

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION WCSB BOARD RETREAT**

Thursday, December 17, 2020

5:00 PM

Heritage Elementary School LGA

501 South St.

Waunakee, WI 53597

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVAL OF AGENDA AND ADDITIONS

A motion will be necessary to approve the agenda as presented (or) with changes as recommended.

IV. THE SCHOOL BOARD RETREAT WILL FOCUS ON DIALOG AND DISCUSSION RELATED TO SCHOOL BOARD GOVERNANCE AND DISTRICT OPERATION AND WILL INCLUDE WORK IN THE FOLLOWING AREAS:

A. Goals of School Board Members

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The purpose of this agenda item is to:

- Review 2020 Goals
- Consider Board priorities for the next year.
Ideas for priorities that were shared by Board Members prior to the meeting include:
- Diversity, Equity, Inclusion
- District Branding and Logo Development

B. Superintendent/BOE Evaluation Timeline

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Attached please find the policy related to the Superintendent Evaluation. The purpose of this agenda item is to plan for and set a time for this evaluation process.

C. Board Communications with Stakeholder Groups

The purpose of this agenda item is to discuss communication with district stakeholder groups, both internal and external.

Regarding Internal Communications, the Board meets for a listening session with staff in each building in the fall. How have these listening sessions gone, what would you recommend to improve, and is there a need/interest to do additional listening sessions?

Regarding communication with the public, ideas that have been proposed to consider: community listening sessions, open meeting issues, types of connections with the community, and frequency of forums.

Other items related to communication?

D. Diversity, Equity, Inclusion

The purpose of this agenda item is to discuss the efforts related to Diversity, Equity, and Inclusion and the work of the associated ad hoc committee.

E. School Board Meeting Structure 41

The purpose of this agenda item is to discuss the structure and operation of Board Meetings. Areas that have been brought forward by Board Members as topics to discuss include:

- Board use of electronic equipment during BOE meetings
- Public Comments at Meetings
- Committee Meetings - YouTube
- Mission Statements
- Other?

Attached are select policies that relate to Board Operations and may serve as a springboard to dialog on pertinent topics.

F. Future Board Development

The purpose of this agenda item is to plan for future Board development needs.

V. SPRING HEALTH ASSESSMENTS FOR EMPLOYEES WITH DISTRICT FAMILY HEALTH INSURANCE 70

VI. ADJOURN

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

As a guide -- traditional timeline was as follows:

- * School Perceptions Survey and Open ended Questions due by February BOE meeting
- * Superintendent Eval & Priorities Eval given out at Feb BOE meeting and asked to be returned by end of March
- * After March BOE meeting Individual Reminder sent to each BOE member sharing what they still needed to turn in by the end of March.

BOARD SELF-EVALUATION AND GOAL SETTING PROCEDURES

Waunakee Community School District

153-
Board Rule 1
Page 1 of 1

Process

1. At the December board meeting, the Board President or designee will distribute the board self-evaluation instrument.
2. By the January meeting, Board members will independently evaluate the Board as a whole using the Board evaluation instrument. Each Board member makes comments as desired in completing the instrument.
3. At the January Meeting, the Board President or designee receives the evaluation instrument and prepares the annual summative report.
4. No later than the February meeting, the President or designee distributes the summative report to the Board members.
5. No later than the April Board meeting a session will be held to review and discuss the report and identify Board strengths and weaknesses based on the annual summative report.
6. The Board will set Board goals for the subsequent year based on the self-evaluation.
7. The Board will evaluate their progress against these goals in October.

Adoption/Revision Dates:

August 2000

January 2002

September 2011

May 2020 (redesignated from policy 152 to 153-Board Rule 1)

BOARD SELF-EVALUATION AND GOAL SETTING

Waunakee Community School District

Policy 153

Page 1 of 2

The Board of Education believes it can benefit substantially from an evaluation of its own functioning and performance in light of the vision, strategic priorities, and specific goals that have been established for the District as a whole. Further, just as the Board believes that every programmatic, instructional, and operational area of the District should establish and monitor area goals that are aligned with District-wide goals and priorities, the Board can also benefit from establishing and monitoring progress toward specific goals that the Board sets for itself.

In the absence of a self-evaluation and goal-setting process and timeline that has been expressly adopted by the Board as a whole, the Board directs the Superintendent and Board President (1) to include the Board's self-evaluation and Board goal-setting processes on the agenda and notice of at least one Board meeting each school year, and (2) to prepare and present to the Board one or more proposals or recommendations for a process that the Board may use to conduct a self-evaluation and to establish, review, and/or revise Board goals. From that point, the Board as a whole has the responsibility to determine the extent to which the Board will approve and implement a specific self-evaluation and/or goal-setting process.

In presenting process proposals or recommendations to the Board, the Superintendent and Board President should be prepared to address the extent to which a proposal or recommendation leads to an evaluation of the progress being made in the following areas:

- The extent to which the Board has approved and sufficiently communicated a vision, current strategic priorities, and key District-wide goals.
- The extent to which the District's leadership team has an accountability plan in place with identified accountability measures (1) that are linked to student achievement whenever appropriate, and (2) that the Board is assessing on a timely basis in order to determine progress in areas of direct Board oversight and responsibility.
- An assessment of how well the Board's own operational policies, processes, and practices (e.g., policy-making and other key decision-making processes, board meetings, etc.) are functioning.
- The status of the Board-Superintendent relationship, including the extent to which (1) the Board is fostering and contributing to a cohesive leadership team that is focused on common priorities and goals, and (2) the members of the District's leadership team are mutually comfortable with how the Board understands and performs its role and responsibilities in light of administrative roles and responsibilities.
- The extent to which the Board is (1) fostering strong and collaborative connections with different stakeholder groups in the local community; (2) acting as a strong advocate for the District and its students in the community; and (3) acting as a strong advocate for the District and its students with legislators and other officials.
- The availability and value of Board development activities, including the orientation of new Board members to their role and duties.

The goals that the Board sets for itself, and any Board-development activities that may be planned to help achieve Board goals, should generally be an outgrowth of the Board's self-evaluation(s).

BOARD SELF-EVALUATION AND GOAL SETTING

Waunakee Community School District

Policy 153

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Legal References:

Wisconsin Statutes

[Section 120.12](#) [a partial list of school board duties]
[Section 120.13](#) [a partial list of school board powers]

Cross References:

WASB PRG 153 Sample Policy 3

Adoption/Revision Dates:

May 2020

Waunakee Community School District Logos



WAUNAKEE

WARRIORS



Waunakee Community School District





Soccer











Waunakee Community School District

Committed to Children . Committed to Community . Committed to Excellence



Waunakee Community School District

Committed to Children . Committed to Community . Committed to Excellence



Waunakee Community School District



Waunakee Community School District



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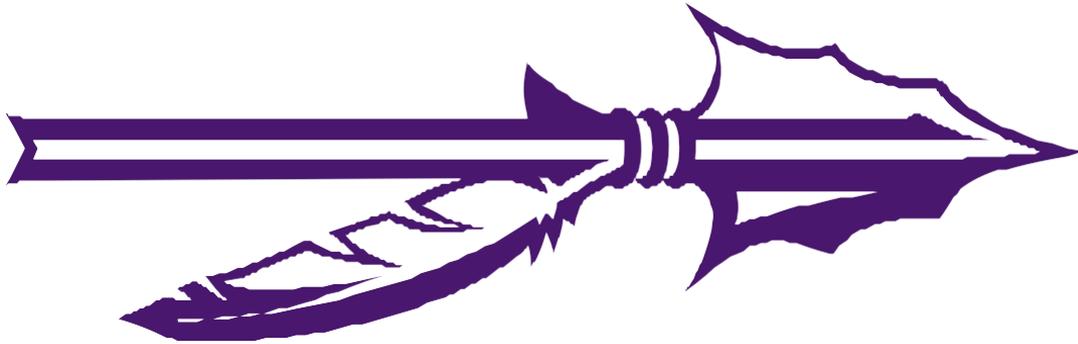
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WAUNAKEE COMMUNITY SCHOOL
Managing Growth, One Step at a Time.





Waunakee Football





Girls Soccer Boosters



Boys Hockey Boosters



Boys Soccer Boosters

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Waunakee Community School District Superintendent Evaluation Forms

Part I: Performance Standards

Instructions:

1. Attached are forms to be completed by each board member rating each of the eight (8) performance standards. A separate page is provided for each performance standard.
2. Each board member should rate all eight of the standards. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
3. **Ratings do not have to be whole numbers. If a member thinks a 2.5 or 3.7 is representative of their rating, that is acceptable.**
4. Your comments in support of your rating will be helpful during the preparation of a summary evaluation form.
5. Please return your completed forms to the board chair or designated representative for compilation. The designated representative or chair will compile the results on a preliminary summary evaluation form.
6. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board – or – the board and superintendent will meet in executive session to discuss the evaluation results and begin to identify priorities for the following year.
7. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice when evaluating the superintendent.

Current practice has been for an annual joint evaluation/planning meeting to review results & the compiled summary report in closed session, without a prior meeting of board members. The board can schedule a special meeting to discuss the superintendent's job performance in closed session at any time of the year deemed necessary, with or without the superintendent present, with a summary report of such meeting prepared and shared with the superintendent for review and discussion by the board chair or designated representative(s). In such cases, it is recommended the board seek the advice of legal counsel.

Policy 225

Standard 1: VISIONARY LEADERSHIP

The superintendent is an educational leader who promotes the academic success and well-being of each student by facilitating the development, articulation, implementation and advocacy of a vision of learning that is shared and supported by all.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission;
- 1.2 Collects and uses data to identify strategic priorities/goals, assess organizational effectiveness, and promote organizational learning;
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement; and
- 1.5 Monitors and evaluates progress and revises plans.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
<p>Little or no evidence exists of a district vision implemented in the work of the district.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the district stands for.</p>	<p>References the district vision and is beginning to develop a strategic plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates new ideas to support the vision.</p>	<p>Articulates the vision and strategic plan of the district in writing and speech.</p> <p>Works to create strategic alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school.</p> <p>The district vision is focused on academic success and the well-being of each student.</p>	<p>Articulates a clear and coherent vision and strategic plan for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student success and articulates the excellence that distinguishes student achievement throughout the district.</p>
<p>Rating: _____ Comments:</p>			

Standard 2: ETHICAL LEADERSHIP

The superintendent integrates principles of cultural competency and equitable practice and promotes the academic success and well-being of each student by acting with integrity, fairness and in an ethical manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 2.1 Ensures a system of accountability for each student’s academic and social success;
- 2.2 Models principles of self-awareness, reflective practice, transparency, ethical and professional behavior;
- 2.3 Safeguards the values of democracy, equity and diversity;
- 2.4 Ensures individual student needs drives all aspects of leadership and learning.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
<p>Actions and intention are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by their word.</p> <p>Is not self-aware and does not reflect on their practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.</p>

Rating: _____ Comments:

Standard 3: COMMUNICATIONS & COMMUNITY RELATIONS

The superintendent promotes the academic success and well-being of each student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community as-a-whole, responding to community feedback and building community support for and engagement with the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 3.1 Develops formal and informal techniques to gain internal and external perceptions of district;
- 3.2 Demonstrates effective communication skills (written, listening, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);
- 3.3 Promotes stakeholder involvement, engagement and participation in the process of education;
- 3.4 Establishes effective school/community relations, school/business partnerships and public service;
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
<p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the district.</p> <p>Not aware of the undercurrents with staff or the school environment.</p>	<p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out-of-the-loop.</p> <p>Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p>	<p>Keeps staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is seen as clear and effective.</p> <p>The majority of staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p> <p>Has influence in the school, district and beyond in supporting student academic success & well-being.</p>

Rating: _____ Comments:

Standard 4: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for each student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and understands the impact on student achievement when board & superintendent work together in a collaborative and systematic way.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 4.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- 4.2 Establishes procedures for superintendent/board interpersonal and working relationships and provides information and resources the board needs to perform its responsibilities;
- 4.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- 4.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
<p>Not engaged in work related to policies nor enforces district policies.</p> <p>Behavior indicates a lack of value in a healthy working relationship with the board.</p> <p>Does not engage the board in the work of advancing organizational goals and priorities.</p>	<p>Engages minimally in policy work.</p> <p>Unevenly or inequitably enforces policies.</p> <p>Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.</p> <p>Unevenly engages the board in the work of advancing organizational goals and priorities.</p>	<p>Fully engaged in policy work.</p> <p>Appropriately and equitably enforces policies.</p> <p>Demonstrates reasonable value of a healthy working relationship with the board.</p> <p>Effectively engages the board in the work of advancing organizational goals and priorities.</p>	<p>Develops an exemplary system of policy consideration and revision.</p> <p>The district takes pride in the equitable enforcement of district policies.</p> <p>Proactively and effectively engages the board in the work of advancing organizational goals and priorities.</p>

Rating: _____ Comments:

Standard 5: CURRICULUM PLANNING / DEVELOPMENT

This standard addresses the superintendent’s skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for teaching and learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

The superintendent:

- 5.1 Develops curriculum design and delivery systems based on content and assessment standards and best practices;
- 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;
- 5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;
- 5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming;
- 5.5 Assesses student progress using a variety of appropriate techniques;
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum and assessments to ensure alignment of curriculum, instruction and assessment.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p>	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses customized learning, but execution is uneven, unclear and chaotic.</p>	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to align curriculum to standards.</p> <p>Puts in place systems to customize instruction to students.</p>	<p>Continuously stresses the importance of quality teaching and learning as the organization’s primary strategic objective.</p> <p>Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically.</p> <p>Creates clear and systemic systems curricular alignment to standards that result in curricula and assessments of exceptional quality.</p> <p>Establishes individualized learning systems, where appropriate.</p>
<p>Rating: _____ Comments:</p>			

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. The superintendent promotes the academic success and well-being of each student by sustaining a positive, supportive, collaborative district culture and instructional program conducive to student learning and staff professional growth.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 6.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations;
- 6.2 Establish a supervision & evaluation system for teaching staff.
- 6.3 Develops the instructional and leadership capacity of staff;
- 6.4 Maximizes time spent on instruction;
- 6.5 Promotes the use of the most effective and appropriate technologies to support teaching and learning; and
- 6.6 Monitors and evaluates the impact of instruction.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
<p>No performance evaluation system is in place and/or not all evaluations have been completed as required.</p> <p>Staff development isn't consistently provided. Staff members are responsible for their own improvement.</p> <p>School improvement efforts are limited. There is no comprehensive plan in place.</p> <p>There is little to no focus on instruction. Technology is not utilized in classroom instruction.</p>	<p>Evaluations are completed but not entirely in compliance or are inconsistent with state law.</p> <p>Staff development programs are offered based upon available opportunities.</p> <p>School improvement plans are in place at the building level but lack district-wide coordination.</p> <p>Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.</p>	<p>Evaluations are completed in a timely manner. Some less than "effective" staff lack individualized development plans.</p> <p>Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.</p> <p>School improvement plans are in place at all buildings and align to the district-wide goals.</p> <p>Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning.</p>	<p>Performance evaluation system in place that is in compliance with state law. Required evaluations completed. Necessary development plans in place. Evaluations are consistent across district.</p> <p>Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.</p> <p>School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.</p> <p>Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.</p>

Rating: _____ Comments:

Standard 7: EFFECTIVE ORGANIZATION MANAGEMENT

The superintendent promotes the academic success and well-being of each student by ensuring overall management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 7.1 Monitors and evaluates the management of operations and administrative systems;
- 7.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 7.3 Promotes and protects the welfare and safety of students and staff;
- 7.4 Develops the capacity, opportunities & support for staff leadership;
- 7.5 Ensures teacher and organizational time is focused to support quality instruction and student success.
- 7.6 Gathers & analyzes data to inform decision making and for making recommendations to the board.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
<p>Management of the operations of the district is poor or non-existent.</p> <p>The district is disorderly, disorganized and there is a feeling that the district is “out-of-control.”</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.</p>	<p>Expectations for staff and students are inconsistent and not well known.</p> <p>The daily operating procedures are occasionally followed but are frequently changed.</p> <p>The budget does not support the district’s priorities and budget category limits are not always followed.</p>	<p>Establishes a clear set of operating procedures for effective operation of the district.</p> <p>Discipline of students is handled fairly and consequences are used to maximize student learning.</p> <p>Students and staff are held accountable for their performance and conduct.</p> <p>The annual budget is adhered to with only approved variances.</p>	<p>Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student’s learning.</p> <p>Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance.</p> <p>Students and staff hold each other accountable for high quality performance.</p> <p>Develops and manages a budget that maximizes the learning goals of the district.</p> <p>Supportive partnerships are developed and managed to enhance learning experiences.</p>

Rating: _____ Comments:

Standard 8. RESOURCE MANAGEMENT

Standard #7 focuses on overall management of the organization and expectations. In this standard, the superintendent effectively organizes and manages operational aspects of the district - including finance, human resources, food services, transportation, maintenance and facilities and other outside agencies - so that students are able to attend and learn in quality environments staffed by quality professionals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 8.1 Demonstrates use of system and staff evaluation data for HR policies, decision-making, promotion of career growth and professional development;
- 8.2 Identifies and applies appropriate polices, criteria and processes for the recruitment, selection, induction, retention and separation of personnel with attention to issues of equity and diversity;
- 8.3 Makes sound fiscal decisions, in line with the organization’s strategic goals, and establishes clear and transparent systems of fiscal control and accountability.
- 8.4 Coordinates with social agencies & human services to help students grow & develop as caring informed citizens

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
<p>Does not effectively manage or appropriately staff operational aspects of the organization, resulting in poor quality and/or unsafe services and learning environments for staff and students.</p> <p>Irresponsibly and imprudently manages the fiscal aspects of the organization.</p>	<p>Unevenly manages and staffs the operational aspects of the organization, resulting in situations where poor quality learning environments and/or unsafe situations arise for staff and students.</p> <p>Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.</p>	<p>Puts in place systems and staff so that environments are conducive to learning and are consistently safe.</p> <p>Makes sound fiscal decisions in line with the organization’s strategic goals and establishes clear and transparent systems of fiscal control and accountability.</p>	<p>Puts in place systems that create environments that inspire learning and that are highly reliably safe.</p> <p>Makes quality fiscal decisions in line with the organization’s strategic goals that are innovative and will move the district forward-</p> <p>Clear and transparent systems of financial control and accountability are universally followed.</p>

Rating: _____ Comments:

PERFORMANCE EVALUATION OF ADMINISTRATIVE PERSONNEL

The Board of Education recognizes continuous evaluation as one of the key factors contributing to the improvement of education and operation of the school system. A process shall be established whereby written performance evaluations are conducted and updated annually for all administrative positions. Performance evaluation will be based on the Board adopted job description for each position contained in Board policies. The Board and administrative team shall cooperatively develop and annually update an evaluation instrument to meet the needs of the Board in fairly assessing the administrative staff. This process shall be outlined in a District handbook for administrators.

The superintendent will be responsible for supervising the performance evaluations of the administrative staff. The superintendent shall further submit to the Board at least five months prior to the expiration of administrative contracts, his/her summary of the evaluation of the performance of each administrative employee.

This summary shall take place at a January Board meeting. Individual administrators will be informed of any contemplated Board action related to their individual contract before the last day in January. Wisconsin statutes will be followed by the district in its administrative contract renewal processes.

By January of each year, the Board of Education will devote a personnel session to an evaluation of the superintendent's performance (with the superintendent present). There shall be a formal written evaluation developed as a result of this session based on the superintendent job description.

Following this evaluation, the Board may extend the superintendent's contract. If the Board declines to do so, the superintendent will have the remaining time on his/her contract.

Wisconsin statutes will guide the District in its administrative contract renewal process.

Legal Ref.: 118.24 Wis. Stats.
121.02(1)(q)
PI8.01(2)(q) Wis. Administrative Code

Cross. Ref.: All Administrative Job Descriptions Policies 230-259
231, Superintendent (Job Description)

Adopted: 10/11/82 and 9/14/81

225 continued

Revised: 4/22/91
March 1994
January 2002

Waunakee Community School District

The Board of Education shall elect a President, Vice President, Clerk, and Treasurer from among its members to serve as officers of the Board.

Election and Term of Office. Board officers shall be elected by the Board annually at an organizational meeting of the Board that is held on or within 30 days after the 4th Monday in April.

Secret ballots may be used to conduct the voting for the election of Board officers. Unless the Board proceeds in a different order of selection (pursuant to a specific motion or without any objection being raised by an individual Board member), the officers will normally be elected in the following order: President, Vice President, Clerk, and Treasurer. Voting for any of the officers shall continue, at the same meeting or at a timely subsequent meeting, until a successor to the current officer is elected by a majority vote.

A Board member elected as an officer is deemed to have accepted the appointment and the duties of the position unless, immediately after the result of the Board's vote to elect such person is known, the person verbally states at the meeting that they refuse to serve in the capacity of such officer. Such an immediate refusal to serve voids the election of such person as an officer, and the Board shall continue to vote to attempt to fill the officer position. Provided that the officer remains a member of the Board, and unless the Board expressly specifies otherwise in the process of electing its officers, the regular term of a Board officer normally lasts from the date of his/her election until the date that the Board elects a successor.

Vacancies in Board Officer Positions. In the event of a vacancy in a Board officer position, the Board may fill the vacancy by majority vote, and the person selected shall normally serve in the position until the subsequent election of a successor at an annual organizational meeting, as outlined above. When a vacancy in a Board officer position arises because the former officer is no longer a Board member, the Board fills the vacancy in the officer position independently of filling any vacancy on the Board itself.

Temporary Disability or Absence. The Vice President shall automatically carry out the duties and responsibilities of the President in the event of the President's temporary absence or temporary inability to serve in his/her capacity as President. If any other Board officer is temporarily unable to discharge the duties of the office due to disability or absence, the Board may make a temporary appointment in a manner consistent with applicable state law.

Removal of Board Officers. The removal of any Board officer from his/her position as an officer prior to the Board's election of a successor via the annual reorganization process shall be handled in accordance with the requirements of state law.

Duties, Powers, and Limited Delegation. Each Board officer is responsible for ensuring the performance of such duties as are assigned to the position by state law. Each officer shall also be responsible for the performance of any duties, and may exercise such discretionary powers, as the Board assigns to the officer.

To the extent consistent with applicable law, the Board authorizes the Board officers to delegate the actual performance of delegable duties to one or more District employees. The individual officer shall coordinate all such delegation of the performance of specific actions through the

Superintendent. In the event the officer and the Superintendent are unable to resolve to their mutual satisfaction any concerns about such delegated actions, the officer or the Superintendent shall arrange for the Board to consider and attempt to resolve the concerns. Board officers should be aware that the delegation of the performance of a legal duty does not transfer all legal responsibility and liability to the delegee.

Legal Reference

Wisconsin Statutes

Section 17.13	[removal of officers]
Section 19.88(2)	[election of officers by secret ballot]
Section 120.05	[election of board officers in common and union high school districts; temporary absence or disability of an officer]
Section 120.06	[partial identification of clerk duties related to school board elections]
Section 120.15	[partial list of board president duties]
Section 120.16	[partial list of board treasurer duties]
Section 120.17	[partial list of board clerk duties]
Section 990.001(9)	[acts by agents]

Cross References:

WASB PRG 141 Sample Policy 4

Adoption/Revision Dates:

May 2020

DUTIES OF BOARD OFFICERS

Waunakee Community School District

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Duties of President

The president will:

1. Preside at all meetings of the Board of Education.
2. Decide all questions of parliamentary order, subject to an appeal by any Board member.
3. Sign all documents on behalf of the Board.
4. Appoint all Board committees.
5. Bring before the Board from time to time, whatever business may require its attention.
6. Perform such other duties as may be assigned by the Board or required by law.
7. Represent the Board in any representative capacity not otherwise delegated to district staff or district administration.

Duties of Vice President

1. Perform the duties assigned to the President in the event of their absence or inability to act.

Duties of Clerk

The Clerk will:

1. Perform duties as required by law.
2. Attend regular meetings of the Board and cause a complete and accurate record to be kept of all proceedings of Board meetings.
3. Receive all communications addressed to the Board and report the same to the Board.
4. Sign all documents which obligate the Board in any respect and letters which advise of any obligations of the Board, unless otherwise delegated by the board on policy.
5. File and preserve all reports, resolutions, and documents in a manner convenient for reference and deliver these to his/her successor.
6. Serve or cause to serve all required notices.

Duties of Treasurer

DUTIES OF BOARD OFFICERS

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Waunakee Community School District

The Treasurer will:

1. Perform duties as required by law.
2. Provide for the application for, receive and sue for all money appropriated to or collected for the school district and disperse the same in accordance with state statutes.
3. Provide for entering into district account books all money received and disbursed by the district specifying the source of the funds, the person to whom paid and the object for which payment was made.
4. Present to the annual meeting a written statement of all money received and disbursed during the preceding year.
5. Provide for the immediate deposit of funds received by the district in the name of the district in a public depository designated by the Board.
6. Provide for the withdrawal of school district funds in savings or time deposits by written transfer order in accordance with state statutes.

Adoption/Revision Dates:

5/10/82

March 1994

January 2002

May 2020 (redesignated as 141-Board Rule 1; formerly Policy 141)

APPOINTMENT OF BOARD MEMBER REPRESENTATIVES

Policy 144

Waunakee Community School District

Page 1 of 1

For purposes of this policy, a Board appointment occurs when the Board of Education, or an expressly authorized designee, selects a member of the Board to fulfill a specific role or position other than serving as a Board officer or as a member of a committee that has been created or authorized by the Board. A Board appointee may serve, for example, in an information gathering role, as the Board's official representative to a particular body, group, or organization, or as a designated liaison or point of contact for a particular body, group, or organization.

The Board President may recommend a particular Board member to fill an appointment, but may make the actual appointment only if (1) state law or the Board has expressly delegated such authority with respect to the specific appointment, or (2) the Board President determines that it is necessary to temporarily fill a vacancy pending a formal Board decision to fill a vacant appointment. The Board may also designate a specific alternate for any Board appointment at its discretion.

A Board appointee serves in his/her designated role at the pleasure of the Board until the earlier of the date that (1) any specific term of appointment expires, (2) the appointee is replaced, (3) the Board removes the appointee, (4) the appointee is no longer serving as a Board member, or (5) the appointee resigns from the appointment as communicated in writing to the Board Clerk and Board President.

Where an appointee's role requires the appointee to provide formal or informal input to a project or decision on behalf of the Board/District, the appointee is expected to take action that is consistent with any specific or general direction that the Board has provided. Where the Board has not provided any such direction, or where circumstances have materially changed since the Board provided such direction, the appointee is expected to use his/her best judgment to determine if it would be practical for the decision in question to be deferred to a later date or, if impractical to defer the decision, to act in accordance with the best interests of the District while keeping the remaining Board members informed of the relevant issue(s).

Legal References:

Wisconsin Statutes

Section 66.1105(4m)(ae)1.	[school district representative to tax incremental joint review board]
Section 116.02	[annual designation of CESA representative; annual convention of representatives]
Section 120.13(16)	[authorizing school board's membership in an organization of Wisconsin school boards]

Cross References:

WASB PRG 144 Sample Policy 1

Adoption/Revision Dates:

May 2020

One of the Board of Education's important functions is to serve as an advocate for the District and all of its students, and, more generally, as an advocate for public education and educational excellence and equity. The Board's advocacy role encompasses intra-district and local community responsibilities, and it also extends beyond the District to include regional, state, and even national concerns.

Advocacy activities are attempts to engage and communicate effectively with others. Advocacy activities have varied purposes and include activities that aim to collaborate, promote, influence, persuade, listen, problem-solve, or simply inform.

The Board intends to work with the Superintendent on identifying and implementing advocacy initiatives that foster:

- Student engagement
- Parent engagement
- Staff engagement
- Community engagement
- Institutional engagement (e.g., businesses, other schools, institutions of higher education, etc.)
- Legislative/public policy engagement (e.g., connecting with elected representatives, the Department of Public Instruction, relevant state and federal agencies, other units of local government, etc.)

Notwithstanding that the Board and District will pursue many formal and planned advocacy activities, the Board also recognizes that opportunities for effective advocacy and engagement are presented in many day-to-day interactions and communications. The Board will rely on its individual members and expects all District employees to use both formal activities and informal interactions to build positive and collaborative relationships with the District's various stakeholder groups.

The Board authorizes and encourages the Superintendent and Board President to structure portions of Board meetings as advocacy opportunities, including by showcasing particular student accomplishments, District programs, and District partnerships and by using meeting time to identify and address legislative and other advocacy opportunities. The Board will also consider the extent to which standing or ad hoc committees might be utilized to further the Board's advocacy and engagement goals. For example, the Board may build such goals into a specific charge that is given to one or more committees.

Specifically related to legislative and public policy issues, the Board seeks to both proactively and reactively engage and advocate on behalf of the District and its students with lawmakers, agency personnel, and other government officials. On matters of common concern, the Board will leverage the resources and activities of interest-based collaborations and of regional and state-wide associations that are pursuing shared interests and objectives.

In the performance of their duties and regardless of their personal views, those individuals who are authorized to act as spokespersons for the express purpose of advocating District interests and Board positions to lawmakers, agency personnel, and other government officials shall convey such interests and positions in a manner that is consistent with any specific or general

direction that has been given by the Board. The authorized spokespersons shall likewise adhere to any limitations on their authority as may be specified by the Board.

In pursuing the Board's legislative and public policy advocacy goals, neither the Board nor any District employee or authorized agent of the Board, while acting in his/her official District capacity, may (1) campaign for or against any particular candidate(s) in an election; (2) use District funds to make contributions to any candidate or political committee; or (3) use any public resources for any other political purpose that is prohibited by law.

Legal References:

Wisconsin Statutes

[Sections 13.61 to 13.65](#)

[state lobbying laws]

[Section 120.13](#)

[a general grant of authority to do all things reasonable to promote the cause of education and a partial list of specific school board powers]

Cross References:

WASB PRG 154 Sample Policy 1

Adoption/Revision Dates:

May 2020

Policies of the Board of Education

Series 100: Board of Education

BOARD MEMBER AUTHORITY

161

Official Board of Education action may be taken only when the Board is in legal session. Individual Board members may exercise their authority over District affairs only as they vote to take action at a legal meeting of the Board. An individual member, including the President, shall have power only when the Board, by vote, has delegated authority to him/her or has been authorized by the law.

The Board shall make its members, the District staff, and the public aware that except as otherwise specifically provided; only the Board has authority to take official action.

Legal Ref: Sections 120.15 Wis. Stats
 120.16
 120.17

Cross Ref: 141, Board Officers
 165, School Board Member Ethics
 165.1, Board Member Conflicts of Interest
 224, Board – Administrator Relations

Adopted: 5/10/82

Revised: March 1994
 January 2002

Waunakee Community School District

SCHOOL BOARD MEMBER ETHICS

165

Members of the Waunakee School District Board of Education, as student advocates, pledge to maintain the highest standards of ethical behavior as follows:

LAWS AND REGULATIONS: To honor all national, state, and local laws and regulations.

MUTUAL RESPECT: To encourage the open-minded exchange of ideas and opinions in a conscientious, courteous manner.

TRUST: To build relationships through open, direct communication as part of the educational team and as a leader responsible to the community.

CHARACTER: To model integrity in all matters and to be upright in the performance of their duties and responsibilities as board members.

RESPONSIBILITY: To be accountable for guiding the decision making process that impacts on students, staff, school board and the community.

HONESTY CREDIBILITY, TRUTHFULNESS: To establish and maintain a high level of honesty, credibility, and truthfulness in all matters dealt with by the Board of Education.

Board of Education members should possess various qualities as representatives of the citizens of the Waunakee Community School District. Each member shall endeavor to work to uphold the following ideals:

1. To devote time, thought and study to the duties and responsibilities of a Board member so that effective and creditable service may be rendered.
2. To base personal decisions upon all available facts in each situation; to vote an honest conviction in every case, unswayed by partisan bias of any kind; thereafter, to abide by and uphold the final majority decision of the Board.
3. To remember at all times that the individual has no legal authority outside the meetings of the Board, and to conduct relationships with the school staff, local citizenry and all media of communication on the basis of this fact.

4. To resist every temptation and outside pressure to use the position of Board member for personal benefit or to benefit any other individual or agency apart from the total interest of the School District.
5. To recognize that it is an obligation of the Board to understand and evaluate the educational program of the schools as well as to plan for the business of school operation.
6. To bear in mind under all circumstances that the primary function of the Board is to establish the policies by which the schools are to be administered, but that the administration of the educational program and the conduct of school business shall be left to the employed superintendent and his/her professional and support staffs.
7. To welcome and encourage active cooperation by citizens, and community organizations with respect to establishing policy on school operations.

Cross Ref: 165.1, Board Member Conflicts of Interest

Adopted: May 1982

Revised: April 1991
March 1994
September 1994
March 2000
January 2002

Waunakee Community School District

REGULAR AND SPECIAL BOARD MEETINGS

Waunakee Community School District

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Regular School Board Meetings

A regular meeting of the Board of Education is any Board meeting that is scheduled (or rescheduled) by a formal action of the Board, including any vote that directs the holding of a Board meeting and any vote that adopts a policy or schedule that directs the holding of one or more Board meetings.

Except as otherwise determined or modified by the Board, and except that no regular meeting shall be deemed scheduled by this paragraph on a legal holiday on which the District's administrative offices are also closed, the Board will hold regular meeting(s) at least once a month as follows: on the second Monday of each month at 7:00 p.m.

Special School Board Meetings

A special Board meeting is a meeting initiated by an individual Board member as provided by state law and this paragraph. A special meeting shall be held upon the written request of any Board member. The request shall be filed with the Board Clerk or, in the Clerk's absence, the Board President. Such a request may be filed directly with such officer or at the Office of the Superintendent with a copy provided to such officer. The individual requesting the meeting is responsible for confirming that the request has been received as intended.

The Board officer receiving the written request, or his/her designee, shall ensure that every member of the Board receives written notice of the time and place of any special meeting at least 24 hours prior to the meeting. The written notice may be delivered personally to the Board member, delivered to the Board member's usual residence, or mailed by 1st class mail to the Board member at his/her usual residence in time to arrive at least 24 hours prior to the meeting. However, the requirement of providing each Board member with advance, written notice of a special meeting does not apply and is deemed waived if each Board member consents to holding the special meeting by either:

1. Personally attending the special meeting and consenting; or
2. Providing written consent even though the Board member does not personally attend the special meeting.

Provisions Applicable to All Board Meetings

All Board meetings shall be preceded by appropriate notice, in accordance with state law requirements and Board policy. To the extent consistent with applicable law, a majority of the Board's members constitutes a minimum quorum at any regular or special school board meeting. In the absence of a lawful quorum, the Board may not take any official action other than to end the meeting (unless, in a very rare circumstance, a valid legal exception applies).

No duly elected or appointed member of the Board shall be excluded from any meeting of the Board.

The Board President, or, in the President's absence, the Vice President, shall serve as the presiding officer of each Board meeting. Every Board meeting shall initially be convened in open

REGULAR AND SPECIAL BOARD MEETINGS

Policy 170

Waunakee Community School District

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session, although the Board may thereafter convene and hold a closed session to the extent permitted by law and consistent with applicable legal requirements.

The Board President and Clerk shall ensure that minutes of each Board meeting are recorded, approved, signed, and filed in the Board records. The proceedings of each Board meeting shall be published or posted per the requirements of section 120.11(4) of the state statutes, within 45 days after the meeting.

The Board, with the assistance of the District business office, shall ensure that a detailed record of applicable receipts and expenditures is available for public inspection at Board meetings to the extent required by law.

Legal References:

Wisconsin Statutes

Section 19.81(2)	[public access to meetings]
Section 19.83	[governmental meetings; periods of public comment]
Section 19.84	[public notice of board meetings and scheduling of public comment periods]
Section 19.85	[closed session exceptions to meeting in open session; closed session procedures]
Section 19.89	[exclusion of members of a governmental body]
Section 120.11(1)	[regular board meetings and definition of quorum for meetings in common and union high school districts]
Section 120.11(2)	[special board meetings in common and union high school districts; includes board member notification requirements for special meetings]
Section 120.11(4)	[proceedings of school board meetings; financial records]
Section 985.01	[definitions of "proceedings" and "substance" of official action]
Section 990.001(8m)	[general statutory construction of a quorum of a public body]
Section 995.20	[legal holidays]

Cross References:

WASB PRG 170 Sample Policy 1

Adoption/Revision Dates:

May 2020

Policies of the Board of Education

Series 100: Board of Education

BOARD AGENDA PREPARATION AND DISSEMINATION

171.2

The superintendent shall prepare the agendas for Board of Education meetings. In doing so, he/she shall consult with the Board President. Requests for agenda items from Board members and administrators shall be made in a timely fashion.

Items of business may be suggested by any staff member, student, or citizen of the District. The inclusion of these items shall be at the discretion of the superintendent based upon time restrictions and the interests of the District.

The Board shall follow the order of business set up by the agenda unless altered by Board action. The Board shall not discuss or act upon any item of business not included on the noticed agenda. The Board may discuss matters raised by the public during the public comment portion of the meeting, provided such period of public comment was included on the meeting agenda notice.

The agenda, together with supporting materials, shall be distributed to Board members at least 48 hours prior to the scheduled Board meeting. Members should carefully review the materials to expedite the Board's business at the meeting. The agenda shall also be made available to the media, posted in the office of each school building, and may be made available to any person upon request.

Legal Ref.: Section 19.84 Wisconsin Stats.

Cross Ref.: 171.1, Notification of Board Meetings
187, Public Participation at Board Meetings

Adopted: 5/19/82

Revised: 4/22/91
March 1994
February 2002

Waunakee Community School District

Policies of the Board of Education

Series 100: Board of Education

RULES OF ORDER

181

In the absence of any specific legal requirement or any local rule of order or procedure that has been established by the Board, the Board directs the presiding officer to rely on *Robert's Rules of Order* (including the procedures and procedural flexibility that *Robert's Rules* allows for small boards) to conduct Board meetings, and the presiding officer and Board will refer to *Robert's Rules* or their understanding thereof to resolve procedural inquiries, points of order, objections, and appeals during Board meetings. However, any misapplication of or failure to precisely follow *Robert's Rules* or any other local discretionary procedural rule(s) shall not, standing alone, be construed to render any decision made by the Board void, voidable, or otherwise invalid. Such rules are intended for the benefit of the Board and its members, and individual members are expected to raise procedural inquiries, points of order, objections, and appeals at meetings on a timely basis.

Cross Ref.: 182, Quorum
183, Voting Method
187, Public Participation at Board Meetings

Adopted: 5/10/82

Revised: March 1994
January 2002
May 2020

Waunakee Community School District

BASIC PROCEDURES FOR BOARD MEETINGS

Waunakee Community School District

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1. The presiding officer can ascertain unanimous consent by verbally asking whether any individual Board member who is participating in the meeting has an objection to a proposed action. If any Board member expresses an objection to the proposed action, the proposed action may be stated as a motion and voted upon.
2. A motion stated by one Board member may (but is not required to) be seconded by any other Board member. After a motion has been made and seconded, no individual board member (including the Board member who made the motion) may unilaterally withdraw or unilaterally amend the motion. Instead, any amendment to or withdrawal of the motion requires a majority vote or a showing of unanimous consent.
3. If any motion has been made but not seconded, any Board member may “call for a second” any time prior to a vote being taken. If a pending motion is not seconded after such a “call for a second” has been made, then the minutes of the meeting shall reflect that the motion failed for lack of a second, and the presiding officer shall continue the meeting without further discussion over and without conducting a vote on that failed motion.
4. After a main motion has been made, and particularly after a main motion has received a second, a Board member may use procedures such as a motion to amend, a motion to postpone, or a motion to withdraw if the Board member has a desire to potentially avoid reaching a direct vote on the main motion as it was originally stated.
5. Items of Board business consolidated in a consent agenda will be acted upon under a single motion. However, before initiating any vote on a consent agenda, the presiding officer shall ask whether any individual Board member desires clarification on any item, and whether any individual Board member wishes to remove any item from the consent agenda for separate consideration. After all clarifications have been provided and all requested separations have been made, the presiding officer will call for a second on a motion to approve all of the items of business consolidated under the consent agenda, as it has been amended by any separations. If the motion to approve the consolidated items is seconded, the Board will then vote on the consent agenda. All individual items of business that were removed from the consent agenda will then be considered separately.
6. Except for parliamentary motions that are considered non-debatable (e.g., a motion to adjourn), the Board will conduct orderly debate on proposed action prior to voting. If a Board member wishes to immediately close or set a specific time limit on debate on a pending motion or the pending item of business and, thereafter, cause the Board to move to a vote on the pending motion or item of business, the Board member’s non-debatable motion to close or limit debate requires approval by a 2/3 vote of the Board members who are present at the meeting.
7. After the Board has taken a vote on an item of business at any meeting and if, at the same meeting there is a desire to reconsider the earlier decision (whether it passed or failed), the proper motion to make is a motion to reconsider. A motion to reconsider may only be made by a Board member who voted on the prevailing side of the original vote. *Robert’s Rules* provide further guidance regarding the form and procedures for motions to reconsider.
8. If the Board took action at a previous meeting and there is a desire to void such prior action and to potentially revisit the issue, then, provided that the prior action was of a type that can

BASIC PROCEDURES FOR BOARD MEETINGS

Waunakee Community School District

181-Board Rule 1

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legally be rescinded, the proper procedure is to (1) include the subject matter in question on the agenda and notice of a future Board meeting, and (2) at such future meeting, any Board member may make a motion to rescind the Board's prior action. *Robert's Rules* further define the form and procedures for a motion to rescind prior action. There is generally no need to rescind a previous motion that failed, because a failed motion results in no action having been taken.

Adoption/Revision Dates:

May, 2020

WASB PRG 181 Sample Rule 1

VOTING AT SCHOOL BOARD MEETINGS

Policy 183

Waunakee Community School District

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Voting at meetings of the Board of Education will normally be by voice vote or by a show of hands. To the extent permitted by law, the Board may also take official action by a showing of unanimous consent that is sufficiently documented in the meeting minutes.

A roll call vote or other method of voting that clearly ascertains and results in the recording of the individual vote of each Board member shall be used (1) upon the request of any member of the Board, except when the Board is using secret ballots to elect officers, and (2) whenever required by law, including on all votes to convene in a closed session. *When a roll call vote is conducted, the order of voting shall be alphabetical by last name, except that the Board President shall vote last.*

The use of secret ballots is expressly prohibited by state law except for the Board's election of its own officers. Further, a Board member who is not personally participating in a meeting may not cast a vote by proxy (i.e., having a person who is present at the meeting cast the vote of the absent Board member) or by any absentee ballot.

Except where a statute of Board policy requires any proposed official action to be supported by other than a standard majority vote, a majority vote of a lawfully-assembled quorum is sufficient to take official action. That is, the requirements for taking action by a standard majority vote (when applicable) are satisfied when the number of votes actually cast constitutes at least a quorum of the Board and a majority (or more) of the votes cast are in favor of the proposition. If, due to abstentions or disqualifications from voting, the number of actual votes cast is less than a quorum, the outcome of the vote shall be as determined under state law. Examples of situations where state law expressly requires approval of an action by other than a standard majority vote include the following: (1) a majority vote of the full membership of the Board is required to employ or dismiss most licensed/certified employees of the District who hold individual employment contracts, and (2) a two-thirds vote of the entire membership of the Board is generally required to change certain appropriations stated in the District's previously-adopted annual operating budget.

All Board members, including the presiding officer, are expected to vote on all issues before the Board except on matters involving actual or potential conflicts of interest or where a Board member has some other valid reason to abstain from voting. When a Board member abstains from voting at a meeting, the abstention shall be recorded in the Board meeting minutes.

A Board member abstaining due to an actual or potential conflict of interest or due to possible bias in a matter shall neither vote nor participate in the Board's discussion or deliberations on the matter. The Board strongly encourages a Board member who is abstaining from voting due to an actual or potential conflict of interest or due to concerns with possible personal bias to physically leave the meeting room during all consideration of the matter to further document his/her nonparticipation.

No action of the Board shall be deemed void, voidable, or otherwise improper solely due to a failure to adhere to discretionary voting procedures set forth or incorporated within Board policy.

Legal References:

Wisconsin Statutes

VOTING AT SCHOOL BOARD MEETINGS

Policy 183

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[Section 19.88](#)

[ballots and voting]

[Section 118.22\(2\)](#)

[majority vote of the full membership of the school board required to employ or dismiss a full-time teacher]

[Section 118.24\(6\)](#)

[majority vote of the full membership of the school board required to employ or dismiss a full-time teacher]

[Section 65.90\(5\)\(a\)](#)

[vote of 2/3 of the entire membership of the board required to amend a previously-adopted tax levy or budget]

Cross References:

WASB PRG 183 Sample Policy 2

Adoption/Revision Dates:

May 1982

March 1994

April 2001

August 2001

January 2002

May 2020

STANDING COMMITTEES OF THE SCHOOL BOARD

Policy 185

Waunakee Community School District

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The Board of Education believes committees can be useful in the decision-making process. By using a Board committee structure, the Board is able to conduct its business in an efficient and effective manner and study issues facing the District more in depth. The committee structure is designed to assist the Board in the conducting of Board business.

The Board shall have at least the following standing committees, which shall be subunits of the Board, and each committee shall consist of 3 Board members unless otherwise indicated:

1. Goals/Objectives
2. Budget
3. Policy
4. Curriculum
5. Co-Curricular
6. Human Resources
7. Facilities

Standing committees shall perform functions and duties as determined by the Board. Unless the Board gives contrary direction, committees may also take up issues within the general scope of their charge on their own initiative or upon referral by the Superintendent or his/her administrative-level designee. The Board's standing committees shall generally be deliberative and advisory in nature. Therefore, unless acting with authority that has been expressly and unambiguously delegated to the committee by a Board decision, committees shall have no power to take official action in place of the Board or to otherwise commit the Board or District to any specific course of action or expenditure of funds.

In the event of any uncertainty surrounding a committee's scope of responsibility, and to avoid unnecessary duplication of effort, the Board retains discretion to make final determinations as to the most appropriate committee, if any, to address specific issues.

The quorum of each standing committee shall be defined as a majority of the full membership of the committee. The members of each standing committee shall be appointed by the Board President. The appointments shall normally occur within 30 days of the annual election of Board officers. The Board members appointed to the various committees shall serve until the next annual appointments are made, assuming no vacancies occur and assuming no intervening action by the Board to modify committee structures or committee membership.

In the event of a vacancy on the Board, and in the absence of any Board action to the contrary, the person appointed to fill the Board vacancy (if any) shall also assume the committee appointments formerly held by the Board member whose absence created the vacancy.

Subject to any more specific directive of the Board, the Superintendent shall either personally serve as or designate another staff member to serve as an administrative liaison to each standing committee. Such liaison shall normally attend the committee's meetings.

A chairperson for each standing committee will normally be expressly designated in the committee appointment process. However, if no chairperson is designated, the committee shall select its own chairperson. Committees shall select an alternate chairperson to preside in the

STANDING COMMITTEES OF THE SCHOOL BOARD

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absence of the chairperson.

Except to the extent that the Board takes official action establishing a contrary rule or directive, any Board member may attend and participate in the discussion that occurs at any meeting of a standing committee. However, only the appointed members of the committee will have the authority to make motions and vote at the committee's meetings.

Notice of Board committee meetings shall be issued in accordance with state law and any applicable Board policy. When appropriate, such notice shall include a statement to reflect that a quorum of the Board may be present at the committee meeting, that such committee meeting may, therefore, also constitute a meeting of the Board for purposes of the Open Meetings Law, but that the Board will take no action as a governmental body at such committee meeting.

A committee formed for or meeting for the purpose of collective bargaining is not a governmental body under the Open Meetings Law, and this policy is not intended to separately apply any provisions of the Open Meetings Law to such a committee.

Legal References:

Wisconsin Statutes

Section 19.82	[definitions under the open meetings law]
Section 19.83	[public meetings]
Section 19.84	[public notice of meetings; limited exceptions for certain meetings of subunits]
Section 19.85	[exemptions to open meetings]
Section 19.89	[exclusion of board members from meetings]

Cross References:

WASB PRG 185 Sample Policy 1

Adoption/Revision Dates:

5/10/82

4/22/1991

March 1994

February 2019

May 2020

RESPONSIBILITIES OF COMMITTEE CHAIRPERSONS

Waunakee Community School District

185-Board
Rule 1

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Except as otherwise expressly specified by the Board of Education with respect to a specific committee, the appointed chairperson of a standing or ad hoc committee that has been created by the Board (or the alternate chairperson in the chairperson's absence) shall:

1. With notice to other committee members, schedule any committee meetings that are in addition to those that are scheduled by a decision of the committee itself;
2. Plan meeting agendas with assistance from the committee's administrative liaison and input from the committee itself;
3. Ensure that committee meetings are sufficiently noticed in compliance with the Open Meetings Law;
4. Act as the presiding officer of the committee's meetings;
5. Ensure that the minutes of each committee meeting are taken, approved, and filed;
6. Ensure that the official records of the committee are appropriately transferred to the District Office for retention or are otherwise being appropriately retained by an authorized agent (e.g., District legal counsel, if applicable); and
7. On behalf of the committee, request that certain subjects be included on a Board meeting agenda in order for the committee to present reports and/or make specific recommendations to the Board. Such requests shall be processed according to established procedures for determining meeting agendas.

Adoption/Revision Dates:

May 2020

WASB PRG 185 Sample Rule 1

AD HOC COMMITTEES CREATED BY THE BOARD

Waunakee Community School District

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At its discretion, the Board of Education may establish ad hoc committees to perform a specific function determined by the Board. An ad hoc committee under this policy shall have a defined membership and may include, exclude, or consist entirely of individuals who are not Board members. This policy is not intended to apply to groups with effectively unlimited participation, loosely constituted groups having a fluid and undefined membership, or to work teams or similar groups created or called together at the discretion of the administration as part of the day-to-day work of the operation of the District.

Ad hoc committees created by the Board shall generally be deliberative and advisory in nature. Therefore, unless acting with authority that has been expressly and unambiguously delegated to the committee by applicable law or by the Board, ad hoc committees shall have no power to take official action in place of the Board or to otherwise commit the Board or District to any specific course of action or expenditure of funds.

Members of an ad hoc committee will be appointed by the Board by a standard majority vote, except where a different process is expressly established by law, by Board policy, or by a Board decision at the time the Board creates the committee. Prior to making appointments, the Board may request nominees from one or more sources. The Board retains discretion to add, remove, or change appointees to any ad hoc committee at any time. The Board similarly retains discretion to either fill or not fill any vacancy on an ad hoc committee. Unless expressly appointed to a date-bound term of office that expires prior to the committee being dissolved, appointees to an ad hoc committee will normally serve until the committee is dissolved.

An ad hoc committee is dissolved upon the earlier of (1) reaching any dissolution date established by the Board; (2) the completion of the committee's assigned task(s) and the delivery of any final report or recommendation to the Board; or (3) any decision of the Board that otherwise dissolves the committee.

A quorum of an ad hoc committee shall consist of a majority of the appointed members of the committee. In the event a meeting is called but no quorum is reached, those members who are in attendance may gather information about and discuss matters related to the intended subject(s) of the meeting, but no motions shall be made and no votes or other official action shall be taken.

A chairperson and alternate chairperson for each ad hoc committee will normally be expressly designated in the committee appointment process. However, if no chairperson and/or alternate has been designated, the committee shall select its own chairperson and/or alternate at its first meeting. Except as otherwise specified by the Board in connection with a specific committee, the chairperson of an ad hoc committee shall have the same duties and responsibilities as the chairperson of a Board standing committee.

Subject to any more specific directive of the Board, the Superintendent shall either personally serve as or designate another staff member to serve as an administrative liaison to each ad hoc committee. Such liaison shall normally attend the committee's meetings. The ad hoc committee itself may schedule its meetings, and the chairperson may also call a meeting of the committee with notice to the other committee members.

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Notice of ad hoc committee meetings shall be issued in accordance with state law requirements and any applicable Board policy. When appropriate, such notice shall include a statement to reflect that a quorum of the Board may be present at the committee meeting, that such committee meeting may, therefore, also constitute a meeting of the Board for purposes of the Open Meetings Law, but that the Board will take no action as a governmental body at such committee meeting.

Legal References:

Wisconsin Statutes

- [Section 19.83](#) [public meetings]
- [Section 19.84](#) [public notice of meetings]
- [Section 19.85](#) [exemptions to open meetings]
- [Section 19.89](#) [exclusion of board members from meetings]

Cross References:

WASB PRG 186 Sample Policy 2

Adoption/Revision Dates:

- 5/10/82
- 4/22/91
- March 1994
- February 2019
- May 2020

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

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While the public has the right to attend meetings of the Board of Education that have not been convened in a closed session, individuals or groups generally do not have a right to be included on a Board meeting agenda or a right to enter into the discussions or deliberations of the Board. However, without affecting the Board's discretion to authorize other forms of input or participation during Board meetings from persons who are not Board members, the Board expressly authorizes and directs limited public participation during duly-noticed public comment periods as follows:

1. The Superintendent and Board President shall ensure that the agenda and public notice of the Board's primary regular business meeting each month includes a period for public comment. During a public comment period noticed under this paragraph, interested persons may briefly address the Board on topics that are reasonably germane to some aspect of the District's policies, practices, programs, or operations, regardless of whether the speaker's topic is otherwise noticed as a specific subject matter of the meeting in question.
2. Subject to any more specific decision or directive of the Board, the Board President has discretion to include a period of public comment on the agenda and public notice of additional Board meetings. In exercising such discretion, the President may specify on the public notice of the meeting that speaker comments during the public comment period will be limited to topics that are sufficiently germane to the noticed subject matter of the meeting.

When a public comment period is expressly included on the public notice of a Board meeting and there is sufficient interest in addressing the Board, the period shall either include at least 10 individual speakers or extend for 30 actual minutes, whichever limitation permits the greater total number of speakers. However, the Board may extend the total duration of a noticed public comment period at any meeting by a majority vote.

The Superintendent, or his/her designee, will implement a viewpoint-neutral speaker registration process that establishes an order for speaking in the event that the interest in appearing before the Board at any meeting may exceed the time that is allocated for the public comment period. Each speaker, upon being recognized by the presiding officer, will state his/her name and identify his/her connection to the District (if any) and to any group they are representing in connection with their remarks.

Each speaker's presentation is normally limited to a maximum of 3 minutes. However, at a meeting the Board may vote to reduce the time limit to no shorter than 2 minutes per speaker in order to accommodate a greater total number of speakers. In addition, at the Board's discretion, a speaker's time may be briefly extended provided that, upon request, a similar extension shall be granted to other speakers at the same meeting. Any individual may speak only once during the public comment period at any meeting.

Speakers generally should not expect an immediate response or reaction to their comments from the Board. Further:

1. If, at applicable meetings, a speaker raises a topic during a public comment period that was not among the publicly-noticed subject matter of the meeting, the extent of any response to

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the speaker and his/her remarks shall be limited in accordance with applicable law.

2. During a public comment period, Board members will not engage in a substantive discussion of or otherwise attempt to materially investigate or reach a Board resolution of either (a) complaints or grievances regarding the conduct of individual staff members or individual students; or (b) attempts to appeal staff or administrative decisions relating to individual District employees or students. A public comment period during a Board meeting is not the preferred or established means of processing such issues or bringing such matters to the Board's attention.
3. If time or other limitations preclude an interested person from addressing the Board at a specific meeting, the person may submit written information to the Board and/or attempt to utilize a public comment period at a future meeting.

Subject to an appeal to the Board that is made by a Board member, the presiding officer of the Board meeting shall have the authority to conduct and maintain proper order in connection with any authorized public comment period, including the authority to (1) recognize speakers; (2) enforce established time limits; (3) interject and request that speakers voluntarily redirect specific complaints, grievances, or attempted appeals to more appropriate District procedures; and (4) terminate the remarks of any individual who does not adhere to established rules and procedures for public participation, who speaks in a threatening or profane manner, whose comments are repetitive of that person's previous comments, or whose conduct is disruptive and impedes the Board's ability to conduct its business in an orderly and timely fashion.

Individuals who are permitted to address the Board during a meeting are responsible for the content of their comments. The forum represented by a public comment period does not exempt a speaker from any liability arising from his/her comments (e.g., for defamation or for any breach of legally-protected confidentiality).

This policy and any rules and/or procedures that may be adopted related to the administration of public comment periods under this policy are not intended to apply to the following:

1. A meeting or any portion of a meeting that constitutes a formal public hearing on a particular topic or issue.
2. Instances where the Board seeks or agrees, by majority vote, to accept input that is relevant to a noticed agenda item from a person who is not a Board member in order to (for example) resolve a formal or informal point of information that arises during the Board's discussion of an agenda item.
3. Meetings of any standing or ad hoc committee that may be established by the Board.

Legal References:

Wisconsin Statutes

- [Section 19.81](#) [state policy on open meetings]
[Section 19.83\(2\)](#) [discussion during period of public comment]

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[Section 19.84\(2\)](#) [public notice of board meetings, including public comment period]
[Section 19.85](#) [exemptions to open meetings]

Cross References:

WASB PRG 187 Sample Policy 4 (with substantial local adaptation)

Adoption/Revision Date(s):

October 1989
March 1994
September 1994
January 2000
February 2002
May 2020

SPEAKER REGISTRATION PROCEDURES

Waunakee Community School District

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The speaker registration process that is implemented by the Superintendent to assist with the implementation of public comment periods at meetings of the Board of Education shall, at a minimum, require each person who is interested in addressing the Board to complete a "Registration to Speak" form prior to the beginning of the public comment period. Such forms shall be provided to the Board President to assist in recognizing speakers, and the forms shall include at least the following information:

1. The individual's name.
2. The individual's connection to the District (if any), such as a resident of the District, a payer of District property taxes, a parent/guardian of one or more students, a District employee, a District student, etc.
3. The topic(s) the person intends to address in his/her comments, which at certain meetings may need to be confined to comments that are relevant to a noticed agenda item.
4. To the extent applicable, whether the individual wishes to speak in opposition to, in favor of, or "for information only" on the identified topic(s).

Adoption/Revision Dates:

May 2020

BROADCASTING OF SCHOOL BOARD MEETINGS

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The Waunakee Community School District Board of Education encourages all students, parents, staff and district residents to be well informed about school district business. Therefore, the School Board shall broadcast the following Board meetings: Regular Board Meetings, Special Board Meetings, Public Hearings, and, Public Listening Sessions. Board committee meetings may be taped and broadcast upon the vote of a majority of the committee. Executive sessions of the Board will not be videotaped or otherwise recorded for purposes of public dissemination under this policy. The taping and broadcasting of meetings will be subject to the guidelines and conditions outlined below.

1. The taping and broadcasting of meetings should not interfere with the ability of the Board to conduct the regular business of the school district. Therefore, the Board president shall exercise his/her authority to control the length of comments and the number of times an individual can speak on an agenda item to avoid any attempts to monopolize time on camera or discuss business not on the agenda.
2. Due to the possibility of individuals making comments that could be defamatory all individuals wishing to speak at a regular or special board meeting or recorded committee meeting shall complete a "Request to Speak" form which contains a statement that the Board is not responsible for their comments and that as such any slanderous or defamatory statements are their sole responsibility and that the district, with the advice of its attorney and its record's custodian, may edit the tape to remove the comments before broadcasting the meeting. The Board president will make a statement at the beginning of public hearings and listening sessions to the same effect, as it would be impractical to have all those present complete a request form. The Board President or meeting chair shall make a public statement at the outset of all recorded meetings that it is being recorded and livestreamed.
3. Each taped board meeting will be posted indefinitely on the school district's YouTube channel and Facebook account. District staff shall endeavor to livestream all meetings through an online video service, such as YouTube, Twitch, or Facebook Live, and to post visible links to said livestreams in advance on the district's webpage and social media accounts upon the posting of public notice of all recorded public meetings.
4. The broadcasts of Board meetings shall be of sufficient video and audio quality so viewers can easily hear the comments and be able to identify who is making the comments. In the event that meetings are not held in a location with sufficient access to quality audio/video equipment, all aforementioned requirements in this policy shall be deemed suspended due to limitation of the location except that the Board, at its sole discretion may vote to adjourn the meeting. Further, technical or other unforeseen difficulties associated with recording or transmitting video and/or audio as intended under this policy shall not prevent a meeting from continuing unless the Board votes to adjourn the meeting at its sole discretion.
5. Given the omnipresence of personal recording devices through mobile devices, nothing in this policy shall be interpreted to prevent any member of the public, the press, or any Board member from recording and distributing any personal recording of any district meeting that is held in public (open) session. Closed sessions of the Board shall not be recorded or distributed by any individual, unless expressly authorized or directed by the

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Board (e.g., for purposes of recording a due process hearing to serve as or facilitate the production of minutes of the hearing.

Legal References:

Wisconsin Statutes

- [Section 19.81](#) [state policy on open meetings]
- [Section 19.85](#) [exemptions to open meetings]
- [Section 19.90](#) [use of recording and photography equipment in open session]

Cross References:

Adoption Date:

- August 2001
- January 2002
- February 2019
- May 2020

TO: Randy Guttenberg and Board of Education
FROM: Brian Grabarski, Director of Human Resources
DATE: 12.8.2020
RE: Spring Health Assessments for employees with district family health insurance

SSM/Dean contacted us to begin planning for our 2021 Spring Health Assessments and suggested the following change:

- Employee only participation required to save on 3% rate differential.
- Spouse on WCSD insurance plan optional health assessment participation*.

SSM/Dean shared there are less appointment times being available for SSM Dean's scheduling with the Transformation Health Specialist (THS). THS appointment times were 15 minutes apart last year. They now will be 30 minutes apart. Employee session typically lasts 20 minutes and 10 minutes for THS to get logged into the next zoom / phone meeting.

I am recommending the following change to the employee guidelines for health assessments for employees with family health insurance coverage in 2021/2022.

- Employee only participation required to save on 3% rate differential.
- Spouse on WCSD insurance plan optional health assessment participation*.

There will be no effect on our district agreements or insurance rates.

Please note our handbook language below. Board approval needed to waive this handbook language requirement for the 2021 assessments.

Family Coverage: For eligible full-time employees who select family coverage (not covered above) the Board of Education shall provide no less than eighty-five percent (85%) of the premium of the lowest cost health insurance plan. If the employee and their spouse (if their spouse is covered under the plan) complete the annual wellness assessment, including any online portions, as directed, the district shall pay 88% of the premium of the lowest cost health insurance plan. Participation in the annual health assessment affects the premium rates for the following school year