



Not in My School!

A District-Wide Bully Prevention Framework

Not in My School! is a comprehensive framework developed by the Manatee County Safe and Drug-Free Schools (SDFS) program which seeks to address substance use and violence problems within our schools, including the issue of bullying. At the end of the 2004-'05 school year, our district formed a middle school committee to study the problem of bullying and to help provide our schools with a common set of strategies to effectively address it. By the beginning of the 2005-'06 year, an elementary committee was also formed to look at the specific dynamics of bullying in the k-5 setting. The work of both groups has resulted in an updated definition of what constitutes bullying and harassment, the establishment of proven prevention and intervention guidelines, and all the materials schools may need to carry out this mission.

School District of Manatee County Bullying & Harassment Policy

Bullying is the mistreatment of an individual or group due to a perceived advantage in power and a willful intent to cause harm. These acts can be socially, emotionally, or physically damaging in nature to include, but not limited to: Teasing; Name Calling; Rumor Spreading; Exclusion; Intimidation; Threats; Personal Property Damage or Theft; Pushing; Shoving; or other Physical Assaults.

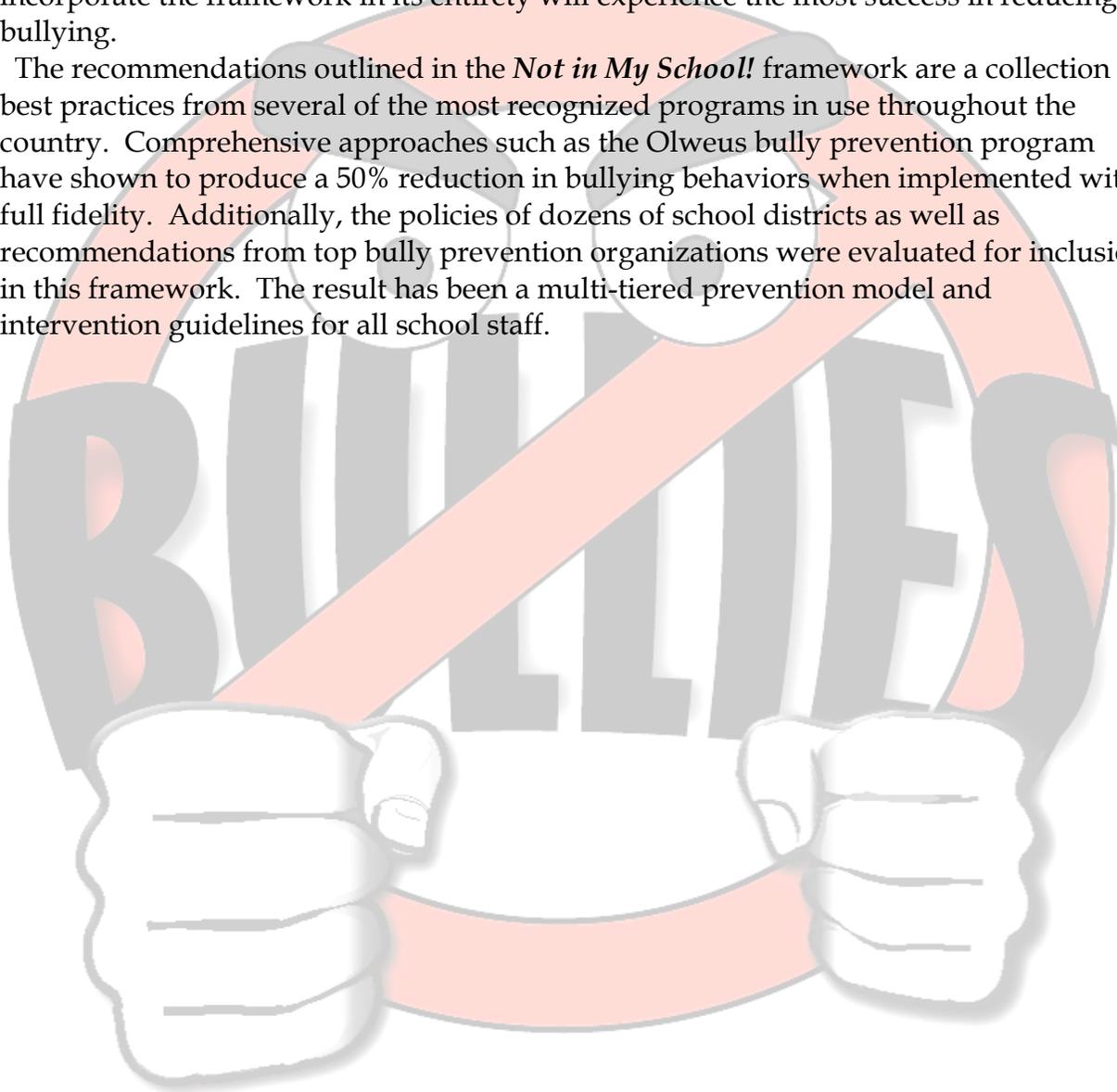
Harassment involves any threatening, insulting, or dehumanizing gesture which places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property; Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or; Has the effect of substantially disrupting the orderly operation of a school.

Bullying or harassment of any student or employee of The School District of Manatee County is prohibited:

- (a) During any education program or activity conducted by a district school.*
- (b) During any school-related or school-sponsored program/ activity; or on a school district bus;*
- (c) Through the use of computers or other electronic devices which is initiated or accessed by any school district data system; or*
- (d) Any off-campus data system which incorporates "obscene, libelous or slanderous" language aimed at students or employees of the school district, or material which so incites students as to disrupt the academic environment of any Manatee County district school.*

To lessen the effects of bullying in our schools, the *Not in My School!* framework seeks to apply a holistic approach which involves every member of the school community. Administration, faculty, staff, bus drivers, parents, and especially the students all play a critical role in creating an atmosphere free from worry and conducive to academic success. These roles are played out in several programmatic and procedural recommendations that together will provide schools with a comprehensive plan of attack. While piece-meal approaches may achieve moderate results, schools which incorporate the framework in its entirety will experience the most success in reducing bullying.

The recommendations outlined in the *Not in My School!* framework are a collection of best practices from several of the most recognized programs in use throughout the country. Comprehensive approaches such as the Olweus bully prevention program have shown to produce a 50% reduction in bullying behaviors when implemented with full fidelity. Additionally, the policies of dozens of school districts as well as recommendations from top bully prevention organizations were evaluated for inclusion in this framework. The result has been a multi-tiered prevention model and intervention guidelines for all school staff.





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Prevention Guidelines

The prevention of bullying in our schools is critical in establishing that environment where our students feel safe and schools are able to focus on the business of learning. Effective bully prevention will include school-wide, classroom-level, and individual elements as well as address the multiple factors which contribute in allowing the behavior to exist.

Student & Staff Surveys - The first step any school should take is to understand the scope and magnitude of bullying on their campus. Since the behavior is largely clandestine (studies show that roughly 10% of all bullying is detected by adults), the most effective way to establish this is by conducting anonymous student surveys. All Manatee County schools have independent electronic surveys available to them through the SDFS website at www.manatee.k12.fl.us/safe. Questions are designed to find out how many students are bullying others, how many are being bullied, where it's happening, how it's happening and the frequency to which it all occurs. Staff members are also surveyed in order to gauge their perceptions of bullying and what's being done about it. Once a school site has surveyed a population large enough to provide a good sample, they are able to analyze the data and use it to develop next steps. Each school should then create their own team or committee with interested staff and faculty to discuss which elements of the **Not in My School!** framework should be implemented.

Staff Training - Informing your faculty and staff of exactly what to look for, where to look for it, and how to properly intervene is crucial for the success of any bully prevention and intervention policy. That is why once data from the surveys has been collected and analyzed it is imperative to disseminate this information to them. Staff training also leads to consistent identification and reporting of a problem as well as application of any classroom-level consequences. If your staff and faculty are not on the same page, any steps you take as a school are doomed to fail. SDFS offers training and workshops in this area and will use your survey results and any committee recommendations as a springboard for discussion.

School-wide Curriculum & Policies -The norms, actions, beliefs, and values among our students are diverse and without a concerted effort by our schools, this range will include many anti-social behaviors. All of our schools are required to implement universal character education programs to establish a climate of caring and respect per the district's Character to the Core initiative and Florida State Statute 1003.42. These school-wide prevention programs which deal with the pillars of character can also function as the basis for addressing bullying or any other behavioral issues with your student population. Make sure that language specific to bullying, including rules and expectations are prevalent in any curriculum or program you choose to adopt. School discipline policies should focus on desired student outcomes rather than punishments for breaking rules. However, there

needs to be consistent and fair consequences when students do not meet behavioral expectations.

Classroom-Level Prevention - Classroom teachers play a central role in the way that bullying policies and programs are presented and delivered to students. Curricula should include definitions of bullying, discussions of how bullying affects everyone, ways students can help others, where and how to report bullying, as well as assertiveness training. Depending on the age or grade level, you may want provide students with opportunities to role-play, or involve them in strategizing specific ways bullying can be addressed in their school. Any bully prevention curriculum should also emphasize to students the difference between tattling on someone and reporting to adults any situation in which they or a classmate is being bullied or abused.

Student Empowerment - In order for any change in climate to be exacted, students must be able to feel that they can make a difference. Not only should all students be taught what to do in response to bullying (as both bystanders and potential victims), but schools should seek to establish programs which actively recruit those with the most social clout to assist in reporting and intervening in social situations. SDFS will work with any interested schools to help them become trained in the nationally recognized program Safe School Ambassadors (SSA) or the Youth Crime Watch of America (YCWA) program to achieve this goal on our middle school level. Because these programs are designed for the secondary level, our elementary schools may seek to create a similar program utilizing their existing safety patrol programs to train students in a similar fashion. Any school that would like to receive help in establishing such programs can contact SDFS at 751-6550 ext. 2270.

Awareness - Administrators should post student expectations related to bullying in common areas and teachers should also have them prominently displayed in each classroom. Additionally, every Manatee County elementary and middle school has custom-designed posters to be displayed throughout common areas and classrooms. If your school has not received the file for your poster, simply forward a digital copy of your school logo to Skip Wilhoit at SDFS and a poster will be created for you. Additional awareness campaigns can be conducted through contests or PSAs on your morning news.

Parent Involvement - Parent awareness and involvement is perhaps the key element in long-term change in attitude, behavior, and ultimately the climate of students in your school. Parents should be made aware of the survey results for your school through School Advisory Committee meetings or newsletters and their input for the formation of any local programs should be welcome. Parents and guardians are made aware of any bullying situations which may involve their child via the use of the [Parental Contact Form](#), phone calls, or conferences. Parents of both students who bully and victims are also offered strategies to be employed at home through the use of our district's [parent guide to understanding and dealing with bullying](#).

Administrative Tools - The district committees have developed several forms to aid in the identification, record keeping, and parental notification of bully incidents on their campus. It is recommended that schools utilize these forms for ease of use and consistency in reporting from school to school. All forms can be obtained by contacting SDFS at 751-6550 ext.2270 or accessed at www.manatee.k12.fl.us/safe.



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Intervention Guidelines

Know Your Role!

In order to effectively curb or eliminate bullying from any school campus, it is imperative that every adult knows how to properly intervene with both bullies and victims in a variety of capacities. Whether it is on-the-spot interventions, conducting interviews, administering consequences, or dealing with the potential impact on victims, we all have a role to play. The following guidelines have been established to assist administration, staff, faculty, and School Resource Officers should they find themselves in these particular situations.

When you witness a bullying situation – As an adult, we have an obligation to intervene and halt any behavior which may negatively impact the students in our schools. If you witness a situation which would constitute bullying (as outlined in the district definition on page one), there are strategies you should and should not employ in order to effectively handle the problem.

- *Immediately stop the bullying:* Stand between the child or children who bullied and those who were bullied, preferably blocking eye contact between them. Don't send any students away – especially bystanders. Don't immediately ask about or discuss the reason for the bullying or try to sort out the facts.
- *Refer to the bullying behavior and to the relevant school rules against bullying.* Use a matter-of-fact tone of voice to state what behaviors you saw/heard. Let students know that bullying is unacceptable and against school rules (e.g., "Calling someone names is bullying and is against our school rules," or "That was bullying. I won't allow students to push or hurt each other that way").
- *Support the bullied child in a way that allows him or her to regain self-control, to "save face," and to feel supported and safe from retaliation.* Make it a point to see the child later in private or refer them to the school counselor if he or she is upset, but don't ask what happened at the time of the incident and never ask what happened in front of the bully. It can be very uncomfortable to be questioned in front of other students. Let his or her teachers know what happened so that they may provide additional support and protection. Increase supervision to assure that the bullying is not repeated and does not escalate.
- *Include bystanders in the conversation and give them guidance about how they might appropriately intervene or get help next time.* Don't put bystanders on the spot to explain publicly what they observed. Use that calm, supportive tone of voice to let them know that you noticed their allowance of the behavior or that you are pleased with the way they tried to help – even if they weren't successful. If they did not act, or if they responded in aggressive ways, encourage them to take a more active or pro-social role next time

- *If appropriate, impose immediate consequences for students who bully others.* If any immediate consequences are applied, they should be logical and connected to the offense. As a first step, staff or faculty might take away social opportunities (e.g., recess, lunch in the cafeteria) or modify the seating arrangements in a classroom setting. Let students who bully know that you will be watching them and their friends closely to be sure that there is no retaliation. Report the specifics of the situation (who, what, when, and where) to the individual who normally handles disciplinary or specifically bully-related behaviors for your school.
- *Not all bully situations will require formal consequences or a report to the office.* For example, if a child who you have never observed bullying others starts to tease another child, you should immediately step-in and remind the student of the rules, but a warning may be all that is necessary. If a second incident warrants an office referral, make sure to include all prior observed behaviors related to the offense.

Know the dynamics of the kids you supervise and realize in advance who your potential bullies and victims could be. Know where the “hot spots” are in your classroom or school and where bullying is more likely to occur. Do not allow students to be unsupervised in these places. Remember, a large percentage of bullying takes place right in the classroom so be vigilant in your observations.

When bullying is reported to you – Take all reports seriously, whether it is the victim or a witness to the action. If a victim is coming to you, he or she is placing their trust in you to take action and handle the situation with effectiveness and due discretion. It is also important to know the warning signs of victimization as many children are either too scared or embarrassed to report this behavior to an adult.

- *Take the time to listen and ask the right questions.* When a child comes to us and says that another student pushed their pencil off their desk, our first thought might be (while we may not articulate it), "Why are you bothering me with this? So he pushed your pencil, pick it up, stop whining and being such a tattletale." Rather we need to ask, "Has he done this before?" If the answer is yes, find out the frequency of the behavior as well as any other types of incidents which may have occurred.

The point is, an individual incident can seem petty and insignificant unless it is put into context. By asking the right questions and taking the time to listen, we can often uncover a pattern of bullying behavior.

- *Do not blame the victim.* When a child finally works up the courage to report bullying, it isn't appropriate to criticize them for causing it or not handling the situation correctly. For example, don't ask, "Well, what did you do to bring it on?" Rather, praise the student for their courage to discuss bullying incidents with you. Explain how helpful they are being by providing this important information, not only for themselves, but also for the rest of the students and staff.
- *Get the specifics of what happened.* Make sure you get all information relative to what took place (see above) and record it on the [Bully Incident Report Form](#) or simply write the information on a blank piece of paper and give it to the person (administrator or SRO) on your campus who deals with bullying.
- *Reassure the victim and offer advice.* Let the student know that you will handle the situation and report it to those who can best help. Assure the student that the bully will not know who reported the incident. In the mean time it is perfectly fine to offer advice to the victim. The best advice is to tell kids to not act upset or angry in

front of the bully and to keep the lines of communication open with you at all times. Do not tell a victim to fight back (this could have harmful consequences once a student has already been victimized), and if advising them to avoid the bully, understand they most likely do this already at all costs.

- *Look for signs of a more serious impact on the victim.* Most bullying that is reported will not have a deep-rooted psychological or emotional impact. However if you notice that a student seems withdrawn, chronically depressed, or is exhibiting any other signs of trauma, then it is imperative to connect that child with the right help (guidance counselor, SAP specialist, social worker, or school psychologist).
- *When bullying is reported by a parent* make sure they are first connected with the proper administrator or SRO. All reports should be taken seriously and every concern the parent has related to their child and any bullying behavior should be thoroughly examined. Just as with any report, ensure a timely investigation and report back to the parent as soon as the facts have been gathered.

When you formally question or interview bullies and victims – Questioning bullies and victims about what lead to a particular incident is critical in establishing the severity of the behavior, patterns which may have developed, or any underlying causes. There are protocols established which can help discern this information when they are followed or hinder your efforts if ignored. It is perfectly fine to informally question both the bully and victim if applying classroom-level interventions or prior to office referral, just make sure it is done separately and any information gathered should be forwarded to the individual responsible for school-wide bullying-related intervention. All bullying incidents need to be formally recorded on the bully incident reporting form, or other comparable data collection tool.

- *Make sure to differentiate bullying from other forms of peer conflict.* It is important to separate bullying from other forms of conflict if appropriate and effective interventions are to be applied. There are several factors which will distinguish bullying to include:
 - a) A real or perceived power difference – This is most noticeable in size or age advantage, but factors such as social skills, status, or ideology can also contribute.
 - b) The intent to purposefully harm – Whether it's physical (hitting, shoving), emotional (threat, intimidation), social (rumor spreading, concerted exclusion), or some combination, the object of the bully is to harm the target.
 - c) Students who bully feel their victim deserves the treatment or are indifferent – They will take little or no responsibility for their actions and may even blame the victim.

Most often, bullying will also consist of repeated or pervasive behaviors. However, this is not necessary to meet the criteria for violating our district policy. All incidents which are repetitive in nature are to be reported as SESIR bully violations or as bully-related if affiliated with a more serious infraction.

- *Always question the bully and victim separately.* You will rarely get an honest response from the victim if they are forced to detail their view of events in front of their tormentor, especially if the bullying is physical in nature. In severe cases it can be very humiliating or even traumatic to a victim if they have to recount a chain of events or facts related to the situation while in the presence of the bully.

- *Emphasize the confidential nature of your discussion and be clear about who will and will not be given this information.* Try to get additional facts about the incident(s) from other adults or students, so the bullied student doesn't feel that he or she could be easily identified as the sole source of information if it is part of a report or referral. Protect this student in conversations with the student(s) who bully. Explain that you've learned about the bullying from a number of sources, including other adults.
- *If possible, first interview the victim and/or any non-involved witnesses.* Any information not provided in the initial report of bullying is likely to be gathered from those who have a stake in the truth. Gaining as much of this information in advance of speaking with a student accused of bullying can also help uncover problems which should be addressed with them.
- *When dealing with groups of students who bully* make sure to interview each student separately in quick succession, so there is little chance they can formulate a common strategy. It is appropriate to bring them together later to discuss potential consequences should the behavior continue and let them know they are being watched.
- *Reassure the victim that steps will be taken to ensure their protection from future attacks.* While you may or may not find it appropriate to discuss possible consequences that can be applied as a result of the investigation, assure the victim that steps will be taken to prevent this situation from happening again. Those who are bullied may feel powerless, scared, and helpless, so ask the victim what he or she needs to feel safe and provide this student with a voice. Follow through and grant their requests, when possible.
- *Re-state the rules and the expectations of behaviors with students accused of bullying.* Allow an accused student to explain things from their perspective, but keep in mind that most bullies will deny any wrong-doing (like most offenders) or feel their victims caused the behavior. Determine whether the problem is a function of a skill or knowledge deficit by asking them what expectations your school has for bullying-related behavior and if their actions violated this standard. Also ask the student if they have been a victim of bullying. These "bully-victims" usually will require special interventions designed around anger management skill development, which other bullies may not need. Contact student services or Safe and Drug-Free Schools to check on the availability of such services as needed.

Make sure that a full investigation replete with outcomes has been achieved before contacting the parents of either student, unless an emergency situation otherwise warrants.

When applying interventions for acts of bullying – Appropriate and effective consequences can be applied at both the classroom and administrative levels to curb bullying behaviors. If applying on-the-spot interventions at the "classroom level" follow the guidelines established previously and make sure they are logical as well as related to the offense. Interventions resulting from office referrals, reports, or other more serious infractions should specifically target the underlying motivation or reward for the bully and seek to assist the victim in any way necessary.

- *Understand the motives for the bully's behavior.* While bullying can be acquired through poor modeling at home or in peer group situations, it normally will be done to satisfy a desire or need on the part of the bully. Some of these motives include:
 - a) Attention, recognition, prestige, or acceptance in a peer group. (Creating a climate that does not tolerate bullying removes the social power of bullies.)

- b) Access to an activity or item. Some students use bullying as an excuse to get what they want (e.g., extortion, intimidation).
 - c) Strong needs for power and dominance; bullies seem to enjoy being “in control” and subduing, hurting, or humiliating others.
 - d) A lack of understanding of social, cultural, psychological, or physical differences and norms.
- *Make sure there is an escalating scale of consequences for bullying behaviors.* The “Not in My School!” [procedural flow chart](#) outlines recommended interventions for bullies, but schools may choose to mix in a variety of additional consequences to include:
 - a) Social skills or empathy-building classes
 - b) Restitution
 - c) Involvement in positive leadership roles
 - d) Removal of privileges

Requests to apologize, self-esteem-building, asking why, pleading, and expressions of frustration are unlikely to help and may make things worse. It is strongly suggested that peer mediation not be used to mitigate with bullying because it is a form of victimization, not peer conflict. This type of intervention will not likely produce results and could even be harmful.

- *Monitor the progress of students who have been found to bully.* Watch them closely and let them know they are being watched. Make sure they are aware of future consequences and it may be appropriate to build in rewards for short-term progress or durations of time with no reported bullying.
- *Assure the victim of their safety and connect them with the guidance counselor or SAP intervention specialist.* Even if it is the first time a student has been bullied, the trained eye of these professionals may be needed to discern any lingering effects of the bullying. The link between victimization and suicide ideation or retaliations such as school shootings is profound and it is better to err on the side of caution. Counselors and SAP specialists also will be able to help students with tips and advice for dealing with bullies as well as how to prevent future victimization. It may also be advisable to initiate positive contacts with peers through clubs, student organizations, or creating a buddy system.
- *When considering moving or separating students, make sure the student who bullies is always considered for removal first.* When dealing with groups of students who bully, if it is not possible to separate all members of a particular group, then try to ascertain who the primary bully is and isolate them from the rest.
- *Notify all parents or legal guardians of any bullying situations which are reported or referred to administration.* Parents play an important role in eliminating bully behaviors in a student or helping those who have been victimized. Every school in our district has the responsibility to initiate contact with parents as soon as a proper and timely investigation of an incident has revealed concrete facts as well as a disposition. This can be done by telephone as well as by using the [parent contact form](#) found on the SDFS website.
- *When communicating with the parent(s) or guardian of a child who bullied, make it clear that:*
 - a) You have conducted an investigation that included getting their child’s account of the incident.
 - b) Witnesses and physical evidence clearly indicate that their child was bullying. Stress that their child violated a school rule, policy, or a law and let

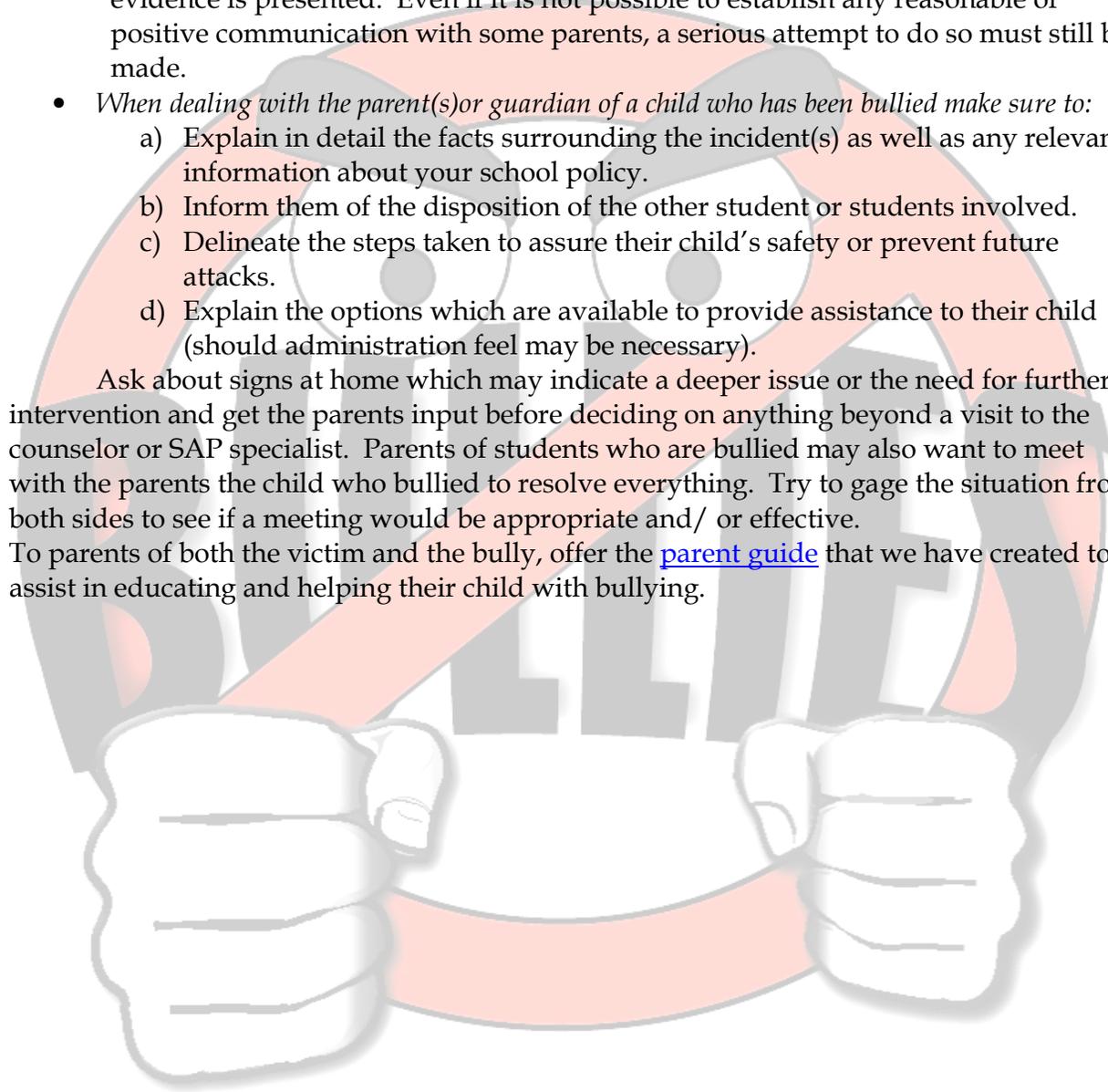
them know of the consequences being applied as well as what they face for any future transgressions

Many parents of students who bully others have little idea of what their child has been doing at school. When the situation is clarified for them, a number of parents want to contribute to bringing about positive changes. On the other hand, some bullies' parents try to play down the problems and generally take a defensive stand. They may deny or defend their child's actions no matter what type of evidence is presented. Even if it is not possible to establish any reasonable or positive communication with some parents, a serious attempt to do so must still be made.

- *When dealing with the parent(s) or guardian of a child who has been bullied make sure to:*
 - a) Explain in detail the facts surrounding the incident(s) as well as any relevant information about your school policy.
 - b) Inform them of the disposition of the other student or students involved.
 - c) Delineate the steps taken to assure their child's safety or prevent future attacks.
 - d) Explain the options which are available to provide assistance to their child (should administration feel may be necessary).

Ask about signs at home which may indicate a deeper issue or the need for further intervention and get the parents input before deciding on anything beyond a visit to the counselor or SAP specialist. Parents of students who are bullied may also want to meet with the parents the child who bullied to resolve everything. Try to gage the situation from both sides to see if a meeting would be appropriate and/ or effective.

To parents of both the victim and the bully, offer the [parent guide](#) that we have created to assist in educating and helping their child with bullying.





Recommended Elementary School Bullying Procedure



Student or other complaint of bullying behavior

Administration or other appropriate personnel will separately interview all parties involved to determine if bullying was involved.

If Bullying

Not Bullying

If a situation is determined to involve bullying, the bully incident form will be completed outlining the particular behavior, those involved with the situation, any relevant history, and action taken by the school to date.

Administration will apply appropriate consequences or interventions for the infraction.

Bully

Victim Assistance

FIRST OFFENSE

Depending on the severity of the offense, students are subject to the range of disciplinary consequences throughout the entire intervention process. If no disciplinary action is warranted, a student will automatically be counseled concerning their actions by administration or appropriate personnel and be apprised of the consequences for any further bullying behaviors. If any disciplinary action is required the parental contact form will be sent home which explains the incident in detail as well as outlines the district policy on bullying.

SECOND OFFENSE

The parental contact form will automatically be sent home explaining the details of the incident. The student will be pulled from their non-academic time and meet with the School Resource Officer as they are available, then be placed in ISS (or equivalent) to fill out the elementary bully packet; once completed, the counselor will go over responses with the student accused of bullying before they are allowed to resume normal activities. Teachers may also be contacted at this time for any classroom modifications needed.

THIRD OFFENSE

A parent conference will be requested to address the bullying. The student will be placed on a behavioral contract and all necessary staff will be contacted to discuss behavioral modifications at school. Additionally, the student may be removed from any environment where the bullying is occurring, especially if a pattern has developed.

If a child is a first-time victim of bullying, then they will be referred to the counselor or other appropriate personnel to discuss the issue and ensure further intervention is not necessary. If the child has been victimized previously, again they will visit the counselor and go over some helpful ways to eliminate the problem. Parents will also be notified and be given a brochure on what they can do to help their child.



Recommended Middle School Bullying Procedure



Student or other complaint of bullying behavior

If Bullying

Referral and/ or student accused to school administrator for initial interview.

Not Bullying

Incident will be handed over to School Resource Officer for investigation. SRO will interview all parties separately for final determination of bullying.

Not Bullying

Administration applies appropriate consequences or interventions for infraction

Bully

Victim Assistance

FIRST OFFENSE

SRO will complete bully incident report form and parent contact form (which is to be signed and returned). If no discipline action is warranted, a verbal warning will be issued and the student will be apprised of future actions if the bullying behavior continues.

SECOND OFFENSE

Parent notification will again be made via telephone and contact form. The student will be placed on a behavioral contract by the SRO, then sent to ISS for completion of middle school bully packet during their non-academic time. Once finished with the packet, the student will meet with the school counselor (or other appropriate personnel) to review their responses. Other disciplinary actions may also be warranted depending on the nature of the infraction and teachers may be contacted to discuss possible classroom modifications.

THIRD OFFENSE

A parent conference will automatically be held (with student, parent, administration and SRO if possible) and the student may be removed from any environment where bullying is occurring if a pattern has developed. If OSS is warranted, the student may have suspension reduced if they attend their school's alternative to suspension program (where available). If this option is not available, then student may meet individually with the SRO or other appropriate personnel for intervention in lieu of some or all of the suspension days.

If a child is a first-time victim of bullying, then they will be referred to the counselor or other appropriate personnel to discuss the issue and ensure further intervention is not necessary. If the child has been victimized previously, again they will visit the counselor and go over some helpful ways to eliminate the problem. Parents will also be notified and be given a brochure on what they can do to help their child.

District Elementary Committee Members:

Mary Bidwell - Ballard Elementary Assistant Principal
Kacey Bloski - Daughtrey Elementary Counselor
Laura Campbell - Bayshore Elementary Counselor
Christi Dezelski - Samoset Elementary Counselor
John Fleming - Palmetto Elementary Counselor
Shawn Griffon - Prine Elementary Counselor
James Horner - McNeal Elementary Assistant Principal
Maureen Jennings-Seaton Blackburn Elementary Counselor
Phyllis Morales - Stewart Elementary Counselor
Sgt. Mac Sellars - Elementary SRO supervisor
John Schultz - Daughtrey Elementary Teacher
Skip Wilhoit - Manatee County Safe and Drug-Free Schools
Brian Wingate - BPD Elementary SRO

District Middle School Committee Members:

Maureen Cassidy - Lee MS Counselor
MaryAnn Gallagher-Cuthbertson - Sugg MS Assistant Principal
Monica Johnson - Sugg MS Teacher
Ginny Marmo - School Psychologist
Sue Tenbroeck - King MS Counselor
Linda Welch - Braden River MS Counselor
MaryLee Wingate - Harlee MS Counselor
Gary Davis - Johnson MS SRO
Craig Little - Johnson MS Assistant Principal
Phyllis Milton - School Social Worker
Steve Oglie - Braden River MS SRO
Jo Sizemore - Lee MS Counselor
Skip Wilhoit - Safe and Drug-Free Schools