



**Monday, September 12, 2022
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: 4:00 PM**

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 Clara Kopplinger, at kopplingerclar@asd.k12.wi.us or (920) 832-6126, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Sep 12, 2022 - Board of Education Work Session
Category	1. Meeting Opening
Type	Discussion, Information, Report

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. Seclusion and Physical Restraint Report, 2021-22 School Year
Meeting	Sep 12, 2022 - 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, Report

Executive Director of Special Education Amy Steiner will present the Seclusion and Restraint Report for the 2021-2022 school year.

File Attachments
[IOI - SR 2021-22.pdf \(52 KB\)](#)
[Seclusion and Restraint Reporting 2021-2022.pdf \(448 KB\)](#)

3. Monitoring Reports (OE-8.1: Submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule.)

Subject	A. OE-4 Personnel Administration - Monitoring
Meeting	Sep 12, 2022 - Board of Education Work Session
Category	3. Monitoring Reports (OE-8.1: Submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule.)
Type	Discussion, Information

File Attachments

[OE-4 Personnel Administration - Monitoring Report.pdf \(840 KB\)](#)

4. Adjourn

Subject	A. Adjournment of Meeting
Meeting	Sep 12, 2022 - Board of Education Work Session
Category	4. Adjourn
Type	Information, Procedural

ITEM OF INFORMATION

Topic: Seclusion and Physical Restraint, 2021-22 School Year

**Background
Information:**

Wisconsin Act 118 went into effect on March 4, 2020 and replaces Act 125 which placed a general prohibition on the use of physical restraint and seclusion and defines the conditions under which use is permitted. Act 118 continues to ensure that the use of physical restraint and/or seclusion is only used when there is a clear, present and imminent danger to safety of self or others and is used as a last resort.

Seclusion and physical restraint are defined as follows:

Seclusion: the involuntary confinement of a student, apart from other students, in an area from which the student is *physically prevented* from leaving.

Physical restraint: a restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs, or head.

Act 118 also enhanced requirements as it relates to training, notification and reporting. Act 118 requires that an annual report must be submitted to the district's school board by October 1st. The report must include the following:

- * The number of incidents of seclusion during the previous school year
- * The total number of students who were involved in incidents of seclusion during the previous school year
- * The number of students with disabilities who were involved in incidents of seclusion during the previous school year
- * The number of incidents of physical restraint during the previous year
- * The total number of students who were involved in incidents of physical restraint during the previous school year
- * The number of students with disabilities who were involved in incidents of physical restraint during the previous school year

The Appleton Area School District takes steps to assure proper training is provided to the appropriate staff. Resources are also provided to building administration and special education staff regarding documentation requirements, checklists and guidelines.

Instructional**Impact:**

Creating a safe and welcoming environment for all is critical to learning. Behavior is a form of communication. At times student behaviors do interfere with learning opportunities and can pose a threat to the safety of students and staff. Efforts to de-escalate volatile situations may lead to the use of seclusion and/or restraint as a last resort to assure safety. When this occurs, reporting and notification procedures serve to inform parents and staff and post-vention reviews seek to identify less restrictive intervention alternatives.

Contact**Person(s):**

Amy Steiner, 997-1399 ext. 2028, steineramy@aasd.k12.wi.us

BOE: 9/12/22

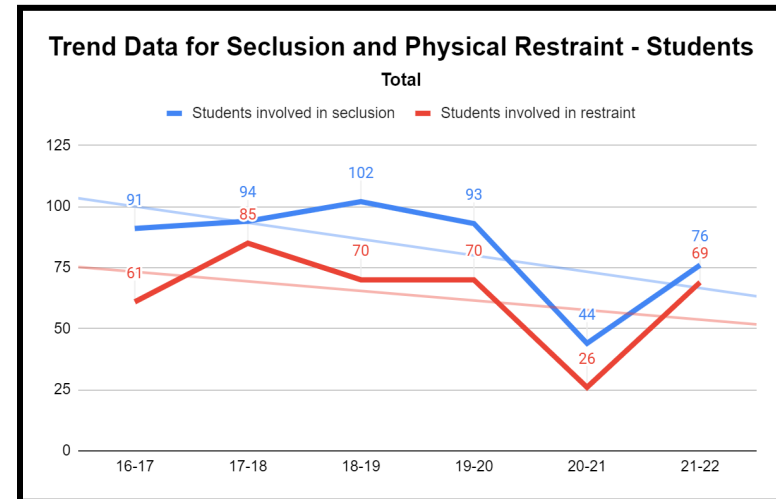
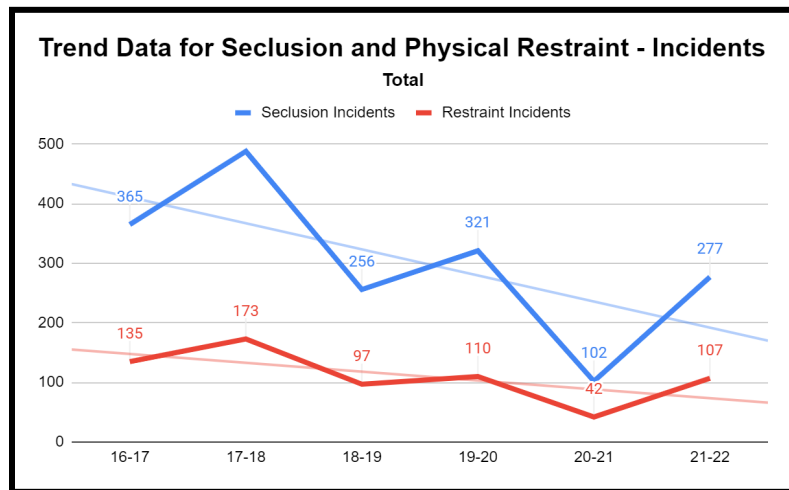
Seclusion and Restraint Reporting, 2021-2022

Act 118 prohibits the use of seclusion and physical restraint except when a student's behavior presents a **clear, present, and imminent risk to the physical safety of the student or others and is the least restrictive intervention feasible**. Seclusion and physical restraint are defined as follows:

Seclusion: the involuntary confinement of a student, apart from other students, in an area from which the student is *physically prevented* from leaving.

Physical restraint: a restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs, or head.

Total	Seclusion Incidents	Students involved in seclusion	Restraint Incidents	Students involved in restraint
2016-2017	365	91	135	61
2017-2018	488	94	173	85
2018-2019	256	102	97	70
2019-2020	321	93	110	70
2020-2021	102	44	42	26
2021-2022	277	76	107	69

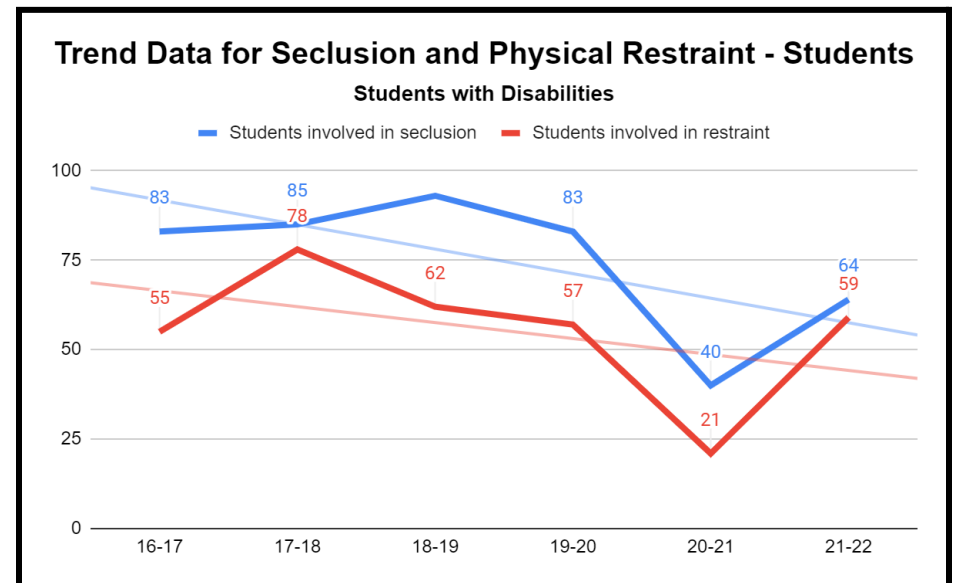
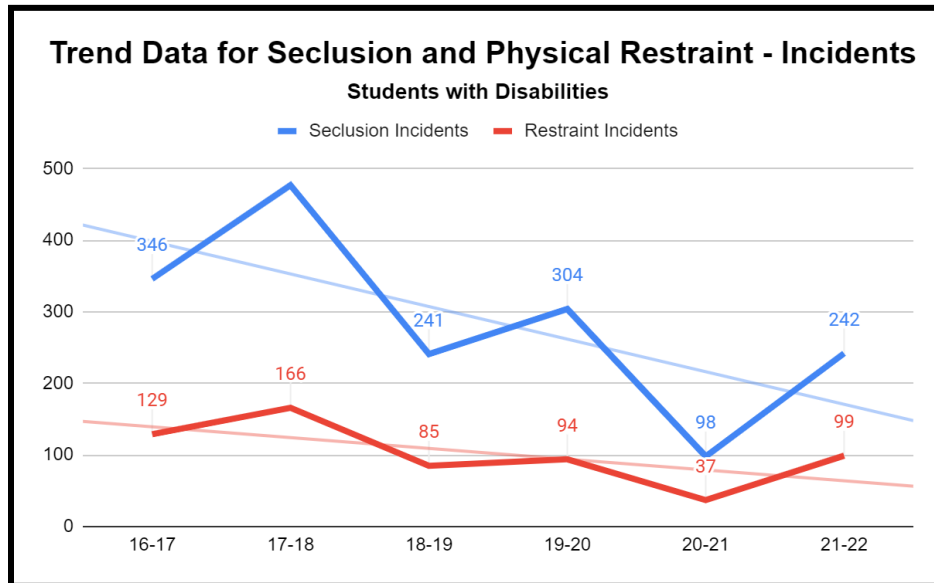


Data Trend Analysis:

- Pandemic = impact data (saw a dip in numbers due to virtual instruction and changes to the educational environment)
- Overall, downward trajectory for both seclusion and restraint incidents and students involved
- S w/o D = 70% of seclusions occurred with 5 students (24 / 35 seclusions)
 - Transition back to a typical year, 5K students new to structure/routine of school, implementation of interventions, new staff training needs
- Impact of Restorative Practices, NCI, implementation of interventions and putting plans into place to better support students.

Students with Disabilities

	Seclusion Incidents	Students involved in seclusion	Restraint Incidents	Students involved in restraint
2016-2017	346	83	129	55
2017-2018	477	85	166	78
2018-2019	241	93	85	62
2019-2020	304	83	94	57
2020-2021	98	40	37	21
2021-2022	242	64	99	59

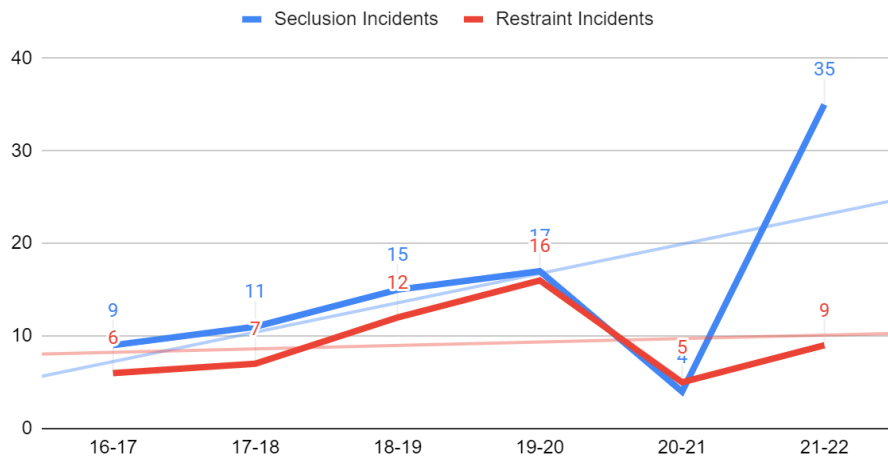


- 2021-2022 Seclusion incidents leveling with those from 2018-2019 (Continuing a downward trend)
- Number of Students w/ Disabilities involved in seclusion decreases over the last 5 years - currently the 64 students represent 2.5% of overall SPED population
- 2021-2022 Restraint incidents leveling with those from 2018-2019 (Continuing a downward trend)
- Number of students w/ disabilities involved in restraint leveling with 2018-2019 data - currently the 59 students represent 2% of the overall SPED population

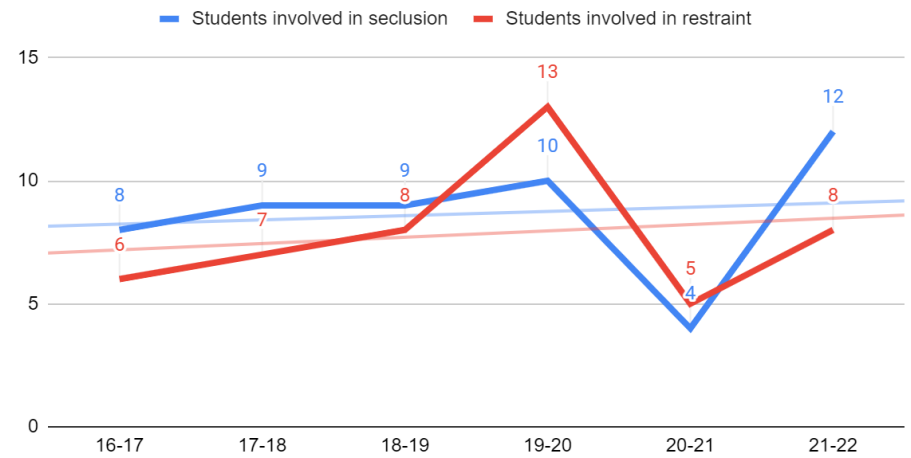
Students without Disabilities

	Seclusion Incidents	Students involved in seclusion	Restraint Incidents	Students involved in restraint
2016-2017	9	8	6	6
2017-2018	11	9	7	7
2018-2019	15	9	12	8
2019-2020	17	10	16	13
2020-2021	4	4	5	5
2021-2022	35	12	9	8

Trend Data for Seclusion and Physical Restraint - Incidents
Students without Disabilities



Trend Data for Seclusion and Physical Restraint - Students
Students without Disabilities



- Increase in seclusion incidents for students w/out disabilities
 - 5K students transitioning to school setting for the first time, series of elopement, priority of safety
- Number of students w/o disabilities involved in seclusion slight increase compared to pre-pandemic numbers
- Number of incidents of restraint decreased compared to pre-pandemic numbers
- Number of students w/o disabilities involved in restraint levels with 2018-2019 data

AASD Process:

Moving into the 2022-2023 school year, the district has established Collaborative and Proactive Solution as a priority area. Collaborative and Proactive Solutions (CPS) is a universal collaborative approach to responding to behavior based on the work of Dr. Ross Green. Rather than focusing on kids' challenging behaviors (and modifying them), CPS helps staff working with students to solve the problems that are causing those behaviors. The problem solving is collaborative and proactive and enhances the skills of students.

Prior to a school year starting, our AASD administrators attend a presentation and are provided with a refresher of the law and requirements around seclusion and/or restraint. Emphasis is placed on reducing the amount of seclusion and/or restraint by reinforcing what "clear, present and imminent" danger means. Annual walk-throughs occur at each site at the start of the school year by building principals to assure our classrooms are in compliance with Act 118 in alignment with the safety checks they complete.

It is also important that our staff hear this information on a yearly basis and more frequently depending on their position. AASD has required all staff to review our seclusion and restraint policy as part of the yearly mandatory training. In addition, staff who are serving as case managers for our students with disabilities also review, discuss and provide understanding at least two times per year in department meetings. Lastly, AASD also requires at least three times per year "refresher" trainings are held, where a certified Nonviolent Crisis Intervention (NCI) trainer comes to the school building to review our policy, expectations and address any questions/scenarios that may be taking shape in the building.

After each incident of seclusion and/or restraint, a post-vention is required to debrief, process, and analyze what occurred prior to, during, and after the incident. The focus is on prevention and proactive measures to prevent future incidents from occurring. As educators, we are always reflecting and refining and this is no exception.

The Associate Directors of Special Education and Program Support Teachers in the department continue to put an emphasis on training and modeling effective behavior management. When a student with a disability shows a pattern of behavior (or after two incidents of seclusion and/or restraint), the IEP team is reconvened to review/revise the IEP and/or Behavior Intervention Plan (BIP) and consider if additional supports or services are needed. If a student does not have a BIP, a Functional Behavioral Analysis (FBA) is completed in order to develop a BIP. The key is to make sure the student has a plan in place to teach the skills needed in order to reduce the seclusion and restraint and display appropriate social/emotional learning commensurate to their peers. Like academics, we need to teach skills in order for a student to know and demonstrate the expectations of behavior.

Nonviolent Crisis Intervention Training

Nonviolent Crisis Intervention (NCI) training is provided to District staff as a means of developing the skills and awareness needed to de-escalate challenging circumstances and avoid threats to safety. The table below represents the number of District personnel trained in NCI over the past five years. The district currently has five certified nonviolent crisis intervention trainers on staff.

Trends continue to show that new hires are coming in with NCI training and are certified upon time of hire.

NCI Training Participants

	2017-18	2018-19	2019-20**	2020-21	2021-22
Teachers / Student Services Staff	183	161	95	138	184
Paraprofessionals	104	118	98	113	114
Administrators /Non-Teaching Leadership (PST, Deans, etc)	29	38	4	40	27
Secretaries	0	0	0	0	3
4K Community Providers	11	4	10	6	4
Totals	327	321	207	297	332

**2019-20: There were no NCI trainings held between March and June due to COVID-19.

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE 4 Personnel Administration**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE 4, Personnel Administration, the Superintendent certifies that the following information is accurate and complete, and that the Organization is:

_____ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Executive Summary/Analysis:

The evidence, as submitted below, will demonstrate to the Board that the Superintendent assures the recruitment, employment, development, evaluation and compensation of district employees in a manner necessary to enable the district to achieve its **Results** policies. Indicators are informed by best practice, follow all legal requirements, and align with other applicable OE and Results policies. While monitoring will largely be accomplished by internal reporting it will also incorporate board inspection, as appropriate.

Notes or exceptions, if any:

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:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

OE –4 Personnel Administration	Superintendent	
The Superintendent shall assure the recruitment, employment, development, evaluation and compensation of district employees in a manner necessary to enable the district to achieve its Results policies.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: The Board values all district employees and the contributions each one makes to achieving the Results. The Board also recognizes the importance of recruiting, employing, and retaining the best employees for our district. The Board values investing in employees, both financially and in their ongoing development, as a means to achieve our Results and maintain effective and high-quality personnel. • Recruitment shall mean to attract and select the most highly qualified candidates to contribute to a safe, welcoming, and inclusive work environment for the purpose of student success. • Employment shall mean work defined by the District for anyone who receives monetary compensation for services rendered excluding contracted services. • Development shall mean providing staff with orientation, mentoring, coaching, and/or professional development that enables employees to strengthen their knowledge, skills, and ability to perform their assigned position or advance within the organization. • Evaluation shall mean a fair, credible, effective, and consistent process that assesses the effectiveness of the employee's performance that provides feedback, recognition, and applicable support to facilitate continuous improvement and growth. • Compensation shall mean salary or wages and benefits. • District employee means anyone who receives compensation in exchange for services. • Results policies shall mean outcomes as defined in R-01.		
OE – 4.1 The Superintendent will assure that no person is employed by the district without first clearing thorough background inquiries and checks.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: • Background checks (for employees) shall mean utilizing a criminal background check vendor (Background Investigation Bureau - BIB) which includes county court records, state repository records, federal records, Criminal Records Database (CRD), national Sex Offender Registry, Security Watch list, and international records, CCAP, Wisconsin-Division of Law Enforcement Services (if applicable), and Department of Public Instruction (DPI) license verification.		

• Inquiries for employees shall mean reference checks and verification of employment eligibility prior to hiring.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • 100% of new employees hired have successfully cleared all applicable background checks prior to their start date as documented by HR records. • No fewer than 2 reference checks are conducted for all new professional and support staff hires prior to official offer of employment as documented by HR records. SUPERINTENDENT Evidence of Compliance: • The Human Resources Department processed 618 background checks between August 25, 2021 and August 23, 2022. This includes 286 employee background checks for administrators, educators and support staff and 332 background checks for substitutes, hourly and co-curricular. Each newly hired employee had a satisfactory background check prior to starting work. • All hires had completed reference checks prior to the official offer of employment by Human Resources. Human Resources has written protocols that include as part of the hiring process the requirement for the hiring administrator to complete a minimum of two reference checks. Administrators are required to attest to the completion and submit documentation of the completion of reference checks when submitting a recommendation for hire. In February, we transitioned to Frontline Recruiting and Hiring Software, which records the submission of references checks as a measure to ensure fidelity in the reference check process.	X X	
Board Comments:		
OE – 4.2 The Superintendent will assure that no volunteer has unsupervised contact with students without first clearing reasonable background inquiries and checks.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: • Volunteer shall mean an individual who provides a service without expectation of payment. • Reasonable background checks (for volunteers) shall mean utilizing a criminal background check vendor (Background Investigation Bureau - BIB) which includes county court records, state repository records, federal records, Criminal Records		

Database (CRD), national Sex Offender Registry, Security Watch list, and international records, CCAP, Wisconsin-Division of Law Enforcement Services (if applicable). • Contact shall mean any opportunity for which a volunteer has to be with students. • Unsupervised contact shall mean contact with a student without Appleton Area School District staff present to supervise or monitor activities.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • Satisfactory background checks are completed for all volunteers who have unsupervised contact with AASD students as documented by School Services records. SUPERINTENDENT Evidence of Compliance: • During the period of August 31, 2021 – August 16, 2022 the internal control processes verify that no person filling a volunteer positions were permitted to have unsupervised contact with AASD students as documented by School Services and Volunteer Services records without having successfully cleared all background checks listed in this interpretation. The School and Volunteer Services processed 357 volunteer background checks during this period in which 10 “did not meet guidelines” for unsupervised contact with AASD students as a volunteer.	X	
Board Comments:		
OE – 4.3 The Superintendent will select only highly qualified and the best-suited candidates for all positions.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: • Highly qualified shall mean for those positions that require a credential that the individual holds a valid teaching license or certification in a specified area and have the necessary experience, skills, and competencies expressed in the job description validated through the selection process. • Best-suited shall mean the candidate selected for any position in the District meets the criteria of the position, and expectations of the hiring administrator, Chief HR Officer and/or Superintendent, is a good “fit” for the position, and who is also within the district’s salary range.		

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: - The internal process for hiring includes the following performance data inputs: application, credentials (resume, letters of reference, or certifications), screening process, interview, and reference checks as documented through HR records. SUPERINTENDENT Evidence of Compliance: The internal process for hiring includes performance the data inputs as follows: <u>Credentials</u>: Application and resume (all candidates), cover letter and three (3) letters of recommendation (only applicable groups), Transcripts (educators, administrators, and ESSA paraprofessionals) - Candidate Screening process - Licensure verification (if applicable) - Interview - Reference checks All applicants must apply through Frontline, an online, paperless recruitment and application system, which includes completing the application, written responses, and attesting to the accuracy of information within application materials. Administrators are trained on the AASD Administrative Hiring Protocols that outline the requirements of all components of the hiring process. The Frontline system has a built-in workflow process including checks to ensure consideration of inputs and fidelity of the hiring process.	X	
Board Comments:		
OE – 4.4 The Superintendent will actively recruit employees who reflect the diversity of the student population.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: Actively recruit shall mean advertising positions and outreach designed to attract diverse candidates. Diversity of student populations shall mean the characteristics in terms of gender, sexual orientation, race, age, ability, socioeconomic status, and language represented in the Appleton Area School District student population.		
SUPERINTENDENT Indicators of Compliance:		

We will know we are compliant when: • HR records show evidence of advertisements and outreach to diverse candidates. • The number of diverse candidates will increase to better reflect the AASD school community as evidenced by HR records. SUPERINTENDENT Evidence of Compliance: Applicants self-identify their demographics information by completing an Equal Employment Opportunity (EEO) form through Frontline. This information is gathered by the District for the purpose of diversifying the AASD workforce. As the process is voluntary, it is challenging to accurately determine the demographics of candidates applying to the District to determine whether our number of diverse candidates are increasing to better reflect the AASD school community. • There has been extensive efforts in advertisements and outreach to diverse candidates: ○ HR has expanded outreach to candidates beyond Appleton as documented and tracked in Frontline (Proactive Recruiting) system. This information shows AASD has sent specific job posting emails to 39,663 nation-wide and international candidates. In addition, specific Proactive Recruiting campaigns for some positions included targeted outreach to more diverse areas of the state (i.e. Milwaukee, Racine, Kenosha and Madison) for select vacancies. ○ HR has collaborated with U.S. Venture, LEAVEN, Outagamie County (CAP Program), the New North Equity, Diversity, and Inclusion (EDI) K-12 Task Force, and the AASD Diversity, Equity and Inclusion Department in an effort to support and source diverse candidates. ○ Several introductory meetings with HR administrators were held with potential candidates of color referred by other employees or community organizations, which resulted in hiring candidates of color. ○ The HR Talent Acquisition and Retention Specialist has contacted community ethnic and cultural centers and associations with job fair and posting information. (For example, all the Hmong American Associations between Oshkosh and Green Bay were individually notified of a Hmong Interpreter vacancies). • HR transitioned to using Frontline in March of 2022, which allowed for the efficient collection and reporting of EEO demographic information. As a result, the District has seen the number of diverse candidates applying to AASD increase documented by received EEO forms between Q3 and Q4 of 2022.	X X	
Board Comments:		

The District did not receive any rulings from administrative or judicial entities regarding case findings in violation of the Equal Employment Opportunity Commission (EEOC) and as a result there were no corrective actions directed by the EEOC to implement.		
Board Comments:		
OE – 4.7 The Superintendent will maintain adequate job descriptions for all staff positions.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: Maintain shall mean to keep current, accurate, and available. Adequate shall mean job descriptions reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: - All job descriptions are accessible internally via the intranet and externally attached to job postings as documented through HR records. SUPERINTENDENT Evidence of Compliance: - In December of 2021, the District transitioned to a new intranet for staff. The new platform now includes a section for job descriptions where all approved job descriptions are published for employees. Consistently, all positions posted on the District applicant website (Frontline) included a link to the AASD job description.	X	
Board Comments:		
OE – 4.8 The Superintendent will protect confidential information.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation:		

• Protect shall mean to secure, keep safe, and preserve employee confidential information. Access to employee information follows federal and state laws, including Health Insurance Portability and Accountability Act (HIPPA). • Confidential shall mean protected District or personal information related to staff not typically expected to be shared for any reason.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • All documented reports of breach of confidentiality by any District staff member have been investigated and appropriate action taken as documented through HR records. SUPERINTENDENT Evidence of Compliance: • There was one employee complaint of a breach confidentiality by a District staff member that was investigated and not substantiated.		
Board Comments:		
OE – 4.9 The Superintendent will assure that compensation and benefit plans attract and retain high quality employees by compensating employees, within available resources, in a manner consistent with the applicable marketplace, including but not limited to organizations of comparable size and type.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: • Compensation shall mean wages in the form of salary for exempt staff and hourly wages for non-exempt staff. • Benefit plans shall mean health and other insurance, employee leave, wellness and similar programs to support employees in their personal lives. • High quality shall mean those who are evaluated as effective or higher based on the District’s evaluation criteria. • Within available resources shall mean fiscally viable within the budget. • In a manner consistent with the applicable marketplace means wages are reflective of those received for similar work in other school districts and businesses (where applicable).		

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • The District is competitive in the benefit package offered when compared to surrounding districts as evidenced by HR Benefits Study documents. • The District maintains competitive compensation when compared to surrounding districts as evidenced by HR Compensation Study documents. SUPERINTENDENT Evidence of Compliance: • The District annually reviews the benefit package offered to employees to ensure it is competitive when compared to surrounding districts as evidenced by HR Benefits Study documents. Select members of the AASD District Leadership collaborate with benefits experts and our benefits consultants annually on benefits strategic planning that includes examining market trends with a focus on public sector employers. In addition, we meet monthly to monitor key indicators to gauge our plan performance and the progress of implementing strategies. In addition, the Human Resources Department gathers regional information to ensure competitiveness in the District's benefit package. • The District is competitive and within salary ranges when compared to the market for positions in the local area and comparative size school districts for specific positions. Annually, compensation is reviewed and as part of the process Human Resources researches comparable school district's compensation and provides information to the Board of Education. Every effort is made to maintain competitive compensation within the budget.	X X	
Board Comments:		
OE – 4.10 The Superintendent will be consistent with their own evaluation, evaluating all employee performance according to their contribution toward achieving the Board's Results policies and their compliance with the Board's Operational Expectations policies.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: • Consistent with Superintendent Evaluation shall mean that all employees are evaluated as aligned with the Results policies and in adherence to Operational Expectations. • Evaluating shall mean assessing employee performance through observations, goal setting, and progress monitoring.		

• Compliance shall mean district employees are assessed using appropriate evaluation instruments that include a focus on applicable Operational Expectations and Results.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • 100% of eligible educators are evaluated on cycle in accordance with the Department of Public Instruction Educator Effectiveness System on the Charlotte Danielson Instructional Framework. • 100% of all administrators are evaluated on cycle. Principals and assistant principals are evaluated as outlined by the Department of Public Instruction -Wisconsin Framework for Principal Leadership, District Leadership Team members are evaluated using the AASD Superintendent Evaluation, and all other administrators are evaluated on AASD Administrator Evaluation forms. • All support personnel are evaluated on cycle using the AASD Evaluation tool that aligns with Operational Expectations. SUPERINTENDENT Evidence of Compliance: • For the 2021-2022 school year 99.4% of summary year evaluations were completed (972 in summary year – 966 completed and 6 incomplete). The incomplete evaluations included 4 educators, 1 administrator and 1 secretary. The assigned administrator of the 6 incomplete evaluations either is no longer employed or had the incomplete evaluations addressed by their supervisor.		X X X
Board Comments:		
OE – 4.11 The Superintendent will assure that all staff members are qualified and trained to perform the responsibilities assigned to them.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: • Qualified shall mean that district employees will meet district-determined criteria and that employees maintain the license, certification, or skills required by the position. • Trained shall mean employees are prepared to accomplish work related tasks and that employees will work to continuously improve their knowledge, skills, and ability to perform their assigned position.		

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • All professional educators and administrators will be appropriately licensed by the Wisconsin Department of Public Instruction (DPI) as evidenced by HR records. SUPERINTENDENT Evidence of Compliance: • All professional educators and administrators are appropriately licensed by the Wisconsin Department of Public Instruction (DPI) as evidenced by HR records through the internal hiring process and the annual WISESTAFF auditing process. Personnel files include documentation of valid DPI licenses for these employee groups.	X	
Board Comments:		
OE – 4.12 The Superintendent will maintain an organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: • Maintain shall mean faithfully encourage and foster. • Organizational culture shall mean the system of shared beliefs, values, and norms that influence employee behavior in the District. • Responsibly perform their jobs shall mean fulfill their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator. • Professional support and courtesy shall mean a respectful workplace free of hostility and void of harassment and discrimination.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • Employee Engagement Survey results show that 70% of staff respondents agree that their principal/supervisor provides them with good processes and resources to do their jobs.	X	

- Employee Engagement Survey results show that 70% of staff respondents agree that their principal/supervisor provides them with the support needed to accomplish their work objectives. - All formal written employee complaints of harassment/discrimination (including grievances) are addressed and resolved according to district policy as evidenced by HR records. SUPERINTENDENT Evidence of Compliance: <u>EE 2022 Survey Results</u> Our Employee Engagement Survey was administered to all employees in April of 2022. - Approximately 1,239 (65%) of employees responded to this question, with 884 (71%) respondents agreeing or strongly agreeing with the statement, "My Building Administration or Department Supervisor provides me with good processes and resources to do my job". - Approximately 1,232 (64%) of employees responded to this question, with 839 (68%) respondents agreeing or strongly agreeing with the statement, "My Building Administration or Department Supervisor provides the support needed to accomplish my work objectives". - For the 2021-2022 school year Human Resources processed four formal written employee complaints of harassment/discrimination (including grievances) and all were addressed and resolved according to district policy as evidenced by HR records.	X	X
Board Comments:		
OE – 4.13 The Superintendent will reasonably include personnel in decisions that affect them.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: Reasonably shall mean when feasibly possible either by survey, focus groups, workgroups, or through employee relations. Decisions that affect them shall mean decisions that could impact people directly or indirectly.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 70% of employees respond that they feel they have been included in decisions that affect them on the Employee Engagement Survey.		X

SUPERINTENDENT Evidence of Compliance: (EE 2022 Survey Results) • Our Employee Engagement Survey was administered to all employees in April of 2022. Approximately 1,235 (65%) of employees responded to this question, with 710 (57%) respondents agreeing or strongly agreeing with the statement, "My Building Administration or Department Supervisor consults with me on the decisions that affect my job".		
Board Comments:		
OE – 4.14 The Superintendent will establish reduction in force procedures that provide for attrition as the first line of staff reduction, provided that essential programs are not negatively impacted.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: • Reduction in force shall mean eliminating a position(s) without replacing the position resulting in a reduction of total Full Time Equivalencies (FTEs) • Procedures shall mean practices. • Attrition shall mean to not replace a vacancy that occurs from a resignation or retirement or dismissal of an employee. • Essential Programs shall mean courses, programs or services required through board/district/school policies, state statute, or federal law. • Negatively impacted shall mean eliminated or a reduction of services.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • There are written procedures that provide for attrition as the first line of staff reduction as documented in HR records. SUPERINTENDENT Evidence of Compliance: • The Employee Handbook (p. 30) includes a written process, which states the following: <i>"In the implementation of staff reductions under this section, normal attrition resulting from employees retiring or resigning and requests for voluntary layoff will be considered."</i>	X	

Board Comments:		
OE – 4.15 The Superintendent may not retaliate against any employee for initiating a legitimate complaint based upon an alleged violation of Board governing policy.	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: • Initiating shall mean bringing a written complaint. • Retaliate shall mean to act in revenge. • Legitimate complaint shall mean a written statement of all claims that is neither fictitious nor false. • Alleged violations shall mean a claim of an infringement of policy or law that has not been confirmed or proven. • Board governing policy shall mean written Board/District/School policies		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: • All formal written employee complaints reported (according to the district policies and procedures) to the Office of the Superintendent are investigated without any retaliation toward the reporting employee as evidenced by HR records. SUPERINTENDENT Evidence of Compliance: • No formal written employee complaints were reported involving retaliation towards the reporting employee	X	
Board Comments:		

Executive Summary:

As OE 4 was adopted by the Board of Education there has been extensive efforts to align processes and work in order to meet compliance criteria as described in the indicators. Out of the 15 OE's under Personnel Administration all but three (3) are compliant. Of the three (3) OE's that are not compliant include the completion of performance evaluations (OE 4.10) and questions surrounding the Employee Engagement Survey (OE 4.12 and 4.13). For OE 4.13, two of the three indicators were compliant and one was not compliant.

Since the adoption of OE 4, Human Resources has implemented software to improve hiring efficiencies and improve the fidelity of hiring protocols, systematize the collection of candidate demographics data, and expand candidate recruitment efforts. This tool has been essential in the ability of the department to use data to measure strategic actions and drive results. The Department has also formed partnerships in an effort to source candidates and diversify the District's workforce.

In addition, Human Resources and Technology Services collaborated to re-design and launch a new employee website platform that is employee friendly with enhanced capabilities (including publishing job descriptions).

Lastly, the evidence collected indicates the District adheres to established hiring practices to ensure high quality staff, protocols to ensure the safety students, and processes that are compliant with employment law, district policy and expectations. The Human Resources Department continues to strive to support the retention and recruitment of qualified talent in a changing labor market through the implementation of HR systems and processes, providing excellent service and continued innovation.

Commitment to Improve:

There are three areas identified for targeted improvement as they were not "in compliance" in all indicators include the following:

1. ***OE 4.10 Completion of Evaluations:*** 100% of eligible educators, administrators and support staff will be evaluated on cycle with the designated evaluation tool.
 - This year there were six individuals who were on summary year and evaluations were incomplete with 99.4% of the summary year evaluations completed. The planned actions to meet compliance in this area is for supervising administrators to check in quarterly with direct reports on the progress of evaluation completion. In addition, Central Administration will be exploring expanded access to view evaluation progress for supervisory oversight in the software that houses evaluations (Frontline-MyLearning Plan). The six individuals are scheduled for summary evaluations for the 2022-2023 school year.
2. ***OE 4.12 and 4.13: Questions surrounding the Employee Engagement Survey***
 - The indicator target was 70% and results were 68% (-.02%) for the following question *"My Building Administration or Department Supervisor provides the support needed to accomplish my work objectives"*.
 - The indicator target was 70% and results were 58% (-12%) for the following question: *"My Building Administration or Department Supervisor consults with me on the decisions that affect my job"*.
 - As part of the annual Scorecard and Employee Engagement Survey process, the AASD Administration is committed to continuous improvement. This includes continuing to solicit employee feedback, develop action steps, take actions to improve, round with employees, and measure improvement. Leadership Team members work with administrators to develop plans to impact the topics outlined in the questions above and provide professional growth opportunities for administrators.