

Success for  
Every Student,  
Every Day



**Appleton Area School District  
Operational Expectations Interpretation & Indicators Document  
OE-10 Learning Environment/Student Behavior**

**SUPERINTENDENT CERTIFICATION:**

With respect to Operational Expectations Policy 10, Learning Environment/Student Behavior, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

**Compliant**

**Compliant with the exceptions noted:**

**Non-Compliant**

**Executive Summary/Analysis:**

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District provides instructional programming that supports students in acquiring the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives.

In review of progress toward the measures identified with the implementation of OE 10 some adjustments have been made to clarify the initial data and to retain the validity and reliability of data sets which measure combined data. Specifically the following information has been clarified as noted in OE 10.1.2, OE 10.2, and OE 10.6.

**Notes or exceptions, if any:**

Indicator OE 10.1.1 the data on the Tiered Fidelity Inventory (TFI) will be available in May and the district is 93% compliant in implementing PBIS.

Indicator OE 10.1.2 the data from the TFI will be available in May and the fall survey data shows an increase at the Elementary Level with Secondary remaining at baseline. Clarification noted: In this indicator the original data reported included all secondary data (Grades 7-12) while describing the data as Middle level. Favorably will be defined as a student rating of 4 or 5. This report uses the same data comparisons therefore is reporting as Secondary remaining at baseline to remain consistent with the previous data collection process.

Indicator OE 10.1.3 compliant

Indicator OE 10.1.4 compliant

Indicator OE 10.2 partially compliant. Three indicators were identified as evidence of compliance and at semester the first indicator regarding office daily referrals is compliant. The second indicator stated all AASD administrators would be trained in Restorative Practices we are 75% compliant with this indicator. Clarification for future reporting: this is an expectation for building administrators and the indicator and data collection will focus on site administrators. Eighty-nine percent of AASD site administrators have been trained in Restorative Practices.

Indicator OE 10.3 partially compliant. Three indicators of compliance were identified as evidence for this operational expectation. One indicator is not compliant as the AASD does not currently have a Diversity, Equity, And Inclusion Office Task Force.

Indicator OE 10.4 compliant

Indicator OE 10.5 compliant

Indicator OE 10.6 partially compliant. Four indicators were identified as evidence for this operational expectation. The district has demonstrated compliance in two of these indicators. It is notable that the data verification process for one of these indicators warrants some discussion.

The AASD is not compliant with 100% of expulsion recommendations following due process procedures. An appeal for due process was filed with the Department of Public Instruction for due process during an expulsion proceeding since this target was established. Since this instance, the district facilitators of the expulsion proceedings have discussed why this happened and are attending to the details within a hearing to ensure due process.

The AASD established a target to strive to reach the fall of the 2020 school year (pre-pandemic) levels of students reporting they feel safe at school. The rating of favorably will be defined through student ratings of 4 and 5. The district continues to strive to reach this target.

Indicator OE 10.7 compliant

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent

**BOARD ACTION:**

With respect to Operational Expectations Policy OE 4, Personnel Administration, the Board finds that the organization is:

\_\_\_\_\_ **Compliant**

\_\_\_\_\_ **Compliant with the exceptions noted:**

\_\_\_\_\_ **Non-Compliant**

**Commendations and/or Recommendations, if any:**

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

Document submitted: \_\_\_\_\_

Re-submitted: \_\_\_\_\_

## OE - 10: Learning Environment/Student Behavior

The Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning and high student achievement.

**SUPERINTENDENT Interpretation:**

The Board of Education values students having a learning environment that includes support for both the academic and social-emotional needs of all learners.

- **Learning environment** 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.
- **Safe** shall mean to be physically, emotionally, socially and academically secure.
- **Respectful and conducive** shall mean to demonstrate regard and value for all students, staff and visitors.
- **Effective learning** shall mean students acquiring skills to their maximum potential in a nurturing and engaging environment that promotes student development.
- **High student achievement** 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).

**OE – 10.1** 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.

In  
Compliance



Not In  
Compliance

**SUPERINTENDENT Interpretation:**

The Board of Education values the providing of support for students within the learning environment in order to promote learning and increase academic success.

- **Maintain a climate that is characterized by support** 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.
- **Encouragement for high student achievement** shall mean students feel supported on their journey toward academic success 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

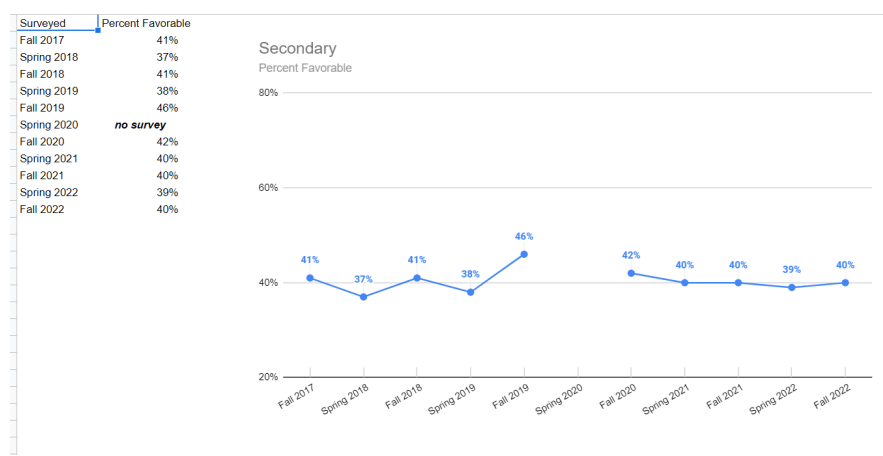
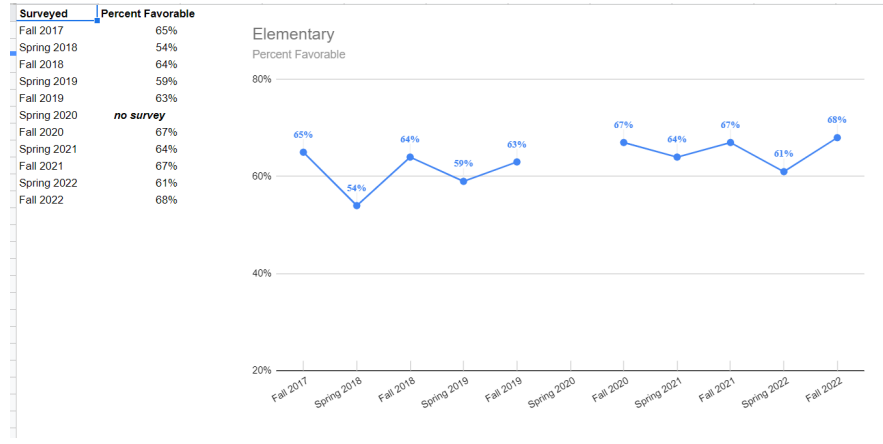
- o **Physical activity** - includes strength, flexibility, and endurance
  - o **Nutrition and diet** - includes appropriate nutrient intake, fluid intake, and healthy digestion
  - o **Alcohol and illegal drugs** - includes the abstinence from these substances
  - o **Medical self-care** - includes addressing minor ailments or injuries and seeking emergency care as necessary
  - o **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.

<p><b>SUPERINTENDENT Indicators of Compliance</b></p> <p>We will know we are compliant when:</p> <p><b>1. 100% of AASD schools (non-charter) will implement Positive Behavioral Interventions and Supports (PBIS) at the Universal and Tier 2 Level with fidelity</b></p>	<p>In Compliance</p>	<p>Not In Compliance</p>
<p><b>Evidence of Compliance:</b></p> <ul style="list-style-type: none"> <li>● Scoring 80% or higher on the Tiered Fidelity Inventory</li> <li>●  2020-21 2021-22 AASD TFI Tiers 1and2</li> </ul> <p>The TFI for the 2022-23 school year is being conducted at this time.</p>	<p>X</p>	
<ul style="list-style-type: none"> <li>● 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</li> </ul> <p> 2021-22 Recognized School Programs</p> <p>Two of the AASD elementary schools were not recognized by the Wisconsin RTI center for implementing PBIS with Fidelity.</p>		<p>X</p>
<p><b>SUPERINTENDENT Indicators of Compliance</b></p> <p>We will know we are compliant when:</p> <p><b>2. 100% of (non-charter) 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 <a href="#">Second Step Pacing Document</a> as evidenced by:</b></p>	<p>In Compliance</p>	<p>Not In Compliance</p>
<p><b>Evidence of Compliance:</b></p>		

- Tiered Fidelity Inventory (TFI) question results with teaching staff: *When was the last time you taught a second step lesson?*  
The TFI is being conducted at this time. Preliminary data indicates the district is at 90% compliance with this indicator.

- An increase in the number of students who score favorably (4,5) in the area of Sense of Belonging within the Panorama Student Survey.
  - Increase at Elementary Level from 64% to 67%
  - Increase at Secondary Level from 40% to 44%

The charts below indicate student responses in the fall survey conducted through Panorama. Elementary met the target and secondary remains at the baseline.



Data is also accessible through [this link](#)


Elementary  
Yes

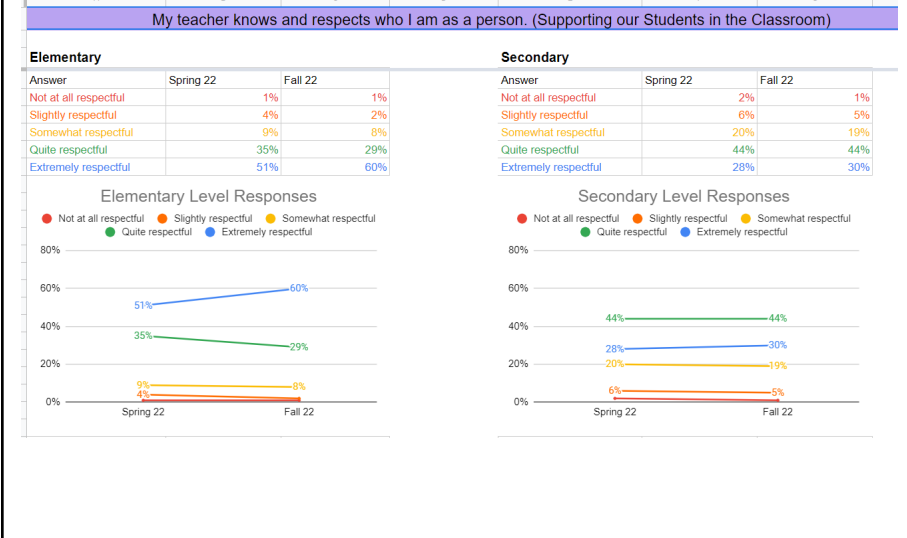
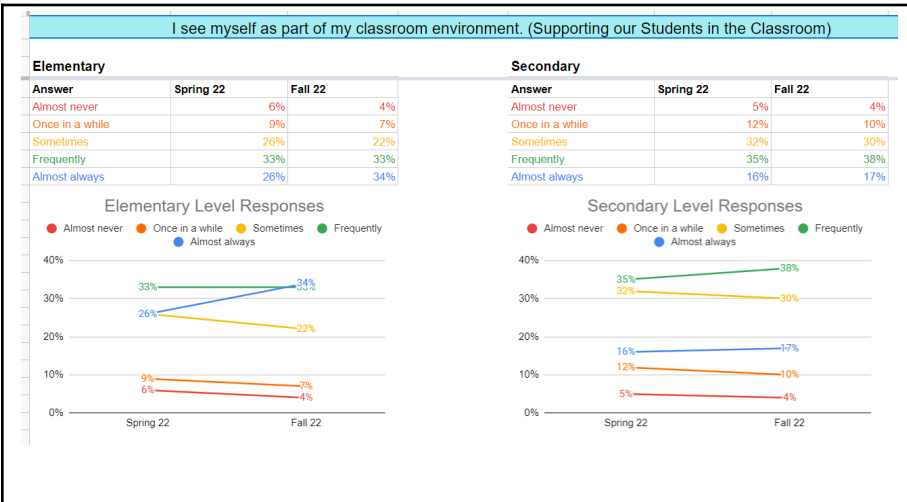
Secondary  
No

**SUPERINTENDENT Indicators of Compliance**

In  
Compliance

Not In  
Compliance

<p>We will know we are compliant when:</p> <p><b>3. 100% of schools (non-charter) have clear behavioral expectations posted for all environments and communicate these out annually to students and families through:</b></p>		
<p><b>Evidence of Compliance:</b></p> <ul style="list-style-type: none"> <li>a. student handbook</li> <li>b. student matrix visible in classrooms</li> <li>c. behavioral expectations visible on individual websites</li> </ul> <p>The district publishes a student handbook which includes behavioral expectations. In addition each school has a school handbook accessible through the school website which contains the school behavior expectations.</p> <p>Each classroom posts the school matrix which includes behavior expectations ie: Be Safe, Be Responsible, Be Respectful, and how the traits are demonstrated in different activities and locations.</p>	<p>a. x b. x c. x</p>	
<p><b>SUPERINTENDENT Indicators of Compliance</b></p> <p>We will know we are compliant when:</p> <p><b>4. Baseline data to be collected from non-charter AASD schools during the spring of 2022 in order to draft a future indicator relating to the following Panorama questions:</b></p>	<p>In Compliance</p>	<p>Not In Compliance</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>Baseline data for this indicator has been collected and is reflected in the charts below and linked here</p> <p><a href="#"> OE-10 Panorama Charts</a></p>	<p>x</p>	



**Board Comments:**

- OE – 10.2** Ensure that all policies and procedures regarding student behavior are:
- culturally responsive
  - trauma sensitive
  - restorative
  - developed with input from diverse perspectives
  - appropriately communicated to students, parents, and staff
  - enforced consistently using reasonable judgment

In Compliance

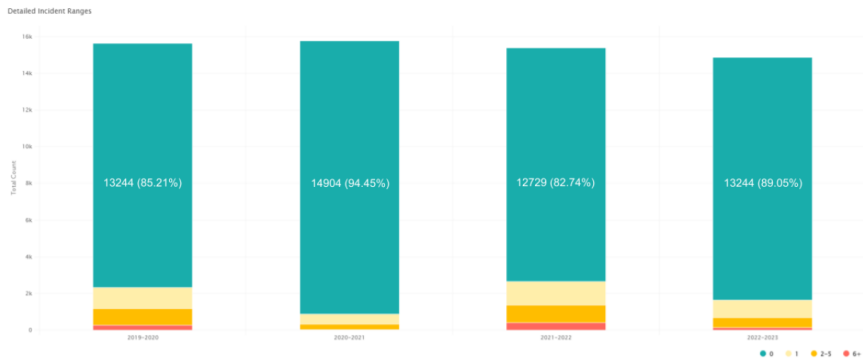
Not In Compliance

**SUPERINTENDENT Interpretation:**  
 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.



- **Policies and procedures regarding student behavior** shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.
- **Culturally responsive** 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.
- **Trauma sensitive** shall mean **being sensitive to the impact of trauma on others and yourself**, 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.
- **Restorative** 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.
- **Developed with input from diverse perspectives** shall mean that administrators, teachers, building staff, and other stakeholders are included in developing and/or providing input on discipline procedures.
- **Appropriately communicated to students, parents, and staff** shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication, translations available).
- **Enforced consistently using reasonable judgment** shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, ELL, socioeconomic status, and students with disabilities according to their IEP.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not In Compliance
We will know we are compliant when:		
<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 a yearly disaggregated Infinite Campus Office Discipline Referral Report. <span style="background-color: #e0e0e0; padding: 2px;">0 % Students w/ 0 ODR</span></li> </ul>	X	




Green = students with 0 office daily referrals  
 Yellow = students with 1 office daily referral  
 Orange = students with 2-5 office daily referrals  
 Red = students with 6+ office daily referrals

- 100% of AASD administrators will be trained in Restorative Practices within 12 months of their start date, as evidenced by attendance and completion of the training.

The AASD is 75% compliant with this indicator. Clarification for future reporting: this is an expectation for building administrators and the indicator and data collection will focus on site administrators. At this time 89% of AASD site administrators have been trained in Restorative Practices.

X

- 100% of student re-entry conferences (conferences occurring after an out of school suspension) will use restorative questions and be facilitated by a trained AASD administrator as evidenced by the AASD Re-entry Checklist.

 Copy of OSS re-entry conference

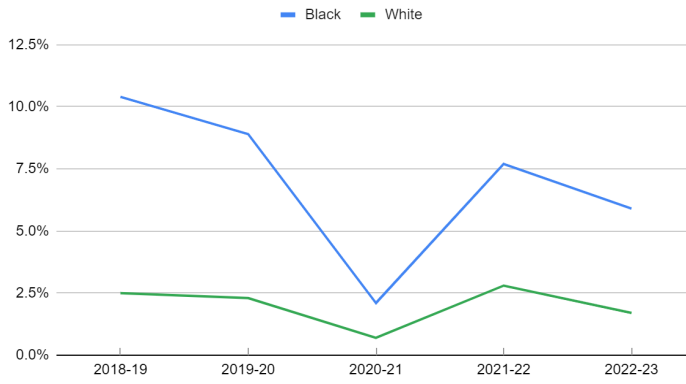
Each administrator is reviewing this process with a member of the student services team in the months of January or February.

X

**Board Comments:**

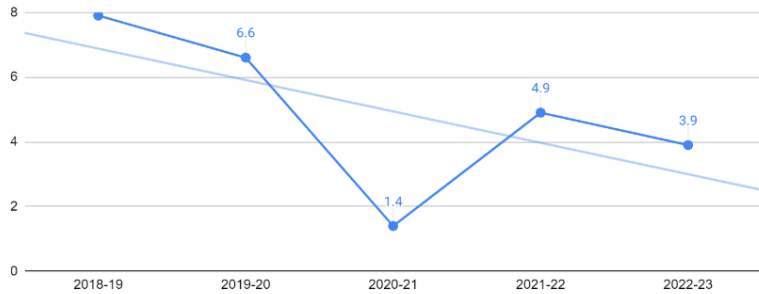
<b>OE – 10.3</b> The Superintendent will identify and address inequities in discipline practices.	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b>          The Board of Education values all discipline practices being administered without bias or prejudice.</p> <ul style="list-style-type: 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>	In Compliance	Not In Compliance
<ul style="list-style-type: none"> <li>• 100% of K-12 discipline practices will be reviewed annually by the Diversity, Equity &amp; Inclusion Office (DEIO) Task Force and then monitored and addressed through the School/Student Services Office as evidenced by DEIO Task Force meeting notes.</li> </ul> <p>At this time there is not a DEIO task force in operation. The Student Services Department reviews discipline data bi-annually and monitors the data with greater frequency.</p>		X
<ul style="list-style-type: none"> <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. <a href="#">WISE Dash OSS data</a></li> </ul>	X	

% of Students Disciplined



Gap

2018-19	2019-20	2020-21	2021-22	2022-23
7.9	6.6	1.4	4.9	3.9



- There is a continuous gap reduction in AASD seclusion and/or restraints between students with disabilities and students without disabilities as evidenced by AASD seclusion and/or restraint data submitted to the Department of Public Instruction (DPI).

This data was reported at a previous Board of Education meeting.

Sept. 12, 2022 [Seclusion and Restraint Reporting](#)

X

**Board Comments:**

<b>OE – 10.4</b> The Superintendent will appropriately collect, use and protect confidential student information.	In Compliance	Not In Compliance
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**SUPERINTENDENT Interpretation:**

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.

- **Appropriately collect** shall mean professional staff with legitimate rights to collect information obtain and file confidential information quickly and safely
- **Use** shall mean professional staff are limited in access to student information based on specific purposes and use this information discreetly while maintaining confidentiality.
- **Protect** 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).
- **Confidential student information** shall mean personally identifiable information about which the individual (and their families) have an expectation of privacy.

<b>SUPERINTENDENT Indicators of Compliance</b> We will know we are compliant when	In Compliance	Not In Compliance
<ul style="list-style-type: none"> <li>● In the event of an identified data breach resulting in access to confidential student information, the Technology Services Department will activate their Incidence Response Plan 100% of the time.</li> </ul>	X	
<ul style="list-style-type: none"> <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> </ul>	X	
<ul style="list-style-type: none"> <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 as evidenced by the lack of complaints being received by the district regarding student directory information being shared.</li> </ul>	X	

**Board Comments:**

<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.	In Compliance	Not In Compliance
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**SUPERINTENDENT Interpretation:**  
 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.

- **Not tolerate** shall mean negative behaviors, actions, or attitudes will not be allowed or to go unaddressed.
- **Behaviors, actions or attitudes by adults** shall mean verbal comments/statements or physical actions toward students.
- **Attitudes** shall mean behavior toward students that diminish the sense of health, safety, belonging or ability to achieve and succeed.
- **Contact with students** shall mean acting in the role of a teacher, supervisor or support to students.
- **Hinder** shall mean to create difficulties for (someone or something), resulting in delay or obstruction.
- **Academic performance** shall mean students’ progress in achieving the Board’s *Results* policies.
- **Well-being of students** shall mean a sense of health, safety, belonging and efficacy.

<b>SUPERINTENDENT Indicators of Compliance</b> We will know we are compliant when	In Compliance	Not In Compliance
<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>	X	

**Board Comments:**

<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.	In Compliance	Not In Compliance
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**SUPERINTENDENT Interpretation:**  
 The Board of Education values the prevention, discouragement, or banning of any activity that negatively impacts student learning or is unsafe.

- **Unruly behavior** shall mean actions that result in office discipline referrals or adult actions that are reported to an administrator or the local police.
- **School property** shall mean any school buildings and other buildings owned, occupied or controlled by the school district, on school premises, or on school-provided transportation.
- **School sponsored events** 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.
- **Adult actions** shall mean behaviors or actions by all individuals of 18 years of age or older that may disrupt learning or are disrespectful or dangerous, including any form of bullying.
- **Disrupt learning** shall mean behaviors or actions that interfere or get in the way of learning.
- **Dangerous** shall mean physically able or likely to cause harm or injury.
- **Bullying** 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.

<b>SUPERINTENDENT Indicators of Compliance</b> We will know we are compliant when	In Compliance	Not In Compliance
<b>SUPERINTENDENT Indicators of Compliance:</b>  We will know we are compliant when: <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> </ul> Data is self reported	X	
<ul style="list-style-type: none"> <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> </ul> <p>The AASD is not compliant with 100% of expulsion recommendations following due process procedures. An appeal for due process was filed with the Department of Public Instruction for due process during an expulsion proceeding since this target was established. Since this instance, the district facilitators of the expulsion proceedings have discussed why this happened and are attending to the details within a hearing to ensure due process.</p>		X
<ul style="list-style-type: none"> <li>100% of the school sites will either formally or informally investigate and address reports of discrimination as evidenced by the Pupil.</li> </ul> <p>The Pupil Non Discrimination District Summary Report filed with the Department of Public Instruction in December of 2022 is evidence of compliance with this indicator.</p>	X	
<ul style="list-style-type: none"> <li>Increase the number of students who score favorably (4,5) in the area of School Safety within the Panorama Student Survey.               <ul style="list-style-type: none"> <li>Increase at Elementary Level from 72% to 75%</li> <li>Increase at Secondary Level from 70% to 75%</li> </ul> </li> </ul> <p>The AASD established a target to strive to reach the fall of the 2020 school year (pre-pandemic) levels of students reporting</p>		<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <span style="color: green; font-weight: bold;">+</span> OE-10...         </div> <p>Elementary Report:  <span style="background-color: #e0e0e0; padding: 2px;">appleton...</span></p> <p>Secondary Report:  <span style="background-color: #e0e0e0; padding: 2px;">appleton...</span></p>



they feel safe at school. The rating of favorably will be defined through student ratings of 4 and 5. The district continues to strive to reach this target.		
<b>Board Comments:</b>		
<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>		
<b>SUPERINTENDENT Indicators of Compliance</b> We will know we are compliant when	In Compliance	Not In Compliance
<ul style="list-style-type: none"> <li>● 100% of formal complaints involving student discipline in the district will not involve corporal punishment.</li> </ul>	X	
<b>Board Comments:</b>		