







Henderson County Schools
Response to Bullying and Gallup Poll Action Steps

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A. B. Chandler Elementary

Response to Bullying






-  Meet with each grade level class to discuss the survey and address concerns.
-  Outside counselor speaks with grades 3-5 as part of bullying prevention curriculum.
-  Guidance counselor will continue to address bullying issues in classrooms.
-  Investigate the purchase of research-based, bullying prevention materials.
-  Continue to embed the 7 Habits as they relate to leadership development and bullying prevention.
-  Initiate a "Bully Box" for grades 3-5 for anonymous reporting.

Gallup Action Steps






-  Continue to invite community and business leaders to speak to students regarding college and career readiness.
-  Continue teaching students multiple strategies to solve social and emotional problems.

Bend Gate Elementary

Response to Bullying









-  Identified students participate in a lunch bunch group with school psychologist once weekly for discussions of appropriate social interactions.
-  Guidance Counselor addresses bullying in guidance curriculum.
-  The *Leader in Me* program and *Seven Habits* for students and staff address character education, bullying, and leadership.
-  Disciplinary actions are taken as needed.
-  Volunteer staff members are assigned to mentor students who are labeled bullies.

Gallup Action Steps






-  School counselor met with focus group to get feedback about results.
-  The *Leader in Me* program and *Seven Habits* for students and staff focus on wellbeing (respect), engagement (work ethic, graduation), hope (begin with the end in mind), etc.
-  Focused discussions with students on goal setting through morning announcements, classroom discussions, and individual discussions. Goals are set for MAP testing, AR, and K-PREP.
-  The student ambassador program for 5th grade will expand to 4th and 3rd grades next year. 3rd graders will be CEOs (Chief Example for Others) based on established criteria. 4th grade criteria still in planning stages.
-  Additional daily student recognitions are made through afternoon announcements.

Cairo Elementary

Response to Bullying









-  Principal and guidance counselor meet often to discuss student relationships and bullying issues. Discussions include information from Dr. Butch Losey's *Crisis Management Workshop for Counselors*.
-  Guidance counselor teaches definition of bullying and how to handle being a witness or victim of bullying.
-  Students are allowed to anonymously report incidents to guidance counselor.
-  Students identified as those who bully others are watched more closely by staff.
-  Guidance counselor had lunch with girls from each grade level to discuss bullying. The girls participated in a survey to determine if they exhibited bullying behaviors.
-  School intervention team discussed the recent bullying survey responses. Discussion indicated the need for more adult supervision on playground.
-  Guidance counselor is forming Focus Groups of 3rd-5th grade students to brainstorm ways that bullies can 'give back to' instead of tearing down others.
-  Staff discussed survey results to analyze by grade, determine needs, and develop strategies to address needs. A follow up survey will be conducted after implementing strategies.

Gallup Action Steps





-  Principal shared with staff the poll results and the recommended suggestions for building sense of well-being.
-  Guidance counselor met with 5th grade focus group to discuss results and their thoughts about the results.
-  School intervention team discussed the poll results and responses of focus group. There is need for student ownership, opportunities for student input, more student independence.
-  To empower students, staff will incorporate more team building and feedback opportunities during weekly Club Cairo.
-  Staff discussions at weekly meeting generated ideas to address pessimism.

East Heights Elementary

Response to Bullying












-  Principal presented results to staff and met with KYCID (Kentucky Center for Instructional Discipline) committee to devise a plan.
-  Character coach (guidance counselor) continues to teach character education to all students.
-  Character coach (guidance counselor) and classroom teacher continue to team teach bully prevention lessons.
-  Character coach (guidance counselor) annually attends behavior institute and provides staff PD.
-  Meeting with grade level classes to discuss the survey and address concerns.
-  Researching outside counselor to speak with grades 3-5 as part of bullying prevention curriculum.
-  Research-based bullying prevention materials.
-  Initiate a “Bully Box” for grades 3-5 for anonymous reporting.

Gallup Action Steps

-  Met with each grade class to discuss the survey and address concerns.
-  Create a partnership between CTE and intermediate students.
-  Schedule an intermediate field trip to CTE Unit.
-  Restructured MAP and K-PREP goal setting procedures.




Jefferson Elementary

Response to Bullying





-  Month long unit on bullying by guidance counselor (in progress or completed)
-  Anti-bullying campaign (in progress or completed)
-  Anti-bullying posters throughout building (in progress or completed)
-  Increased documentation on bullying incidents (in progress or completed)
-  Small group sessions when needed by counselor (in progress or completed)
-  Small group social skills lessons when needed (in progress or completed)
-  Guest speaker, Jim Stocking, on bullying (completed)
-  Master Hargis performance of Taekwondo and bullying discussion for all grades (upcoming)
-  Develop an anti-bullying team of 3rd, 4th, and 5th graders to discuss bullying and assist them in making plan to stop bullying in their school (upcoming)
-  Increase awareness through the anti-bullying team and be proactive in addressing the issue (upcoming)
-  Further implement the *Leader in Me* program to promote leadership within the school (upcoming)

Gallup Action Steps





For students feeling they are under too much pressure:

-  Conducted small group discussions to address biggest areas of concern on the poll results
-  Increased rewards for students scoring P/D and students following guidelines for success
-  Practiced timed assessments to teach strategies for using time wisely

For students not believing in themselves:









-  High school students who are Jefferson alumni talk about their plans for college and the importance of college.
-  Pawsitive performers given to students following guidelines for success and recognition from principal on daily announcements.
-  Rewards for achievements (Proficient and Distinguished Diner for scoring a 3 or 4 on weekly ER questions)
-  Principal pep talks and motivational messages prior to benchmark assessments

Upcoming:






-  Further implement the *Leader in Me* to promote leadership.
-  Bring in more Jefferson alumni (college and high school students) to deliver motivational messages to students before testing.
-  Continue student surveys to get data on these areas of concern.
-  Continue focus group conversations as needed to gauge students' stress levels.

Niagara Elementary

Response to Bullying







-  Guidance counselor and principal reviewed data.
-  Data was presented to staff at faculty meeting.
-  Data was reviewed with individual classes in 3rd, 4th, and 5th grades.
-  Bully Box was initiated prior to survey for all grades.
-  Guidance counselor meets with all parties involved when an incident is reported via the 'Bully Box.'
-  Guidance curriculum includes lessons related to bullying at the beginning of the school year and then recurring as needed based on referrals. All students have 3 weeks of lessons on bullies twice during the year.
-  School is beginning the process of *Leader in Me* to prevent bullying through character education.
-  Jim Stocking, New Beginnings Counseling, visited as guest speaker on bullying and Internet Safety in February.

Gallup Action Steps









-  Discussions about the results took place in guidance classes with 3rd, 4th, and 5th grades. Guidance counselor and students discussed the reasons for their answers and what could be done to fix the problem areas.
-  Cultural expectations of going to college was/is communicated through programs, visits, field trips.
-  School is beginning the process of *Leader in Me* to give students tools to promote leadership and confidence in their abilities.
-  Student goal setting is taking place through use of notebooks.
-  Parent Involvement night is conducted to focus on student led conferencing using data notebooks.

South Heights Elementary

Response to Bullying







-  Continue to draw attention to bullying in our community with the 1st Ever “Color Me Bully-Free” 5K. (*The plan is to make this an annual event.*)
-  Have a “bully free” summit at our school to which we invite our parents and community leaders to view the movie “Bully” and then have a round-table discussion afterwards with an “expert panel.”
-  Continue our anti-bully initiatives involving social skills lessons, anonymous drop boxes, student council leadership, and rotating student/parent focus groups.
-  Add “highly engaging” bullying presentations to our calendar of events for students.
-  Train our team how to intervene more effectively with bullying at the onset.
-  Publicly recognize those students who have effectively dealt with bullying.

Gallup Action Steps

-  Continue college tours with an added technical school component to inspire vision in students.
-  Create the norm of rotating student focus groups to gauge current state of hope, well-being, etc.
-  Integrate the ‘ideals’ of what Gallup poll was evaluating into our ELA instruction through writing prompts and reading selections.
-  Create a ‘fluid’ bulletin board with a map of the US identifying where SHS alumni are going to college and what their career majors are.
-  Continue collaboration with Engage Henderson to slowly change the community in which our students live.
-  Fulfill the goal component of our 5 year vision called “Launch 1199!”
-  Fulfill all other goal components of our 5 year vision since it was driven by our students’ responses.
-  Continue to improve instruction to the point that all of our students leave us as ‘academic players!’



Spottsville Elementary

Response to Bullying




-  Re-address the definition of bullying – when a student is picked on by another student multiple times.
-  Teach students that bullies like a reaction from the student they are bullying. Not reacting will usually make the bully stop.
-  Teach students to stand up to the bully by looking the bully in the eye and using an “I” statement (e.g. “I don’t like it when you…”).
-  Encourage students to report bullying.
-  Allow students to discuss bullying situations (without names) in guidance classes so that students can get ideas of strategies to help handle different situations.
-  Continue inviting guest speakers (Jim Stocking) to collaborate and present bullying curriculum he uses through his grant.

Gallup Action Steps

Hope










-  Goal setting, personally and academically, is taught in weekly guidance lessons.
-  Study skills and situational problem solving are taught in weekly guidance lessons.

Engagement





-  The *Leader in Me* strategies are taught in the classroom and affirmed during morning assembly.
-  Leadership, academic and extracurricular recognitions take place during each morning assembly and on intercom announcements.
-  Meetings are held with students who participated in the Gallup poll to share results of poll and receive feedback that will guide further responses to student hope and engagement.

North Middle School

Response to Bullying




-  Courage to Care
-  Grade level talks
-  Increased supervision
-  Each issue is taken seriously and investigated thoroughly
-  Surveys for students and parents to look at areas of need
-  Counseling
-  Bullying forms
-  Parent meetings
-  PBIS (Positive Behavior Interventions and Supports) meetings and student meetings

Gallup Action Steps




-  Increase engagement in the classroom by coaching teachers on engagement.
-  School safety reassurance is provided through increased supervision.
-  Increase recognition of students for all areas.
-  Coach teachers on rigor.

South Middle School

Response to Bullying






-  Analyzed student responses to question “What can the school do to make school safe from bullying?” (42% of results dealt with better supervision.)
-  Shared responses with the staff to show them the need to increase awareness at supervision points.
-  Made this a high priority issue. Began with an assembly at the beginning of the year to talk about steps necessary to deal with a bullying situation. Message is to stand up for self in a civil manner. Seek help if bullying doesn’t stop.

Gallup Action Steps


-  Address Maslow’s “Sense of Belonging” need in students; every child needs to belong to extracurricular activity; teachers need to find ways to connect to every child.
-  Build closer relationships with parents; gain their trust and get them involved in school.
-  Increase intentional teaching of perseverance, character, responsibility, and characteristics of good friendships.

Henderson County High School

Response to Bullying







-  A student-led Climate Group meets weekly with Shawna Evans, Tony Fanok, and Jamie Like to discuss issues within the building. Mrs. Sugg joins the group once per semester to collaborate.
-  In the fall HCHS held an 'Anti-Bullying' week which was organized by the Climate Group.
-  Students are encouraged to report issues to unit principals and counselors. When reported, the issues are usually resolved with assistance from families.
-  Advisory activities include topics such as bullying and its affect on students.
-  Mrs. Sugg and Jamie Like organized a luncheon meeting with representatives from the Collaborative Partners to discuss teen issues (including bullying) and problem solving options. The meeting took place on 2-26-2013. A follow up meeting is scheduled for March to strategize long range community solutions.

Gallup Action Steps

-  Focus groups discussed the results of the Gallup Poll survey with guidance counselors to understand reasons for student responses.

Central Academy

Response to Bullying





-  Emphasis is put on anti-bullying, annual CURE campaign sponsored by Kentucky Safe Schools.
-  *Why Try* program allows for bullying issues to be addressed (often) through group counseling.
-  Individual counseling takes place with bullies and victims. Restorative Justice takes place if appropriate.
-  Contact is made with outside agencies to notify therapists of bullying/victimization.
-  DJJ contact is made to punitively manage bullying.
-  'No bullying contracts' are addressed through behavior monitoring.

Gallup Action Steps

No action steps were reported.

Thelma B. Johnson Early Learning Center

Response to Bullying

-  Second Step curriculum is used weekly to teach self-regulation and executive-function skills that help children learn skills to manage their feelings, make friends, and solve problems.
-  Conscious Discipline techniques are used in classrooms to integrate classroom management with social-emotional learning. (All staff members have been trained; parents have been offered training; high school students have participated in a mini-training.)
-  All teachers have been KISSED (Kentucky's Initiative for Social Skills and Emotional Development).
-  Staff members have defined Positive Behavior Supports (PBS) for all areas of the school.

Gallup Action Steps

Not applicable to this grade level.