

# Anti-Bullying Mini-Conference +/Δ

+

**C<sup>2</sup> clubs shows student ownership, it's theirs and it is student focused\*\*\*\*\***

Community Outreach \*\*

Forum to inform \*

Ryan (student presentation)\*

**Information on the legislative bill. LISD is proactive, ahead of the curve.\***

**Student-led groups\*\***

Communication – bullying conference was parent-friendly and educational, break-out sessions were good

**Systematic approach\***

Administration/support-staff training\*\*

Education is good for parents.

Peer pressure/student led groups allow students to take control of “their” culture, terms “they” understand. \*\*\*\*

Beginning to become a long-term problem

Definition - address whether or not an issues meets the definition

Promotes involvement, self advocacy

**Instill a culture of kindness/respect \*\*\*\*\***

Educating kids on language-definition \*

Our response to bullying

Reference materials online \*\*

No Place for Hate and C<sup>2</sup> staffing them young

Clubs

Enjoyed C<sup>2</sup> VRHS song in the VRHS video

High Schools working with Middle Schools

Building foundation in Elementary Schools

**Kids being the change, building the consensus\*\***

**Staff Training**

Δ

**More C<sup>2</sup> at campus – No Place for Hate started at each campus\*\*\***

More community outreach needed

There needs to be an outlet process for peers\*\*

**Hotlines for Bullying (Apps) \*\*\***

Clery Act (STAT Information)\* - Federal Regulations on Criminal Acts

LISD needs to involve more law officials \*\*

There needs to be a link to “Bully Bill” on website

Link to how students are being informed

More access to movies

**Outside resources for programs such as martial arts, counseling, etc.\*\*\*\*\***

Advertise resources better

Handouts – more detailed information

**How parents can be more involved\***

**What should parents do? Who to contact?\*\*\***

Next steps - Follow through from feedback

Every school/level needs to share more with other levels

Parent tools available – Watch D.O.G.S./volunteerism

Open to involvement with parents

Follow of process at Middle School – Are we acting swiftly?\*

C<sup>2</sup> - If student sees it happen, does he or she step in?\*

Operational components of bullying definition\*

Ensuring culture of kindness across all schools

**More education – bullying vs. not (more often a boy)**

**Focus on cyber bullying \*\*\***

Relational bullying – “Mean Girl” \*\*

Up-to-date strategies (2012)

Consistency within feeder pattern\*\*

**Strategic, intentional, education program\*\*\***

Guaranteed and viable\*

Managed across district

Understanding of LISD stats – number of incidences/discipline done, frequency of reports/historical too.\*\*\*

**What are LISD trends related to bullying?\*\*\***

What do teachers do to promote 10 Ethical Principles and how are they trained to deal with a negative training environment? \*

Why hold conference in first place? What was reason?

What is the reporting procedure? How many times does a person have to make an outcry for help to occur?\*\*\*

**What if staff is the bully? \*\*\***

More in depth on victim being different

Victim doesn't get to find out what happened to the bully (very frustrating)\*

**Adult accountability with administration\***

Anti-bullying needs to be on Board agenda

More time to speak, more open communication, more prevention and more action.\*\*

Help for special-needs students. Continuing education for staff for working with special-needs students \*\*

Autism specific education

Monitor all sites. "You know you go to LHS if..." Facebook page and the Stop Bullying at LISD Facebook page.

Parents comment about bullying in ARDs. Video and audio tape ARD's. Mini ARD for students who might be bullied.

Students do everything right and should not have to deal with being bullied.

Parents come in and are educated about being bullied.

**Bus monitoring\***

Note: the bold topics were identified as being priority.