



Shorewood
SCHOOL DISTRICT

**Operational Expectations Monitoring Document
OE-4 (Personnel Administration)**

Certification of the Superintendent: With respect to Operational Expectation 4 (Personnel Administration), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:

- In Compliance
 In Compliance with Noted Exceptions
 Not in Compliance

Signed: Laurie Burgos, Superintendent

Date: November 26, 2024

Executive Summary

Operational Expectation 4 (OE 4) Personnel Administration has been monitored and reviewed to ensure that personnel administration and related operations are in compliance with state law, Board expectations and District policy.

Summary of Compliance

This Operational Expectations Monitoring Document is defined by the following Board Expectations:

- **4.1** - Assure that district employees and volunteers clear thorough background inquiries and checks before having contact with students or their employment start date;
- **4.2** - Select only highly qualified and the best-suited candidates for all positions
- **4.3** - Use culturally-responsive protocols to recruit, hire, and retain staff;
- **4.4** - Administer clear personnel rules and procedures for employees;
- **4.5** - Effectively and consistently handle complaints and concerns according to processes defined in the Employee Handbook;
- **4.6** - Maintain accurate job descriptions for all staff positions;
- **4.7** - Protect confidential information;
- **4.8** - Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type
- **4.9** - Consistent with the Superintendent's own evaluation, evaluate all employee performance as outlined in the Employee Handbook
- **4.10** - Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them
- **4.11** - Maintain an inclusive 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; and
- **4.12** - The Superintendent may not retaliate against an employee for initiating a legitimate complaint.

For this reporting period, the District is in full compliance with 7 measures. Within five of the measures, certain indicators were not in compliance. In some cases, this is due to a lack of data which is discussed below.

Notable changes in personnel administration during 2023-2024 included redistribution of Human Resources responsibilities to improve coordination between the Superintendent's Office and the Department of Business Services. The District continues to use MRA, which was a valuable partner in helping Lake Bluff staff address school culture at the end of the 2023-2024 school, and has continued to assist the District on other personnel matters.

In keeping with our recruitment and retention goals, we also initiated changes to the hiring process in an effort to expedite the timeline from job posting to hire. The District's employee onboarding and training processes were also updated in preparation for the 2024-2025 school year, and we received excellent feedback from new staff members at the start of this year about the content and presentation of orientation information, scheduled time for training, communications, and other changes. With regard to retention, similar to other area school districts, retention of hourly support staff has been a challenge. Pursuing strategies for retention along with reviewing position descriptions and functions are a part of current District work.

Managing the expense of healthcare benefits - for the District and for our employees - was a major focus in 2023-2024, and we have continued to work with NIS, our benefits consultant, to explore cost containment options and other strategies that will help the District focus its limited financial resources on compensation and benefits plans that achieve our recruitment and retention goals. In response to feedback from staff, the District also scheduled multiple opportunities for staff to learn about healthcare benefit options. These included focus groups with NIS staff, and office hours and meetings by appointment with our carrier's representatives during the plan enrollment period in May 2024.

Other staff feedback received through the Superintendent's Entry Plan listening sessions informed the District's 2023-2024 investments in professional development, coaching, and training for teachers, as well as the purchase of a data management platform and other resources to support instruction and student services in the 2024-25 school year. Increasing internal communication was also a priority in 2023-2024, and the District introduced bi-weekly all-staff newsletter that recaps Board meetings and other District-level information.

Finally, the District has worked to update our Employee Handbook and related Appendices for specific employee groups throughout the year. This has been an ongoing priority, as the universal Handbook has not been significantly updated since 2016. Handbook revisions are expected to be completed in early 2025.

Recommendations for OE 4

The District presents the following recommendations for modifications to the OE 4 report:

OE 4.2 Select only highly qualified and the best-suited candidates for all positions

While Board Indicators 4.2.2 and 4.2.3 (related to the racial/gender makeup of staff) are not measures of compliance with the Expectation or Superintendent interpretations, increasing and measuring staff diversity are priorities. The District recommends eliminating 4.2.3 (gender makeup) and making 4.2.2 (racial makeup of staff compared to the student population) part of **OE**

4.3 Use culturally-responsive protocols to recruit, hire, and retain staff;

OE 4.8 Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type

The addition of Data Not Available in Board Indicators 4.8.4 and 4.8.6 compromises determination of compliance, and we recommend excluding these from consideration.

4.10 Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them

The District recommends the following revisions to Board Indicators:

4.10.1: 100% of employees participate in required training annually.

4.10.2: All teachers in their first and second year in the District will participate in the mentoring program.

4.11 Maintain an inclusive 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

Following on other Operational Expectations and Results Monitoring Reports presented this year, indicators and evidence that involve School Perceptions data have been impacted by changes in survey content. The District has provided a School Perceptions survey question, "I have healthy working relationships with my coworkers." as a proxy measure for OE 4.11.4. The District recommends limiting Evidence to the report year only to determine compliance rather than progress, or redrafting the Indicator to focus on the multiple methods and activities (e.g., surveys listening sessions, Linkages, focus groups) that demonstrate compliance with the Board's Expectation to seek employee feedback and input.

The District has included historical survey results evidence for this Indicator and others in 4.11 at the end of the report for Board reference and further discussion. The District has updated these indicators to reflect that percentages are based on survey respondents only, not the total number of District employees.

Areas for Continuous Improvement

As we address established priorities and future needs, we note the following opportunities for continuous improvement in personnel administration:

- Improve consistency in the evaluation process for non-licensed staff, and expand professional development and cross-training opportunities for these employees, working with supervisors and administrators to establish goals that will increase skills, knowledge and versatility among administrative support staff;
- Continue prioritizing recruitment and retention of a staff that is reflective of our student population, with particular attention to retention of hourly support staff;
- Focus on internal communications to ensure transparency and the timely delivery of important information as the District completes its strategic planning process;
- Evaluate Mentoring Program evaluation tools and participation; and
- Increase and leverage feedback and input opportunities for all staff beyond surveys to foster greater two-way communication and responsiveness to questions and concerns.

Disposition of the Board: With respect to Operational Expectation 4 (Personnel Management), the Board:

- Accepts the report as fully compliant
- Accepts the report as compliant with noted exceptions
- Finds the report to be noncompliant

Summary statement/motion of the Board:

Signed: Emily Berry, Board President Date: November 26, 2024

OE-4 Personnel Administration

The Board values the individuals employed by the School District of Shorewood. To that end, 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.

Superintendent Interpretation

- **Recruitment** shall mean to attract and select the most talented and diversified pool of candidates.
- **Employment** shall mean work defined by the District for anyone who receives monetary compensation for services rendered.
- **Development** shall mean providing staff with mentoring, coaching, and/or training that positively impacts student achievement and professional growth.
- **Evaluation** shall mean a fair, credible, effective, and consistent system and process that assesses the effectiveness of the employee and provides support and feedback to facilitate continuous improvement and growth
- **Compensation** shall mean providing competitive and flexible salary placement and benefits to attract new and retain current employees.
- **District employee** means anyone who receives compensation in exchange for services.

The Board’s Results policy is defined in R-1 through R-4.

<p>OE-4.1 Assure that district employees and volunteers clear thorough background inquiries and checks before having contact with students or their employment start date.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Employees** shall mean anyone who receives monetary compensation for services rendered and covered by Shorewood School District employment laws.
- **Volunteer** shall mean anyone providing services without monetary compensation.
- **Background inquiries and checks** shall mean Wisconsin Circuit Court Access (CCAP), National Sex Offender Public Registry results, Wisconsin Department of Public Instruction (DPI) credential and licensing verifications, reference checks and verification of employment eligibility prior to hiring.

<p>Board Indicator 1: The internal control processes verify that no employee was hired between July and June of the fiscal year without having successfully cleared all background checks prior to their start.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: The District uses BChex, a Background Investigation Bureau Company (BIB), to conduct background checks for all new employees, and the Human Resources team verifies that all new staff successfully clear this requirement prior to receiving an offer letter. During 2023-2024, 100% of new employees entering the District successfully cleared all background checks administered according to the established background check procedures.</p>		

<p>Board Indicator 2: The internal control processes verify that no volunteer was approved between July and June of the fiscal year without having successfully cleared all background checks.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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<p>Evidence: All prospective volunteers are referred to our Recreation & Community Services Department to complete a volunteer application. The Recreation Department utilizes the Wisconsin Circuit Court Access Page (WI-CCAP) and the National Sex Offender Public Registry to perform background checks for all volunteers, and all volunteers successfully cleared this process prior to their first day of volunteer work in the District during 2023-2024.</p>
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<p>Board Comments:</p>

<p>OE-4.2 Select only highly qualified and the best-suited candidates for all positions.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Highly qualified** shall mean vacancies that require a credential are filled with individuals that hold a valid teaching credential in that subject area and complete a successful interview process.
- **Best-suited** shall mean the candidate selected for any position in the District meets the criteria of the position and the expectations of the hiring committee, director, and/or Superintendent.

<p>Board Indicator 1: 95% of all hires meet the certification requirements that are outlined in the vacancy description</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: 100% of newly hired staff either met the certification requirements outlined in the vacancy description at the time of hire or were new to the profession (two teachers) and eligible to apply for and obtain a license.</p>		

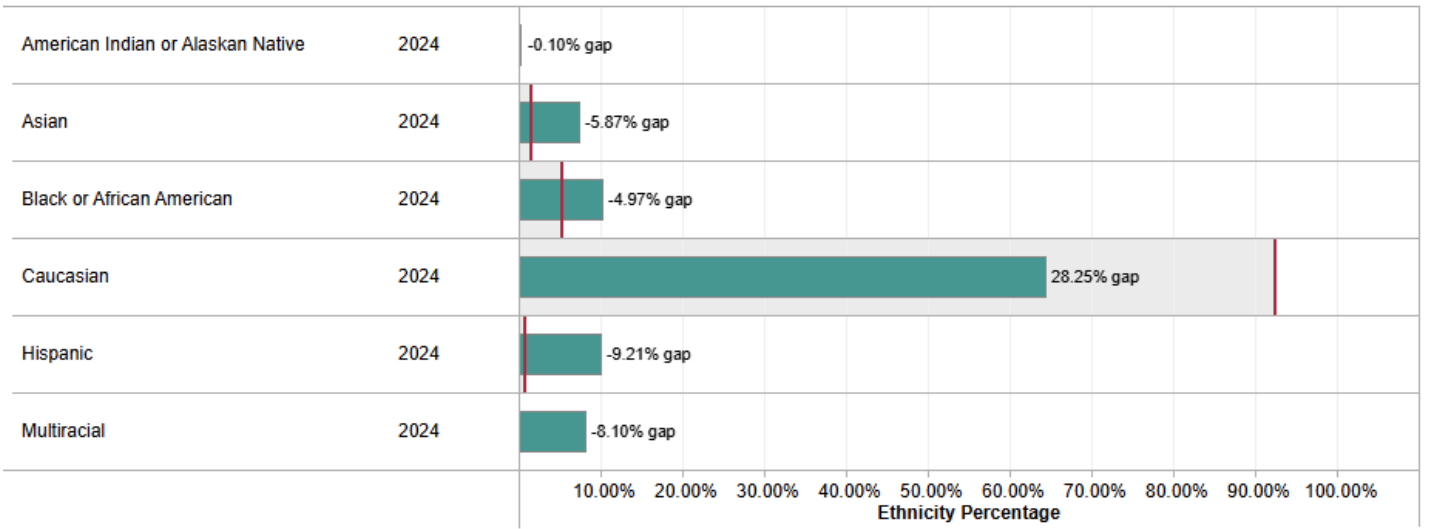
<p>Board Indicator 2: The racial makeup of the staff is similar (within 10%) to the racial makeup of the student body.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

The chart below compares the percentage of students to the percentage of all staff in each racial group using data from the DPI 1202 and enrollment reports. The District is over-represented with Caucasian (17.63%) and, by a slim margin, Black staff (0.77%), and under-represented in all other groups. The difference between the percentage of students and the percentage of staff in each racial group is less than 10%. Overall, 79% of staff are caucasian and 21% are staff of color.

Ethnicity	Year	Gap
American Indian or Alaskan Native	2024	-0.10% gap
Asian	2024	-5.28% gap
Black or African American	2024	0.77% gap
Caucasian	2024	17.63% gap
Hispanic	2024	-6.89% gap
Multiracial	2024	-6.13% gap

When looking specifically at teachers, gaps are greater as is shown below.



Retaining staff of color remains a challenge to growing a more diverse team. 12% of teacher resignations and 31% of all resignations were staff of color, with the latter number driven by resignations in aide and custodial positions.

Board Indicator 3: The gender makeup of the staff is similar (within 10%) to the gender makeup of the student body.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
 Based on biological sex reported, 72% of District staff identify as female compared to 28% who identify as male. As we look to ensure that all students have a staff person to identify with, the District recommends the Board consider the importance of maintaining a staff that is diverse not specifically in biological sex, but in gender and sexual identity more broadly. There is no means to measure this as a staff breakdown. An alternative strategy to ensure this is to use student data to determine if all students have a staff person that they can identify with to be measured in a different report.

Board Comments:

<p>OE-4.3 Use culturally-responsive protocols to recruit, hire, and retain staff.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Culturally-responsive protocols** shall mean using procedures that recognize the importance of including cultural references.
- **Support** shall mean to make available the necessary resources and opportunities to succeed professionally and personally.

<p>Board Indicator 1: Partner with University Systems and Educator Licensure programs to increase the teacher pipeline diversity.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

The District continued to use a number of methods to increase teacher, and overall staff, diversity in 2023-2024:

- Creating more inclusive job descriptions and postings by removing unnecessary job requirements, avoiding gender-coded language, and emphasizing our District’s commitment to diversity and inclusion;
- Maintaining the diversity of the District’s leadership team, which is instrumental to attracting and retaining talent; and
- Networking informally; word-of-mouth candidate identification has proven successful in increasing the diversity of applicant pools.

<p>Board Indicator 2: All interviews for hiring employees include at least one “culturally responsive” question in the interview process.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

“Culturally responsive” interview questions have been designed and added to all interview question sets used for both in person and virtual interviews. Examples of such interview questions are below:

- What is your overall strategy for developing teacher and staff capacity for equity in instructional effectiveness? Please provide a specific time you put this practice into action.

- How do you advocate for equity, diversity, and inclusion with community members, families, staff, and students?
- A review of our district data shows racial disparities in math and reading proficiency, disciplinary referrals, and referrals for special education. Why do you think these inequities exist and what actions would you take to ensure all students are thriving?
- How does your racial, gender, or class identity influence your leadership?
- From your perspective, in what ways have traditional business offices been inequitable in meeting the needs of ALL students?
What would you do to ensure that our business office is intentional about the allocation of resources to service our most marginalized students?
- Given a student population that is diverse in terms of gender, nationality, race, ethnicity, religion, sexual orientation and abilities, how do you ensure that each student feels they can succeed in athletics and/or activities programming?
- How would you go about building rapport with students of color, students from low-income families, students labeled with a disability, students who are culturally and linguistically diverse, and students who identify as LGBTQ? Please provide some specific examples.
- How do you ensure that your classroom is an equitable learning environment for all students?

Similar questions have been developed for non-instructional positions that focus on recognition of implicit bias and openness to growth.

<p>Board Indicator 3: There will be professional development annually to support teachers in culturally responsive teaching practices.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: Consistent with OE 9 (Instructional Program), the ICS for Equity Framework is utilized for professional development during Wednesday Early Release time at ATW, LB, and SIS, and after school at SHS. A summary of this work is provided to the Board in late summer/early fall. During the 2023-24 school year, professional development focused on a combination of “Courageous Conversations” with staff, work within Collaborative C3 Teams, and the exploration of high-leverage identity-relevant teaching and learning strategies.</p> <p>Additionally, staff engaged in the following professional development topics throughout the year: K-5 Math Training, Neurodiversity, Equity by Design, Identity Relevant Teaching and Learning, Using GoGuardian and AI in classrooms, Forward Exam Standards Analysis, <i>10 Mindframes</i> book study, “Gender Inclusive Classrooms” with Brian Juchems from GSafe Wisconsin, and “The Power of Words” with Mr. Percy Brown, Jr.</p>		

<p>OE-4.4 Administer clear personnel rules and procedures for employees.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p>
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		Not Compliant
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Superintendent Interpretation:

- **Administer** shall mean to supervise or oversee that personnel rules and procedures are followed.
- **Clear** shall mean personnel rules and procedures are communicated and understood by employees as detailed in employee handbooks and appendices.
- **Rules and procedures** shall mean the applicable laws, Board, and District policies that communicate the employment expectations for all District personnel.

Board Indicator 1: By December 1st of each fiscal year, 95% of the District employees have signed and returned an acknowledgement form to affirm they received updated handbook and applicable appendices policies from the District Business and Human Resources office.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> Compliant Not Compliant
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Evidence:
No updated handbooks or appendices were released yet this year. All staff are given digital access to the Employee Handbook and Appendices upon hire, and it is posted to the Staff Only page throughout the year.

Board Comments:

OE-4.5 Effectively and consistently handle complaints and concerns according to processes defined in the employee handbook.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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Superintendent Interpretation:

- **Effectively handle** shall mean investigate and resolve promptly, accurately with consideration and professionalism.
- **Consistently** shall mean complaints and concerns are addressed according to the employee handbook and/or district policy.
- **Complaints and concerns** shall mean grievances or questions related to sexual harassment, discrimination claims, contractual violations, Board and District policies and procedures, and possible violations of state and federal laws.

<p>Board Indicator 1: 100% of complaints and grievances are resolved or handled in accordance with the employee handbook and/or District Policy.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:
The District followed the processes outlined in the Employee Handbook and/or District policy for addressing all staff complaints and grievances; District personnel policies are in compliance with state and federal law.

Board Comments:

<p>OE-4.6 Maintain accurate job descriptions for all staff positions.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Maintain** shall mean to keep current and accurate.
- **Accurate** shall mean job descriptions reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.

<p>Board Indicator 1: All job descriptions will be available to employees and for use by administrators during the hiring and evaluation processes.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:
Per the Employee Handbook, employees may request a copy of their current job description from Human Resources at any time.

<p>Board Indicator 2: All job descriptions are reviewed upon evaluation of an employee and prior to posting a position.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: The District requires that job descriptions be reviewed and updated, as needed, and prior to posting a vacancy.</p>		

<p>Board Comments:</p>

<p>OE-4.7 Protect confidential information.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Protect** shall mean to secure, keep safe, and preserve employee confidential information.
- **Confidential** shall mean access to employee information follows federal and state law, including Health Insurance Portability and Accountability Act (HIPAA).

<p>Board Indicator 1: 100% of documented reports of breach of confidentiality by the Business and Human Resources office have been thoroughly investigated and appropriate action taken.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: There were no documented breaches of confidential information by the Business Services/HR office in 2023-2024.</p>		

<p>Board Indicator 2: 100% of documented reports of breach of confidentiality by any District staff has been thoroughly investigated and appropriate action taken.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

There were no documented breaches of confidential information by District staff in 2023-2024.

Board Comments:

<p>OE-4.8 Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Competitive** shall mean District employment offers are commensurate with or higher than equivalent positions when compared to similar school districts.
- A **compensation plan** shall mean District salaries and benefits.
- **Highest quality in terms of attracting applicants** shall mean a candidate who meets the criteria of the position and the expectations of the hiring committee, supervising administrator or Superintendent.
- **Highest quality in terms of retention of employees** shall mean those who are evaluated as effective or higher based on the District's evaluation criteria.

<p>Board Indicator 1: The District will rank in the top 33% of salaries and fringe benefits for teachers when compared to CESA 1 peer districts.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p> <p>Not Available</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: Shorewood ranks in the 100th percentile for teacher salaries in CESA 1, and the average salary for Shorewood teachers is 17% higher than the statewide average.</p> <p>Sources: Frontline, compiled from DPI data, and Wisestaff.</p>		

<p>Board Indicator 2: The District will rank in the top 33% of salaries and fringe benefits for principals and assistant principals when compared to CESA 1 peer districts.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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	Not Available	
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Evidence*:
 Within CESA 1, Shorewood ranks in the 93% among assistant principals and 70% among principals salaries. School size is a significant driver of principal salaries. When compared with similarly-sized school districts, Shorewood ranks in the 94th percentile.

Board Indicator 3: The District will rank in the top 33% of salaries for all other applicable employee groups when compared to CESA 1 peer districts.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
	Not Available	

Evidence*:
 On average, Shorewood ranks in the top 16% (84th percentile) of salaries in CESA 1 for all other employee groups.

*All data are from DPI published reports, as compiled by Forecast5

Board Indicator 4: The District is within the top 33% in the least amount of employee out-of-pocket benefit contributions, both single and family, as compared to companies and school districts regionally.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant
	Not Available	

Evidence:
 There is no data source known to the District or our benefits consultants that provides comparable data on out of pocket contributions or percentile comparisons. Data is available on the premium contribution. In 2023, Shorewood contributed an average of \$1,884 towards employee premiums, compared to a CESA 1 average of \$1,851.

Board Indicator 5: 100% of employees that leave the district are offered an exit interview.	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence:
 The District offers an online exit interview survey to all staff separating from the District through School Perceptions. When staff notifies the HR department of their intent to separate from the District they are sent both the online exit interview survey and communication with the option to schedule an in-person exit interview. 100% of employees exiting the District were offered an exit interview either online or in-person.

<p>Board Indicator 6: An annual review of retention rates is comparable to peer districts.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p> <p>Not Available</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:
Overall, the District retained 87% of all staff (excluding retirements) and 90% of teachers. No data on peer district retention rates is available. A [2023 Wisconsin Policy Forum Report](#) found that, on average 11.5% of teaching positions turn over annually. Based on this, Shorewood’s teacher retention rate is similar to the statewide average.

Retention of support staff remains a challenge. 44% of Shorewood’s voluntary staff departures (excluding retirements) in 2023-2024 were hourly support staff positions, which area districts overwhelmingly cite as a significant issue.

Board Comments:

<p>OE-4.9 Consistent with the Superintendent’s own evaluation, evaluate all employee performance as outlined in the employee handbooks.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Consistent with the Superintendent’s own evaluation** shall mean that all employees are evaluated according to student learning outcomes as outlined in the results policies and operational expectations.
- **Evaluate** shall mean assessing through observations, goal setting and progress monitoring.
- **Achieving** shall mean that the employee performance contributes to accomplishing the Board’s goals.
- **Compliance** shall mean District employees are assessed on their ability to follow the board’s operational expectations as they apply to their job.

<p>Board Indicator 1: 100% of licensed personnel are evaluated through the state mandated evaluation system in their first three years and tri-annually thereafter.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

The District uses the Educator Effectiveness system to evaluate all licensed personnel in accordance with the state guidelines.

Board Indicator 2:
100% of non-licensed personnel are evaluated through a district created process annually.

Superintendent

Compliant

Not Compliant**Board**

Compliant

Not Compliant**Evidence:**

School-level staff are evaluated by the school leader on an annual basis. District staff are expected to be evaluated at least annually by their supervisor through both formal and informal evaluations; however, these evaluations have not been systematically collected or enforced. The District engaged our HR consultant to provide a recommendation for an evaluation process that is both feasible and effective.

Board Indicator 3:
90% of Student Learning Outcomes (SLO's) are created based off of the R-2 annual report for a teacher's grade/subject area.

Superintendent**Compliant****Not Compliant****Board**

Compliant

Not Compliant**Evidence:**

SLOs are aligned to both school and District goals annually.

Board Comments:

OE-4.10
Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.

Superintendent

Compliant

Compliant with Exceptions**Not Compliant****Board**

Compliant

Compliant with Exceptions

Not Compliant**Superintendent Interpretation:**

- **Qualified** shall mean employees have the required skills, knowledge, and/or license to perform their job responsibilities.
- **Trained** shall mean employees are given instructions, mentored, and given feedback.

<p>Board Indicator 1: 100% of new employees will participate in the district mentoring program during their first and second year of employment.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:
The mentoring program offers several options to support staff who are new to the District. Staff who are new to the profession are assigned a one-to-one mentor who meets with them regularly and is trained in using teaching tools focused on lesson planning, standards-aligned instructional strategies, self-reflection, and analysis of student work. Staff who have more than two years of experience teaching have the option to work with a one-to-one mentor or participate in a cohort with other new staff.

<p>Board Indicator 2: 75% of teachers in the mentor program will report they feel more trained than they did at the start of the year.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:
Due to the small number of mid-year and year-end Shorewood Induction Program (SIP) participant survey responses, the District is not able to provide adequate evidence for this Indicator.

<p>Board Indicator 3: The school district shall provide ongoing professional development pertaining to Cultural Competency</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:
Cultural competency is a major emphasis of school and district wide professional development, and all District staff participated in a “courageous conversations” professional development session that challenged staff to examine assumptions and biases through a variety of team activities in 2023-2024. Instructional staff also completed additional training in equitable practices and identity-relevant teaching and learning. Monthly equity PD reinforces and expands on these concepts.

Board Comments:

<p>OE-4.11 Maintain an inclusive 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.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Organizational culture** shall not only mean a climate in which staff members celebrate diversity among students, parents, staff, and community, expecting everyone to be equally respected and accepted, but also mean the behaviors and beliefs characteristic of a positive work environment.
- **Responsibly perform their jobs** shall mean fulfill their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.
- **Environment of professional support and courtesy** shall mean a respectful workplace free of hostility and void of harassment directed at a person’s race, color, national origin, religion, sex, age, disability, sexual orientation, genetic information or any other applicable status protected by federal, state or local law.

<p>Board Indicator 1: A staff survey will show that at least 85% of the staff who responded to the survey feel they are in a school/environment that allows them to work in an environment of professional support and courtesy.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence: School Perceptions Staff Survey Results
I am in a school environment that allows me to work in an environment of professional support and courtesy.
2024 Staff Survey results (n=143): Average 3.5; Agree 71.3%

<p>Board Indicator 2: 100% of complaints of hostility or harassment are addressed and resolved in a thorough and timely investigation.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:
Complaints of hostility or harassment are processed according to the guidelines outlined in the employee handbook and following Title IX protocol.

<p>Board Indicator 3: A staff survey will show that at least 85% of the staff who responded to the survey feel they are in a “good climate.”</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

I have flexibility to do my job the way I think is most effective.
2024 Staff Survey results (n=148): Average 3.9; Agree 83.1%

I feel supported by leadership when I make a decision.
2024 Staff Survey results (n=139): Average: 3.35; Agree 59.7%

Board Indicator 4:

A staff survey will show that at least 85% of the staff who responded to the survey feel they are in an “inclusive environment.”

Superintendent

Compliant

Not Compliant

Board

Compliant

Not Compliant

Evidence:

2024 Proxy question: I have healthy working relationships with my coworkers: (n=141) Average 4.16; Agree 92.9%

Board Comments:

OE-4.12

The Superintendent may not retaliate against an employee for initiating a legitimate complaint.

Superintendent

Compliant

Compliant with Exceptions

Not Compliant

Board

Compliant

Compliant with Exceptions

Not Compliant

Superintendent Interpretation:

- **Retaliate** shall mean to act in revenge.
- **Initiating** shall mean bringing a written document without coercion by an employee, supervisor or administrator.
- **Legitimate complaint** shall mean a written statement of all claims against the accused that is neither spurious nor false.

Board Indicator 1:

100% of employee complaints registered with the office of the Superintendent are investigated without any retaliation toward the reporting employee by the Superintendent.

Superintendent

Compliant

Not Compliant

Board

Compliant

Not Compliant

	4.13	86%	4.19	92%	4.03	84%	3.9	83%	4.13	86.4%	3.83	82.1%
Other Staff (n)	4.35	91% (34)	4.11	89% (35)	4.03	90% (29)	3.58	72% (32)	4.21	92.3% (39)	4.16	92.6% (27)
I feel supported by leadership when I make a decision. 2024 Staff Survey results (n=139): Average: 3.35; Agree 59.7%												
Teachers, Aides, Specialists	3.87	80%	3.92	82%	3.55	69%	3.6	74%	3.89	79%	3.25	57%
Other Staff (n)	4.24	91% (34)	4.03	83% (35)	3.64	70% (30)	3.23	59% (32)	3.95	79.5% (39)	3.92	70.3% (27)

Board Indicator 4: A staff survey will show that at least 85% of the staff feel they are in an “inclusive environment.”	<u>Superintendent</u>	<u>Board</u>
	Compliant	Compliant
	Not Compliant	Not Compliant

Evidence: School Perceptions Staff Survey Data I feel my ideas, opinions, and concerns are listened to by my colleagues. (2020-2023) 2024 Proxy question: I have healthy working relationships with my coworkers: (n=141) Average 4.16; Agree 92.9%										
	2020 (n=125)		2021 (n=87)		2022 (n=93)		2023 (n=95)		2024 (n=90)	
	Average	Agree	Average	Agree	Average	Agree	Average	Agree	Average	Agree
Teachers, Aides, Specialists	3.98	86%	3.87	86%	3.96	89%	4.11	92.3%	4.22	95.5%
Other Staff (n)	3.97	91% (34)	3.93	85% (27)	3.74	81% (31)	3.66	76.3% (38)	3.93	85.2% (27)