



**Wednesday, October 18, 2023
Board of Education Work Session**

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION WORK SESSION
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 7:30 AM**

Board of Education Work Sessions are not broadcast via live stream but are open to the public unless otherwise noticed. Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at malottkayla@asds.k12.wi.us or (920) 852-5300 ext. 60111, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Oct 18, 2023 - Board of Education Work Session
Category	1. Meeting Opening
Type	Procedural

2. Report to the Board (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Subject	A. Expulsion Process/Restorative Practices/Behavior Audit (60 minutes)
Meeting	Oct 18, 2023 - Board of Education Work Session
Category	2. Report to the Board (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion,Information,Presentation

File Attachments

[Restorative Practices in the AASD - Board Presentation Oct 18 2023.pptx \(2,367 KB\).](#)
[Behavior Audit Board Work Session, 10-18-23 .pptx \(2,651 KB\).](#)

Subject	B. Middle-Level Planning Updates (60 minutes)
Meeting	Oct 18, 2023 - Board of Education Work Session
Category	2. Report to the Board (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Type Discussion,Information,Presentation

File Attachments

[Board Work Session Middle Level Update .pptx \(9,296 KB\)](#)

3. Operational Expectations Revisions

Subject **A. OE-10 Learning Environment/Student Behavior (60 minutes)**

Meeting Oct 18, 2023 - Board of Education Work Session

Category 3. Operational Expectations Revisions

Type Discussion,Information

File Attachments

[Proposed Revisions to OE 10.pdf \(425 KB\)](#)

4. Adjourn

Subject **A. Adjournment of Work Session**

Meeting Oct 18, 2023 - Board of Education Work Session

Category 4. Adjourn

Type Information, Procedural



Restorative Practices in the AASD

Board of Education
October 18, 2023



Learning Intention

- ❑ I will examine the key tenets of Restorative Practices

Success Criteria

- ❑ I can explain the purpose of the Restorative Questions
- ❑ I can describe how Restorative Practices is a proactive approach that supports AASD staff ability to walk alongside students and families.



Key Tenets of Restorative Practices

**Social
Discipline
Window**

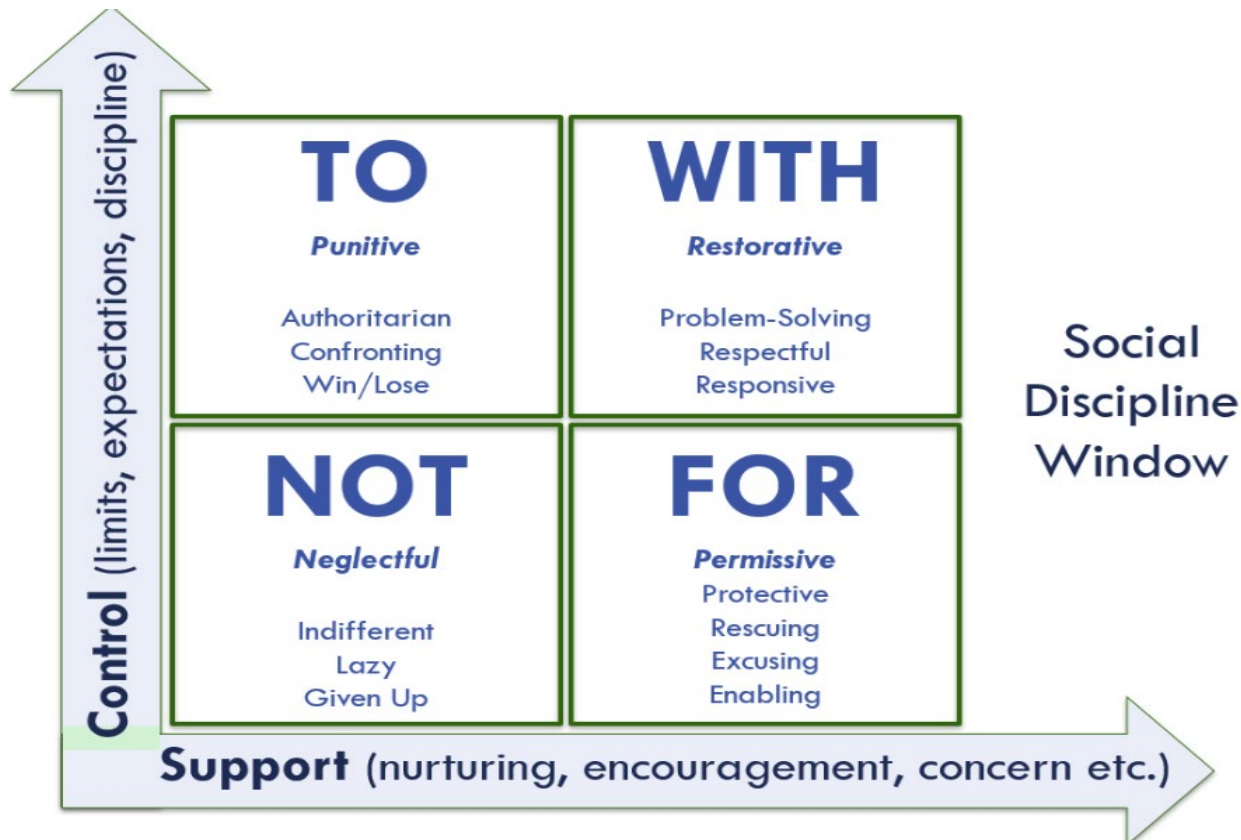
**Fair
Process**

Affect

**Restorative
Practices
Continuum**



The Social Discipline Window





Fair Process

ENGAGEMENT

- Involving individuals in decisions that affect the
- Asking for input
- Allowing people to refute the merit of one another's ideas

EXPLANATION

- Everyone involved or affected should understand why final decisions are made as they are.
- Creates powerful feedback loop that enhances learning

EXPECTATION CLARITY

- New rules are clearly state
- Everyone understands the new boundaries and consequences of failure



Affect and Shame

Positive Affects

Enjoyment /Joy

Interest - Excitement

Neutral Affects

Surprise - Startle

Negative Affects

Shame - humiliation

Distress - Anguish

Disgust

Fear - Terror

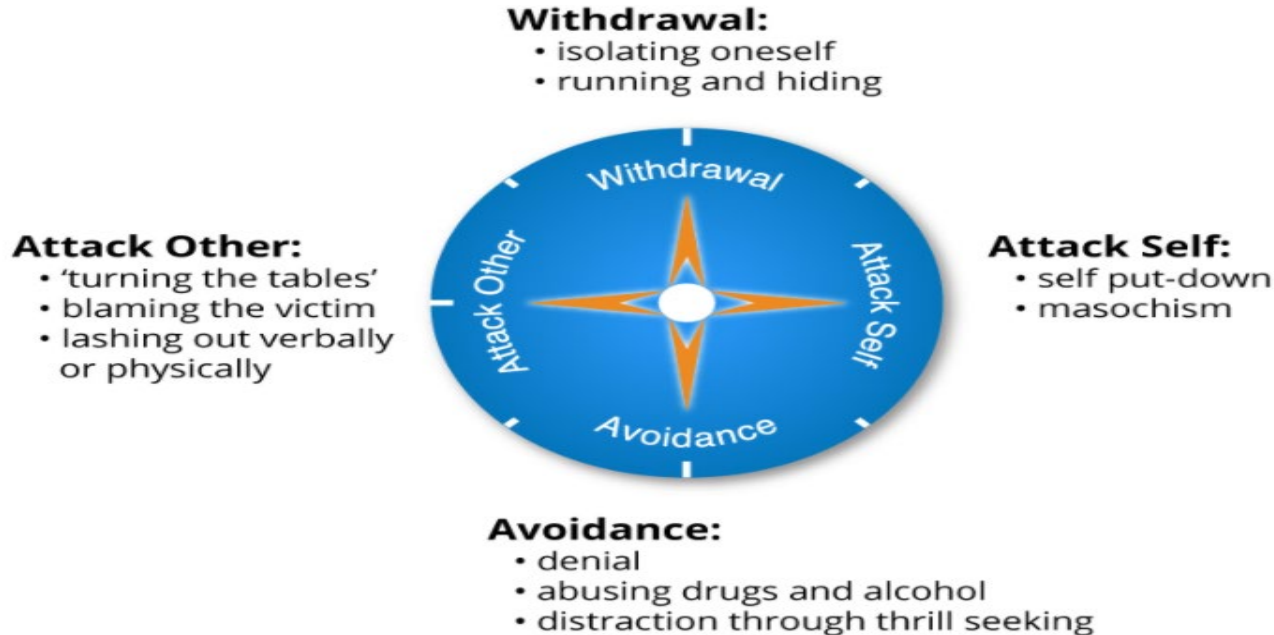
Anger - Rage



The Shame Compass

The Compass of Shame

Adapted from D.L. Nathanson, Shame and Pride, 1992





Restorative Practices Continuum

80%

**PREVENTATIVE
INFORMAL**

affective
statements

affective
questions

small
impromptu
conversations

group or
circle

formal
conference

20%

**RESPONSIVE
FORMAL**

Preventative to Responsive



Affective Statements & Questions

"I" STATEMENT



GoodTherapy.org

RESTORATIVE QUESTIONS

WHEN CHALLENGING BEHAVIOR:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

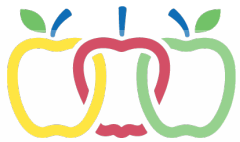
WHEN SOMEONE HAS BEEN HARMED:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

iirp
International Institute
for Restorative Practices
iirp.edu

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gub.org



CIRCLES

“The circle is a potent symbol. Its shape implies community, connection, inclusion, fairness, equality and wholeness.”

(Costello, Wachtel, and Wachtel, 2010)



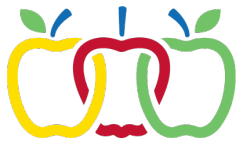
Why Circles?

- ❑ **Equality:** Everyone literally has equal seating
- ❑ **Safety and Trust:** You can see everyone in the circle
- ❑ **Responsibility:** Everyone plays a role
- ❑ **Reminds you to *Facilitate*:** Rather than lecture
- ❑ **Builds Connections:** Everyone hears everyone else's response



How Restorative Practice are used in schools

- ☐ Informal
- ☐ Return to school
- ☐ Response to behavior



Questions?



10-18-23 Board Work Session

AASD Behavior Audit: Wilson, Franklin & Highlands

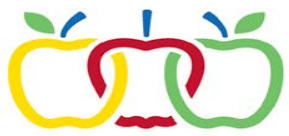


APPLETON AREA
SCHOOL DISTRICT



Agenda

- ❑ Why did we conduct a behavior audit at these schools?
- ❑ Who is Supportable Solutions?
- ❑ What did we learn?
 - ❑ Behavior Audit
 - ❑ Action Steps and Goal Development
 - ❑ Behavior Coaching



Three Schools

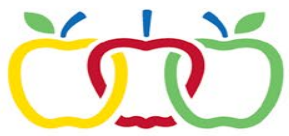
Franklin Elementary

Highlands Elementary



Wilson Middle





Why did we conduct a behavior audit at these schools?

- ❑ Analysis of school-wide behavior **data** including disaggregated data by Ethnicity/Students with Disabilities
- ❑ **Feedback** from staff through employee engagement survey with concerns about behavior
- ❑ **Consultation** with Supportable Solutions, Student Services Dept and what schools would benefit
- ❑ Consult with building principals and **willingness** and **readiness**



Who is Supportable Solutions?



Our Founder, Connie Persike, M.S.,
CCC/SLP

BEHAVIORAL SUPPORTS

We work with school systems, parents and/or agencies who have yet to identify the underlying “why” behind unsolved behavioral challenges. Utilizing what we know about relational and neuroscience while maintaining a neurodiversity-affirming and trauma-sensitive lens, we help identify paths forward that benefit both the student and the staff. No two children are alike – let's work together and find an individualized solution that helps everyone thrive. We're firm believers that Connection + Collaboration = Endless Possibilities.



We support school systems, parents, and/or agencies in the following ways:

- Audits
- Behavioral assessments and support plans
- Consultations either one time or on-going
- Coaching



What did we learn?

- ☐ Behavior Audit
- ☐ Action Steps and Goal Development
- ☐ Behavior Coaching





Questions



Middle School Planning Update





INTRODUCTIONS



Sheree Garvey-Assistant Superintendent

Dave Torrey-James Madison Principal

Alex Molitor-Kaleidoscope Academy Principal

Dave Mueller-Einstein Principal

Kristin Ruhsam-Tegelman-Wilson Principal



— Learning Intentions and Success Criteria —

We will receive an update on the Instructional Planning and 6th Grade planning.

We will understand the mission and vision of middle level programming and the Essential Traits of a successful middle school.

AASD Board members will be able to articulate what a successful middle school looks like.

AASD Board Member will understand the work that the Middle Level planning has accomplished.

AASD Board Members will have an understanding of the work that will be coming forward as items of information and consideration.



AGENDA

Where we have been?

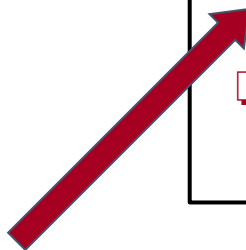


Where we are going?



3 Areas:

- ☐ Building Projects
- ☒ **Instructional Planning**
- ☐ Planning for 6th Grade





Where We've Been

Starting November 8, 2022 to January 2023

- ❑ Established District Middle Level Planning Team
- ❑ Sites Established Middle Level Building Construction Input Team which included teaching staff
- ❑ Grounded ourselves in the research from [Association of Middle Level Education](#)
- ❑ Developed timeline and goals in three month increments/phases:

**Building and
Construction-Phase 1**

**Middle Level Instructional
Programming-Phase 2**

**Planning for 6th
Grade-Phase 3**



Building and Construction-Phase 1

KALEIDOSCOPE ACADEMY
ADDITIONS & RENOVATIONS

FOR CONSTRUCTION INFORMATION
CALL 920.731.2322



THANK YOU TO OUR COMMUNITY!

 **Hoffman**
Planning, Design & Construction, Inc.

EINSTEIN MIDDLE SCHOOL
ADDITION & REMODEL PROJECT



McMAHON
ENGINEERS ARCHITECTS



Building Excellence





Building and Construction-Phase 1

Middle Level Instructional Programming-Phase 2

January-March 2023 Timeline:

- ❑ Developed a Middle Level Planning Team
 - ❑ Shared our initial timeline and work group
- ❑ Three sessions with a focus on current middle level programming reflection-what is working and what is not!

Where We've Been

What we accomplished:

- ❑ Developed Middle Level 6-8 Vision Statement and Belief Statements
- ❑ Considered best practices and current research in Middle Level building plans
- ❑ Middle School STEM and Middle School STEM curriculum work and considerations for building plans
- ❑ Finalized building plans



Middle Level Instructional Programming-Phase 2

Where We've Been

March-May 2023 Timeline

Review of Current Middle Level Programming

- Services
- Attributes
- Student Offerings
- Curriculum

Review of Current Elementary Programming

- Curriculum
- School Day
- Student Specials

Researched and Reviewed Middle School Schedules

What we accomplished:

- ☐ Developed Essential Attributes of a Successful Middle School
- ☐ Researched and conducted review of Middle school schedules of various school districts.
- ☐ 6th Grade Staffing Plan
- ☐ Developed baseline on 6th Grade current model/built understanding
 - ☐ Input from Elementary Principals
 - ☐ 6th Grade Teachers
- ☐ Each middle school site met with their advisory staff to gather information on their questions



ESSENTIAL ATTRIBUTES

AMLE affirms that an education for young adolescents must be:

Responsive

Using the distinctive nature and identities of young adolescents as the foundation upon which all decisions about school are made.

Challenging

Cultivating high expectations and advancing learning for every member of the school community.

Empowering

Facilitating environments in which students take responsibility for their own learning and contribute positively to the world around them.

Equitable

Providing socially just learning opportunities and environments for every student.

Engaging

Fostering a learning atmosphere that is relevant, participatory, and motivating for all learners.

THE SUCCESSFUL MIDDLE SCHOOL: THIS WE BELIEVE

Successful middle schools exhibit the following 18 characteristics:



CULTURE AND COMMUNITY

- Educators respect and value young adolescents.
- The school environment is welcoming, inclusive, and affirming for all.
- Every student's academic and personal development is guided by an adult advocate.
- School safety is addressed proactively, justly, and thoughtfully.
- Comprehensive counseling and support services meet the needs of young adolescents.
- The school engages families as valued partners.
- The school collaborates with community and business partners.

CURRICULUM, INSTRUCTION, AND ASSESSMENT



- Educators are specifically prepared to teach young adolescents and possess a depth of understanding in the content areas they teach.
- Curriculum is challenging, exploratory, integrative, and diverse.
- Health, wellness, and social-emotional competence are supported in curricula, school-wide programs, and related policies.
- Instruction fosters learning that is active, purposeful, and democratic.
- Varied and ongoing assessments advance learning as well as measure it.



LEADERSHIP AND ORGANIZATION

- A shared vision developed by all stakeholders guides every decision.
- Policies and practices are student-centered, unbiased, and fairly implemented.
- Leaders are committed to and knowledgeable about young adolescents, equitable practices, and educational research.
- Leaders demonstrate courage and collaboration.
- Professional learning for all staff is relevant, long term, and job embedded.
- Organizational structures foster purposeful learning and meaningful relationships.



Where We've Been

June-July Timeline

- ☐ Develop scheduling priorities
- ☐ Calendarize Middle Level Planning for 2023-2024 School Year
- ☐ Draft recommendation for co-curricular activities
- ☐ Initiate curriculum programming recommendations

What we accomplished:

- ☐ Attended Middle Level Leadership Academy (AMLE)
- ☐ Developed scheduling priorities
- ☐ Evaluated Academic and Career Planning (ACP) and Health curriculum current programming



Where We Are

August-October

Develop 6th Grade Instructional Model:

Core and Encore-What does a day look like?

Developed 6th Grade Core **recommendations**

Developed 6th Grade Encore **recommendations**

Consider any changes to 7th and 8th Grade Encore **recommendations**

Develop communication to Elementary Staff on Staffing Plan

Develop Teaming Parameters and do a preliminary FTE based on Teaming Needs



Pause for Questions





Where We Are Going

**Middle Level Instructional
Programming-Phase 2**

**Planning for 6th
Grade-Phase 3**

The instructional programming phase and planning for 6th grade will lead to **further Board Work Sessions, Items for Consideration and Approval**



Core and Encore

Core is defined as...

Core Academic classes are English Language Arts, Math, Science and Social Studies

Encore is defined as...

Exploratory classes such as Tech Education, Art, Family and Consumer Science, Academic and Career Planning, Physical Education, Music and now STEM



Where We Are Going

Middle Level Programming: Core

- 6th Grade Core Curriculum **Recommendations:**

Middle Level Core			
Content	6th Grade	7th Grade	8th Grade
	Core	Core	Core
ELA	(ELA 7 outcome rubrics)	Current ELA 7	Current ELA 8
Math	Kendall Hunt IM 6 Math MS Level 1 Change name: Mathematics 6	Kendall Hunt IM 7 Math MS Level 2 Change name: Mathematics 7	Kendall Hunt IM 8 Math MS Level 3 Change name: Mathematics 8
Science	Science 6 Course Overview Science 6 Rubrics	Science 7 Overview Science 7 Rubrics	Science 8 Overview Science 8 Rubrics
Social Studies	Wisconsin Government/ Geography (Western Hemisphere)	Geography (Eastern Hemisphere)	US History



What does Encore Programming look like now?

Example Encore Wheel: Required Exploratory

7th and 8th

-World Language

-Quads (Tech Education, Art, Family Consumer Science (FCS), Academic and Career Planning)

-PE/Music Choice (Band, Chorus, Orchestra, Exploratory Music, Explorations in Art (8th Grade))



Where We Are Going

6th grade- EXPLORATORY (except for music ensemble)

Semester classes- (every other day all year long)	ENCORE 1		Quarter (every day for a quarter or every other day for a semester)	ENCORE 2		ENCORE 3	
Semester 1	Music	PE	Semester 1 or QT 1/2	Intro to French	Tech Ed	FCS	Health/SEL
Semester 2	Music	PE	Semester 2 or QT 3/4	Intro to Spanish	Art	STEM	Business & Market/ACP



STEM vs. Technology & Engineering Education

STEM

“rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics.”

Technology & Engineering Education

- Transportation Distribution & Logistics
- Manufacturing
- Information Technology
- Architecture & Construction
- Arts, Audio/Video Technology & Communications



Where We Are Going

7th grade- EXPLORATORY (except for music ensemble and world language)

Semester classes- (every other day all year long)	ENCORE 1		ENCORE 2		Quarter (every day for a quarter or every other day for a semester)	ENCORE 3	
Semester 1	Music	PE	French or Spanish	Health/ SEL	Semester 1 or QT 1/2	FCS	Art
Semester 2	Music	PE	French or Spanish	Health/ SEL	Semester 2 or QT 3/4	Tech/ STEM	Business/ Computer Science



Where We Are Going

Planning for 6th Grade-Phase 3

- ☐ Middle Level Site Input Teams-Getting Feedback
- ☐ Professional Development Plan-Getting Ready
- ☐ 5th and 6th Grade Transition Planning

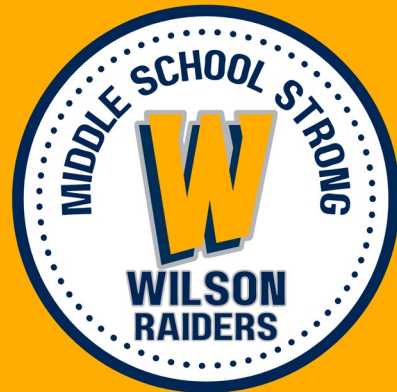
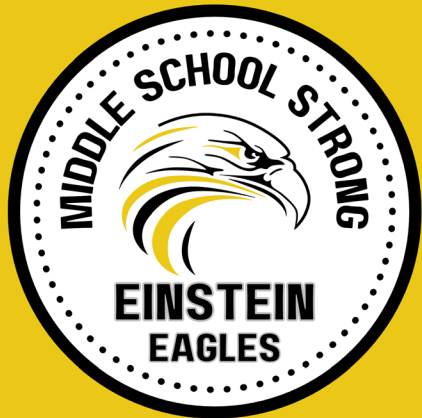


Pause for Questions





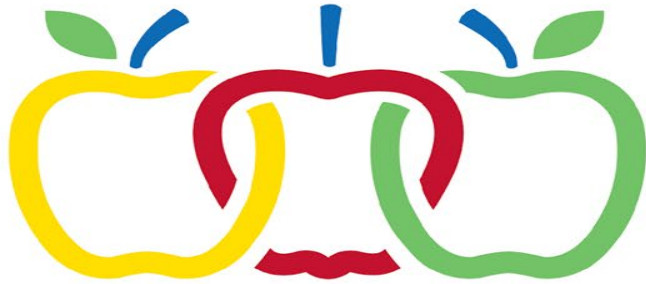
#middleschoolstrong



Thank you for your time and support! 320 Days!!!!!!!!!!

10-18-23 Board Work Session

AASD Behavior Audit: Wilson, Franklin & Highlands

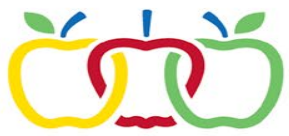


APPLETON AREA
— SCHOOL DISTRICT —



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- ❑ Who is Supportable Solutions?
- ❑ What did we learn?
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 - ❑ Action Steps and Goal Development
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Three Schools

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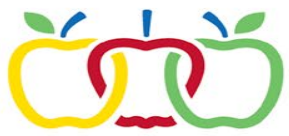


Highlands Elementary



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What did we learn?

- ☐ Behavior Audit
- ☐ Action Steps and Goal Development
- ☐ Behavior Coaching





Questions



Success for
Every Student,
Every Day



Appleton Area School District
Proposed Operational Expectations 10 Revisions for 2023-24
October 18, 2023 Board Work Session
Coherent Governance and the AASD Pillars

<u>OE-10 - Learning Environment/Student Behavior</u> Point Person: Laura Jackson		
Indicator	Revision Recommended	Rationale
OE 10.1.2 100% of (non-charter) K-8 classrooms will be implementing ~~Second Step~~ Social Emotional Learning (SEL) throughout the school year as <del>universal instruction and 80% of the SEL lessons will be implemented as described in the Second Step Pacing Document as evidenced by: TFI responses and increasing number of students who score favorably in the Sense of Belonging within the ~~Panorama~~ Student Survey.</del>	100% of (non-charter) K-8 classrooms will be implementing universal social emotional learning (SEL) curriculum throughout the school year as evidenced by: implementation review and increasing percentage of students who score favorably in the Sense of Belonging within the Student Survey and a reduction in office discipline referrals by cohort of students.	The evidence of the impact of universal instruction in SEL can be indicated in multiple measures. Reviewing the number of office discipline referrals by cohort will be an indicator of the application of strategies and concepts learned through the social emotional learning curriculum.
OE 10.1.3 100% of schools (non-charter) have clear behavioral expectations posted for all environments and communicate these out annually to students and families through:	100% of schools (non-charter) have clear behavioral expectations posted for all environments, teach the expectations to students , and communicate these out annually to students and families as	This better identifies the actions taken with the behavioral expectations and revises the evidence slightly.

	evidenced through the environmental audit, handbook, and website review.	
OE 10.1.4 ~~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: "I see myself as part of my classroom environment." and "My teacher knows and respects who I am as a person."~~	Students will feel the classroom is a space where they desire to be and they are welcomed as evidenced by 100% of (non-charter) schools increasing favorable responses by 3% annually across all demographic groups on the student survey questions "I see myself as part of my classroom environment." and "My teacher knows and respects who I am as a person." as measured in the spring student survey.	The baseline data was collected as identified in the expectation. The AASD will now act on the data and monitor improvements.
10.1.5 No current indicator	75% of students receiving interventions to improve attendance will demonstrate improvement in their daily attendance.	This new indicator is appropriate as some of the reasons students are not attending class are a behavior response.
OE 10.2.2 100% 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.	100% of AASD <i>building</i> administrators will be trained in Restorative Practices within 12 months of their start date, as evidenced by attendance and completion of the training.	This is an expectation for building administrators as written any administrator is included in the data collection and the training is focused on our site administrators.
OE 10.2.3 100% 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	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 a reduction in the number of students who receive multiple incidences of out of school suspensions in a school year.	The existence of the re-entry conference agenda does not provide evidence that the restorative questions were used during the reentry conference. The evidence recommended more aligns with the outcomes expected from the use of the restorative conference.
10.3.1 ~~100% of K-12 discipline practices will be reviewed annually by the Diversity, Equity & Inclusion Office (DEIO) Task Force and then monitored and addressed through the School/Student Services Office as evidenced by DEIO Task Force meeting notes.~~	100% of building and school services administrators will review site and district discipline practices and data to identify areas of growth, opportunities for improvement, and equitable practices as evidenced by Lead Learner Agendas, professional learning plans, and goals implemented on CSIP plans.	The Student Services Department reviews discipline data bi-annually and monitors the data with greater frequency. All administrators have reviewed the district discipline data and risk ratios and have access to their site data. With the transitions in the Diversity, Equity, and Inclusion office, the DEIO task force has

		not been implemented. Discipline data will continue to be reviewed with Lead Learners at semester and at the end of the school year as well as with individual site teams during monitoring discussions.
10.6.1 ~~100% of Office Discipline referrals (ODR's) and anonymous reports are processed within 72 school hours as evidenced by the incident reports.*~~	Student behavior referrals are addressed promptly. Office Discipline Referrals are completed for unruly behavior and student support teams discuss supports for students with repeat or extreme behaviors. Anonymous reports regarding student behavior are reviewed by an administrator as evidenced by the responses in the anonymous reporting system data.	To verify the processing within 72 hours using our student information system would require a time intensive individual incident review that would remove individuals from the necessary tasks to confirm this timeline. The recommended indicator better assesses the actions needed to monitor and verify the actions in response to student behaviors.
10.6.4 Increase the number of students who score favorably (4,5) in the area of School Safety within the Panorama Student Survey. Increase at Elementary Level from ~~72% to 75%~~ and Increase at Secondary Level from ~~70% to 75%~~	Increase the number of students who score favorably (4,5) in the area of School Safety within the Panorama Student Survey. Increase at Elementary Level from 65% to 69% and Increase at Secondary Level from 63% to 67% as measured in the Spring survey.	The AASD established a target to strive to reach the fall of the 2020 school year (students were engaged in virtual learning) 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.

Notes: It is recommended that monitoring of this Operational Expectation occur after the school year ends to allow for inclusion of all indicators.