



Harassment, Intimidation & Bullying

LTPS Handbook for Parents, Students and Staff

Board Policy-5512

The LTPS Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. The board has determined that a safe and civil environment in school is necessary for pupils to learn and achieve high academic standards, and for staff to educate pupils effectively. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils 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.

Lawrence Township Public Schools

Table of Contents

HIB Definition.....	3-4
Implementation of HIB Policy and Legislation.....	5
Due Process: Rights for Alleged and Accused Victim(s)	6
Anti-Bullying Contacts in District	7
Anti-Bullying Coordinator Responsibilities.....	8
Principal Responsibilities.....	9
Anti-Bullying Specialist Responsibilities	10
School Safety Team Responsibilities	11
Pupil Expectations.....	12
Consequences and Appropriate Remedial Actions.....	13
Factors for Determining Consequences	14
Factors for Determining Remedial Measures	15
Examples of Consequences	16
Examples of Remedial Measures	17
Parent/Guardian Role in Preventing Bullying.....	18

Lawrence Township Public Schools

Harassment, Intimidation and Bullying (HIB) Definition

Types of Behaviors include:

- Any gestures, or
- Any written, verbal or physical act, or
- Any electronic communication
- Can be a single incident or series of incidents

Motivation for HIB Behavior:

- Any actual or perceived characteristic
- Examples: race, color, religion, ancestry, national origin, sexual orientation, gender identity and expression, or mental/physical/sensory disability, or any other distinguishing characteristic(s)

Location of Incident:

- On school property
- At school sponsored function
- On a school bus
- Off school grounds (including cyberspace), when it extends into the school environment

Must meet one of the following conditions in addition to causing substantial disruption or interference:

- Has effect of insulting or demeaning student or groups of students or
- Creates hostile educational environment for student by interfering with student's education or
- Severely or pervasively causing physical or emotional harm to students

Lawrence Township Public Schools

Investigation Procedures

School Day One (1):

- Verbal report made to **Principal**
- **Principal** must inform parents/guardians “of all students involved”

School Day Two (2):

- **Principal** must initiate investigation by Anti-Bullying Specialist **within one (1) school day of report; may appoint others to assist**

School Day Three (3):

- Written report to the **Principal** to be made within two (2) days of when employee witnessed or received information that a student experienced HIB

School Day Eleven (11):

- Investigation complete (by 10 school days from written report)

School Day Thirteen (13):

- Results of investigation must be given to Superintendent within two (2) school days of completing investigation. Superintendent shall ensure the Code of Conduct has been implemented (e.g., intervention services, training, discipline, counseling, etc.)

Report to Board of Education:

- Superintendent must report to board of education no later than next board meeting following completion of investigation

Lawrence Township Public Schools

Due Process: Rights for Alleged and Accused Victim(s)

Report to Parent/Guardian:

- District must provide “information about the investigation: to parents/guardians of “students who are parties to the investigation” about investigation and findings within five (5) school days after investigation results are presented at a board meeting. Information to include: nature of investigation, whether evidence of HIB found, whether discipline imposed or services provided to address the HIB.

Board Hearing:

- Parent may request confidential hearing before the board of education, which must occur within ten (10) calendar days of request.

Board Decision:

- Board must issue decision, in writing, to affirm, reject, or modify superintendent’s decision, at next board meeting, following receipt of report. Board’s decision may be appealed to Commissioner of Education within ninety (90) calendar days.

Civil Rights Complaint:

- Parents may file a complaint with the NJ Division on Civil Rights within one hundred eighty (180) calendar days of incident, based on membership in a protected group as enumerated in the New Jersey Law Against Discrimination, or in state or federal court.

ECS Investigation:

- Executive County Superintendent shall investigate a complaint of a violation by a school district when the complaint is not adequately addressed on a local level.

Lawrence Township Public Schools

Anti-Bullying Contact Information

Superintendent	Dr. Ross Kasun	609-671-5405	Rkasun@ltps.org
Anti-Bully Coordinator	Melanie Fillmyer	609-671-5458	mfillmyer@ltps.org
Ben Franklin Jay Billy Principal	Corinne Rutt ABS	609-671-4005	Jbilly@ltps.org crutt@ltps.org
Eldridge Park Amy Amiet Principal	Patricia Burns ABS	609-671-4106	Aamiet@ltps.org pburns@ltps.org
LES Melissa Lockett Principal	Melissa Wall ABS	609-671-4205	mlockett@ltps.org mwall@ltps.org
LMS Mindy Milavsky Principal	Elizabeth Guarini ABS	609-671-4805	mmilavsky@ltps.org eguarini@ltps.org
LHS David Adam Principal	Christian D'Angelo ABS	609-671-2621	dadam@ltps.org cdangelo@ltps.org
LIS Alyson Fischer Dr. Thomas Toohey Principal	Patricia Guerrero ABS	609-671-4615	Afischer@ltps.org Ttoohey@ltps.org pesser@ltps.org
Slackwood Jeanne Muzi Principal	Kristen Hopson ABS	609-671-4308	Jmuzi@ltps.org Khopson@ltps.org

Lawrence Township Public Schools

Implementation of HIB Policy and Legislation

Anti-Bullying Assignments

- The Superintendent shall appoint a district Anti-Bullying Coordinator.
- The Principal in each school shall appoint a school Anti-Bullying Specialist.
- A School Safety Team shall be formed in each school in the district to develop, foster and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying.

Anti-Bullying Coordinator Responsibilities

The District Anti-Bullying Coordinator shall:

- Be responsible for coordinating and strengthening the school district's policies to prevent, identify and address harassment, intimidation, or bullying of pupils;
- Collaborate with school Anti-Bullying Specialists in the district, The Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the district;
- Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
- Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and

- Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

Lawrence Township Public Schools

Principal's Responsibilities

The principal or designee shall:

- Initiate the investigation by the Anti-Bullying Specialist;
- Contact parent(s)/guardian(s) and inform them of the incident;
- Keep abreast of the situation;
- Keep in close contact with the Anti-Bullying Specialist. Update him/her with current information;
- May appoint others to assist the Anti-Bullying Specialist as needed;
- In conjunction with the Anti-Bullying Specialist shall determine the “range” of ways to address the incidents of harassing and/or bullying behavior. These may include: training, discipline actions, counseling or intervention programs;
- Be an active participant of the School Safety Team;
- The Principal shall proceed in accordance with the student Code of Conduct;
- Submit the report to the Superintendent;
- Provide training on the School HIB Policy to employees, contracted service providers and volunteers who have significant contact with pupils;
- Shall annually conduct a reevaluation, reassessment, and review of the HIB Policy with input from the School's Anti-Bullying Specialist, and recommend revisions and additions to the Policy as well as to harassment,

intimidation, and bullying prevention programs and approaches based on findings from the evaluation, reassessment and review;

- Post to the school website the name, school phone number, address and school email address of the School Anti-Bullying Specialist.

Lawrence Township Public Schools

Anti-Bullying Specialist Responsibilities

The District Anti-Bullying Specialist shall:

- Chair the School Safety Team as provided in N.J.S.A. 18A: 37-21;
- Lead the investigation of incidents of potential harassment, intimidation, or bullying in the school;
- Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school;
- Execute other duties related to school harassment, intimidation or bullying as requested by the principal and/or the Anti-Bullying Coordinator; and
- Meet at least twice a school year with the school Anti-Bullying Coordinator to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

Lawrence Township Public Schools

School Safety Team Responsibilities

The School Safety Team shall:

- Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal;
- Receive copies of any report prepared after an investigation of an incident of harassment, intimidation or bullying;
- Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils;
- Participate in the training required pursuant to the provisions of N.J.S.A. 18A: 37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request;
- Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator

Lawrence Township Public Schools

Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C. 6A: 16-7.

Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of the past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Remedial Measures-Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;

7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation;
10. Academic performance;

Lawrence Township Public Schools

Factors for Determining Remedial Measures-Environmental (Classroom, School Building or School District)

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms and other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term)
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs; or being in school buildings or on school grounds.

Examples of Remedial Measures-Personal

1. Peer support group;
2. Corrective instruction of other relevant learning or service experience, restitution;
3. Supportive pupil interventions, including participation of the I&RS Committee (Intervention & Referral Services) pursuant to N.J.A.C. 6A: 16-8.
4. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team as appropriate;
5. Behavioral intervention plan, with benchmarks that are closely monitored;

6. Assignment of leadership responsibilities (e.g., hallway or bus monitor)
7. Individual or group counseling in school and/or with an outside provider;
8. Parent conferences;
9. Alternative placements (e.g., alternative education programs).

Lawrence Township Public Schools

Examples of Remedial Measures-Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based; systemic bullying prevention programs;
5. Modifications of schedules;
6. Adjustments in hallway traffic;
7. Modifications in pupil routes or patterns traveling to and from school;
8. Supervision of pupil before and after school, including school transportation;
9. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, bus, etc.)
10. Teacher aides;
11. Small or large group presentations for fully addressing the behaviors and the responses for the behaviors;
12. Professional development plans for staff;
13. Disciplinary action for school staff who contributed to the problem;
14. Parent conferences;
15. Family counseling;
16. Involvement of parent-teacher organizations; School-Action Team;
17. Involvement of community-based organizations;
18. Peer support groups;
19. School transfers and Alternative Placements;
20. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

Lawrence Township Public Schools

Parents’/Guardians’ Role in Preventing Bullying

Parents/Guardians can play a pivotal role in assisting the school district in preventing bullying. School staff and parents/guardians should work together to create a school that is free of bullying. There are certain behaviors a child may exhibit at home that may be a warning sign or symptom that they have been bullied at school.

Some examples of these behaviors may be:

Possible signs and symptoms of a bullied child:

1. Is the child afraid to walk to or from school?
2. Does the child not want to ride the school bus?
3. Does the child appear apprehensive about going to school, complain of headaches or feeling ill prior to leaving for school in the morning?
4. Does the child come home with clothing or personal items damaged?
5. Does the child appear sad or depressed about going to school?
6. Does the child come home from school with any physical injuries such as bruises, cuts or scratches?
7. Does it appear the child is either losing money or frequently requesting money?
8. Does the child seem socially isolated with few, if any, friends?
9. Does it appear the child is sleeping more than usual, or does the child appear tired as if they have not gotten enough sleep?

Warning signs that child may be bullying at school:

1. Does the child have a strong need to dominate and subdue others?
2. Is the child intimidating his siblings or children in the neighborhood?
3. Does the child brag about his actual or imagined superiority over other children?
4. Is the child hot-tempered, easily angered, impulsive with a low frustration level?
5. Does the child have difficulty conforming to rules and tolerating adversity or delays?
6. Does the child cheat on games or while playing with friends?

Lawrence Township Public Schools

The school can also provide direction and guidance to parents on positive approaches they can take to help address bullying in their child's school.

Recommendations for Parents/Guardians:

1. Take time each day to have a conversation with their children about their day-to-day lives and activities. If children are comfortable talking to their parents/guardians about school, friends, and activities, they will feel comfortable talking to their parents/guardians if they become a target of bullying.
2. Spend time at school and become part of the school community to the greatest extent possible.
3. Establish and enforce family rules that let children know bullying behavior is harmful to others and is not acceptable.
4. Encourage and train bystanders to help those who are being bullied. We know that bystanders can be very effective in stopping bullying behavior.
5. Teach children about cyber-bullying and the impact of sending mean, cruel, or threatening Internet messages.

Ways parents/guardians can respond to children who are bullied:

If a child tells his/her parent/guardian they have been bullied at school, there are several suggestions for parents on how to react to their child's situation.

1. Parents/Guardians should not over-react or under-react when told their child may have been bullied at school. The parent/guardian should not dismiss the child's experience.
2. Parents/Guardians should not place the blame for the incident on their child.
3. Parents/Guardians should expect the child to have a difficult time being the target of a bullying incident.

4. If a child is reluctant to talk to his/her parent/guardian, the parent/guardian should encourage the child to talk to another adult (e.g., family member, counselor, trusted teacher)