



**Monday, March 7, 2022
Board of Education Work Session**

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION WORK SESSION
Time: 4:00 PM**

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals will be joining via zoom and the meeting will be livestreamed on YouTube. In-person public attendance is suspended until further notice. Members of the media or general public may access the meeting via the live stream broadcast on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UChO-l09YGgt4uKnCWYvt8Pw>.

For remote attendance via telephone, please dial: 1-312-626-6799 Meeting ID: 940 5527 9673

Any special needs or any requests for accommodations related to accessing the meeting should be sent to Clara Kopplinger, at kopplingerclar@aasd.k12.wi.us or (920) 832-6126, at least 24-hours in advance of the meeting. This would include any person for whom it would be burdensome or infeasible to use the primary method(s) of remote access established by the District.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Mar 7, 2022 - Board of Education Work Session
Category	1. Meeting Opening
Type	Procedural

2. Proposed Interpretations and Indicators

Subject	A. OE-11 Instructional Programming - Final Draft
Meeting	Mar 7, 2022 - Board of Education Work Session
Category	2. Proposed Interpretations and Indicators
Type	Discussion, Information

File Attachments
[DRAFT OE-11 Instructional Program.pdf \(125 KB\)](#)

Subject	B. OE-10 Learning Environment / Student Behavior - First Draft
Meeting	Mar 7, 2022 - Board of Education Work Session
Category	2. Proposed Interpretations and Indicators
Type	Discussion, Information

File Attachments
[DRAFT OE-10 Learning Environment Student Behavior.pdf \(128 KB\)](#)

3. Adjourn

Subject	A. Adjournment of Meeting
Meeting	Mar 7, 2022 - Board of Education Work Session
Category	3. Adjourn
Type	Information, Procedural

Appleton Area School District
Operational Expectations Interpretation & Indicators Document
OE-11 Instructional Program

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy 11, Instructional Program, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy 11, Instructional Program, the Board:

- _____ **Accepts the Superintendent's interpretation and indicators as reasonable**
- _____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**
- _____ **Finds the Superintendent's interpretation and indicators to be not reasonable**

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

OE - 11: Instructional Program	Superintendent	
The Superintendent shall provide a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board's Results policies.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The Board of Education values all students having access to programs that are rigorous and designed to ensure high levels of achievement as measured by the Board's Academic Achievement Results policies. • Guaranteed shall mean that every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school. • Viable curricular program shall mean that the necessary time is available and protected so students will be able to learn the guaranteed curriculum. • Challenging shall mean that students are provided with rigorous coursework that pushes individuals to meet and/or exceed course standards. • Relevant opportunities shall mean the courses offered to students are meaningful to their lives and desired in the current and future economies. • The Board's Results policies shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).		
OE – 11.1 The Superintendent will assure that instructional programs are culturally responsive and accommodate the different needs, abilities, interests and personal goals of individual students.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The Board of Education values instructional programs that are designed to be responsive to the individual needs, abilities, interests, and personal goals of all learners. The Board of Education values a culturally responsive school experience that supports success for each student in achieving their goals. • Instructional programs shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning. • 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. ● Accommodate shall mean to proactively adjust either curriculum, teaching methods, resources, learning activities, or student products to address the needs, abilities, interests and personal goals of individual students and/or small groups of students in order to maximize the learning opportunities for each student in the classroom.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ● 100% of students identified as having disabilities will have an Individualized Educational Plan (IEP) that is updated at least annually based upon current present levels of performance. ● 80% of all students will be achieving at or above grade level standards during universal instruction as documented by the percentage of students receiving tier 2 and tier 3 interventions within eduCLIMBER. ● A minimum of 10% of English Language (EL) students will exit the EL Program each year as evidenced by the ACCESS test. ● Increase the number of students who score favorably (3, 4, 5) in the area of Sense of Belonging within the Panorama Student Survey. ○ Elementary 64% to 67% ○ Secondary 40% to 44% ● Baseline data will be collected during the spring of 2022 in order to draft a future indicator relating to the following Panorama questions: ● "I see people who are different than me in the books/materials used in my classroom."		
Board Comments:		

OE – 11.2 The Superintendent will assure that all curricular programs are aligned to district-adopted learning standards and are effective in assisting all students to meet or exceed performance expectations as defined by Results policies.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The Board of Education values course curriculum for each grade and/or class being based upon district-adopted standards. ● Effective in assisting shall mean to demonstrate a positive impact on student outcomes relating to student performance on AASD's Academic Standards. ● All students shall mean every student who is enrolled in the Appleton Area School District and participates in the Wisconsin State Accountability System (WSAS) assessments. ● Curricular programs shall mean the Appleton Area School District's (AASD) entire instructional program, including resources, programs, assessments, and assessment practices. ● District-adopted learning standards shall mean the common understanding of what students are expected to know, understand, and be able to do based upon the AASD's Academic Standards and any other modifications approved by the AASD's Board of Education. ● Meet or exceed performance expectations shall mean proficient/advanced, on/above grade level, ready/exceeding, or competent/mastery as outlined within the various AASD R-2 policies.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ● All (100%) curriculum documents are directly aligned to district-adopted standards and are posted for teacher and public accessibility, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.		

All (100%) academic subject area curriculum documents have resources that are aligned to district-adopted standards embedded into the curriculum, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.		
Board Comments:		
OE – 11.3 The Superintendent will effectively assess each student's academic performance, identifying and appropriately addressing significant inequities and gaps in achievement outcomes.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The School Board values assessing student achievement with reliability and validity to measure progress toward meeting or surpassing identified standards. Effectively assess each student's academic performance shall mean to use reliable and valid assessment tools, common across all schools by level, to determine students' progress in achieving the Board's Results policies. Appropriately addressing shall mean meeting targets in reducing inequities and gaps as outlined in the Board's Academic Achievement Results Policies. Significant inequities and gaps shall mean significant and persistent disparity in academic performance or educational attainment between different groups of students as evident within the Board's Academic Achievement Results Policies.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 100% of the progress monitoring assessments used within Board's Academic Achievement Policies are reliable and valid assessments of academic competency as determined by the technical assistance manuals for each assessment used. 100% of the district common assessments are calibrated minimally once per year within district professional learning		

communities as evidenced by documentation of annual program reviews.		
Board Comments:		
OE – 11.4 The Superintendent will assure that the instructional program includes opportunities for all students to develop talents and interests in their specialized areas of interest.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The Board of Education values students being offered, as part of the school day, an opportunity to pursue and excel in specialized areas of interest or talent. • Instructional programs shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning. • Opportunities for all students shall mean course offerings in the elective areas at both elementary and secondary levels. • Develop talents and interests in their specialized areas of interest shall mean that students have the opportunity to enroll and participate in specials at the elementary level or in elective areas at the secondary level.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • A course guide outlining academic opportunities will be distributed or made available online to all students and families at the secondary level. • An academic and career planning process is utilized for all students in grades 6-12.		

100% of students are provided access to and participate in Art, PE, and music programs at 100% of elementary schools or in accordance with their Individualized Education Plan (IEP). - The District provides students with opportunities for Dual Enrollment and Post-secondary options. - The District offers electives in a variety of areas at the secondary level that provide opportunities for students to fulfill their graduation requirements in the non-core academic areas.		
Board Comments:		
OE – 11.5 The Superintendent will regularly evaluate and modify instructional programs for continuing effectiveness and encourage new and innovative approaches as necessary to achieve Results.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The Board of Education values the encouragement of new and innovative programs that align with the Board's Academic Achievement policies and to evaluate the effectiveness of all programs. Regularly evaluate and modify shall mean mean a comprehensive review scheduled no less than every three years to: - compare student performance data results from district, state, and national assessments. - determine the effectiveness of the academic resources and services implemented. - aid the delivery of content or to improve instruction. - make recommendations based on student data results Instructional programs shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning. Encourage shall mean that the district values and expects teachers to look for new and effective ways to meet the values for student achievement in the Results policies. New and Innovative approaches shall mean programs in existing schools that are district-approved and aligned to the Board's Academic Achievement Results policies and provide alternatives to traditional school structures and models.		

● Results shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ● The Assessment, Curriculum & Instruction Department conducts a program evaluation of all programs minimally every three years as evidenced by the department's published report and identified action steps. ● The District adopts new and innovative programs as appropriate to address identified needs as evidenced by: ○ reports published by the department's published report. ○ solicited input from professional educators and administrators. ○ Plan Do Study Act (PDSA) inquiry cycles in partnership with professional educators and administrators		
Board Comments:		
OE – 11.6 The Superintendent will monitor and control student use of technology and provide adequate student access to technology.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The Board of Education values utilization of the Technology Use Agreement for all students to use electronic information and curriculum, and to install and monitor appropriate filters and mechanisms to assure no students gain access to dangerous or confidential information. ● Monitor shall mean staff will supervise students while using electronic devices during instruction. ● Control shall mean students will have age-appropriate restrictions on their district email and internet access while on the school district network.		

● Student use of technology shall mean use of the internet, electronic devices, or software/applications issued by the district for instruction. ● Adequate student access shall mean ensuring all students who are required to use a device or software/application to engage in learning are able to do so.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ● 100% of district-owned and student-brought devices and used within the district network are protected using reliable safety measures and the firewall security and content filter are Children's Internet Protection Act (CIPA) compliant. ● 100% of identified internet sites and information attempted to be accessed by students, on district-owned devices, were flagged and blocked by the district's filters. ● 100% of students receive access to district-provided devices per the current established ratio for their grade level.		
Board Comments:		
OE – 11.7 The Superintendent will protect the instructional time provided for all students during the academic day by prohibiting unnecessary interruptions or intrusions.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The Board of Education values maximum time being used for student instruction by setting expectations for practices that minimize interruptions of classroom teaching. The School Board also expects all reasonable efforts to be made to minimize teachers being pulled away from their teaching responsibilities. ● Instructional time shall mean the time devoted to instruction in classrooms from the beginning to the end of the school day.		

● Academic day shall mean days in which school is scheduled to be in session. ● Unnecessary interruptions or intrusions shall mean activities unrelated to the social, emotional, or academic needs of students, including field trips and assemblies unrelated to curricular content.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ● 90% of staff development activities or building activities are limited to non-student contact time and 90% of instructional time is reserved entirely for instruction as evidenced by review of building calendars and schedules. ● 100% of elementary schools implement (at minimum) a daily 20-minute (5K-2) and 30-minute (grades 3-6) uninterrupted reading block as part of the overall 120-minute (5K) and 130-minute (grades 1-6) ELA instructional block as evidenced by review of building calendars and schedules. ● 100% of elementary schools implement at minimum a daily 75-minute uninterrupted math block as evidenced by review of building calendars and schedules. ● 100% of secondary schools implement at minimum a daily 47-minute uninterrupted core academic instructional block for (Reading/Language Arts/English, Math, Science, and Social Studies) as evidenced by review building calendars and schedules.		
Board Comments:		
OE – 11.8 The Superintendent will NOT change or alter the District’s graduation requirements.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of graduation requirements.		

• District's graduation requirements shall mean the requirements established within Policy 345.6 (AASD Graduation Requirements).		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • Every change in graduation requirements will be based on a Board vote for approval as documented in the Board minutes.		
Board Comments:		
OE – 11.9 The Superintendent will NOT realign attendance boundaries.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of lines drawn for school attendance boundaries. • Attendance boundaries shall mean geographical map lines that delineate a section of the district and that define a student's home school assignment.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • Every school attendance boundary change will be based on a Board vote for approval as documented in board minutes.		
Board Comments:		

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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.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that .

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy 10, Learning Environment/Student Behavior, the Board:

- _____ **Accepts the Superintendent's interpretation and indicators as reasonable**
- _____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**
- _____ **Finds the Superintendent's interpretation and indicators to be not reasonable**

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

OE - 10: Learning Environment/Student Behavior	Superintendent	
The Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning and high student achievement.	In Compliance	Not In Compliance
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 ○ 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.		
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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 RtI 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](#)

4. Baseline data to be collected 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." • "My teacher knows and respects who I am as a person."		
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 and socioeconomic status.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ● 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 ● 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.		
Board Comments:		
OE – 10.3 The Superintendent will identify and address inequities in discipline practices.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The Board of Education values all discipline practices being administered without bias or prejudice. ● Inequities shall mean significant and persistent disparities between different groups of students. ● Discipline practices shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.		

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • 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. • 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.		
Board Comments:		
OE – 10.4 The Superintendent will appropriately collect, use and protect confidential student information.	In Compliance	Not In Compliance
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.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:		

• 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. • 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. • 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.		
Board Comments:		
OE – 10.5 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
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 <i>Results</i> policies. ● Well-being of students shall mean a sense of health, safety, belonging and efficacy.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ● 100% of formal complaints involving students received by the District are investigated and resolved without grievance as documented by the Human Resources Office.		
Board Comments:		
OE – 10.6 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
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. ● 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.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ● 100% of Office Discipline referrals (ODR's) and anonymous reports are processed within 72 school hours as evidenced by the incident reports. ● 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. ○ Evidence of Compliance ■ <u>Expulsion Checklist</u> ■ <u>Expulsion Process</u> ■ <u>Due Process DPI</u> ● 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. ● Increase the number of students who score favorably (3, 4, 5) in the area of School Safety within the Panorama Student Survey. Evidence of Compliance - ○ Elementary 72% to 75% ○ Secondary 70% to 75%		
Board Comments:		

OE – 10.7 The Superintendent will NOT permit the administration of corporal punishment.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The Board of Education values the assurance that no instance or act of physical discipline by any District employee is tolerated. • Corporal punishment shall mean to cause deliberate physical pain or discomfort.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • The District has received zero complaints that allege the use of corporal punishment.		
Board Comments:		