this person became successful in life (Bradley, 2003). Many students bullied can also recall the same information about their attackers. This impact that being bullied has on individuals goes further than that. Children who persistently engage in bullying are more likely as adults to experience poor physical health, depression, difficulties in sexual relationships, involvement in criminal behavior and low socioeconomic attainment (Christie-Mizell, 2003).
The American Medical Association also found that bullies are more likely to engage in smoking and drinking (Elliot, 2001). Bullying has also been associated with an increased risk of depression, suicidal ideation and loneliness (van der Wal et. al., 2003). Parents and teachers have become concerned about bullying because children who display aggressiveness toward peers usually persist in this pattern. Not only does disruptive behavior result in rejection by peers but also includes academic difficulties, negative labeling by teachers, and damaged self-concept (Christie-Mizell, 2003).

Bullying also has many societal effects. School shootings have become more common in today's day and age. Over four years ago, Columbine High School in Littleton, Colorado experienced a massacre all as a result of bullying. The students who carried out the massacre were the victims of bullying. Of 37 different school shootings, two-thirds involved attackers who “felt persecuted, bullied, threatened, attacked, or injured by others prior to the incident” (Dake et al., 2003).

The Victims

So who are the people who are victimized by bullying? Students who are sometimes smaller and weaker than others are bullied (Dake et al., 2003). Some victims were less attractive, and had more odd mannerisms or physical disabilities than non-victimized students (Dake et al., 2003). Approximately 25% to 30% of students with learning disabilities are socially rejected, in comparison to 8% to 16% of their peers without learning disabilities (Mishner, 2003). Students who do not have a strong support group of friends in school fall victim to bullying because there is no one to stand up for the victim when the bullying occurs. There was no strong evidence to prove any racial disparity among the victims.
Character Education/Bullying Prevention Program

Due to bullying concerns and the deteriorating home and community values, government officials have turned to schools to teach character education. Character education teaches values that are deemed important by society. These character traits are supposed to be a natural attitude or belief that determines a person's behavior in relation to those around them. So teaching these traits can be difficult. Some of the character values that are the core of character education are: respect for self, others and property; honesty, self-control/discipline, perseverance, motivation, empathy, cooperation, responsibility/dependability/accountability, integrity/fairness, kindness, forgiveness, patriotism/citizenship, tolerance of diversity, humility, generosity, charity, and sportsmanship (Bulach, 2002).

Furthermore, governments are even requiring schools to implement specifically a Bullying Prevention Program based on character education. The program encourages schools to survey students about the extent of the problem and to develop a system of supervising students to reduce the occurrence of bullying. In the classroom, the program calls for strictly enforced rules and regular meetings about those rules. On the individual level, the program prescribes interventions with students who are bullies or have been victims, as well as meetings with their parents (Eisenhower, 2003). In schools where the program has been evaluated, there is a 50 percent or greater reduction in the frequency with which students report being bullied or bullying others (Eisenhower, 2003).

Conclusion

There are several key factors that can prevent or stop bullying from occurring. Strong family support prevents students from being bullied. A student's friends can be a deterrent to
a bully. Trained school faculty, bus drivers, cafeteria workers, and custodians can all identify bullying and put an end to it. If students know that they have a support system to go to, the likelihood of bullying continuing is slim. If a bully knows that someone is going to stop them, they are unlikely to continue their behavior. The bullying prevention program will strive to identify, report and stop bullying in Oakcrest High School by joining together forces for a safer school.
Chapter 3
Design of the Study

Introduction

The focus of this study was to identify at-risk 10th grade girls within Oakcrest High School who have had more than two instances of discipline infractions during their freshman year. Once identified, these students were asked to be an active participant within a bullying prevention program within Oakcrest High School. The bullying prevention program focused on providing these students with leadership opportunities, training to identify bullying and work to prevent bullying, and the skills to avoid negative situations. The overall goal of the project was to reduce the number of discipline infractions for each student by 10%.

This study did not formally survey students due to the school’s general practice of not surveying students for research. The school does not prefer students to be issued a survey tool for them to fill out.

General Description of the Research Design

The research design was comprised of comparing the discipline records from the 2002-2003 school year and the 2003-2004 school year. Information was also obtained and analyzed from a group discussion of the participants.

Development and Design of the Research Instrumentation

The first instrument was one chart, per student, that compares the number of discipline infractions in the 2002-2003 school year and the 2003-2004 school year. (Appendix B) It includes the student’s identification and the information for both years.

The second instrument was a list of discussion topics for the meeting with participants. There is room for notes of the discussion. (Appendix C)
Description of the Sampling and Sampling Techniques

All of the students who participated in the bullying prevention program were part of the sample.

Description of the Data Collection Approach

In identifying the girls, the study obtained a print out of all of the discipline infractions caused by the 10th grade population during the 2002-2003 school year. The study first identified all of the females from this print out. Then the study identified the students who were deemed at-risk according to the guideline of 2 or more discipline infractions. These students were then selected to be part of the organization.

These same students’ discipline files were then obtained for the 2003-2004 school year. The number of discipline infractions was then recorded and compared to that of the previous year.

In addition, a group discussion of the impact that participating in this organization has had on them occurred. Students discussed the positives and negatives of the past year. Feedback of the organization was obtained and recommendations were compiled to improve upon the program in future years.

Description of the Data Analysis Plan

Each student’s discipline record was recorded. The amount that the student’s discipline increased or decreased was analyzed on an individual basis. Then a comparison of all of the participants increased or decreased percentage of infractions was documented. Then using the feedback from students on the positives and negatives of the program, conclusions were drawn of the success or lack of success in the program.
Chapter 4

Presentation of the Research Findings

Introduction

In the beginning of the year, there was a plan. The plan was to bring together a group of girls who had at least two instances of discipline, provide them with guidance, leadership opportunities, training and the empowerment to help others. The advisors of the organization had many great ideas for what programs could be offered to these young ladies. The programs offered to the anti-bullying participants were designed to incorporate these students into events that would not normally be offered to them. The programs had to give them a picture of what it is to be looked at positively and had to give them something to work for.

The program started by having at least one meeting a month with the girls. At the meetings, the students would plan for upcoming events and discuss what had been going on. At the earlier meetings, the focus was on the intention of the program. The girls were asked to create a vision for the program. The purpose of this activity was to have the students fully embrace the program and make it their own. The study felt that it was very important for these girls to have an invested interest in the program.

The first program that the girls participated in was the Project Pride program. This program brought 2 male and 2 female inmates to the school to talk to the freshman students about the importance of making smart decisions in your life. After the assembly, these inmates had lunch with our students. They talked to them as a small group. They gave incredible advice to the students and really got them thinking about the decisions they had made so far in their lives. As a follow-up activity, the girls wrote letters to the inmates thanking them for coming to our school.
The second program was a two part program for our students. Nate Tyrell from Organizational Growth and Development came to our school on two separate occasions to discuss bullying and to train our students to identify bullying. This program provided the girls with a heightened awareness of bullying activity.

Then the girls served as ushers to a number of school wide activities. One of the most significant activities was the Varsity Scholar Award Ceremony. At this event, our students heard a number of leaders from our school and communities speak and ultimately had the opportunity to help run a major event in our school.

The girls then participated in the Women’s Breakfast. The Social Studies Club set up a breakfast that invited successful women from the community to attend. These women spoke to selected female students from our school. The focus of the breakfast is to inspire young girls to become successful and to make the most of their life.

The culminating event for our students was training to speak to 8th grade at-risk girls in our sending districts. Our school resource officer trained the girls how to speak to these students. After the training, they went to our largest sending school district and spoke to 6 girls who had a serious history of discipline problems within their school. The girls spoke to these 8th grade students for about one hour. Since this assembly, 5 of the 6 8th grade girls have not had one discipline incident.

If at-risk students are included in a school program, will their rate of discipline decrease by at least 10%?

The main focus of the program was to give the students something to work for and a reason for being at school. The program felt that if they were invested in their school then
they would not want to be focused on for their negative behavior, but for their positive contributions to their school.

These girls were asked to be part of the program because of their discipline records from the previous year. Their discipline records from their 9th grade school year were then be compared to their discipline records during their 10th grade school year, the year that they were part of this program. (See Appendix B)

All of the girls in the program decreased their discipline records by at least 10%. Many of them, decreased their discipline records by more than 50%. Some even made a complete turn around and did not have one incident of discipline while part of the program.

What personal impact was made on the students by being part of the anti-bullying program?

One of the meetings, held with the students, focused on getting feedback from the students. Continuous feedback is important to continue the students’ feelings of having a vested interest in the program. We asked the students a number of questions to get the important feedback necessary. (Appendix C)

The first question asked was, “What were your feelings about first being chosen to participate in the program?” The students responded in a number of ways, including: “It made me feel special.” “I was excited to be chosen to be part of something that not everyone could be a part of.” “I thought that it would be fun.”

The second question asked, “Why do you think you were chosen?” Many answered that they thought that it was because they got in trouble a lot before.

The third question asked, “What do you think you have gained from participating in the program?” Some of the answers were, “I think I’ve gained respect for certain people, and that everyone’s their own unique person.” “I’ve gained more confidence in talking to people
and more respect for the school.” “I’ve gained more respect and trust in people.” “I want to
do better in school.” “I’ve gained more maturity and learned to make better decisions.” “I’ve
gained respect for my mom and my peers.” “My grades have improved a lot.” “I’ve gained
more maturity.” “I’ve been making better decisions.”

The fourth question asked, “What did you not like about the program?” Some of the
answers were, “I didn’t like the one speaker who talked about bullying.” “I didn’t like being
put on probation, when I fought someone. However, I won’t be on probation again.”

The fifth question asked, “What did you like about the program?” The answers were:
“I liked the members of the program.” “I liked when the inmates came and spoke to us.” “I
liked everything, mostly helping people.” “I liked being a role model.” “I liked Reggie
Dawbs.” “I liked being looked up to.”

The next question asked, “If you could add anything to the program, what would it
be?” Overall, the answers were the same. They all wanted more projects and to add more
people.

They were then asked, “Would you still like to participate in the program in the
future?” All answered yes.

Finally they were asked, “Have you changed personally in any way because of the
program?” The answers included, “Yes, I’ve learned to deal with my problems better.”
“Yes, I care more about what people think and how they feel.” “Yes, I am more tolerant and
it gives me a purpose not to misbehave.”

Should this program continue- was it worthwhile?

It was clear, with the feedback from the girls and the results of their discipline records
that the program should continue. This program was very beneficial to the girls and to the
school. Some of the habitual discipline offenders of the school were no longer a major problem. Overall, this program did continue to benefit all involved.

Conclusion

High school can be a very difficult institution for some individuals. If you were a student and did not participate in sports or the “typical” clubs within a high school, there were very few opportunities for you to have felt a sense of belonging in your school. Students who felt a sense of belonging in their schools were more likely to succeed. These students were more likely to give back to their schools and were more likely to be concerned about how others perceived them or what their teachers and administrators thought about their behaviors. They developed more of a sense of ownership over their behaviors. This improvement helped these students become more successful in their futures.
Conclusions and Implications of Study on Leadership Skills

When the students began the program, it was thought that there was a lot to teach them. However, the girls taught the school community a lot. There were many doubts that the girls would make a turn around. It was thought that there was going to be a lot of struggling this year with them and seeing very little improvement. However, they taught the school community that all these girls were looking for was something to be a part of. They wanted someone to make an effort with them and believe in them. Once we believed in them, they began to believe in themselves. They wanted to make an effort to change. This proved that as educational leaders, the focus needs to be on all of the students and opportunities to succeed need to be provided.

Implications of Study on Organizational Change

This study has changed our school system. Prior to this study, there was no significant focus on these students, other than continuing to discipline them. Now these students are focused on in a positive light. The school system was taking a more proactive approach with these students and they responded well.

Further Study

This study should continue until these students graduate. The information provided in this research would be more beneficial, if it could be determined that the individuals have genuinely changed and not just temporarily.
References


New Jersey State Bullying Policy, NJSA 18A: 37-15 (3)(b)(2)


Appendix A

New Jersey Department of Education
Model Bullying Policy
MODEL POLICY
PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING
ON SCHOOL PROPERTY, AT SCHOOL-SPONSORED FUNCTIONS
AND ON SCHOOL BUSES

BACKGROUND

Legislation (N.J.S.A. 18A:37-13 et seq.) enacted on September 6, 2002 requires each school district to adopt, by September 1, 2003, a policy prohibiting harassment, intimidation and bullying on school property, at school-sponsored functions and on school busses. To assist each school district in developing these policies, the legislation also requires the Commissioner of Education to develop and issue a model policy applicable to grades kindergarten through 12, by December 1, 2002.

Under N.J.S.A. 18A:37-15, each school district is granted local control over the contents of the policy and ancillary procedures, but, at a minimum, the ten components listed in the authorizing statute must be included in a school district’s policy prohibiting harassment, intimidation and bullying. Some of the provisions of the authorizing statute call for the school district to stipulate the consequences and appropriate remedial actions for the following instances: 1) persons violating the policy; 2) persons who engage in reprisal or retaliation against someone who reports a violation of the policy; and 3) persons who falsely report allegations of harassment, intimidation or bullying as a means of retaliation or as a means of harassment, intimidation or bullying. Another provision of the statute requires the school district’s policy to articulate the range of different measures a school will take to respond to violations of the policy.

The New Jersey Department of Education (NJDOE) recognizes that decisions about consequences and actions to be taken in response to violations of policies prohibiting harassment, intimidation and bullying should take into consideration the unique circumstances of the acts and the persons involved, as well as the unique conditions and characteristics in each school district. The NJDOE also recognizes that these decisions must comport with existing school district policies, including those that address the provisions of N.J.A.C. 6A:16, Programs To Support Student Development, in general, and N.J.A.C. 6A:16-5.1, Code of student conduct, in particular, as well as the provisions of the district’s Memorandum of Agreement Between Education and Law Enforcement Officials, pursuant to N.J.A.C. 6A:16-6, Law Enforcement Operations For Substances, Weapons, and Safety.

POLICY FORMAT

For the reasons explained above, the model policy provided below is written in a format that provides guidance for each school district to use in developing its own policies. This model policy spells out the provisions that a district policy must include; suggests model language, where appropriate; and notes issues for a district to consider in developing a policy that fits its own unique situations and that is consistent with existing policies. The model policy has been developed to address each provision of the statute, in sequence. However, nothing in the model policy or in the legislation is meant to preclude a school district from including additional provisions, or from using language and formats that are consistent with each district’s board-approved policies and procedures.

SAMPLE MODEL POLICY

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING

1. Statutory Requirement


Model Policy Language

The board prohibits acts of harassment, intimidation or bullying.

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; and since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

Issues for Consideration

- Although not required, a statement of purpose is helpful to clearly establish the goal of the policy.
• The board may consider parallel expectations against harassment, intimidation and bullying to include employees, visitors and volunteers; however, care should be taken to ensure that policies for these groups are consistent with the case law, federal and state laws, regulations and policies, including, but not limited to, those against hazing, bias crimes and assaults, as well as the district's board-approved policies, procedures and agreements.

2. Statutory Requirement

The policy shall contain a definition of harassment, intimidation or bullying no less inclusive than:

Harassment, intimidation or bullying means 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, that takes place on school property, at any school-sponsored function or on a school bus and that:

a. a reasonable person should know, under the circumstances, will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or

b. has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school. N.J.S.A. 18A:37-15 (3)(b)(2)

Model Policy Language

Harassment, intimidation or bullying means any gesture or written, verbal or physical act that takes place on school property, at any school-sponsored function or on a school bus and that:

a. is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or,

b. by any other distinguishing characteristic; and

c. a reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his person or damage to his property; or
d. has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

**Issues for Consideration**

Districts should make it clear that the policy includes the motivating factors set forth in the authorizing statute (*N.J.S.A. 18A:37-14*). Not all acts of bullying, however, are motivated by characteristics such as the target's race, color, religion, gender or sexual orientation. Some acts of bullying are simply one child exercising power and control over another either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying). If the district chooses to consider acts of bullying not motivated by the factors identified in the authorizing statute, they should take care to ensure that any expansion of the motivating factors should be consistent with the case law, Federal and State statutes, regulations and policies and the districts' board-approved policies and procedures.

**3. Statutory Requirement**

*The policy shall include a description of the type of behavior expected from each student. N.J.S.A. 18A:37-15 (3)(b)(3)*

**Model Policy Language**

The board of education expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The board of education believes that standards for student behavior must be set cooperatively through interaction among the students, parents/guardians, staff and community members, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff and community members.

The board of education believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to grow in self-discipline.

Based on broad community involvement (i.e., the use of a process that includes representation of parents/guardians and other community representatives, school employees, volunteers, students and administrators
for the purpose of providing input regarding the development and content of the policy that is based on accepted core ethical values), the board of education shall develop general guidelines for student conduct and shall direct development of detailed regulations suited to the age levels of the students and the mission and physical facilities of the individual schools. Board policy requires all students in the district to adhere to the rules and regulations established by the school district and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules.

The chief school administrator shall provide annually to students and their parents/guardians the rules of the district regarding student conduct, and the policy shall appear in all publications of the school district’s comprehensive rules, procedures and standards of conduct for schools within the school district, including the student handbook. Provisions shall be made for informing parents/guardians whose primary language is other than English.

The policy shall:
A. Describe student responsibilities, including the requirements for students to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority;
B. Address appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.
C. Explain student rights; and
D. Identify disciplinary sanctions and due process.

Issues for Consideration
The goal of this section is to explain global expectations for student conduct while leaving school administrators with the flexibility to define school-specific rules of conduct that are informed by the ages and abilities of students and the unique characteristics of the school. Per the provisions of the authorizing statute, the procedures should be included as a part of the board approved policy. The district should give consideration to involving a broad-base of community members and organizations, including faith-based, health and human service, business and law enforcement, in the development of the policy.

Since bystander support of harassment, intimidation or bullying can support these behaviors, districts should consider including a statement prohibiting active or passive support for harassment, intimidation or bullying. The district should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them or report them to the designated authority.

4. Statutory Requirement
The policy shall include the consequences and appropriate remedial actions for a person who commits an act of harassment, intimidation or bullying. N.J.S.A. 18A:37-15 (3)(b)(4)

Model Policy Language

In determining the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, school administrators should consider the following factors: the developmental and maturity levels of the parties involved, the levels of harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined, consistent with the case law, Federal and State statutes, regulations and policies, and district policies and procedures. Consequences and appropriate remedial action for students who commit acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

Issues for Consideration

The response to students who commit one or more acts in violation of this policy should be determined based on the totality of the circumstances. Responses ranging from positive behavioral interventions to expulsion should be considered, consistent with the framework of the existing Federal and State case law, statutes, regulations and policies and district policies and procedures. In all cases, the district should attempt to actively involve parents in the remediation of the behavior(s) of concern.

5. Statutory Requirement

The policy shall include a procedure for reporting an act of harassment, intimidation or bullying, including a provision that permits a person to report an act of harassment intimidation or bullying anonymously; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report. N.J.S.A. 18A:37-15 (3)(b)(5)

Model Policy Language

At each school, the principal or the principal's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students,
parents, volunteers and visitors, are encouraged to report any act that may be a violation of this policy. While submission of the report form is not required, the reporting party is encouraged to use the report form available from the principal of each building or available at the school district office. Oral reports also shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

**Issues for Consideration**

The goal of a reporting procedure is to encourage reports of alleged violations of this policy by making the reporting process simple and non-threatening. The district should consider every mechanism available to them to facilitate reporting, including web-based reporting mechanisms and locked boxes located in areas of the school where reports can be submitted without fear of being observed.

**6. Statutory Requirement**

_The policy shall include a procedure for prompt investigation of reports of violations and complaints, identifying either the principal or the principal's designee as the person responsible for the investigation. N.J.S.A. 18A:37-15 (3)(b)(6)_

**Model Policy Language**

The principal and/or the principal's designee is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

**Issues for Consideration**

School districts are encouraged to use existing policies and procedures, including those used to investigate allegations of violations of the districts' codes of student conduct, as appropriate. School districts are also encouraged to establish record keeping policies and procedures that create a defensible record that demonstrates the district's efforts to reduce incidents of harassment, intimidation and bullying, and that facilitate the evaluation of districts' efforts to reduce incidents of harassment, intimidation and bullying.

**7. Statutory Requirement**

_The policy shall contain the range of ways in which a school will respond once an incident of harassment, intimidation or bullying is identified. N.J.S.A. 18A:37-15 (3)(b)(7)_

**Model Language**
Some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

In considering whether a response beyond the individual level is appropriate, the administrator should consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student behavior and the consequences of such actions and to involvement of law enforcement officers, including school resource officers.

Issues for Consideration

Every incident of harassment, intimidation or bullying requires that the district respond appropriately to the individual who committed the act. The district is encouraged to set the range of responses, including individual, classroom, school or district level responses, as appropriate. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., in-school suspension, expulsion). Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based).
In addition, the district should make resources (e.g., counseling) available to individual victims of harassment, intimidation and bullying and respond in a manner that does not stigmatize victim(s). Social skills training provided for all students is an example of a school or district-level response for addressing victimization.

The school district is reminded that the required Memorandum of Agreement Between Education and Law Enforcement Officials (N.J.A.C. 6A:16-6.2(b)12) defines the conditions by which school officials are required to report suspected hate crimes or bias-related acts to law enforcement authorities. Since some acts of harassment, intimidation or bullying may be bias-related acts and potentially hate or bias crimes, school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern.

Statutory Requirement

The policy shall contain a statement that prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying and the consequence and appropriate remedial action for a person who engages in reprisal or retaliation. N.J.S.A. 18A:37-15 (3)(b)(8)

Model Policy Language

The school district prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature and circumstances of the act, in accordance with case law, federal and state statutes and regulations and district policies and procedures.

Issues for Consideration

Acts of reprisal or retaliation can have a chilling effect on a school environment and can create an atmosphere where alleged violations of this policy are not reported. It is important to establish and maintain the norm that all suspected acts of reprisal or retaliation are taken seriously and appropriate responses are made, in accordance with the totality of the circumstances. Inconsistent applications of appropriate responses to acts of reprisal or retaliation can contribute to the culture of violence that this policy is intended to prevent.

Statutory Requirements

The policy shall contain the consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment, intimidation or bullying. N.J.S.A. 18A:37-15 (3)(b)(9)
Model Policy Language

Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation or bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation or bullying shall be disciplined in accordance with district policies, procedures and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation or bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Issues for Consideration

School districts are encouraged to consider the totality of the circumstances surrounding individuals who falsely accuse others as a means of harassment, intimidation or bullying.

Decisions about consequences and appropriate remedial action should be consistent with existing case law, federal and state statutes and regulations and district policies and procedures.

Statutory Requirement

The policy shall contain a statement of how the policy is to be publicized, including notice that the policy applies to participation in school-sponsored functions. N.J.S.A. 18A:37-15 (3)(b)(10

Model Language

The policy shall be disseminated annually to all school staff, students and parents, along with a statement explaining that it applies to all acts of harassment, intimidation and bullying that occur on school property, at school-sponsored functions or on a school bus.

The chief school administrator shall develop an annual process for discussing the school district policy on harassment, intimidation and bullying with students.

Issues for Consideration

The goal of this policy is to foster a safe and disciplined environment that is conducive to learning, where individuals treat one another with civility and
respect. To accomplish this goal, the policy must be widely disseminated to inform everyone in the school and community of its provisions. A range of options are available to districts for publicizing the policy, including posting the policy in public buildings or in publications (e.g., newsletters, newspapers, web-sites, list serves, e-mail), utilization of the audio-visual media (e.g., public cable access, radio, public television), mailing copies, requiring all employees, students and parents to sign a written statement indicating that they have received and read the policy and agree to abide by the provisions of the policy and reviewing the policy at public meetings. While multiple methods for publicizing the policy can increase the chances of public awareness, support and compliance, school districts are encouraged to use the strategies that fit their unique situations.

Establishment of Bullying Prevention Programs

Statutory Provisions

Pursuant to N.J.S.A.: 37-17(5)(c), information regarding the district's policy against harassment, intimidation and bullying shall be incorporated into a school's employee training program.

Pursuant to N.J.S.A.: 37-17(5)(a), the district and its schools are encouraged to establish bullying prevention programs, and other initiative involving school staff, students, administrators, volunteers, parents, law enforcement and community members.

Pursuant to N.J.S.A.: 37-17(5)(b), the school district is encouraged to, and if funds are appropriated for these purposes are required to:

1) provide training on the school district's harassment, intimidation and bullying policies to school employees and volunteers who have significant contact with students; and
2) develop a process for discussing the school district's harassment, intimidation and bullying policies with students.

Issues for Consideration

Staff members should be encouraged to become trained in skills and strategies for developing student self-discipline and to apply best practices for positive behavioral interventions. It is particularly important to use the policy as an opportunity to prepare staff to prevent and effectively intervene with instances of harassment, intimidation and bullying, as well as use the policy as a prevention tool by explaining to students the district's expectations for their behavior, consistent with the provisions of the district's policy. For students to demonstrate preferred behaviors, it is important that they have a
clear understanding of the district's expectations under the policy, the reasons for and benefits of the policy, as well as the consequences for violations of the policy.

It is through explanation and dialogue with students and staff that the district can clearly distinguish, for example, friendly teasing and rough and tumble play from harassment, intimidation and bullying. It is also through discussion that the district can help students and staff discern between telling or responsible reporting. (which is intended to keep someone from getting hurt) of acts of harassment, intimidation and bullying from ratting or tattling. The district is encouraged to use experiential learning techniques, such as role play situations and other demonstration and modeling strategies in its information activities for students and staff.
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Percentage Difference: Decreased by 75%
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<td>Fighting</td>
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<p>| Percentage Difference | 89% Improvement |</p>
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<td>2003-2004</td>
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<td>2002-2003</td>
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<td>Class Cut, Insubordination, Negative Situation, Insubordination, Obligation, Neg. Sit., Uns. Late Det., Class Cut, Class Cut, Fighting</td>
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<td>Percentage Difference</td>
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Participant's Name: R.H.

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<td>2002-2003</td>
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<td>Negative Situation, Negative Situation, Class Cut, Negative Situation, Misuse of Class Time, Profanity, Unserved Late Detention, Fighting, Lvg. School w/o Permission</td>
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<tr>
<td>Percentage Difference</td>
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<td>2002-2003</td>
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<td>Insubordination, Fighting, Truancy, Negative Situation, Uns. Teacher Detention, Uns. Late Detention, Lvg. Class w/o Permission, Fighting</td>
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Participant's Name: S.P.
Participant’s Name: J.R.

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<td>2003-2004</td>
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<td>Profanity, Insubordination</td>
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Participant's Name  J.K. _______________________________________

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<td>2002-2003</td>
<td>3</td>
<td>Lateness, Insubordination, Lateness</td>
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<tr>
<td>2003-2004</td>
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<td>----------</td>
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<tr>
<td>2003-2004</td>
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<td>Lateness, Lvg. School w/o Perm., Lateness, Uns. Late Det., Late to School, Profanity, Smoking</td>
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<td>Percentage Difference</td>
<td>61% Improvement</td>
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<td>School-Year</td>
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<td>Comments</td>
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<td>2002-2003</td>
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Appendix C
Instrumentation 2
Participants will discuss the following questions in relation to their experiences within the program.

1. What were your feelings about first being chosen to participate in the program?

2. Why do you think you were chosen to participate?

3. What do you think you have gained from participating in the program?

4. What did you not like about the program?

5. What did you like about the program?

6. If you could add anything to the program, what would it be?

7. Would you still like to participate in the program in the future?

8. Have you changed personally in any way because of the program?
Biographical Data

<table>
<thead>
<tr>
<th>Name</th>
<th>Jennifer Baldwin</th>
</tr>
</thead>
</table>
| High School   | Egg Harbor Township High School  
|               | Egg Harbor Township, NJ         |
| Undergraduate | Bachelor of Arts  
|               | Special Education             |
|               | Rowan University     |
|               | Glassboro, NJ        |
| Graduate      | Master of Arts      
|               | School Administration  |
|               | Rowan University     |
|               | Glassboro, NJ        |
| Present Occupation | Special Education Teacher   |
|               | Oakcrest High School  
|               | Mays Landing, NJ        |