

Do School Bully Laws Align With Prevention Best Practices?

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Abstract

This article examines state-level school laws that emerged over the last decade with regard to bully prevention. The purpose is to determine, among states that legally mandate public schools to address bullying, how extensively they have incorporated language representing the primary, secondary, and tertiary prevention levels.

State bully laws were coded into a classification scheme representing three levels of prevention constructs and language from Olweus' Bullying Prevention Program. Findings include discussions of both the thematic review of the qualitative data and frequencies generated from data reduction. Findings revealed that 38 states wrote school laws that required bullying policies. Among these states, half (50%) had laws that addressed both primary and tertiary prevention levels, while only 10 states (26%) included secondary prevention in its laws.

The discussion includes suggestions for expanding state bully laws to incorporate secondary prevention. Also, the discussion moves beyond what states currently require their school districts to do, to draw conclusions regarding alignment of best practices and school bully laws and policies. Health educators can be involved in lobbying for school bully prevention policy and laws at the state level.

Introduction

Federal educational laws emphasize student learning and school accountability, which may impact educators' ability to spend time and resources addressing bullying (Lagana-Riordan & Aguilar, 2009). Gone is the era of large-scale state and federal grants for bully prevention in local schools. The result is a decline in resources that support local efforts to reduce bullying. However, the public media attention seems to indicate there is a sustained interest by parents, communities, and educators in the topic of school-based bullying. One of the strategies interest groups have to build strong school-related bully programs is through collective efforts to change laws (Kosciw, Greytak, Diaz, & Bartkiewicz, 2010).

The most significant action related to school bullying over the last decade was a federal mandate that tied state school laws to federal educational funding. Specifically,

the 2001 authorization of the Elementary and Secondary Education Act (ESEA), referred to as No Child Left Behind (No Child Left Behind Act of 2001, 2002), required states to pass laws that required districts to write safety plans and specify student consequences for violating school behavior guidelines (Office of Safe and Drug-Free Schools, 2002). Though the word "bully" did not appear in the legislation, it did require state laws to require each school district to have safe school policies. Part of this legislation, known as the Safe and Drug Free Schools and Communities Act (SDFSC, Title IV, Part A), required that district policies include parent input and be premised on evidence based models. The Unsafe School Choice Option (Section 9532) was another component of the 2001 ESEA which provided opportunities for victims of violence or bullying to transfer schools as well as allowing students to transfer out of schools classified as persistently dangerous (Gastic, 2010).

In the 111th Congress federal legislators began examining the reauthorization of ESEA. As part of this process, representatives introduced several bills that address school bullying. For instance, H.R. 5184 and H.R. 2262 Safe Schools Improvement Act of 2009 (111th Congress, 2009-2010), proposed to amend the Safe and Drug-Free Schools and Communities Act to include language specific to bullying and harassment. This legislation would have required that states collect and report incidences of bullying, integrate bullying into student codes of conduct, publicly distribute conduct codes, and clearly establish complaint procedures regarding suspected bully behaviors. Unfortunately, for school children and safe school advocates, this bill never became a law. A member of Congress needs to reintroduce it in a new session of Congress to renew debate (Govtrack.us, 2011).

In addition to the ESEA, changes in the Individuals with Disabilities Education Act (IDEA) in 2004 affected how schools respond to students with disabilities who demonstrate disruptive behaviors. These changes required that schools discipline all children the same. The only exception was if the behavior is a direct result of the student's disability or if the school failed to implement an individualized educational plan (O'Shea & Drayden, 2008). Thus, the IDEA allowed schools to punish students as long as the behavior was not a part of a defined disability or if the school demonstrated that they accurately implemented the learning plan. Therefore, students with disabilities who also have disruptive symptoms to address could be suspended or expelled rather than evaluated to modify their educational plan.

The result of these federal policy changes has been the emergence of state laws related to safe schools. Limber and Small (2003) compiled information and reported on selected themes, including definitions and purpose of the laws, from 15 states with state laws regarding bullying. They

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recommended that legislation be evaluated on the basis of recommended policies, strategies, and programs. Srabstein, Berkman, and Pynতিকова (2008) conducted another national study that examined state laws regarding bullying following the 2001 changes to the ESEA. That study found that states changed their school laws to incorporate federal mandates. The conclusions reached in the Srabstein article indicate that statutes should define bullying, prohibit bullying, require implementation of prevention programs, and provide funding. Like Limber and Small and Srabstein et al., the study examines the exact language in school bully laws for themes related to bully prevention.

Laws should reflect best practices in the field of bullying prevention, such as those that are the framework for analysis of this study (Centers for Disease Control and Prevention [CDC], 1992, 2011; Olweus, 1993). However, some argue that the current school bully laws do not reflect best practices and therefore may be ineffective. For instance, Hart (2005) argued that laws that define bullying exclusively as a physical act omit important verbal and exclusionary tactics that may lead to violent reactions from the victim or that may escalate to violence by the bully. Hart wrote:

Unfortunately, most antibullying statutes currently in force are likely to be ineffective in preventing school violence, due in large part to the current constitutional requirement that allows regulation of student speech only where the school can show a probable, tangible, and disruptive effect from the prohibited speech. This approach ignores the fact that bullying is not just physical. More insidious behaviors, such as verbal and psychological bullying, can have devastating effects on the participants and often leads to more explosive incidents of school violence. (pp. 1152-1153)

Keenan (1973-1974), in his seminal article, encourages the reader to use policy to bridge the gap between what the public expects from education and what actually happens in education. If there are gaps between best practices and policy, then one might ask the question what model would encompass bullying components and exemplify best practices?

The prevention framework described on the school violence prevention web page of the CDC can serve as guidelines for best practices in bully prevention (CDC, 2011). The CDC states that prevention is effective when it incorporates reducing risk factors along with increasing protective factors across multiple levels of individual, group, and community influence. They further state on their website that current policy and public debate about school violence omits best practices.

The public discussion of violence in schools rarely includes public health approaches. Standard approaches to school violence prevention are often limited to metal detectors and other security measures, for which the science is, at best, inconclusive. Public health approaches focus on preventing violence before it starts and are

proven to be effective in reducing youth violence. With limited resources available to schools, it's time to change the discussion to effectively address school violence (CDC, 2011, para 2).

The framework used in this study draws on the prior work by the CDC (1992) and Caplan and Caplan (2000) by categorizing best practice program elements into three levels—primary, secondary, and tertiary prevention. Primary includes reducing risk factors and providing interventions at the whole school or community level. Secondary involves prevention targeted at an at-risk group or classroom. Tertiary includes personalized rehabilitative services delivered on an individual basis. Social scientists also use this model where primary includes organized programs to reduce incidence of a disorder, secondary includes programs targeted at specific audiences, and tertiary seeks to reduce the long-term negative effects in individuals (Caplan & Caplan, 2000).

Olweus is considered to be an authority on bullying prevention (Bauer, Lozano & Rivara, 2007; Black & Jackson, 2007); components of his program are listed in column one of Table 1. The three levels of prevention can be seen to align with Olweus' (1993) three goals of a bullying prevention program. The goal of preventing the development of new problems includes a school-wide educational program similar to primary prevention. The goal to achieve better peer relations at school includes broadly defined groups with prevention and intervention tailored to meet the needs of the individuals within the group. This can include mediation and conflict resolution (Fast, Fanelli & Salen, 2003) and reflects the elements of secondary prevention. The goal to eliminate existing bully and victim problems is tertiary intervention and includes Olweus' (1993) recommendations for counseling with victims, bullies, and families.

This article examines state-level school laws that emerged over the last decade with regard to their integration of bully prevention. Since state laws influence local programs, increasing bully prevention in local schools requires influencing how state school laws address bullying. The present study moves beyond prior work to identify a framework for best practices and any gaps that may exist between best practices and school bully laws.

Method

This qualitative policy analysis sought to expand safe school research (Srabstein et al., 2008) to connect state bully laws to best practices in health education (CDC, 2011; Olweus, 1993). The researchers analyzed state educational laws related to bullying using content analysis followed by data reduction which reduced the qualitative findings to numbers. The data were coded into Olweus' constructs (task force, staff development, needs assessment, code of conduct, parental notification, peer programs, and mental health counseling) and categories representing the three levels of prevention (primary, secondary, and tertiary). A comprehensive review of the literature was done before

Table 1

Dual Coding for Data Using Olweus' Program and the Prevention Levels

Themes from Olweus Bullying Prevention Program Scope	Study variables	Prevention levels
Establish a bully prevention coordinating committee	Task force	Primary
Include community on coordinating committee	Task force	Primary
Train committee and staff	Staff development	Primary
Administer Olweus Bullying Questionnaire	Needs assessment	Primary
Introduce and post school rules against bullying	Code of conduct	Primary
Refine school supervision	Staff development	Primary
Involve parents	Parental notification Task force	Primary
Better peer relations	Conflict resolution Peer programs	Secondary
Meet with involved parents	Parental notification	Tertiary
Individual intervention plan/counseling	Mental health counseling	Tertiary

conducting this study and no published article that addressed the full approach and aspects of the current study was identified.

The researchers compiled public school laws from online legislative archives in spring 2010. This study examines existing public documents that do not contain identifiable private information and there was no intervention or interaction with individuals. According to the Institutional Review Board guidelines, this study was exempt from human subjects review. Data collection involved accessing each state's online website that contains a searchable archive of state laws. The researchers searched these files to locate the educational or school codes. Laws were examined to identify the sections that contained bully language. The data selected for inclusion in the analysis file contained any version of state law with language that specifically addressed bullying (See Appendix). For states that had multiple versions, the most recent was used. Researchers found data consisted primarily of laws enacted after 2003, perhaps because ESEA 2001 prompted states to update school bully laws.

This question guided the inquiry: Among states that legally mandate public schools to address bullying, how extensively have they incorporated language representing the primary, secondary, and tertiary levels of prevention?

In the first stage of the analysis, a template was constructed that represented the study variables. These variables included themes that were present in the Olweus Bullying Prevention Program Scope (Olweus, n.d.). These themes and study variables can be seen in Table 1. Next, the researchers read and reread the data and discussed the data's

meaning to determine how to represent the laws as variables. The researchers made every attempt possible to classify each theme that appeared in the state laws related to bullying into a variable in order to generate inclusive findings.

Variable definitions were important in the process of categorizing and interpreting the data. In this study, the researchers understood that it was important to have a working definition and understanding of the variables, and likewise, that the reliability of the coding and data interpretation relied on a consistent application of the variable definitions. To facilitate the consistent coding, a table was constructed that connected each working definition to a study variable and to the corresponding prevention level consistent with the method of inductive category development forwarded by Mayring (2000). Table 1 presents variable definitions along with the classification scheme that guided the data analysis. The table was used to confirm coding and served as a guide for the interpretation of the findings.

Components found in the Olweus Bullying Prevention Program Scope (Olweus, n.d.) that guided the creation of variables included coordination, training, needs assessments, rules, supervision, parental involvement, meetings with bullies, victims and their parents, and intervention plans guided by best practices. The researchers created variables that represented the language in state laws that reflected the program level elements present in the Olweus model. These variables included taskforce, staff development, needs assessment, code of conduct, parental notification, identifying school responsibility, and programs that include mental health counseling, conflict resolution, and peer conflicts. They

matched these state law study variables to the appropriately corresponding prevention level, primary, secondary or tertiary. For instance, since staff development targets all school personnel it was considered primary. The secondary level consisted of programs targeting at-risk students, such as conflict resolution and peer mentoring. Likewise, counseling that involved bullies and their victims reflected tertiary interventions. Table 1 includes the variables commonly found within state law by the researchers, dual coded for both Olweus' model and the three levels of prevention.

Data Analysis

If the law included the study theme (Table 2), the researchers coded the variable "Yes" with notations indicating the wording of the text, and if the theme was not present in the law, it was coded "No." The researchers used a triangulation process that included reading the data together, discussing its meaning, reconciling differences in interpretation, coding the data, and verifying the data codes. In cases where the researchers did not initially agree on the meaning of the data, the researchers examined their interpretive judgments. The final coding assignments reflected 100% agreement between the researchers. Thus, intercoder reliability assessment was an ongoing process throughout the analysis stage.

Finally, the researchers converted the "Yes" and "No" values to nominal data where "Yes" = 1 and "No" = 0 so that frequency distributions could be calculated. Table 2 presents the frequency analysis that includes total and percentage "Yes" and "No" responses recorded for each variable by prevention level. This data reduction process condensed all coded data into totals and frequencies assuring the researchers that all of the coded data were incorporated into the findings

and allowed the researchers to generate a numeric answer to the study question. The findings include discussions of both the thematic review of the qualitative data and the frequencies generated from this data reduction.

Findings

Findings indicated that 38 states (76% of all 50 states) passed specific laws that required districts to incorporate bullying prevention into local school policies. The laws in 63% of these 38 states required some form of prevention at the primary level (see Figure 1). Only 26% of 38 states wrote bully laws that incorporated an aspect of secondary prevention. Tertiary prevention themes were identified in 63% of 38 state bully laws. Results from the frequency analysis within each prevention level will be examined in this section along with variable definitions and limited examples that exemplify the typical language found in the laws.

Primary Prevention

The variables that represented primary prevention included a code of conduct for students that incorporated consequences and reporting for bully behavior, staff development, needs assessment to determine the level of need for bully prevention, a task force involved in designing or monitoring the bully policies and school-wide programs.

The most frequently identified variable across all levels of prevention was staff development (58% of states with school bully laws). Data were coded staff development when the law specified that districts had the responsibility to train staff to implement bully related policies. This may include providing specific opportunities for staff to attend

Table 2

Frequency Distribution of Study Variables Across the Prevention Levels

Variable	Total Yes	Percent Yes	Total No	Percent No
Primary				
Code of conduct	18	47%	20	53%
Needs assessment	2	5%	36	95%
Staff development	22	58%	16	42%
Taskforce	17	44%	21	56%
Secondary				
Character education or curriculum for targeted group	6	16%	32	84%
Conflict resolution	3	8%	35	92%
Peer program	2	5%	36	95%
Tertiary				
Mental health services	9	24%	29	76%
Parental notification	19	50%	19	50%

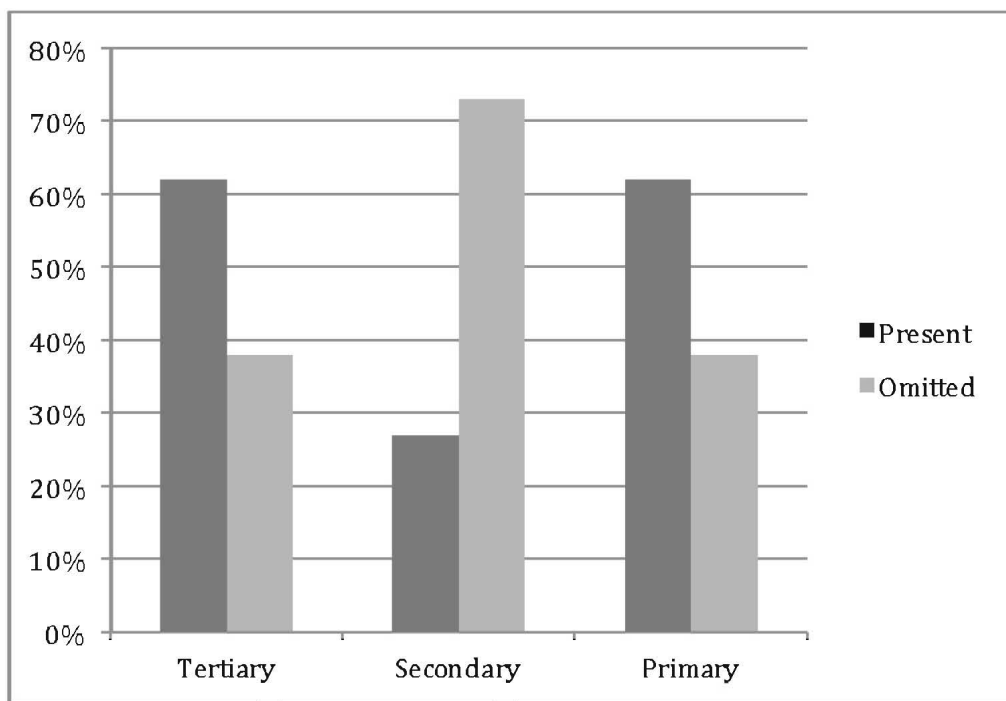


Figure 1. Distribution of bully laws across prevention levels for all states.

development workshops focused on bully prevention. Alaska, for example, required districts to write bully related policies and required that staff receive training through workshops or other methods and that staff have ongoing access to training materials through the Internet (School Disciplinary and Safety Program, 2008).

Another important theme that occurred in the data was the requirement that schools incorporate consequences for bullying into the student code of conduct (47% of states with school bully laws). Most state laws that were coded as having these requirements specified the term “code of conduct” in the law. However, laws that used language that required the formal notification of rules and violations to students for bullying without specifying “code of conduct” were included positively in this category. Colorado is one example of a state that included the code of conduct in their school bully laws. This law specified “A concisely written conduct and discipline code that shall be enforced uniformly, fairly, and consistently for all students” (Colorado B, 2001). The Colorado bill also specified that conduct and discipline codes must include policies on dress codes and searches on school property. Some states, like Florida (Florida Statutes, 2009) require that these codes include grounds for in-school suspension, suspension, and expulsion due to bully behaviors.

Among the states with school bully laws, 44% required that districts or local schools form taskforces to develop or oversee the implementation of the bully policies or programs. For example, school bully laws in Illinois specify that schools must create parent-teacher advisory committees that are charged with developing the policies (House Bill 0018 LRB 095 03463 NHT 23634 b, 2008). The Illinois

example also allows school districts to collaborate with community-based agencies to develop or provide curriculum for bully prevention. Thus, laws in Illinois are an example of integrating parents, teachers, and community-based agencies into various taskforces to address school bullying.

Only two states included needs assessments in their school bully laws (5% of states with school bully laws). These states were Pennsylvania (House Bill No. 1067, 2008) and Connecticut (Connecticut Bullying Law, 2010). School bully laws in Pennsylvania move beyond conducting needs assessments to determine the nature of bullying and problem behaviors in schools to requiring that prevention programs be research-based and designed to reduce incidents of bullying. Connecticut requires that local schools conduct a survey to determine the prevalence of bullying prior to developing bully prevention programs.

Secondary Prevention

The variables that represented secondary prevention included character education or curriculum when chosen for a target group or classroom, conflict resolution, peer program, and victim training. Only 10 states (26% of 38 states with school bully laws) incorporated an aspect of secondary prevention into school bully laws. The remainder of the states omitted language from their laws addressing group prevention/curriculum for targeted students or peer relations targeting the at-risk group. Six states (16% of 38 states) included language requiring character education or a related form of curriculum in school bully laws. As an example of the curriculum related to character, Kentucky called their law the “Golden Rule Act” and required that local schools adopt

curriculum related to safe learning and student well-being (Golden Rule Act, 2008).

Three states (8% of 38 states with school bully laws) incorporated conflict resolution into their school bully laws. For example, Louisiana authorized parishes or local schools to require that students and their parents may be required to attend specialized conflict resolution classes in cases where the student was identified as involved in bully behaviors (Act No. 230, 2001).

Only two states (5% of 38 with school bully laws) incorporated peer programs into their school bully laws. Pennsylvania included specific language that authorized the state to provide grant funds to schools to support peer helper programs (House Bill No. 1067, 2008) while Rhode Island included language that included peer mediation as a possible strategy schools could use to remediate bullying (H 5919, 2003).

Tertiary Prevention

School bully laws that incorporated tertiary prevention addressed mental health services or they required schools to notify parents when their children violate school conduct codes. Parental notification was the most frequently classified tertiary prevention theme (50% of 38 states with school bully laws). Parental notification was indicated in cases where laws required schools to inform parents about specific incidents that involved their children; in some states the laws include parental accountability for student conduct to the extent that there may be liability or criminal consequences for the school-based actions of their children. For example, Texas

(House Bill No. 283, 2005) required notification of conduct violations as well as requiring schools to inform parents of the terms of the student’s disciplinary action.

State laws classified as including mental health counseling typically specified counseling following incidents of bullying. These laws incorporated mental health counseling in 24% of 38 states with school bully laws. For example, Florida school laws require that district policies include specifying the conditions under which “victims and perpetrators of bullying” will be referred to counseling (Florida Statutes, 2009, Section 1. Section 784.048.5.j).

Conclusion

This study analyzed current school bully laws across states. Components from Olweus’ Bullying Prevention Program, a commonly implemented bullying prevention program that has been evaluated by the CDC (2007), were nested into the three levels of prevention that encompasses primary, secondary and tertiary prevention. It was apparent that some state laws minimally incorporated bully prevention, while other states’ laws incorporated a wide range of interventions designed to reduce school bullying. However, few states included elements from each of the primary, secondary, and tertiary prevention levels.

Few, if any, examples of secondary prevention could be identified within school bully laws and few states included secondary prevention within their laws (see Tables 1, 2, 3, and Figure 1). That is a significant finding based on the researchers’ premise that prevention should be incorporated into the laws. Although secondary prevention was identified as having fewer sub-categories, it should be no less important to implement. The researchers recommend states advance beyond what exists to incorporate best practices.

The classification scheme showed that many state laws seemingly fall outside of best practices. The researchers believe state bully laws should reflect best practices. Currently, only 6 out of 38 states (16%) incorporate the three levels in their policy. Policy can mandate the basic elements of a desired program. Do we assume that if it is not legally mandated that it will not exist? Likewise, what components should be mandated by law and what components should be left to the discretion of local jurisdiction? These findings suggest that passing state laws does not guarantee that the end result will produce an outcome that protects school children. Therefore rather than helping bullies and victims, in some cases state laws represent a superficial or political gesture.

Best practices indicate that prevention programs can utilize a framework consisting of the three levels of prevention (CDC, 1992; Walker & Shinn, 2002; Wolfe & Jaffe, 1999). So a subsequent question arises, what percentage of bullying laws should be allocated to direct policy to primary, secondary, and tertiary levels? The researchers believe that in order to assure programs reflect best practices, bullying laws should contain fully developed primary, secondary and tertiary prevention interventions. Primary prevention is awareness education for all students, faculty,

Table 3

States with School Bully Laws Requiring Secondary by Type of Prevention Specified

State	Curriculum for targeted group character education	Conflict resolution	Peer program
Arkansas		X	
Colorado	X		
Connecticut	X		
Kentucky	X		
Louisiana		X	
New York	X		
Oklahoma	X		
Pennsylvania		X	X
Rhode Island			X
Virginia	X		

staff, and administration. Individual's identified to be in the at-risk population, bullies and victims who did not fully respond to primary prevention, are in need of more intensive secondary intervention. Those students who advance to the tertiary level, do so because they fail to be successful at the previous levels. They get the most intensive care including individual and family counseling. Including all three levels can help assure the comprehensiveness of the laws.

Based on this study the researchers recommend school bully laws should include primary, secondary, and tertiary components. Educational laws consistent with best practices at primary prevention may include establishing a coordinating committee, include parents and community, train the committee and staff, administer a needs assessment, develop and post a code of conduct, and refine school supervision. Laws consistent with the secondary level may include facilitating better peer relations through peer programming including conflict resolution. Laws consistent with best practices at the tertiary level may include an individual intervention plan including mental health counseling and meetings with involved parents.

Implications for Health Educators

Violence is a public health issue and bullying is a form of interpersonal violence that may impact the physical and emotional health of an individual. According to National Commission for Health Education Credentialing (NCHEC, 2011), responsibilities of a health educator include communicating and advocating for health and health education

including analyze and respond to factors that influence policy. Health educators can be resource persons who communicate and advocate on the topic of school bullying to multiple constituencies at national, state, and local level (Showalter, 2008). State professional organizations can also be a vehicle for this lobbying relationship, which aims to influence policy to promote health. The distribution of both information and training materials in person, white papers, and electronically are strategies that assure access to bully prevention policies and programs for staff in school districts. In the capacity of a health education resource person, the health educator can establish a consultative relationship with their state and federal representatives to advocate for legislation (Kosclw et al. (2010). An example of such an action is sending results of studies to Departments of Education, testifying before state lawmakers, and volunteering to participate in study groups for oversight boards. Health educators lobby for bully prevention laws at the state level where they can sensitize the legislators and the public and disseminate technical and scientific arguments on the effectiveness of school-based interventions (Breton, Richard, & Gagnon, 2007). Additionally, the health educator should be communicating and translating these laws to school policy within their own local practice. They can also participate in service learning programs that invest college students in the health values of bullying prevention (Hodges & Videto, 2008). The results of a comprehensive advocacy plan may be the increased knowledge and awareness of school-based bullying and the improvement of laws to improve school climates.

Appendix

States, Respective Bully Law Title, and Levels of Prevention

State	School Bully Laws as of Spring 2010	Primary	Secondary	Tertiary
Alaska	School Disciplinary and Safety Program, AS 14.33.110-14.33.140, (2008).			X
Arizona	House Bill No. 2368, 47th Legislature, (2005).			X
Arkansas	2003 Arkansas Act 681, House Bill 2274, (2003).	X	X	X
California	Bullying Prevention for School Safety and Crime Prevention Act of 2003, Senate Bill. 719 chapter 828, (2003).			
Colorado	Colorado B: Education-Public schools, Senate Bill 01-080, (2001)	X	X	
Connecticut	Connecticut Bullying Law, CGS s. 10-222d, g,h, (2010).	X	X	X
Delaware	An Act to Amend title 14 of the Delaware Code to establish the School Bullying Prevention Act, House Bill No. 7, 144th General Assembly, (2007).	X		X
Florida	Florida Statutes: K-20 Education Code Support, Title XLVIII, (2009).	X		X
Georgia	House Bill No. 84/CSFA, (2002).	X		X
Idaho	Jared's Law, House Bill No. 750aa, 58th Legislative Second Regular Session, (2006).	X		X
Illinois	House Bill 0018 LRB 095 03463 NHT 23634 b, 95th General Assembly, (2008).	X		X
Kentucky	The Golden Rule Act, House Bill 91, (2008).	X	X	

States, Respective Bully Law Title, and Levels of Prevention (continued)

State	School Bully Laws as of Spring 2010	Primary	Secondary	Tertiary
Louisiana	Act No. 230, House Bill No. 364, (2001).		X	
Maine	20-A MRSA s.1001, (2006).			
Maryland	House Bill 407, (2005).			X
Massachusetts	F-Law, Chapter 71, section 90, (2003).	X		X
Minnesota	Bullying Prohibition Policy, MSBA/MASA Model Policy 514, (2006).	X		X
Missouri	Antibullying Policy, Missouri General Assembly, Senate Bill 894, Revised Statutes, C-160.755, (2010).			
Nebraska	Nebraska Revised Statute, Chapter 79-2,137 (2009).			
Nevada	NRS 388.133 -200.605, (2009).	X		
New Hampshire	Pupil Safety and Violence Prevention, House Bill No. 360, 2000 session, (2009).	X		X
New Jersey	N.J. S.A. 18A:37-13, (2002).	X		X
New Mexico	Primary and Secondary Education, Title 6, Chapter, 12, part 6, (2009).	X		X
New York	Senate Bill No. S 1925, (2003).	X	X	X
North Carolina	Session law 2009-212, General Assembly of North Carolina, Senate Bill 526, (2009).	X		X
Oklahoma	School Bullying Prevention Act, Senate Bill No. 992: S70-24-100.3, (2002).	X	X	X
Oregon	House Bill 3403: Chapter 617 (2002).			
Pennsylvania	House Bill No. 1067, (2008).	X	X	X
Rhode Island	H 5919, State of Rhode Island in General Assembly January session, (2003).		X	
South Carolina	Safe School Climate Act, State of South Carolina General Assembly, (2006).	X		
Tennessee	Senate Bill 1621, (2005).			
Texas	House Bill No. 283, (2005).			X
Utah	53A-11a-101, (2009).			X
Vermont	No. 162, an Act Relating to Harassment Policies in Schools, S. 313, (1994).			
Virginia	House Bill No. 1624, (2009).	X	X	X
Washington	S.H.B. No. 1444, (2002).	X		X
West Virginia	Harassment, Intimidation or Bully Prohibition, Senate Bill 18-2C-1, (2003).	X		X
Wyoming	House Bill No. 0223, (2009).	X		

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