# WAUNAKEE COMMUNITY SCHOOL DISTRICT
# BOARD OF EDUCATION BOARD AND SUPERINTENDENT EVALUATION MEETING
Thursday, April 6, 2023
5:30 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes.  The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting.  All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud.  Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns.  Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

## AGENDA

IX. **BOARD OF EDUCATION SELF-EVALUATION AND PRIORITIES** <u>**17**</u>
X. **ACTION AS APPROPRIATE, ON ITEMS DISCUSSED IN CLOSED SESSION**
XI. **RETURN TO OPEN SESSION**

"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."

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

Rating: _____    Comments:

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

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

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.

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

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.

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### *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) |
|---|---|---|---|
| Primary focus is not teaching and learning.<br><br>Fails at creating an organizational culture focused on teaching and learning.<br><br>Does not put in place systems to ensure curricular alignment to standards.<br><br>Does not create systems to customize learning to students. | Peripherally focused on teaching and learning.<br><br>Discusses teaching and learning, but no real systemic organizational focus exists.<br><br>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.<br><br>Discusses customized learning, but execution is uneven, unclear and chaotic. | Primary focus is teaching and learning.<br><br>Keeps the organization primarily focused on teaching and learning.<br><br>Puts in place systems to align curriculum to standards.<br><br>Puts in place systems to customize instruction to students. | Continuously stresses the importance of quality teaching and learning as the organization's primary strategic objective.<br><br>Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically.<br><br>Creates clear and systemic systems curricular alignment to standards that result in curricula and assessments of exceptional quality.<br><br>Establishes individualized learning systems, where appropriate. |

Rating: _____    Comments:

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

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.

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

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.

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## 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) |
|---|---|---|---|
| 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.<br><br>Irresponsibly and imprudently manages the fiscal aspects of the organization. | 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.<br><br>Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability. | Puts in place systems and staff so that environments are conducive to learning and are consistently safe.<br><br>Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability. | Puts in place systems that create environments that inspire learning and that are highly reliably safe.<br><br>Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and will move the district forward.<br><br>Clear and transparent systems of financial control and accountability are universally followed. |

Rating: \_\_\_\_\_    Comments:

# REQUEST FOR PROPOSALS from Superintendent Search Firms
# Date issued:

## Section I: Purpose

The Board of Education of the Waunakee Community School District is beginning a search for a qualified candidate to become its new superintendent of schools, effective July 1, 2024. In support of this purpose, the Board seeks proposals from executive search firms with experience and expertise in the recruitment of educational leaders in Wisconsin.

The current superintendent has announced his retirement effective June 30, 2024. The Board would like to begin the process of planning for succession, with a goal of selecting a successor by January 1, 2024.

## Section II: Overview of the Waunakee Community School District

Waunakee Community School District is a growing community that serves over 4,400 students ranging from four-year old kindergarten through high school and employs over 620 dedicated staff members. Our students are amazing individuals whose talents shine every year in the classroom, on the stage, and in the vast arena of co-curricular opportunities.

The community believes in and supports the district and most recently passed a $175 million dollar referendum for two new schools, improvements and operating capital. A new elementary school, Heritage Elementary School, will open in September of 2024. A new middle school, Waunakee Middle School, will open in September of 2026.

The Vision Statement for the Waunakee Community School District is to be a collaborative learning community that works with students, staff, families, and the community to ensure that every student is ready for college and career; through a focus on data, research based best practices, and engagement with students to be active partners in their learning. We take this vision very seriously and utilize it as a primary guide to our strategic planning framework, and strive to work to be a collaborative team of students, staff, families, and community.

MISSION STATEMENT

"Committed to Children...Committed to Community...Committed to Excellence"

EQUITY STATEMENT

The Waunakee Community School District embraces the differences among our students, staff, and families. We work to provide a safe environment with access to resources, opportunities, and instruction for all students to reach their full potential in the classroom and beyond. We strive to create a culture of dialogue, acceptance, and inclusion. We are committed to engaging all students so that they may thrive academically, socially, and emotionally in an ever-changing multicultural society.

Additional information about the District can be found on our website at https://www.waunakee..k12.wi.us.

**Section III: Scope of Work**
The specific scope of work to be contracted may vary based upon the associated costs of individual services/ components. The Board of Education has interest in exploring the levels of service indicated in the list below and will consider additional services as indicated by firms in their proposal response.

- Facilitate discussion with Board of Education to identify the Superintendent skills and background necessary to support achieving the strategic goals of the district

- Foster process by which to engage stakeholders, including facilitation of forums to gain input from vital stakeholder groups, such as staff, families, students, and community partners and leaders

- Actively recruit applicants to meet the district's needs

- Review and revise the Superintendent job description

- Analyze compensation package for position, including base salary and benefits,to ensure competitiveness of offer and appropriateness to market

- Create matrix to evaluate candidate based on priorities determined by Board of Education and job description

- Review and evaluate completed applicant profiles and/or support the Board of Education in this work

- Develop interview questions based on criteria and characteristics identified by the Board of Education

- Coordinate logistics of interview and visitation process, including but not limited to travel, lodging, meals, transportation, interview scheduling, etc.

- Communicate with applicants and notify candidates on their status in the selection process

- Screening and verification check on multiple finalists or final candidate

- A description of any proposed post-appointment services / guarantee of service

**Section IV: Proposal Requirements**

To allow the Board of Education to fairly judge the merits of each proposal,responses to this RFP shall include the items listed below. The Board reserves the right to reject proposals which do not follow this format or provide the needed information.

1) Executive Summary - Overview of firm and rationale for interest in working with the Waunakee Community Schools

2) Firm History and Experience - Summary which demonstrates understanding of services needed and experience in providing such services to districts of similar size and scope in Wisconsin.

3) Project Team- Names,titles, contract information, and short project-relevant bio of key individuals who would support this process

4) Proposed Work Plan - Methods used to work with seven-member Board of Education and other key individuals within the hiring process (to include Director of Human Resources and Executive Director of Operations) and proposed timeline to support hiring of Superintendent by January 1,2024

5) Estimate of Cost - Break down of anticipated costs by category, such as fees, travel, supplies, etc. Maximum price that will not be exceeded to complete a search based on the firm's offered services, as well as the payment terms.

6) Sample contract - Closest possible approximation of a contract with your firm.  If not outlined within the contract, include as supplement: methods of assessing and ensuring client satisfaction (during/ post-process and in the event of an unsuccessful search), any guarantee periods, and the confidentiality process afforded to the client and participating candidates

7) References - Names, titles, and contact information of officials at three school districts (ideally of similar size) that have used your firm's services to secure a Superintendent in the last three years

8) Acknowledgement of potential second round of assessment - Acknowledge firm's willingness to participate in an onsite with the Board of Education, if requested

9) Additional information- Should you feel that additional information would be helpful to best evaluate your firm's offerings, please add such information under this heading

**Section V: Timeline and Submission Details**
Proposals will be accepted until Friday, May 5, 2023 and must be submitted digitally to the Human Resources Director via the contact information below:

Brian Grabarski
Director of Human Resources
905 Bethel Circle
Waunakee, WI 53597
briangrabarski@waunakee.k12.wi.us

1. Questions regarding the RFP are due by Friday, April 28, 2023. All RFP questions and district responses will be shared with all firms. Questions may only be directed to Brian Grabarski at briangrabarski@waunakee.k12.wi.us
2. Responses due from consulting firms on May 5, 2023.
3. Board of Education will review proposals to select interviews during the week of May 8, 2023.
4. Board of Education will schedule in-person meetings with the selected firms the week of May 22, 2023, most likely in the early evening.
5. Board of Education approval on June 12, 2023.

At present, the intent is to select up to three firms from among the submitted proposals, and to invite each of those firms to deliver a 20-minute presentation, virtually or in-person.

We would like to express appreciation in-advance to the firms interested in partnering with the Waunakee Community Schools on this important work. Please take note of the following:

A. The School District reserves the right to reject any or all proposals or portions thereof, and to accept any proposal or portions thereof, which may be the most advantageous to the School District.

B. The School District reserves the right to negotiate certain points of the final contract with the qualified Bidder.

C. Bidders may submit additional information and data they believe to be helpful to the School District in the evaluation process.

D. Responses will be considered public record as of May 8, 2023.

If there are questions or additional information needed, please feel free to email or call: [briangrabarski@waunakee.k12.wi.us](mailto:briangrabarski@waunakee.k12.wi.us) / 608.849.2000 ext 8167

**Board of Education Self-Evaluation**
**Summary Questions**

1. List areas of strengths. In what areas are we really doing well?

2. List areas where the board could improve.

3. What would be the most important thing the board needs to work on first? What will have the greatest impact on student learning?

4. What do we need to learn about as a board team? Where can we get the information we need to improve? Who will teach us? When can we take the time to learn?

# *Evaluation of Superintendent & BOE Priorities Forms*
# *Waunakee Community School District*

## *Instructions:*

Each year, in conjunction with the evaluation processes, the board and superintendent meet to develop a clear set of system-wide, board governance and individual professional practice priorities/goals for the following year. Performance indicators are developed & approved for each priority area.

**Important note: Superintendent professional practice priorities serve as the basis for Part 2 of the superintendent evaluation.**

1. Attached are forms to be completed by each board member rating each of the identified priorities for the past year.
2. Each priority 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 priority/goal.
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.
6. The board and superintendent will meet in executive session to discuss the superintendent evaluation results.
7. The board and superintendent will meet in open session to discuss results from the evaluation of progress on priorities and begin to identify priorities for the following year.

Eval.Part2.supt.and.priorities.instructions.docx

# Evaluation of Progress on BOE & Superintendent Priorities
## System-Wide, Professional Practice & Governance
## School Year: <u>2022-2023</u>

1. *System-Wide Priority # 1: Joint BOE/Superintendent Responsibility*

   Maintain Excellence and Foster High Student Achievement

**Performance Indicators:**

The board & superintendent will:

a) Devise and implement strategies to recruit and retain staff. This planning will be part of the work that the administration will do in conjunction with the HR Committee.

b) Maintain a budget that meets the priorities of the school district while staying within the budget parameters set by the Budget Committee/Board.

c) Devise and implement strategies for continued improvement of the educational programs/student outcomes.

- Focus on Professional Learning Communities:
  - Professional Learning Communities (PLC) in each school will utilize the developed PLC Rubric to establish a baseline of performance in the first 30 days of the 2022-2023 school year.
  - Based on the results of the baseline data for each PLC, a plan will be put in place for each PLC to move to an increased level of performance by the end of the school year.
  - Professional Learning Communities (PLC) in each school will utilize the developed PLC Rubric to assess progress at the end of the 2022-2023 school year.
  - A summary report of Fall and Spring data will be shared with the Board in April 2023.
  - The administration will provide background to the Board on the PLC process as part of Board Development.

- Focus on Social Emotional Learning/Student Mental Health:
  - Continue with developing staff capacity around the five domains: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision Making.
  - SEL Coordinators and Building SEL Teams will work with school staff and through staff meetings for how to provide support in the five domains.
  - Facilitate a mental health system needs assessment and identify gaps and entry points for improvement.
  - Develop a shared plan for implementing a comprehensive school mental health system. This includes selecting and implementing tools and curriculum that will help us best serve students. This also includes implementing continuous improvement cycles.

- Data will be collected and shared with the Board to track progress with supporting student social, emotional, and mental health needs. The data and tracking plan will be shared with the Board prior to the start of the 2022-2023 school year.
- A community engagement plan will be implemented in the first semester of the 2022-2023 school year on the topic of student social, emotional, and mental health.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|---|---|---|---|
| No progress made on priority.<br><br>No explanation(s) provided to help manage expectations as to why no progress was made. | Some progress made on priority.<br><br>Little evidence of action(s) taken to move forward with the stated priority/plan. | Major progress made on priority and/or priority met.<br><br>Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan. | Exceeded expectations in meeting priority.<br><br>Stakeholders were aware of progress on the priority and what comes next. |

Rating:_____Comments:

2. *System-Wide Priority # 2: Joint BOE/Superintendent Responsibility*

Diversity, Equity, and Inclusion

**Performance Indicators:**

The board & superintendent will:

a) Organize and delegate the recommendations from the DEI Ad Hoc Committee's Report to the standing school board committees.

b) Each school board committee will review and determine the priorities and timeline for discussing/addressing the report's recommendations assigned to the committee.

c) Recommendations and updates from the committees will be brought back to the Board's DEI Committee and to the full Board for consideration.

d) The District will continue to engage with students and work with them on leadership development.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|---|---|---|---|
| No progress made on priority. <br><br> No explanation(s) provided to help manage expectations as to why no progress was made. | Some progress made on priority. <br><br> Little evidence of action(s) taken to move forward with the stated priority/plan. | Major progress made on priority and/or priority met. <br><br> Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan. | Exceeded expectations in meeting priority. <br><br> Stakeholders were aware of progress on the priority and what comes next. |

Rating:_____Comments:

3. *System-Wide Priority # 3: Joint BOE/Superintendent Responsibility*

Referendum Planning

**Performance Indicators:**

The board & superintendent will:

a) Define the referendum scope through the approval of Referendum Resolutions by August 22, 2022 based on community input, district growth projections, district priorities, and a financial plan that maintains a consistent mil rate.

b) Communicate to the community the scope of the referendum projects, the need, and the cost implications.

c) Align the work of the various referendum projects to meet set dates for when new schools will open/projects will be complete

d) Organize opportunities for staff voice into project design.

e) Organize effective use of the administrative team to manage and lead the approved referendum projects.

f) Engage with the Board of Education at key approval points such as building program and design, bid packages, and design changes requiring board approval.

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|---|---|---|---|
| No progress made on priority.<br><br>No explanation(s) provided to help manage expectations as to why no progress was made. | Some progress made on priority.<br><br>Little evidence of action(s) taken to move forward with the stated priority/plan. | Major progress made on priority and/or priority met.<br><br>Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan. | Exceeded expectations in meeting priority.<br><br>Stakeholders were aware of progress on the priority and what comes next. |
| Rating:_____Comments: | | | |

## 4. *System-Wide Priority # 4: Joint BOE/Superintendent Responsibility*
### Policy Review

**Performance Indicators:**

The board & superintendent will:

    a)  The administration will work with the Policy Committee to continue the policy review process

| Ineffective (1) | Minimally Effective (2) | Effective (3) | Highly Effective (4) |
|---|---|---|---|
| No progress made on priority.<br><br>No explanation(s) provided to help manage expectations as to why no progress was made. | Some progress made on priority.<br><br>Little evidence of action(s) taken to move forward with the stated priority/plan. | Major progress made on priority and/or priority met.<br><br>Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan. | Exceeded expectations in meeting priority.<br><br>Stakeholders were aware of progress on the priority and what comes next. |
| Rating:_____Comments: | | | |