



**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 25, 2025**

**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 8 measures. Within four of the measures, the District was compliant with some, but not all, of the indicators. In some cases, this is due to a lack of data, which is discussed below.

During the 2024-2025 school year, the District continued its efforts to improve clarity and systems in human resources. In March 2025, a new employee handbook and appendices were released for all employee groups. While substantive changes to policies were not made, the new handbooks reflected greater consistency in policies across employee groups and with current practices. A new format also greatly improves the District's ability to maintain and update handbooks on an annual basis. New tools were also created to assist principals and other supervisors in ensuring that all employees receive an annual evaluation.

In an effort to better understand employee concerns and identify opportunities for improving employee retention and job satisfaction, the District's Human Resources Consultant, Teresa Smith, completed 1:1 "stay interviews" with 68 employees in the spring and summer of 2025. Three themes surfaced in these conversations - a desire for more communication, consistency, and training. Ms. Smith shared these themes with the leadership team and will be working with individual leaders throughout the year to help address these concerns.

#### **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**

Board Indicators 4.2.2 and 4.2.3 relate to the racial/gender makeup of staff. Increasing and measuring staff diversity are priorities, but the percentage of male vs. female employees is not a data point that indicates success with providing does not indicate success that is consistent with our goal. 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 has linked the School Perceptions survey presentations, which includes previous year score data 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:

- Ensure that all staff receive an evaluation in 2025-2026, leveraging our new tools;
- Continue prioritizing recruitment and retention of a staff that is reflective of our student population;
- Focus on internal communications to ensure transparency and the timely delivery of important information;
- Work with leaders across the District to improve consistency in employee practices across schools and departments; and
- Continue to 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:**

The Board accepts the Superintendent's OE-4 Monitoring Document as Compliant with Noted Exceptions. The specific exceptions are accurately stated in the Monitoring Document. The Board supports the District's recommendations for modifications to the OE-4 Monitoring Document, as presented in the Document.

The Board appreciates the District's identification of "Areas for Continuous Improvement" and encourages the District to prioritize those areas in the coming year.

**Signed: Nathan Hammons, Board President**

**Date: November 25, 2025**

**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><b>OE-4.1</b> 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><b>Superintendent</b></u></p> <p><b>Compliant</b></p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u><b>Board</b></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><b>Superintendent</b></u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u><b>Board</b></u></p> <p>Compliant</p> <p>Not Compliant</p>
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**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 2024-2025, 100% of new employees entering the District successfully cleared all background checks administered according to the established background check procedures.

<p>Board Indicator 2:  <b>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.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:** In 2024-2025, all prospective volunteers were 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 the 2024-2025 school year. Beginning in the 2025-2026 school year, all volunteers as well as other visitors are screened using the Raptor system, which screens each individual against a proprietary database of registered sex offenders and custom alerts.

**Board Comments:**

<p>OE-4.2  <b>Select only highly qualified and the best-suited candidates for all positions.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Compliant with Exceptions</b></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.

Board Indicator 1: <b>95% of all hires meet the certification requirements that are outlined in the vacancy description</b>	<u>Superintendent</u>  <b>Compliant</b>  Not Compliant	<u>Board</u>  Compliant  Not Compliant
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**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 (one teacher) and eligible to apply for and obtain a license.

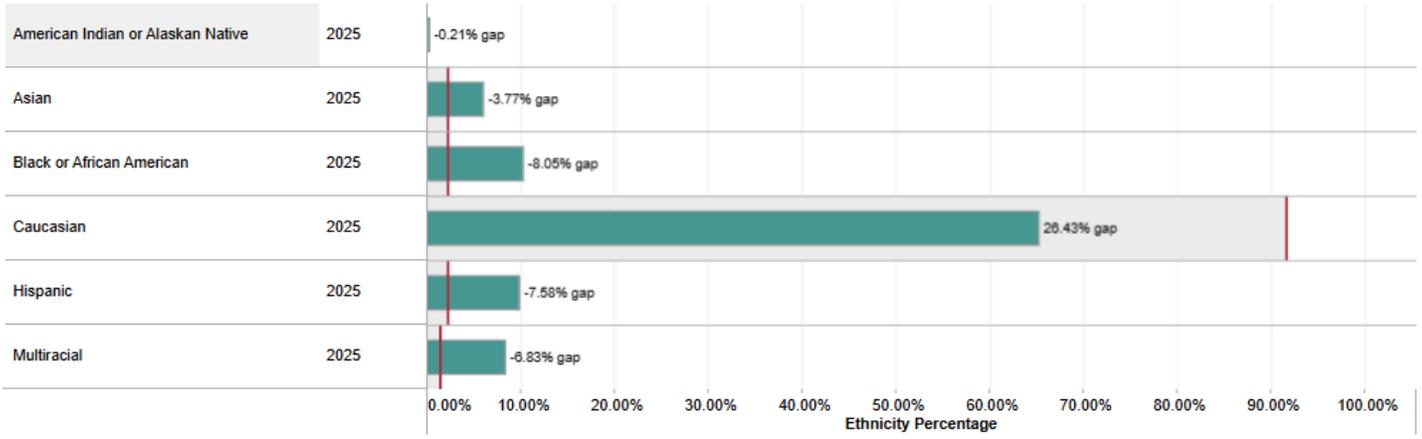
Board Indicator 2: <b>The racial makeup of the staff is similar (within 10%) to the racial makeup of the student body.</b>	<u>Superintendent</u>  Compliant  <b>Not Compliant</b>	<u>Board</u>  Compliant  Not Compliant
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**Evidence:**

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 (16.97%) and under-represented in all other groups. The difference between the percentage of students and the percentage of staff in each racial group except caucasian is less than 10%. Overall, 82% of staff are caucasian and 18% are staff of color.

Ethnicity	Year	Gap
American Indian or Alaskan Native	2025	-0.21% gap
Asian	2025	-1.90% gap
Black or African American	2025	-1.18% gap
Caucasian	2025	16.97% gap
Hispanic	2025	-6.92% gap
Multiracial	2025	-6.78% gap

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



85% of newly hired teachers for the 2025-2026 school year are white, which indicates that the racial gap will persist this year.

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

**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 aims to maintain 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:**

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

**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:  <b>Partner with University Systems and Educator Licensure programs to increase the teacher pipeline diversity.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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<p><b>Evidence:</b>  The District continued to use a number of methods to increase teacher, and overall staff, diversity in 2023-2024:</p> <ul style="list-style-type: none"> <li>● 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;</li> <li>● Maintaining the diversity of the District’s leadership team, which is instrumental to attracting and retaining talent; and</li> <li>● Networking informally; word-of-mouth candidate identification has proven successful in increasing the diversity of applicant pools.</li> </ul>
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<p>Board Indicator 2:  <b>All interviews for hiring employees include at least one “culturally responsive” question in the interview process.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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<p><b>Evidence:</b>  “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:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● How do you advocate for equity, diversity, and inclusion with community members, families, staff, and students?</li> <li>● 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?</li> <li>● How does your racial, gender, or class identity influence your leadership?</li> <li>● 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?</li> <li>● 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?</li> </ul>
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- 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:  <b>There will be professional development annually to support teachers in culturally responsive teaching practices.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  As shared in the OE 9 (Instructional Program) report, throughout the school year, staff engage in learning focused on creating inclusive and engaging environments where all students can see themselves in our curriculum, in our classrooms, and within the larger community. During the 2024-25 school year, staff used collaborative team time to co-plan instruction, design assessments, and analyze data to ensure that identity-relevant teaching and learning from professional development were impactful and transferred into daily practice with staff. Additionally, staff engaged in the following professional learning throughout the year; 6-8 math leveling up math support with Kentaro Iwasaki, Identity Relevant Teaching and Learning, SWIFT partnership with DPI and Amy Jablonski, Collaborative Team Workshop, Safe and Supportive Schools, Adult Learning Framework Strategies, and Specially Designed Instruction (SDI).</p>		

<p><b>OE-4.4</b>  <b>Administer clear personnel rules and procedures for employees.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></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:**

- **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.

<p>Board Indicator 1:  <b>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.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**  
All of the District’s employee handbooks were updated in 2025. As of the date of this report, 100% of staff have acknowledged receipt of the new handbooks.

**Board Comments:**

<p>OE-4.5  <b>Effectively and consistently handle complaints and concerns according to processes defined in the employee handbook.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></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:**

- **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:  <b>100% of complaints and grievances are resolved or handled in accordance with the employee handbook and/or District Policy.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></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><b>OE-4.6</b>  <b>Maintain accurate job descriptions for all staff positions.</b></p>	<p><u><b>Superintendent</b></u></p> <p><b>Compliant</b></p> <p>Compliant with          Exceptions</p> <p>Not Compliant</p>	<p><u><b>Board</b></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:  <b>All job descriptions will be available to employees and for use by administrators during the hiring and evaluation processes.</b></p>	<p><u><b>Superintendent</b></u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u><b>Board</b></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:  <b>All job descriptions are reviewed upon evaluation of an employee and prior to posting a position.</b></p>	<p><u><b>Superintendent</b></u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u><b>Board</b></u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**  
 The District requires that job descriptions be reviewed and updated, as needed, and prior to posting a vacancy.

**Board Comments:**

<b>OE-4.7</b> <b>Protect confidential information.</b>	<u><b>Superintendent</b></u>  <b>Compliant</b>  <b>Compliant with Exceptions</b>  <b>Not Compliant</b>	<u><b>Board</b></u>  <b>Compliant</b>  <b>Compliant with Exceptions</b>  <b>Not Compliant</b>
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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).

<b>Board Indicator 1:</b> <b>100% of documented reports of breach of confidentiality by the Business and Human Resources office have been thoroughly investigated and appropriate action taken.</b>	<u><b>Superintendent</b></u>  <b>Compliant</b>  <b>Not Compliant</b>	<u><b>Board</b></u>  <b>Compliant</b>  <b>Not Compliant</b>
<b>Evidence:</b> There were no documented breaches of confidential information by the Business Services/HR office in 2024-2025.		

<b>Board Indicator 2:</b> <b>100% of documented reports of breach of confidentiality by any District staff has been thoroughly investigated and appropriate action taken.</b>	<u><b>Superintendent</b></u>  <b>Compliant</b>  <b>Not Compliant</b>	<u><b>Board</b></u>  <b>Compliant</b>  <b>Not Compliant</b>
<b>Evidence:</b> There were no documented breaches of confidential information by District staff in 2024-2025.		

<b>Board Comments:</b>
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<p><b>OE-4.8</b>  <b>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.</b></p>	<p><u><b>Superintendent</b></u></p> <p>Compliant</p> <p><b>Compliant with Exceptions</b></p> <p>Not Compliant</p>	<p><u><b>Board</b></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:  <b>The District will rank in the top 33% of salaries and fringe benefits for teachers when compared to CESA 1 peer districts.</b></p>	<p><u><b>Superintendent</b></u></p> <p><b>Compliant</b></p> <p>Not Compliant</p> <p>Not Available</p>	<p><u><b>Board</b></u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:** Shorewood ranks in the 87th percentile for teacher salaries in CESA 1, and the average salary for Shorewood teachers is 15% higher than the statewide average. Districtwide, Shorewood ranks in the 67th percentile for fringe benefits (retirement, health, and life insurance) compared to CESA 1.

Sources: Frontline, compiled from DPI data, and Wisestaff.

<p>Board Indicator 2:  <b>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.</b></p>	<p><u><b>Superintendent</b></u></p> <p><b>Compliant</b></p> <p>Not Compliant</p> <p>Not Available</p>	<p><u><b>Board</b></u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence\*:**

Within CESA 1, Shorewood ranks in the 97% among assistant principals and 77% 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. Districtwide, Shorewood ranks in the 67th percentile for fringe benefits (retirement, health, and life insurance) compared to CESA 1.

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

On average, Shorewood ranks in the 57th percentile of salaries in CESA 1 for all other employee groups. These range widely by position and the experience level of the personnel in the position, which for many positions include only 1 person. The percentile for each position are reflected below.

Position	Percentile of Average Salary
Business Manager	59.26%
Director of Human Relations/Multicultural Education/Equity	33.33%
Director of Instruction/Program Supervisor	76%
Director of Special Education and/or Pupil Services	72.41%
District Administrator	43.33%
Guidance Counselor	93.33%
Library Media Specialist	36.67%
Program Coordinator	30.43%
Reading Specialist	52.63%
School Nurse	61.54%
School Occupational Therapy	38.46%
School Psychologist	62.07%
Speech/Language Pathologist	86.21%

Districtwide, Shorewood ranks in the 67th percentile for fringe benefits (retirement, health, and life insurance) compared to CESA 1.

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

<p>Board Indicator 4:  <b>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.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p> <p><b>Not Available</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**

There is no data source known to the District or our benefits consultants that provides consistent, comparable data on out of pocket contributions or percentile comparisons. An ad hoc collection of data from 11 North Shore school districts included data on out of pocket maximums. Of these schools, 7 had higher out of pocket maximums, 2 had the same maximums, and 2 had maximums that were lower. No data were available for a broader regional group.

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

Board Indicator 6: <b>An annual review of retention rates is comparable to peer districts.</b>	<u><b>Superintendent</b></u>	<u><b>Board</b></u>
	<b>Compliant</b>	<b>Compliant</b>
	<b>Not Compliant</b>	<b>Not Compliant</b>
	<b>Not Available</b>	

**Evidence:**

Overall, the District retained 86% of all staff (excluding terminations, layoffs, and 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 improved by 12%. 32% of Shorewood’s voluntary staff departures (excluding retirements) in 2024-2025 were hourly support staff positions compared to 44% in the prior year.

**Board Comments:**

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

**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:  <b>100% of licensed personnel are evaluated through the state mandated evaluation system in their first three years and tri-annually thereafter.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  The District uses the Educator Effectiveness system to evaluate all licensed personnel in accordance with the state guidelines.</p>		

<p>Board Indicator 2:  <b>100% of non-licensed personnel are evaluated through a district created process annually.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  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. Until the current school year, however, these evaluations were not systematically collected or enforced. New evaluation tools were provided to all staff with supervisory roles for the 2025-2026 school year. Completion will be monitored.</p>		

<p>Board Indicator 3:  <b>90% of Student Learning Outcomes (SLO's) are created based off of the R-2 annual report for a teacher's grade/subject area.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  SLOs are aligned to both school and District goals annually.</p>		

**Board Comments:**

<p><b>OE-4.10</b>  <b>Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></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:**

- **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.

Board Indicator 1: <b>100% of new employees will participate in the district mentoring program during their first and second year of employment.</b>	<u><b>Superintendent</b></u>  <b>Compliant</b>  <b>Not Compliant</b>	<u><b>Board</b></u>  <b>Compliant</b>  <b>Not Compliant</b>
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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.

Board Indicator 2: <b>75% of teachers in the mentor program will report they feel more trained than they did at the start of the year.</b>	<u><b>Superintendent</b></u>  <b>Compliant</b>  <b>Not Compliant</b>	<u><b>Board</b></u>  <b>Compliant</b>  <b>Not Compliant</b>
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**Evidence:**  
 79% of staff participating in the mentor program agreed or strongly agreed with the statement “The mentoring program provided me with valuable training.”

Board Indicator 3: <b>The school district shall provide ongoing professional development pertaining to Cultural Competency</b>	<u><b>Superintendent</b></u>  <b>Compliant</b>  <b>Not Compliant</b>	<u><b>Board</b></u>  <b>Compliant</b>  <b>Not Compliant</b>
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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 2024-2025. Instructional staff also completed additional training in equitable practices and identity-relevant teaching and learning. Monthly equity PD reinforces and expands on these concepts. The Director for Equity provided an annual update to the Board in September.

**Board Comments:**

<b>OE-4.11</b> <b>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.</b>	<u><b>Superintendent</b></u>	<u><b>Board</b></u>
	Compliant	Compliant
	<b>Compliant with Exceptions</b>	Compliant with Exceptions
	Not Compliant	Not Compliant

**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.

<b>Board Indicator 1:</b> <b>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.</b>	<u><b>Superintendent</b></u>	<u><b>Board</b></u>
	Compliant	Compliant
	<b>Not Compliant</b>	Not Compliant

**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.  
2025 Staff Survey results (n=125): Average 3.84; Agree 83%

<b>Board Indicator 2:</b> <b>100% of complaints of hostility or harassment are addressed and resolved in a thorough and timely investigation.</b>	<u><b>Superintendent</b></u>	<u><b>Board</b></u>
	<b>Compliant</b>	Compliant
	Not Compliant	Not Compliant

**Evidence:**  
Complaints of hostility or harassment are processed according to the guidelines outlined in the employee handbook and following Title IX policy and guidelines.

<b>Board Indicator 3:</b> <b>A staff survey will show that at least 85% of the staff who responded to the survey feel they are in a “good climate.”</b>	<u><b>Superintendent</b></u>	<u><b>Board</b></u>
	Compliant	Compliant

	<b>Not Compliant</b>	<b>Not Compliant</b>
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**Evidence:**  
 The 2025 Staff Survey (n=125) asks 11 questions related to the school environment. 85% or greater responded “agree” or “strongly agree” on only two of these questions. The average response across questions was 3.38.

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

**Evidence:**  
 2025 Proxy question: I have healthy working relationships with my coworkers: (n=119) Average 4.35;  
 Agree/Strongly agree 94%

**Board Comments:**

<b>OE-4.12</b> <b>The Superintendent may not retaliate against an employee for initiating a legitimate complaint.</b>	<u><b>Superintendent</b></u>	<u><b>Board</b></u>
	<b>Compliant</b>	<b>Compliant</b>
	<b>Compliant with Exceptions</b>	<b>Compliant with Exceptions</b>
	<b>Not Compliant</b>	<b>Not Compliant</b>

**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.

<b>Board Indicator 1:</b> <b>100% of employee complaints registered with the office of the Superintendent are investigated without any retaliation toward the reporting employee by the Superintendent.</b>	<u><b>Superintendent</b></u>	<u><b>Board</b></u>
	<b>Compliant</b>	<b>Compliant</b>
	<b>Not Compliant</b>	<b>Not Compliant</b>

**Evidence:**

There were no reports of retaliation of reporting employees for complaints registered with the office of the Superintendent.

**Board Comments:**

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