

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.

Performance Objective	<p>By 2030, APS students will have a positive school experience as evidenced by at least 80% of students responding favorably to YVM categories School Climate and Student Social, Emotional, Mental Health and SEL survey category Self-Management</p>	<p>By 2030, APS will reduce chronic absenteeism at all schools so that no more than 8% of students are chronically absent and reduce over-representation of student groups (race/ethnicity, SWD, EL) to no more than 5% based on group's enrollment.</p>	<p>By 2030, APS will reduce suspensions for all students by 50% and reduce over-representation of student groups based on race/ethnicity, SWD, and ELs to no more than 5% based on the group's enrollment.</p>	<p>By 2030, identify all gaps in belonging/connectedness for LGBTQ+ students and increase sense of belonging and reduce risk behavior by X%.</p>	<p>By 2030, XX% of students will report feeling safe at school as measured by X% of students responding favorably to YVM category School Safety</p>
Strategies	<ul style="list-style-type: none"> Evidence-based, culturally responsive materials to help students maintain and/or improve their physical, social, emotional, and mental health Identify/train staff on evidence based SEL curriculum Ensure students have one school-based adult who support and encourage their academic and personal growth Increase student access to nature 	<ul style="list-style-type: none"> Develop/implement a tiered system of support and evidence-based strategies to improve attendance (train staff, identifying challenges/barriers and implementing interventions for specific groups) Develop consistent, regular two-way communication about services/supports available to students/families to address challenges impacting attendance 	<ul style="list-style-type: none"> Implement evidence-based restorative practices to repair harm, empower students to resolve conflict, support strategies that prioritize attendance Provide training/support to educators to implement equitable/ consistent beh. management strategies (core classroom expectations/ processes, early interventions, restorative practices, approaches individualized to classrooms) 	<ul style="list-style-type: none"> Develop reliable & confidential data sources for LGBTQ+ reporting to improve belonging, reduce risk behavior Provide evidence-based professional learning to staff on strategies to enhance LGBTQ+ sense of belonging and connectedness Provide forums by student groups to improve connectedness and belonging 	<ul style="list-style-type: none"> Communicate/ improve tiered behavioral interventions Assess/improve school-based processes for proactive behavioral instruction and interventions Continue to enhance threat assessment process Create and maintain a culture of trust and relationships where concerns are reported
Key Performance Indicators	<p>% students responding favorably to YVM Social, Emotional, Mental Health (Gr. 4-5, 6-12), School Climate (Gr. 4-5, 6-12), SEL survey - Self-Management (Gr. 3-5, 6-12)</p>	<p>% of students who are chronically absent overall and by student reporting group and school</p>	<p>-% suspensions relative to % student pop by student reporting group -% risk of student groups being suspended compared to peers by student reporting group</p>	<p>-% of LGBTQ+ students responding favorably to YVM school climate question around "sense of belonging" (4-5, 6-12) -APS staff still developing a KPI to measure risk behaviors</p>	<p># bullying incidents by student reporting group; # threat assessments; # of serious incidents; % students responding favorably to YVM category School Safety</p>