



OE - 10: Learning Environment/Student Behavior	Superintendent	
<p>The Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning and high student achievement.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b>  The Board of Education values students having a learning environment that includes support for both the academic and social-emotional needs of all learners.</p> <ul style="list-style-type: none"> <li>● <b>Learning environment</b> shall mean an environment that is nurturing, welcoming and fosters academic achievement for all students - in school, before school, after school, and on the playground and/or bus.</li> <li>● <b>Safe</b> shall mean to be physically, emotionally, socially and academically secure.</li> <li>● <b>Respectful and conducive</b> shall mean to demonstrate regard and value for all students, staff and visitors.</li> <li>● <b>Effective learning</b> shall mean students acquiring skills to their maximum potential in a nurturing and engaging environment that promotes student development.</li> <li>● <b>High student achievement</b> shall mean performing at levels outlined in AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).</li> </ul>		
<p><b>OE – 10.1</b> The Superintendent will maintain a climate that is characterized by support and encouragement for student success, including the physical, mental and emotional health of all students.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b>  The Board of Education values the providing of support for students within the learning environment in order to promote learning and increase academic success.</p> <ul style="list-style-type: none"> <li>● <b>Maintain a climate that is characterized by support</b> shall mean that inappropriate behaviors that disrupt the teaching, learning or operational processes of a school or the school district will be addressed through appropriate interventions and procedures.</li> <li>● <b>Encouragement for high student achievement</b> shall mean students feel supported on their journey toward academic success</li> </ul>		

as shown by achieving AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

- **Physical health** shall mean the the following components
  - **Physical activity** - includes strength, flexibility, and endurance
  - **Nutrition and diet** - includes appropriate nutrient intake, fluid intake, and healthy digestion
  - **Alcohol and illegal drugs** - includes the abstinence from these substances
  - **Medical self-care** - includes addressing minor ailments or injuries and seeking emergency care as necessary
  - **Rest and sleep** - includes periodic rest and relaxation, along with high quality sleep
- **Mental health** shall mean one's emotional, psychological, and social well-being
- **Emotional health** shall mean the ability to successfully understand and manage one's emotions.

**SUPERINTENDENT Indicators of Compliance:**

We will know we are compliant when:

1. 100% of AASD schools (non-charter) will implement Positive Behavioral Interventions and Supports (PBIS) at the Universal and Tier 2 Level with fidelity.

**Evidence of Compliance**

- Scoring 80% or higher on the Tiered Fidelity Inventory.
  - [Tiered Fidelity Inventory - AASD District view...](#)
- 100% of AASD schools implementing PBIS with fidelity will be recognized by the Wisconsin RTI Center at the following levels for the 2021-22 school year.
  - [WI Rtl Center Recognition](#)
  - [2020-21 Recognized AASD schools by RTI C...](#)
- 2. 100% of K-8 classrooms will be implementing Second Step Social Emotional Learning (SEL) throughout the school year as universal instruction and 80% of the SEL lessons will be implemented as described in the [Second Step Pacing Document](#) as evidenced by:
  - Tiered Fidelity Inventory (TFI) question results with teaching staff: When was the last time you taught a second step lesson?
  - An increase in the number of students who score favorably (3, 4, 5) in the area of Sense of Belonging within the Panorama Student Survey.

**Evidence of Compliance -**

- Elementary 64% to 67%
- Middle 40% to 44%

3. 100% of schools (non-charter) have clear behavioral expectations posted for all environments and communicate these out annually to students and families through:
  - a. student handbook
  - b. student matrix visible in classrooms (TFI measured)
  - c. behavioral expectations visible on individual websites

[TFI Walkthrough Tool](#)

[TFI GUIDE](#)

[TFI Manual](#)

<p>4. Baseline data to be collected during the spring of 2022 in order to draft a future indicator relating to the following Panorama questions:</p> <ul style="list-style-type: none"> <li>• "I see myself as part of my classroom environment."</li> <li>• "My teacher knows and respects who I am as a person."</li> </ul>		
<p><b>Board Comments:</b></p>		
<p><b>OE – 10.2</b> Ensure that all policies and procedures regarding student behavior are:</p> <ul style="list-style-type: none"> <li>• culturally responsive</li> <li>• trauma sensitive</li> <li>• restorative</li> <li>• developed with input from diverse perspectives</li> <li>• appropriately communicated to students, parents, and staff</li> <li>• enforced consistently using reasonable judgment</li> </ul>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b> The Board of Education values active participation from all District stakeholders to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.</p> <ul style="list-style-type: none"> <li>• <b>Policies and procedures regarding student behavior</b> shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.</li> <li>• <b>Culturally responsive</b> shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society.</li> <li>• <b>Trauma sensitive</b> shall mean <b>being sensitive to the impact of trauma on others and yourself</b>, understanding and utilizing tools to support self and others in regulating during times of stress; as well as identifying and supporting the system change needed to reduce re-traumatization.</li> <li>• <b>Restorative</b> shall mean to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath.</li> </ul>		

<ul style="list-style-type: none"> <li>● <b>Developed with input from diverse perspectives</b> shall mean that administrators, teachers, building staff, and other stakeholders are included in developing and/or providing input on discipline procedures.</li> <li>● <b>Appropriately communicated to students, parents, and staff</b> shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication, translations available).</li> <li>● <b>Enforced consistently using reasonable judgment</b> shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, ELL and socioeconomic status.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● At least 85% of students (K-12) will not receive an Office Discipline Referral (ODR) as evident by disaggregated Infinite Campus Office Discipline Referral Report</li> <li>● 100% of AASD Administrators (K-12) trained in <u>Restorative Practices</u> will use restorative questions within a student re-entry conference after a suspension as evidenced by the AASD Re-entry Checklist.</li> </ul>		
<p><b>Board Comments:</b></p>		
<p><b>OE – 10.3</b> The Superintendent will identify and address inequities in discipline practices.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b> The Board of Education values all discipline practices being administered without bias or prejudice.</p> <ul style="list-style-type: none"> <li>● <b>Inequities</b> shall mean significant and persistent disparities between different groups of students.</li> <li>● <b>Discipline practices</b> shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.</li> </ul>		

<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>• 100% of K-12 discipline practices will be reviewed annually by the DEIO Task Force and then monitored and addressed through the School/Student Services Office.</li> <li>• There is a continuous gap reduction in district out of school suspensions (OSS) between Black/African American and White students as evidenced by WISE Dash OSS data.</li> </ul>		
<p><b>Board Comments:</b></p>		
<p><b>OE – 10.4</b> The Superintendent will appropriately collect, use and protect confidential student information.</p>	<p>In Compliance</p>	<p>Not In Compliance</p>
<p><b>SUPERINTENDENT Interpretation:</b></p> <p>The Board of Education values the protection of confidential student records and the security of student information by enforcing the Family Educational Rights and Privacy Act (FERPA) with fidelity.</p> <ul style="list-style-type: none"> <li>• <b>Appropriately collect</b> shall mean professional staff with legitimate rights to collect information obtain and file confidential information quickly and safely</li> <li>• <b>Use</b> shall mean professional staff are limited in access to student information based on specific purposes and use this information discreetly while maintaining confidentiality.</li> <li>• <b>Protect</b> shall mean confidential information will only be shared with legal guardians or others who have legitimate access under the Family Educational Rights and Privacy Act (FERPA).</li> <li>• <b>Confidential student information</b> shall mean personally identifiable information about which the individual (and their families) have an expectation of privacy.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p>		

<ul style="list-style-type: none"> <li>• Internal reports generated by the Technology Services Department document that there are no breaches of our data systems that result in an outside entity gaining unauthorized access to confidential student information under the custody and control of the District.</li> <li>• There is no unauthorized release of confidential student information in the District as evidenced by the lack of formal written complaints resulting from such release as documented through records kept by the Office of the Superintendent or designee.</li> <li>• 100% of parent/guardian requests for exemption from sharing student directory information are honored, except as required by law for access to district technology use.</li> </ul>		
<p><b>Board Comments:</b></p>		
<p><b>OE – 10.5</b> The Superintendent will NOT tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b> The Board of Education values adult interactions with students that focus on the best interests of the student in order to support and promote academic performance and well-being. Any action, perception, or viewpoint of the adult that prevents this will not be allowed.</p> <ul style="list-style-type: none"> <li>• <b>Not tolerate</b> shall mean negative behaviors, actions, or attitudes will not be allowed or to go unaddressed.</li> <li>• <b>Behaviors, actions or attitudes by adults</b> shall mean verbal comments/statements or physical actions toward students.</li> <li>• <b>Attitudes</b> shall mean behavior toward students that diminish the sense of health, safety, belonging or ability to achieve and succeed.</li> <li>• <b>Contact with students</b> shall mean acting in the role of a teacher, supervisor or support to students.</li> <li>• <b>Hinder</b> shall mean to create difficulties for (someone or something), resulting in delay or obstruction.</li> </ul>		



<ul style="list-style-type: none"> <li>● <b>Academic performance</b> shall mean students' progress in achieving the Board's <i>Results</i> policies.</li> <li>● <b>Well-being of students</b> shall mean a sense of health, safety, belonging and efficacy.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● 100% of formal complaints involving students received by the District are investigated and resolved without grievance as documented by the Human Resources Office.</li> </ul>		
<p><b>Board Comments:</b></p>		
<p><b>OE – 10.6</b> The Superintendent will NOT permit unruly behavior on school property and at school sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous, including any form of bullying.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b> The Board of Education values the prevention, discouragement, or banning of any activity that negatively impacts student learning or is unsafe.</p> <ul style="list-style-type: none"> <li>● <b>Unruly behavior</b> shall mean actions that result in office discipline referrals or adult actions that are reported to an administrator or the local police.</li> <li>● <b>School property</b> shall mean any school buildings and other buildings owned, occupied or controlled by the school district, on school premises, or on school-provided transportation.</li> <li>● <b>School sponsored events</b> shall mean activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events or activities that are authorized by the school, school board and/or administration.</li> <li>● <b>Disrupt learning</b> shall mean behaviors or actions that interfere or get in the way of learning.</li> </ul>		

<ul style="list-style-type: none"> <li>● <b>Dangerous</b> shall mean physically able or likely to cause harm or injury.</li> <li>● <b>Bullying</b> shall mean deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● 100% of Office Discipline referrals (ODR's) and anonymous reports are processed within 72 school hours as evidenced by the incident reports.</li> <li>● 100% of expulsion recommendations follow due process procedures. If expulsions are denied, none were denied due to failure to provide the student and/or family due process. <ul style="list-style-type: none"> <li>○ <b>Evidence of Compliance</b> <ul style="list-style-type: none"> <li>■ <u>Expulsion Checklist</u></li> <li>■ <u>Expulsion Process</u></li> <li>■ <u>Due Process DPI</u></li> </ul> </li> </ul> </li> <li>● 100% of the school sites will either formally or informally investigate and address reports of discrimination as evidenced by the Pupil Non-discrimination District Summary Report.</li> <li>● Increase the number of students who score favorably (3, 4, 5) in the area of School Safety within the Panorama Student Survey.</li> </ul> <p><b>Evidence of Compliance -</b></p> <ul style="list-style-type: none"> <li>○ Elementary 72% to 75%</li> <li>○ Secondary 70% to 75%</li> </ul>		
<p><b>Board Comments:</b></p>		

<b>OE – 10.7</b> The Superintendent will NOT permit the administration of corporal punishment.	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b>            The Board of Education values the assurance that no instance or act of physical discipline by any District employee is tolerated.</p> <ul style="list-style-type: none"> <li>● <b>Corporal punishment</b> shall mean to cause deliberate physical pain or discomfort.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● The District has received zero complaints that allege the use of corporal punishment.</li> </ul>		
<p><b>Board Comments:</b></p>		