



Learning Knows No Bounds

# Equity Assistance Center



The **Equity Assistance Center**, is designed to provide assistance to the school districts. This assistance shall include on-site visits, workshops, program review, and any other special activity which might enable the school districts of the state to more effectively meet their responsibilities.

# Equity Assistance Center

- ▶ Educational equity is the product of a process that ensures fairness for every child within the educational system.
- ▶ The concept of educational equity recognizes that some students must receive differential treatment in order to achieve fairness within the educational system.

*Why are we here today?*

## Session Purpose

This session will review the school district's responsibilities to comply with:

6-18-514  
Antibullying

# Arkansas Department of Education

## Vision and Mission

- ▶ **Vision of** The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.
- ▶ **Mission of** The Arkansas Department of Education provides leadership, support, and service to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.

# 6-10-111

- ▶ (a) The Department of Education is authorized to establish a special section within its organization, to be known as the **Equity Assistance Center**, designed to provide assistance to the school districts of the state in such activities as affirmative action, program accessibility, human relations, awareness, and desegregation.

6-10-111

- ▶ (b) This assistance shall include on-site visits, workshops, program review, and any other special activity which might enable the school districts of the state to more effectively meet their civil rights responsibilities.

# ARKANSAS GENERAL ASSEMBLY

- ▶ To ensure that schools are safe places for students, more state laws are enacted with mandates for addressing the problems:
- ▶ 6-18-201      Compulsory attendance
- ▶ 6-18-503      Discipline policies
- ▶ 6-21-608      Gun & Drugs
- ▶ 5-73-119      Weapon
- ▶ 6-18-512      Laser pointers
- ▶ 6-18-514      Antibullying

# What we Already know

- ▶ Having the right environment for all students to learn is a major goal.
- ▶ Most educators believe that rules and procedures are a necessary part of school.
- ▶ Rules are expectations of good conduct.
- ▶ Effective schools highest basic priority is its responsibility to keep students safe.

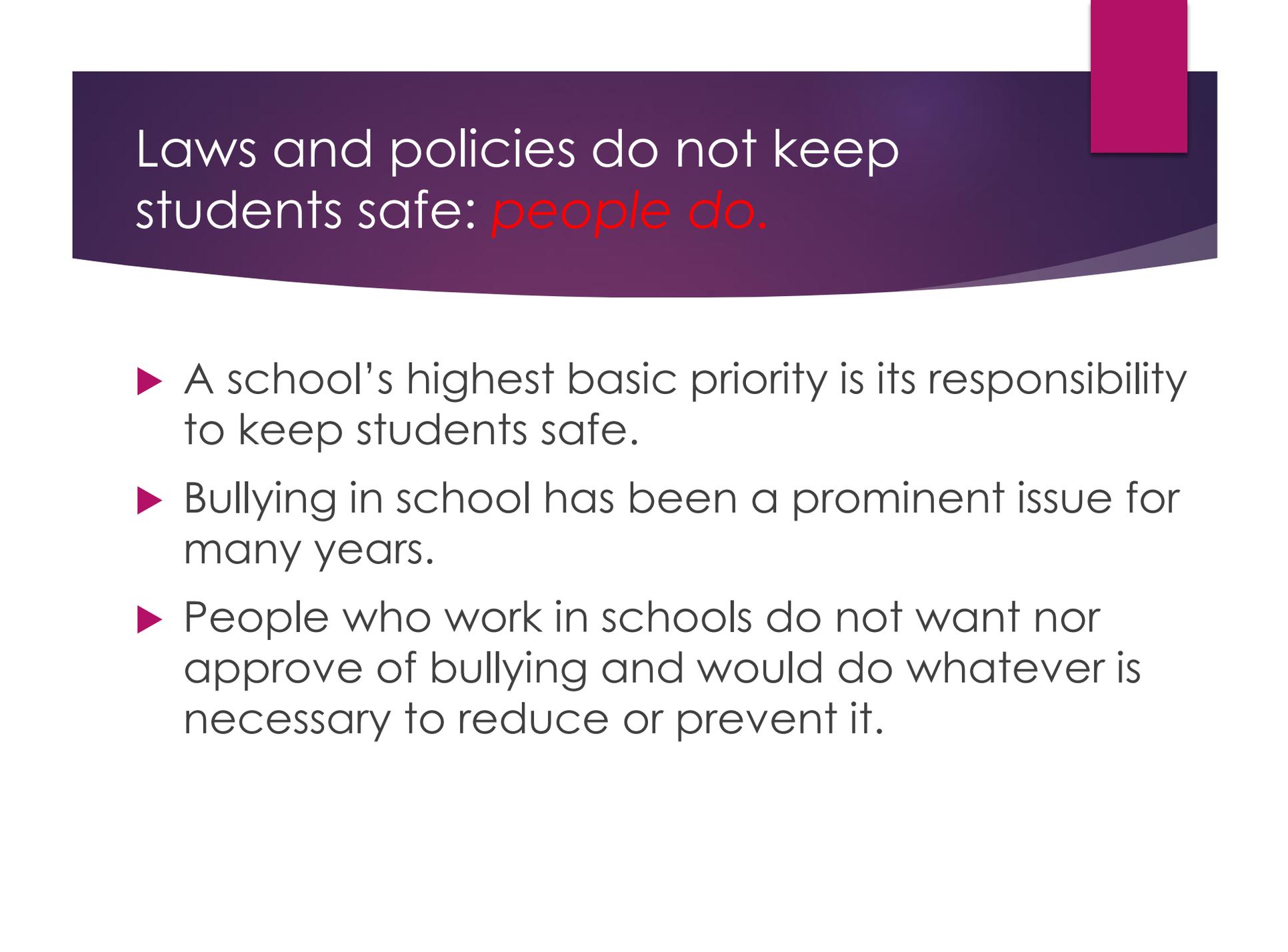
**6-18-514**

## **Antibullying Policies**

- ▶ (a) The General Assembly finds that every public school student in this state has the right to receive his or her public education in a public school educational environment that is reasonably free from substantial intimidation, harassment, or harm or threat of harm by another student.

# Anti-bullying Policies 6-18-514

- ▶ (2) “Bullying” means the intentional, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:



Laws and policies do not keep students safe: *people do.*

- ▶ A school's highest basic priority is its responsibility to keep students safe.
- ▶ Bullying in school has been a prominent issue for many years.
- ▶ People who work in schools do not want nor approve of bullying and would do whatever is necessary to reduce or prevent it.



“ AN OUNCE OF PREVENTION IS MORE VALUABLE THAN A POUND OF CURE” .

- ▶ The law is only a part of the cure for bullying, the adoption, publication , and enforcement of a clear and effective anti-bullying policy sends a message that all incidents of bullying must be addressed immediately and effectively , and that such behavior will not be tolerated.
- ▶ Knowledge is most helpful if it informs action toward a positive change.

# Intervention efforts

- ▶ “Change is a process, not an event”. There is no easy guide to undertake a process of change.
- ▶ Bullying prevention is less effective in schools where people are directed to just **follow a program** that they are told will solve the problem of bullying and meet the mandates and requirements of the law.

# Bullying is an adaptive problem

- ▶ It occurs in every school
- ▶ It involves how people interact and treat each other
- ▶ It impacts every student and the entire school climate

# “There is little/no bullying in my school”

- ▶ Its only a law or mandate.
- ▶ The policy will put a stop to it.
- ▶ If we follow the program it will stop the bullying.
- ▶ Do not know the definition of bullying.
- ▶ Do not know it when you see it.
- ▶ Do not believe it's a problem.

If you believe this, you are blind in one eye, and cannot see out of the other one.

# Numbers tell the story

- ▶ Only 35 percent of students who are bullied tell an adult about it.
- ▶ Adults are aware of about 4 to 5 percent of the bullying that occurs in schools.
- ▶ Bullying is observed by over 85 percent of the students.
- ▶ Twenty-seven percent of bullied students report that it happens in the classroom with the teacher present.
- ▶ Many students who bully are well liked by others, including the staff.

# The blind spot

- ▶ Where bullying thrives undetected in school
- ▶ A product of how schools traditionally function in the lives of students and school staff.
- ▶ Students learn how and when to bully and not be seen or heard by adults.
- ▶ The social rewards gained by students from bullying outweigh the consequences of getting caught.

# The consequences of the blind spot

- ▶ Students will not report bullying to people they don't trust.
- ▶ Students feel disconnected from their school if they think that most adults don't care about them.
- ▶ Students will not trust adults who don't seem to care or are perceived to be ineffective in keeping them safe.
- ▶ Students stay quiet because they are afraid of being a target of bullying themselves.

Looking at something without seeing it. “Find the arrow in the picture below”.



The image shows the FedEx logo, which consists of the word "FedEx" in a bold, sans-serif font. The "Fed" is purple and the "Ex" is orange. A white arrow is hidden within the negative space of the "E" in "Ex", pointing to the right.

# ARKANSAS GENERAL ASSEMBLY

- ▶ Every public school student has the right to receive his or her education in a school that is free from **BULLYING**.
- ▶ “ AN OUNCE OF PREVENTION IS MORE VALUABLE THAN A POUND OF CURE ”.

# The role of school leaders'

- ▶ Invest time in learning about the elusive and insidious nature of bullying.
- ▶ Lead staff in learning about blind spots and looking but not seeing.
- ▶ Act on the assumption that the staff do want to prevent and reduce bullying.
- ▶ Acknowledge and accept how dependent school staff are on the eyes and ears of the students to get an accurate picture of how much bullying is happening.

# The role of the school leaders'

- ▶ Make trust and communication a priority in bullying prevention efforts. Students cannot be forced to trust- **adults must become trustworthy.**
- ▶ Welcome complaints of bullying. Thank those who complain for helping the school meet its responsibility.
- ▶ Reframe the problem of bullying so that any new efforts to address it are perceived as a continuation of the current efforts rather than a criticism of them.

## 6-18-514(d)

(d) A school principal or his or her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation

## 6-18-514(e)(1) The board of directors of every school district shall adopt policies to prevent bullying

- ▶ (2) The policies shall:
  - ▶ (A)(i) Clearly define conduct that constitutes bullying
  - ▶ (B) Prohibit bullying
  - ▶ (C) State the consequences for engaging in bullying
  - ▶ (D) Require that a school employee who has witnessed or has reliable information that a pupil has been a victim of bullying as defined by the district shall report the incident to the principal.

# 6-18-514

- ▶ (E) Require that the person or persons who file a complaint will not be subject to retaliation or reprisal in any form.
- ▶ (F) Require that notice of what constitutes bullying, that it is prohibited, and that the consequences of engaging in bullying be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium and school bus in the district.
- ▶ (G) Require that a copy of the notice of what constitutes bullying, that bullying is prohibited, and that the consequences of engaging in bullying be provided to parents, students school volunteers, and employees. Each policy shall require that a full copy of the policy be made available upon request.

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- ▶ (f) A school district shall provide training on compliance with the antibullying policies to all public school district employees responsible for reporting or investigating bullying under this section.
- ▶ (g) A school employee who has reported violations under the school district's policy shall be immune from any tort liability that may arise from the failure to remedy the reported incident.

# What do we know from research?

- ▶ Youth who report both being bullied and bullying others (sometimes referred to as bully-victims) have the highest rates of negative mental health outcomes, including depression, anxiety, and thinking about suicide.

# What do we know from research?

- ▶ Involvement in bullying in any way—even as a witness—has serious and long-lasting negative consequences for youth.
- ▶ Youth who reported witnessing bullying had greater feelings of helplessness and less sense of connectedness to school than youth who did not report witnessing bullying.

# What do we know from research?

- ▶ Youth who feel connected to their school are less likely to engage in bullying related behaviors.
- ▶ While punishment and appropriate consequences are often a necessary part of a school's response, we must move beyond punishment and blame to set the tone for lasting prevention.

# What do we know from research?

- ▶ Youth who are able to cope with problems in healthy ways and solve problems peacefully are less likely to engage in bullying related behaviors.

# What do we know from research?

- ▶ Research has shown that bullying has serious consequences, and minority-oriented youth are disproportionately affected
- ▶ Research indicates that bullied sexual minority youth also reveal even greater substance use, higher levels of depression, or suicidal ideation, and more participation in various risk sexual health behaviors than their heterosexually identifying peers.

# What do we know from research?

- ▶ There are power differences involved in bullying situations. For this reason, general conflict resolution methods are not appropriate or effective. Adopt and implement effective and inclusive anti-bullying policies.

# What do we know from research?

**Kids who witness bullying are more likely to:**

- ▶ Have increased use of tobacco, alcohol, or other drugs
- ▶ Have increased mental health problems, including depression and anxiety
- ▶ Miss or skip school

# What do we know from research?

- ▶ Youth with disabilities, learning differences, sexual/gender identity differences or cultural differences are often most vulnerable to being bullied.

## Victims of bullying often feel:

- Humiliated
- Uncomfortable
- intimidated
- Embarrassed
- Insulted
- Degraded
- Abused
- Angry
- Unsafe at work
- Ashamed



# Statewide Student Bullying Data

	<u>Always</u>	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>
<u>My school is safe at all times.</u>	<u>114</u> 34.35%	<u>80</u> 24.27%	<u>100</u> 30.30%	<u>37</u> 11.21%
<u>Teachers in my school are fair and treat students fairly.</u>	<u>102</u> 30.91%	<u>130</u> 39.39%	<u>80</u> 24.24%	<u>19</u> 5.76%
<u>Teachers in my school have high expectations for me.</u>	<u>189</u> 57.27%	<u>82</u> 24.35%	<u>46</u> 13.94%	<u>13</u> 3.94%
<u>Teachers listen to me when I have a problem.</u>	<u>116</u> 35.15%	<u>90</u> 27.27%	<u>92</u> 27.88%	<u>31</u> 9.39%
<u>Teachers in my school make sure that my school campus is clean and well-maintained.</u>	<u>113</u> 34.24%	<u>69</u> 20.91%	<u>79</u> 23.94%	<u>67</u> 20.30%
<u>Teachers in my school treat students with kindness.</u>	<u>74</u> 22.42%	<u>98</u> 29.70%	<u>113</u> 34.24%	<u>41</u> 12.42%
<u>There is no harassment/harassment/bullying/and threatening behavior in my school.</u>	<u>36</u> 10.91%	<u>54</u> 16.36%	<u>81</u> 24.35%	<u>155</u> 46.97%
<u>When do I see someone being bullied?</u>	<u>48</u> 14.55%	<u>52</u> 15.76%	<u>150</u> 45.45%	<u>80</u> 24.24%
<u>When have I bullied someone?</u>	<u>4</u> 1.21%	<u>7</u> 2.12%	<u>64</u> 19.39%	<u>255</u> 77.27%
<u>When has someone bullied me?</u>	<u>18</u> 5.45%	<u>34</u> 10.30%	<u>108</u> 32.72%	<u>167</u> 50.61%
<u>When do students in my school get punished for bad behavior.</u>	<u>103</u> 31.21%	<u>76</u> 23.09%	<u>113</u> 34.24%	<u>34</u> 10.30%
<u>When do we have assemblies on how we should act and should not conduct ourselves in school.</u>	<u>38</u> 15.52%	<u>55</u> 16.67%	<u>134</u> 40.61%	<u>93</u> 28.18%

	Always	Often	Sometimes	Never
Have you ever been hurt or threatened you... in the classroom?	9 2.73%	18 5.45%	78 23.64%	203 62.78%
in the hallway?	14 4.24%	19 5.76%	68 20.60%	203 62.78%
in the restroom?	6 1.82%	9 2.73%	37 11.21%	203 62.78%
in the cafeteria?	4 6.21%	15 4.55%	42 12.73%	203 62.78%
Have you ever been hurt or threatened you... on the playground?	12 3.64%	7 2.12%	52 15.76%	203 62.78%
in the parking lot?	9 2.87%	11 3.33%	33 40.54%	203 62.78%
on the school bus?	9 2.88%	17 5.45%	38 12.64%	203 62.78%
at school/ after school activities?	8 2.88%	16 5.45%	39 12.14%	203 62.78%
Have you ever been hurt or threatened you... on the phone?	9 1.85%	12 3.72%	37 11.46%	203 62.78%
in the community?	4 1.30%	9 2.92%	26 8.44%	203 62.78%
on the phone?	9 2.90%	9 2.90%	42 13.55%	203 62.78%
on the internet?	14 4.52%	15 4.84%	45 14.52%	203 62.78%

# Student Race

# Student Grade

Race	Total
White	166 50.30%
Black	79 23.94%
Hispanic	16 4.84%
Asian	5 1.52%
Native American/ Native Alaskan	3 0.90%
Native Hawaiian/ Pacific Islander	1 0%
2 or More Races	36 10.91%
Not Indicated	24 7.27%

Grade	Total
6th	122 36.97%
7th	53 16.06%
8th	52 15.76%
9th	31 9.39%
10th	44 13.33%
11th	3 0.90%
12th	23 7.00%
Not Indicated	2 0.60%

# Student Age

# Student Gender

Age	Total
11	41 12.42%
12	77 23.33%
13	67 20.30%
14	40 12.12%
15	44 13.33%
16	31 9.39%
17	9 1.82%
18	17 5.15%
19	1 0.80%
Not Indicated	3 0.90%

Gender	Total
Male	140 42.42%
Female	159 48.44%
Not Indicated	31 9.39%

# 6-18-514

## Antibullying Policies

- ▶ “ AN OUNCE OF PREVENTION IS MORE VALUABLE THAN A POUND OF CURE”.
- ▶ (i) The school district shall provide the Department of Education with the website address at which a copy of the policies adopted in compliance with this section may be found.

# Bullying policy

- ▶ Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property;

# Consequences

- ▶ 5-10 day suspension and/or recommendation for expulsion.
- ▶ (C) consequences may vary depending on the age or grade of the student involved.

# Compliance

- ▶ (e)(1) adopt policy
- ▶ (A) (i) define bullying
- ▶ (B) prohibit bullying
- ▶ (C) state the consequences
- ▶ (D) require employees to report bullying
- ▶ (E) require no retaliation
- ▶ (F) require notice posted (no bullying)
- ▶ (G) require policy provided to (P, S, SV, & E)



Arkansas Department of Education  
Equity Assistance Center

Four Capitol Mall  
Mail Slot #25  
Little Rock, AR 72201  
Telephone: (501) 682-4213  
FAX: (501) 682-5177