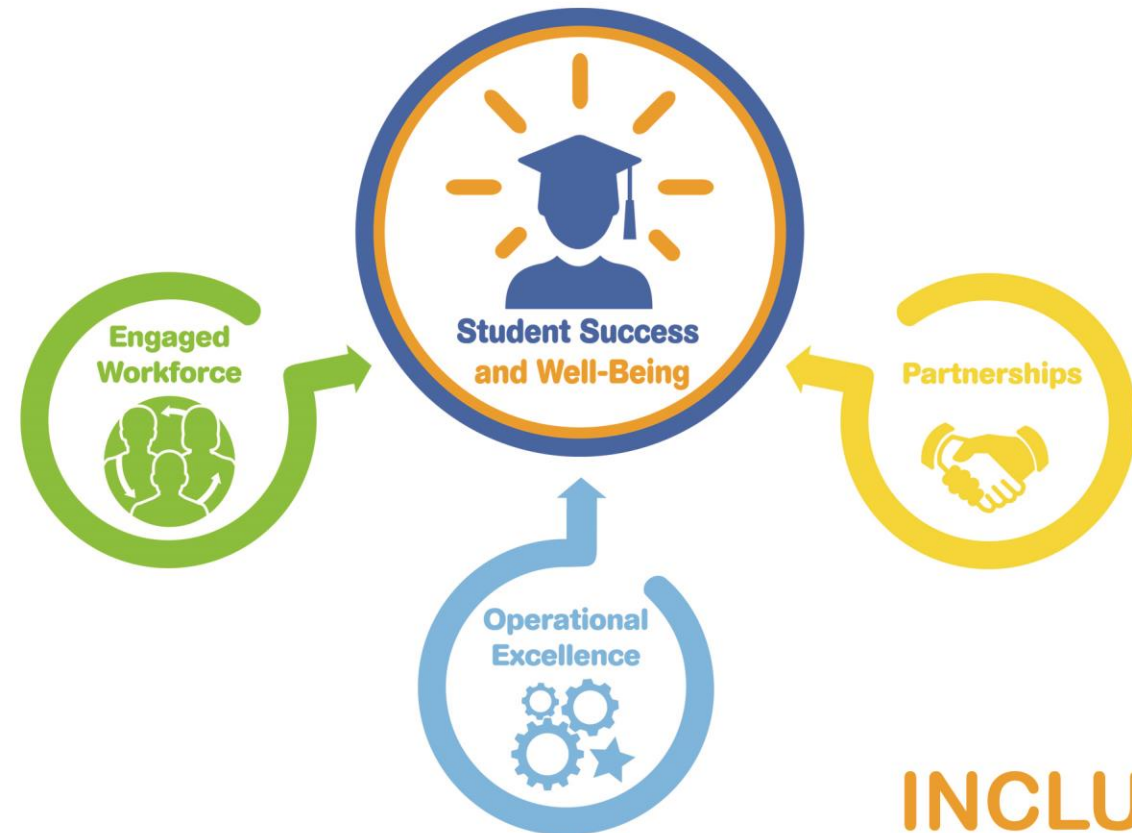


## APS Strategic Plan 2022-2028

# Leading Safe, Inclusive Learning Environments for All

January 22, 2024



**INCLUSION \* EXCELLENCE \* INNOVATION**



**Share your  
favorite snow  
day memory  
with your  
tablemates.**



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- Review current efforts to foster positive school climates and prevent bullying, harassment and discrimination
  - Identifying bullying, discrimination and hate speech
  - Highlighting practices for student well-being and safety
  - Reviewing reporting procedures and school follow-up
- Hear several student experiences and the perspectives of diverse student groups via video and *Your Voice Matters* data
- Review planned action steps for improvement

## Student Well-Being

- In partnership with families, staff, and students, APS will create **inclusive, safe, and supportive learning environments** that foster all students' intellectual, physical, mental, social-emotional growth and well-being.
  - Our **learning environment is physically and emotionally safe** for students and adults
  - **Prevention and intervention services** for physical, mental, behavioral, and social-emotional health
  - **Engagement in healthy practices** that can be continued throughout life



## **Priority 1:** Deepen our focus on ensuring student well-being and academic progress for all students.

- Address student well-being through integrated programs, curricula, and activities, with attention to all aspects of physical, mental, and social-emotional growth in **healthy, safe, and supportive learning environments**.
- Consistently implement culturally responsive and sustaining teaching; equitable practices; and individualized support to **serve every student** by name, strength, and need.

## Gr 4-5 (3,441 responses)

### QUESTION

➤ During this school year, how often has a student or group of students posted hurtful or threatening things about you on social media or over email?

**85 %** ⓘ  
responded  
favorably

▼ **2**  
from Spring  
2020

- Favorable response was responding “Never” to this question
- Favorable response rate was lower for SWD (76%) & EL (77%), Black (81%), Hispanic (79%)

## Gr. 6-12 (7,970 responses)

### QUESTION

➤ During this school year, how often has a student or group of students posted hurtful or threatening things about you on social media or over email?

**85 %** ⓘ  
responded  
favorably

**0**  
from Spring  
2020




## Gr 4-5 (3,441 responses)

### QUESTION



During this school year, how often has a student or group of students called you names or teased you in a way that made you feel uncomfortable, embarrassed, excluded, or hurt?

**52%**   
responded  
favorably

 **3**  
from Spring  
2020

- Favorable response was responding “Never” to this question
  - 17% responded “Once”
  - 21% responded “Couple of Times”
- Similar favorable response rates across demographic groups

## Gr. 6-12 (7,970 responses)

### QUESTION



During this school year, how often has a student or group of students called you names or teased you in a way that made you feel uncomfortable, embarrassed, excluded, or hurt?

**69%**   
responded  
favorably

 **3**  
from Spring  
2020

- Favorable response was responding “Never” to this question
  - 11% responded “Once”
  - 14% responded “Couple of Times”
- Similar favorable response rates across demographic groups



## Gr 4-5 (3,441 responses)

### QUESTION

- How often do you feel that you are treated poorly by other students because of your race, ethnicity, gender, family's income, religion, disability, or sexual orientation?

**49%** <sup>i</sup>  
responded  
favorably

- **Favorable response was responding "Never"**
  - **22% responded "Almost Never"**
  - **12% responded "once in While"**
  - **10% responded "sometimes"**
  - **5% responded "frequently"**
  - **3% responded "almost always"**
- **Similar favorable response rates across demographic groups except Black students (41% favorable)**

## Gr. 6-12 (7,970 responses)

### QUESTION

- How often do you feel that you are treated poorly by other students because of your race, ethnicity, gender, family's income, religion, disability, or sexual orientation?

**44%** <sup>i</sup>  
responded  
favorably

- **Favorable response was responding "Never"**
  - **27% responded "Almost Never"**
  - **13% responded "once in While"**
  - **10% responded "sometimes"**
  - **4% responded "frequently"**
  - **2% responded "almost always"**
- **Similar favorable response rates across demographic groups except Asian students (32% favorable)**





# What is bullying?

Bullying means any aggressive and unwanted behavior that:

- Is intended to harm, intimidate, or humiliate the victim;
- Involves a real or perceived power imbalance between the aggressor or aggressors and victim; and
- Is repeated over time or causes severe emotional trauma.

Bullying includes cyber bullying.

Bullying does not include ordinary teasing, horseplay, argument, or peer conflict.



Two main types:

- **Discriminatory Harassment** is harassment based on sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law (or based on a belief that such characteristic exists) which is prohibited by federal and/or state law. (**Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act**).
- **Sexual Harassment** includes any unwelcome sexual advances, regardless of sexual orientation, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment. It is also inclusive of harassment and discrimination based upon sexual orientation and gender identity (**Title IX of the Educational Amendments of 1972**)

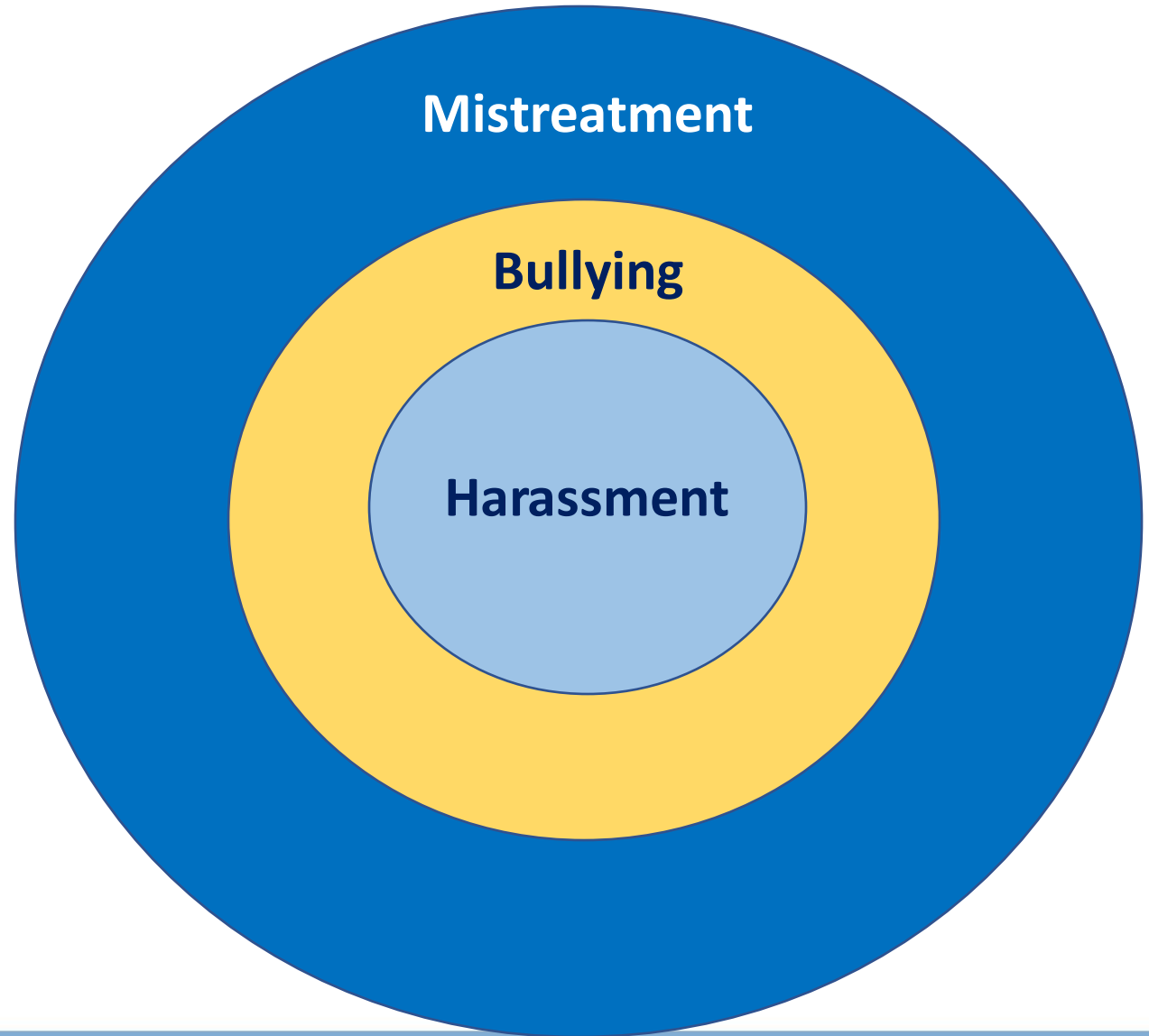
# What is mistreatment?

Mistreatment is isolated behaviors that by themselves do not constitute bullying or harassment.

- These can include horseplay, argument, or peer conflicts.
- These types of behaviors over time could be considered bullying or harassment depending on the context, repetitiveness, and/or severity.



**Misconduct Towards Others**





**Student  
Well-Being**

Hate speech is:

“Any form of expression through which speakers intend to vilify, humiliate, or incite hatred against a group or a class of persons on the basis of race, religion, skin color, sexual identity, gender identity, ethnicity, disability, or national origin.”

*American Library Association*





**EVERY  
STUDENT  
COUNTS**  
EXCELLENCE FOR ALL





**Student  
Success &  
Well-Being**

**Implicit Bias** – A form of bias that occurs automatically or unintentionally, that nevertheless affects judgements, decisions, and behaviors.

- **Three Phase Process**

- Phase I – Knowledge Transfer
- Phase II – Change in Individual Behavior
- Phase III – Change in Institutional Behavior



## Student Success & Well-Being

### Partnership with the Office of Diversity, Equity, and Inclusion

- Hate Speech Pre-Inventory
  - Staff
    - Knowledge
    - Awareness
    - Confidence
    - Engagement
  - Students
    - Knowledge
    - Awareness
- Development and Implementation of Interventions
- Progress Monitoring and Amendments
- Post-Inventory
- Reflection and Next Steps

- Guidance for Staff
  - Establish a classroom culture that supports civil discourse
  - Ground lessons in Virginia Standards of Learning
- Partnership with the Office of Diversity, Equity, and Inclusion
  - Review curricular resources
  - Develop teaching guidance
- Ongoing Professional Learning
  - Content academies
  - Teaching Sensitive Topics





## Student Success & Well-Being

Social Emotional Learning (SEL) in APS is aligned to the [Virginia SEL Guidance Standards](#) and the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) Framework](#).

- Seeks to empower students with the skills, knowledge, and understandings to make positive choices about their social-emotional engagement;
- Models, teaches, and reinforces prosocial skills that align to college, career, and life readiness frameworks; and
- Provides students with opportunities to learn how to engage with people who may be different than themselves in constructive and collaborative ways.
- Reinforces that SEL modeling and instruction is the responsibility of everyone in the APS community.
- Incorporates student voice

Schools are using specific curricular resources or programs to accomplish this through Morning Meetings, advisory lessons, or Community Circles.

- **Individual and Small-Group Assistance**

- School Counselors
- School Social Workers
- School Psychologists
- Intervention Counselors (Secondary)
- Deans of Students









- Report it through the APS Bullying & Harassment Report form
  - Website: [apsva.us/bullying-prevention](https://apsva.us/bullying-prevention)
  - Form: [bit.ly/APS-report-bullying](https://bit.ly/APS-report-bullying)

**OR**

- Email using [report@apsva.us](mailto:report@apsva.us)

**OR**

- Contact the student's school counselor, assistant principal, dean, or principal directly



If it is a report of **potential sexual or gender-based harassment**, it may also be reported directly to the Title IX Coordinator for APS at [sedrick.ross@apsva.us](mailto:sedrick.ross@apsva.us)



- Within 24 hours (One business day):
  - School administration will confirm that they have received the report
- Within 2 days after confirming receipt:
  - School administration will either provide the results of their investigation or an update as to progress and expected timeline
- At the conclusion of the investigation:
  - Parties will receive a summary of the findings, supportive measures, and opportunities to appeal or address questions

Please note that sexual or gender-based harassment complaints under Title IX have different timelines.



## Student Well-Being



## What should I do if I think my child is being bullied or harassed?

### WHAT IS BULLYING AND HARASSMENT?

Actions or words, done on purpose, that hurt another person physically or emotionally. It can happen in-person or online.

#### SAY SOMETHING!

Report the situation.  
Contact your school or go to the APS website and complete the Bullying and Harassment Report form.

website:  
[apsva.us/bullying-prevention](https://apsva.us/bullying-prevention)  
report form:  
[bit.ly/APS-report-bullying](https://bit.ly/APS-report-bullying)



#### What happens next?

The report will be sent to your child's principal or school-based administrator. They will let you know they have received it within 24 hours.

The principal or school-based administrator will investigate the report and contact the parents/guardians of the student(s) within 2 school days. They will either share the results or provide an estimate of how many more days the school will need.

#### After the investigation...

Both parties will be contacted in writing with the result of the investigation, any policy violations, and how they may appeal a decision.

For more information, contact your school or visit [apsva.us/bullying-prevention](https://apsva.us/bullying-prevention)



- School Safety Coordinator (SSC)
  - Lead SSC and SSCs at secondary schools
  - Floater SSC for elementary schools
  - Extensive training on de-escalation
- APS/APD Memorandum of Understanding
  - Outlines mandated reporting offenses
- APS Serious Incident Report are completed for incidents that require assistance from any county emergency services.
- Office of School Safety
  - Aaron Queen, Director of School Safety and Emergency Management  
[aaron.queen2@apsva.us](mailto:aaron.queen2@apsva.us)
  - Former Arlington Police Officer



**EVERY  
STUDENT  
COUNTS**  
EXCELLENCE FOR ALL





## Student Well-Being

- Improve bullying and harassment reporting systems to ensure timely investigation and resolution
- Review reporting, investigation procedures, and safety planning with school and central office administrators
- Review and revise policy to be more specific with timelines and communication
- Encourage students, staff and families to report any concerning incidents
- Issue updated guidance on students participating civil activities, like student walkouts
  - Outlines staff expectations





## Student Well-Being

- Use survey data (ex: *Your Voice Matters*) to identify areas of need for building a positive school climate
- Develop additional resources including guidance document on respecting religious diversity (in progress)
- Expand inclusive programs and partnerships
  - Upstanders
  - Best Buddies
  - Exploring Unified Champion Schools
- Increase use of Restorative Practices
- Partner with community organizations

- How will we follow up on the feedback we have heard after tonight?
  - Review and synthesize responses
  - Communicate next steps through a community message
- Opportunities to Engage
  - Advisory Council on Teaching & Learning (ACTL)
    - Arlington Special Education Advisory Committee (ASEAC)
    - Student Services
    - School Health Advisory Board (SHAB)
  - Special Education PTA (SEPTA)
  - County Council of PTA (CCPTA)





Student  
Well-Being

## Department of Diversity, Equity, Inclusion and Student Support

Diversity, Equity, & Inclusion: [dei@apsva.us](mailto:dei@apsva.us)  
Student Services: [student.services@apsva.us](mailto:student.services@apsva.us)

703-228-8658

At your tables, discuss the following questions:

**What did you learn or hear that you felt was positive?**

**What do you think we missed that we need to consider?**

**What ideas do you have to help APS continue to improve in creating safe and supportive environments?**



Student  
Well-Being



Please complete to provide feedback on tonight's event.



Thank



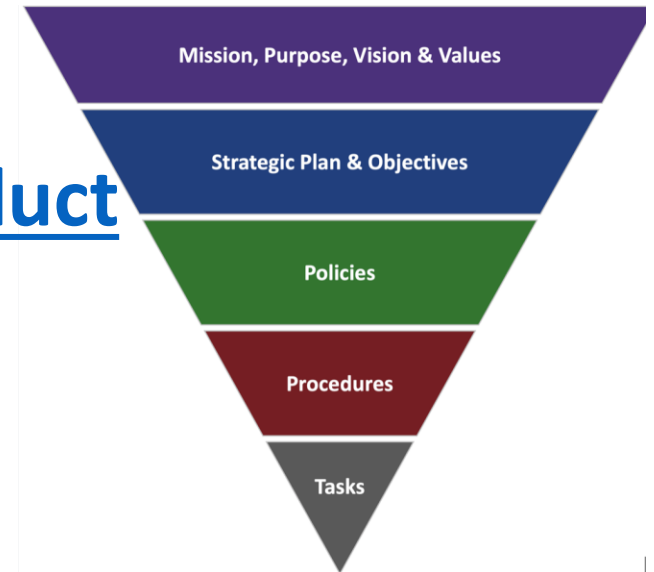
**EVERY  
STUDENT  
COUNTS**  
EXCELLENCE FOR ALL

You



Student  
Well-Being

- [Policy J-2 Student Equal Educational Opportunities/Nondiscrimination](#)
- [Policy J-6.8.1 Student Safety – Bullying/Harassment Prevention](#)
- [Policy J-7.4 Student Code of Conduct](#)





## Student Well-Being

- [APS Diversity, Equity & Inclusion](#)
- [APS Social-Emotional Learning](#)
- [Arlington County's Commitment to Equity](#)
- [Virginia Department of Education CTE Civil Rights](#)
- [U.S. Department of Education Office of Civil Rights](#)
- [U.S. Department of Education Equity Action Plan](#)