

Ridge Ranch School – Explanation of Self-Grading Data 2018-2019

“Since September 2011-2012 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 following up proactively to address areas of concern through revised supervision procedures and new programs to improve school climate (i.e. Playground Supervision and Safety training for aides; improved protocols for disciplinary infractions on the school bus)
- Continuing programs beneficial to improving school climate (Friends for Change, Lunch Bunch Buddy Clubs, Peer Mediation, Buddy Benches, Diversified Recess Activities—Peaceful Playgrounds, MVP of the Week which highlights a positive character trait or value,)

“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 :

- Engaging in consistent monthly review of data related to school climate and reports of HIB
- Holding School Safety Team (SST) meetings to review data and discuss proactive solutions to areas of concern
- Hello-Update-Goodbye (HUG) initiative
- Character building assemblies
- Lending Library for read aloud books related to character themes
- Monthly Good Citizen Topics
- Peace tables/problem solving centers in classrooms
- Student Problem Solving Ambassadors: Peer Mediators
- Friends for Change
- School counselor lessons in every classroom: Second Step curriculum

“As a result of SST meetings, we have created various “positive consequences” to support social and emotional learning of students. These positive consequences include an Apology Protocol that all students must follow when apologizing for misbehavior. In addition, we have utilized “buddies” on the playground and on the school buses to build positive interdependence and to combat the “bystander” effect.

- Increasing the awareness among the school community (teachers, aides, students, parents, community members) of students who may be at risk for bullying (offenders or targets)
- Utilizing Buddy Benches for students who need assistance in problem solving or finding a friend to play with
- Offering a variety of noncompetitive recess options including dance, yoga, karate and soccer drills

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

- Teaching students to self-advocate and ask for help because they understand the need for adult intervention to help solve ongoing problems
- Ensuring a physically and emotionally safe learning environment

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

- Assigning staff members to follow up on resolved cases to ensure that no problems reoccur and to reduce the likelihood of repeat offenders.
- Engaging students planning selecting recess activities and recess games/equipment
- Engaging students in “teaching peers” about character topics such as how to be a good friend and being an upstander

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

- Reassess our results from the 2018-2019 school year and administer revised school climate survey

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

- The utilization of the guidance counselor to do lessons in classes regarding the NJBAR foundation lessons such as teasing vs. tattling and also the character development lessons from the Second Step curriculum.
- Expanding Peer Mediation program
- Reinforcing bystander action strategies
- Expanding training for lunch aides to monitor for signs of bullying and/or antisocial behaviors