

## East Brook Middle School – Explanation of Self-Grading Data

“Beginning with the September 2018-2019 school year, our school district/school has conscientiously implemented the requirements found in the *Anti-Bullying Bill of Rights Act* by:

- Adhering to all procedural guidelines in the ABR
- Providing informational sessions and professional development/turnkey trainings for staff, parents and community members
- Analyzing data related to reports of HIB and the NJ School Climate Survey and following up proactively to address areas of concern through revised supervision procedures and new programs to improve school climate (i.e. peer tutoring every morning to foster student connections & help students who are struggling academically)
- Continuing programs beneficial to improving school climate (e.g. Pat on the Back cards given to students recognized for behaviors demonstrating good citizenship and twice monthly advisory groups to provide connections between students and adults in our school)
- Hosting school-wide programs & guest speakers to promote pro-social behavior & encourage conversation (i.e. Stomp Out Bullying, Week of Respect)

“During the first five years of implementation of the *Anti-Bullying Bill of Rights Act*, our school district/school has made progress in addressing and improving harassment, intimidation and bullying and the school climate and culture by:

- Consistent monthly review of data related to school climate and reports of HIB
- Holding three School Climate Team (SCT) meetings to review data and discuss proactive solutions to areas of concern with parents, students, staff members and local community members (including local police officers)
- Holding Teacher Academy meetings to address observed trends in the school culture & educate faculty regarding HIB data & policy

“While completing the Self-Assessment, we learned that our school district/school has demonstrated strengths in these areas:

- Teaching students and staff to distinguish the differences between conflict and HIB
- Ensuring a physically and emotionally safe learning environment
- Keep staff & students engaged as a supportive community (i.e., Weekly Memos from principal that provide encouragement to faculty, address concerns of staff & administration, & keep faculty informed regarding student functions & school events)

“The Self-Assessment helped our school district/school to identify areas for improvement in the following areas:

- Parent and community member involvement in training opportunities, community discussions and school climate surveys
- Increase number of School Safety Team meetings held per school year

“Our school plans to further assess strengths and vulnerabilities for learning by conducting a school climate survey. We plan to:

- Reassess our results from the 2018-2019 school year and complete a follow up survey
- Ongoing monitoring of data throughout the 2019-2020 school year with a cross-section of stakeholders

“During the upcoming year, our school district/school will be working towards and seeking your involvement in improving:

- Parent and community involvement in our school/district sponsored programs related to building a positive school climate for students.
- Student understanding of personal responsibility including web presence and school responsibility/school presence
- Increase need-based small groups & classroom lessons (i.e. Student Success & Stress Less groups, lunch bunch groups, and classroom lessons in grades 5-8.)