

## Memorial School – Explanation of Self-Grading Data

### Memorial School 2018-2019 School Year

“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 (i.e. School Nurse and School Counselor attended night PTA meeting to address Social/Emotional Learning)
- Analyzing data related to reports of HIB and following up proactively to address areas of concern through revised supervision procedures and new programs to improve school climate (i.e. School Counselor taught Second Step Program. , skill based classroom lessons)
- Continuing programs beneficial to improving school climate. For example: Principal’s Birthday Lunches, Principal Newcomers Luncheon, Principal’s Book Club, lunchtime yoga, morning mindfulness, assembly programs that promote tolerance, HIB lessons taught school-wide by the school counselor, The Great Kindness Challenge, and reading school-wide, grade-level appropriate books about respect and kindness.

Each year since the 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 review of data related to school climate and reports of HIB
- Holding several School Safety Team (SST) meetings to review data and discuss proactive solutions to areas of concern with parents, students, staff members
- Holding school-wide assemblies which focus on promoting a positive school culture
- Conducting a school climate survey among third grade and fourth grade classes, as well as some second grade classes
- Posting the Memorial School Pledge of Respect in every classroom and having students read it over the loudspeaker each morning)
- Working together to offer programs that promote a positive school climate (i.e. the School Nurse and School Counselor co-presented to each classroom, short lesson on Teal Pumpkin Project and Food Allergy safety tips; the School Counselor facilitated The Great Kindness Challenge for a week in February; the School Counselor and Principal taught a “Good Morning Flow” class before school each week to promote mindfulness; the School Counselor taught two SEL curriculum-based lessons each month in all grades; the School Counselor and the School Media Specialist taught 3 lessons on Digital Citizenship to all fourth grade children)

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

- Teaching students, parents and staff members to distinguish the differences between conflict and HIB
- Ensuring a physically and emotionally safe learning environment
- Our children are becoming increasingly involved in various service learning projects

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

- Ongoing parent and community member involvement in training opportunities, community discussions
- Continue to offer opportunities to increase student awareness regarding the role of the School Climate Team.
- Student body was provided with on-going classroom lessons focused on: HIB law, and conflict resolution strategies

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

- We plan to analyze the data to identify areas of concern and create new programs to further enhance a positive school climate.

- School Climate Team worked collaboratively to create a climate survey to be taken by all second, third, and fourth graders

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

- Parent and community involvement in our school/district-sponsored programs related to building a positive school climate for students.
- Student body awareness of HIB Law and how it applies to them
- Dream grants written for various student centered projects to create a positive school climate and community.
- Month of Respect activities (to include: Week of Respect, Anti-School Violence Week, and Red Ribbon Week)