

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION HUMAN RESOURCES COMMITTEE MEETING.**

Thursday, March 6, 2025

4:30 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

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE AGENDA

IV. PUBLIC COMMENTS

V. DISCUSS THE PLANNING PROCESS FOR 25.26 WAGE INCREASES

The state has set the CPI for 2.95% for the 25.26 school year, starting on July 1, 2025.

Potential wage increase timeline:

March / April - Review draft wage increase plan by the HR Committee

April / May - Approve wage increases for Admin, Admin Support, Hourly Staff - Board action

Negotiation Dependent* - Approve wage increases for teachers. The WTA has informally expressed an interest in starting in April.

July - New wages take effect for staff

Per the Fall 2024 Operational Referendum, the community supported \$1 million in funds over the 25/26 and 26/27 to increase all hourly staff to the Dane County peer average hourly wages. Planning documents will demonstrate the associated actions for the 25/26 wage increases, including the referendum-based increases.

VI. 25.26 PLAN YEAR INSURANCE COMMITTEE UPDATE **4**

The district insurance committee involving staff, district administration and Board members Joan Ensign and Mark Hetzel have been meeting during this school year to prepare for the 25.26 plan year.

The committee has reviewed district and peer plan structures, feedback from staff and committee members, district budget forecasts, advice from USI, the district's benefit advisor and sent a Request For Information to different carriers.

Timeline of remaining activities:

March - Committee creates a recommended provider / plan and rate structure to work with district budget forecasts.

April - Board reviews recommended plan / rate structure; Board vote

Mid April to Mid May - Employee communication / education

Mid April / May - Open Enrollment

VII. STAFF CLIMATE DATA REVIEW **8**

All regular staff (665 individuals) were invited to complete a comprehensive climate survey in October/November focused on their employment at WCSD. 477 (72%) employees responded.

District administration discussed the survey results in December/ January and buildings started reviewing their specific data with staff to create action plans together in January. Building level followup with administration in May is part of the action plan.

VIII. DISCUSSION OF THE CENTRAL OFFICE PERFORMANCE EVALUATION SYSTEM (COPES) FOR DISTRICT CABINET MEMBERS NOT COVERED BY THE EDUCATOR EFFECTIVENESS EVALUATION MODEL. **9**

Administrative discussion of a replacement evaluation system for Cabinet members that aren't contained within the Educator Effectiveness model started in the previous school year. Dr. Brown's familiarity with the CESA 6-supported COPES instrument facilitated further investigation and an administrative decision to pilot the model in the 25/26 school year.

The primary purpose of COPES 2.0 is to provide a collaborative process that allows the administrator and evaluator to give and receive feedback that results in the promotion of self-growth and continuous improvement specially aligned to the central office administrator's role.

This model would replace the current narrative-based evaluation document in use since the early 2000's.

IX. 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.”

Reminder on 7/1/25 Request for Information (RFI) Timeline

- 1/8/25 – Review RFI Details with Insurance Committee
- 1/13/25 – Review RFI Details with School Board
- 1/14/25 – If Board approves, send RFI to all carriers/vendors (Brian Grabarski copied in on RFI and asked to be copied in on RFI responses)
- 2/14/25 – Deadline for carrier/vendor RFI responses
- 2/18/25 – Review Initial Results with District Administration
- 3/5/25 – Initial Review of Results with Insurance Committee (show options based on 5% increase to district budget)
- 3/24-3/28/25 Spring Break
- 3/31/25 – Staff Survey of final options?
- 4/9/25 – Final Review of Results with Insurance Committee / Provide Feedback for recommendation to the School Board
- 4/14/25 – School Board decision on committee recommendation
- 4/15/25 – 5/2/25 – Ongoing education about plan(s) for 7/1/25
- 4/21/25-5/2/25 – Open Enrollment
- 7/1/25 – New Plan Year Begins

Reminder on 7/1/25 Request for Information (RFI) Carriers

- RFI was sent to Fully Insured Carriers and Self Funded Third-Party Administrators (TPA's) and Pharmacy Benefit Managers (PBM's)
 - Local Fully Insured Carriers: Dean, Quartz, GHC
 - National Fully Insured Carriers: Anthem, UHC/WCA, WPS
 - Self Funded TPA/PBM's: Self-Fund Health, Centivo, Web TPA, Prairie States/AMPS/Drex
 - TPA's were asked to use their preferred PBM for Rx Pricing. Also asked if PBM could be carved out and pricing impact for using another PBM
 - Self Funded Stop Loss:
 - Pareto Captive
 - Direct to Cigna, Voya, Sun Life, Benefit Mall

Reminder on 7/1/25 Request for Information (RFI) Details

- Status Quo Plan Designs
- Alternate Plan Designs provided with decrements
- Pricing with and without standard commission
- Provider Disruption
- Reporting Samples
- Ability to dump data into USI's 3D tool
- Ability to work with existing Employee Wellness Clinic
- Multi-Year rate caps – possibly tied to prevention compliance
- Brian Grabarski copied in when RFI is sent to carriers and ask that carriers/vendors copy Brian in on RFI responses

7/1/25 Request for Information (RFI) Carrier Responses

- RFI was sent to Fully Insured Carriers and Self Funded Third-Party Administrators (TPA's) and Pharmacy Benefit Managers (PBM's)
 - Self Funded TPA/PBM's / Stop Loss:
 - Declined to Quote: Centivo, Cigna, Pareto, Self-Fund Health, Sun Life, Voya
 - Responded: Benefit Mall, Lucent, Prairie States, AMPS
 - Stop Loss is required for School Districts in Wisconsin. Even if it wasn't, wouldn't move to self-funding if there was no stop loss as there is then no protection against high cost claimants.
 - Most competitive Self-Funded offer, that was applies to apples with what the district currently offers was 26.7% above current
 - Fully Insured Carriers:
 - Declined to Quote: Anthem, Quartz, UHC, WCA, WPS
 - Dean Renewal Provided
 - GHC Responded.



ADMINISTRATION OFFICE

905 Bethel Circle
Waunakee, Wisconsin 53597
(608) 849-2000

Human Resources

WCSD Staff Climate Results

Board Report

March 4, 2025

Data Overview

Survey Date = October, 2024
665 staff invites / 477 responses (partial & full) / 72% response rate
Two general employee groups = certified & support
Seven building locations

Question Themes

Relationships - Leadership, Support
Communication
Culture - Core values, Respect
Professional Development

Survey Findings

Areas of strength

Relationships
Listening
High expectations / Pride in working here
Support

Areas to address

Communication / decisions (district)
Workload
Opportunities for advancement
Team/Peer conflict

Net Promoter Score of 31.04 (31.7 in 23/24) Certified / Support +1.89 difference
Improvement since 22/23

Follow up Actions Taken

District administrative review
Site-based review / Action planning with staff
Building specific processes - Dissemination, Feedback, Action rollout

Remaining Actions - Follow up with building admin in May, 2025

The primary purpose of COPES 2.0 is to provide a collaborative process that allows the administrator and evaluator to give and receive feedback that results in the promotion of self-growth and continuous improvement specially aligned to the central office administrator's role. Implemented as designed, this performance evaluation system will provide an avenue to demonstrate to administrators *"Your Voice Matters"*.

The COPES system is designed to provide the central office administrator an opportunity to connect their work responsibilities to the success of the entire organization, ultimately allowing for the accomplishment of its vision and mission. This is done through the demonstration of effective performance practices in all six COPES standards and the successful completion of the strategic selection of goals. Because the system is designed to assist employees in gaining perspective on how their role contributes to the organization's success, it is believed the COPES system's level of engagement will result in improved employee productivity.

Figure 1 illustrates the use of the streamlined COPES 2.0 forms that are applicable to all COPES roles.

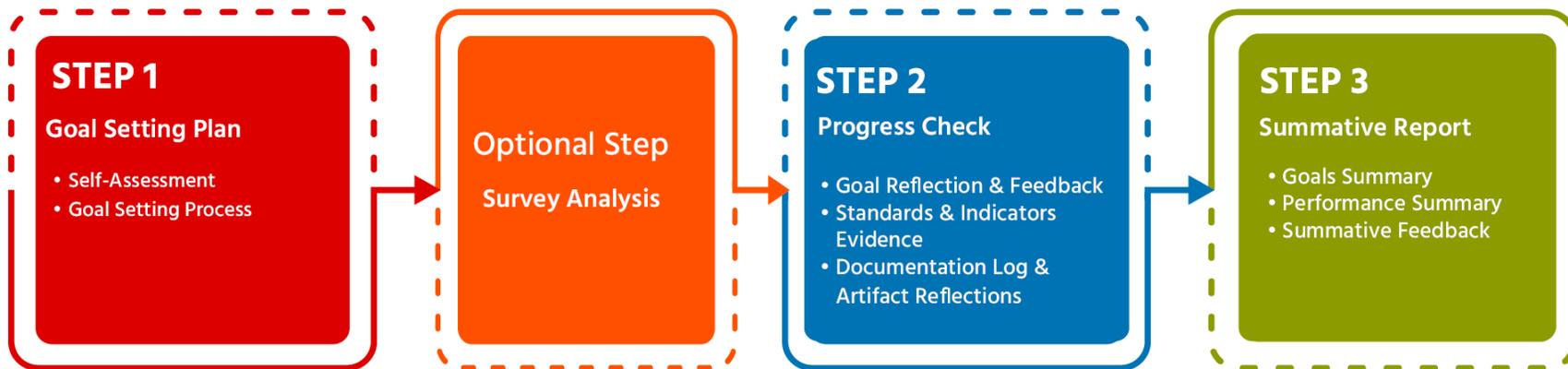
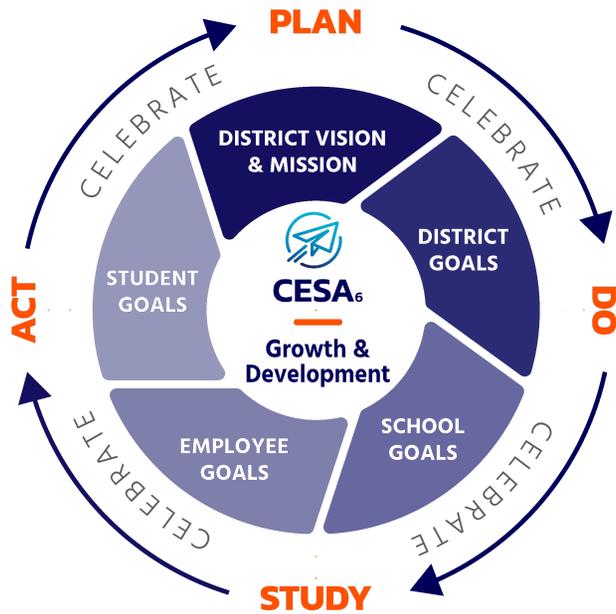


Figure 1: COPES Performance Evaluation Process

Aligning Continuous Improvement to Performance Evaluation



Just like the Effectiveness Project Performance Evaluation Systems become part of the district's overall efforts, the COPES evaluation process becomes part of the district's process of continuous improvement. The CESA 6 Growth and Development Center defines continuous improvement as an ongoing effort to make continuous improvement efforts over time with progress being continuously monitored and adjusted based on effectiveness and efficiency. Because the goal of a performance evaluation system is to continuously improve central office administrators' practices, COPES embeds a Plan, Do, Study and Act (PDSA) cycle within its system. Figure 2 provides a visual representation of the continuous improvement cycle, and elevates the concept of celebrating small, incremental improvements based on standards-driven outcomes.

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Figure 2: *GDC Continuous Improvement Cycle adapted from the DPI Continuous Improvement Process Criteria and Rubric*

Aligning Improved Employee Engagement to Performance Evaluation

The COPES system's forms (Goal Setting Plan, Progress Check, Summative Evaluation Report) were strategically redesigned to honor Gallup's research on what employees need to perform their best in the work environment. The Gallup 2020 Q12 Meta-Analysis that included over 2.7 million workers across 100,000+ teams found a compelling relationship between employee engagement and performance when evaluators met 12 needs to improve employee productivity. Used as designed, COPES can assist in creating the engagement conditions for 9 of the 12 identified needs that will assist your organization with employee engagement that results in their self-growth and continuous improvement. Gallup's 12-item engagement survey referred to as the "Q12," is the culmination of that research.

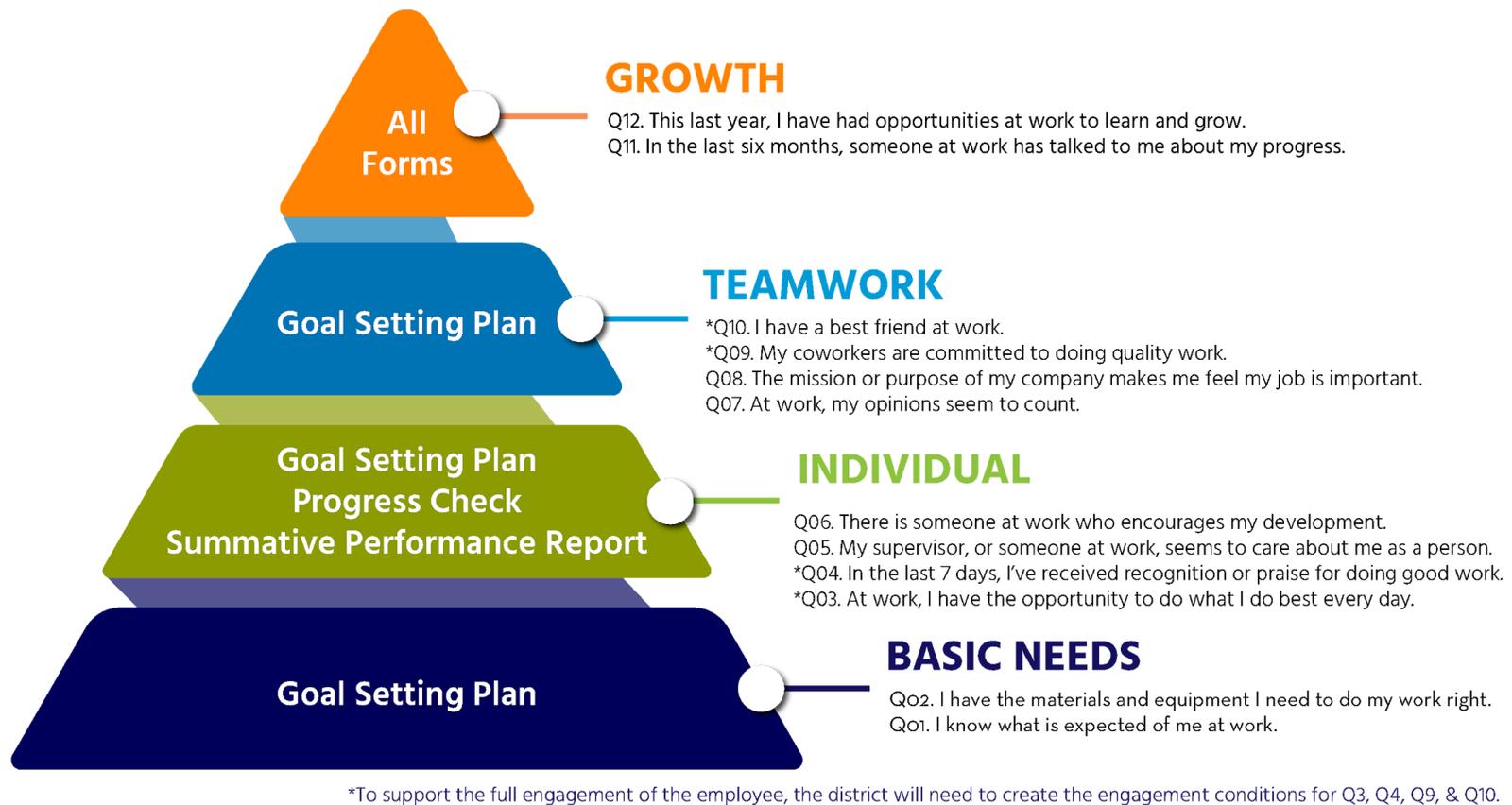


Figure 3: Q12 Pyramid and Statements Correlated to COPES Forms

Timeline

This schedule maps out a potential COPES 2.0 cycle using the Frontline Education® forms (see underlined text), in both the **Central Office Administrator** and **Evaluator** responsibilities columns.

Timeline	Central Office Administrator Responsibilities	Evaluator Responsibilities
<p>Quarter 1: <i>Plan Phase</i></p> <p>By mid-October</p>	<ol style="list-style-type: none"> 1. Before meeting with evaluator, complete the Goal Setting Plan. 2. At meeting, collaborate on: <ol style="list-style-type: none"> a. Self-assessment standards & indicators growth areas, b. goal selection, and c. progress check session dates. 3. After meeting: <ol style="list-style-type: none"> a. Complete and submit Goal Setting Plan, and begin work on goals. 	<ol style="list-style-type: none"> 1. Schedule meeting to review Goal Setting Plan. 2. At meeting, collaborate on: <ol style="list-style-type: none"> a. Self-assessment b. goal selection, and c. schedule progress check sessions. <ol style="list-style-type: none"> i. The Progress Check Form is designed to record up to 4 sessions. Number of sessions is determined by the district. 3. After meeting: <ol style="list-style-type: none"> a. Finalize Goal Setting Plan.
<p>Quarter 2 or 3: <i>Study & Act Phase</i></p> <p>Through mid-May</p>	<ol style="list-style-type: none"> 1. Prior to each session, complete your portion of Progress Check Form. <ol style="list-style-type: none"> a. Save and notify evaluator 2. After meeting, continue to work on goals 	<ol style="list-style-type: none"> 1. Prior to the session, if applicable, enter evidence-based feedback in Progress Check Form under appropriate standard(s). 2. At the session: <ol style="list-style-type: none"> a. Provide feedback and reflection on the Progress Check Form.
<p>Quarter 4: <i>Study, Act & Celebrate Phase</i></p> <p>Through June</p>	<ul style="list-style-type: none"> • Complete Progress Check Form by agreed upon date, OR • Summative employees ONLY, attend Summative Evaluation meeting. <ol style="list-style-type: none"> a. Submit Summative Evaluation Report. 	<ul style="list-style-type: none"> • Finalize Progress Check Form, OR • Prior to the Summative Evaluation meeting ONLY, complete the Summative Evaluation Report. <ul style="list-style-type: none"> ○ Finalize Summative Evaluation Report.

The Plan, Do, Study, Act (PDSA) cycle dates can be adjusted to align with the district calendar.

Employee Growth and Development Takes Time

The timeline schedule outlines a three-year cycle for your central office administrators. The charts below map out the COPES 2.0 time devoted in continuing years 1 and 2 as well as year 3 end-of-year. Over a three-year period, an employee would engage in four hours of meaningful feedback with their evaluator. However, the system can be adapted to meet the length of the cycle your district prefers to use.

Summative Central Office Process	Time Investment
Your Voice Matters: Goal Setting Plan	30 minutes
Session 1 Conference	30 minutes
Session 2 Conference	30 minutes
Session 3 Conference	30 minutes
Session 4 Summative Evaluation Report Conference	45 minutes
Review Survey Analysis and Comment (as appropriate)	15 minutes
Review End of Year Goal Setting & complete Summative Evaluation Report	60 minutes

Total: 4 hours

Continuing 1 & 2 Central Office Processes	Time Investment
Your Voice Matters: Goal Setting Plan	30 minutes
Session 1 Conference	30 minutes
Session 2 Conference	30 minutes
Session 3 Conference	30 minutes
Session 4 Conference	30 minutes
Review Survey Analysis and Comment (as appropriate)	15 minutes

Total: 2.75 hours

For more information regarding the Educator Performance Evaluation System, please contact solutions@cesa6.org.

Performance Standard 1: Mission, Vision, and Goals

The central office administrator fosters the success of the district by leading the development, articulation, and stewardship of the district's mission, vision, and goals resulting in district improvement.

Business	C&I	Facilities	Human Resource	Pupil Services / Special Education	Technology
<p>1.1 Collaboratively develops and sustains a department plan aligned to the district's mission, vision, and goals.</p> <p>1.2 Utilizes best practices to take action and make decisions that positively reflect the district's mission, vision, goals, and culture.</p> <p>1.3 Translates the vision, mission, and goals into day-to-day activities and behaviors and guides and motivates others to take actions that support the mission, vision, and goals.</p> <p>1.4 Communicates a clear vision of excellence and continuous improvement consistent with the mission, vision, and goals of the district.</p> <p>1.5 Provides collaborative leadership for the design, implementation, and revision of effective and efficient processes that protect and maximize district resources.</p> <p>1.6 Allocates resources consistent with the mission and strategic plan of the district.</p>	<p>1.1 Collaboratively develops and sustains a department plan aligned to the district's mission, vision, and goals, including, but not limited to curriculum, instruction, assessment, professional development, and budgeting.</p> <p>1.2 Utilizes best practices to take action and make decisions that positively reflect the district's mission, vision, goals, and culture.</p> <p>1.3 Translates the vision, mission, and goals into day-to-day activities and behaviors and guides and motivates others to take actions that support the mission, vision, and goals.</p> <p>1.4 Communicates a clear vision of excellence and continuous improvement consistent with the mission, vision, and goals of the district.</p> <p>1.5 Provides collaborative leadership that protects and maximizes district curriculum, assessment, and instructional resources aligned to the district's mission, vision, and goals.</p>	<p>1.1 Collaboratively develops and sustains a department plan aligned to the district's mission, vision, and goals.</p> <p>1.2 Utilizes best practices to take action and make decisions that positively reflect the district's mission, vision, goals, and culture.</p> <p>1.3 Translates the vision, mission, and goals into day-to-day activities and behaviors and guides and motivates others to take actions that support the mission, vision, and goals.</p> <p>1.4 Communicates a clear vision of excellence and continuous improvement consistent with the mission, vision, and goals of the district.</p> <p>1.5 Provides collaborative leadership for the design, implementation and revision of effective and efficient processes that protect and maximize district resources.</p>	<p>1.1 Collaboratively aligns the Human Resources department with the district's mission, vision, and goals.</p> <p>1.2 Utilizes best practices to take action and make decisions that positively reflect the district's mission, vision, goals, and culture.</p> <p>1.3 Models and supports the district's mission, vision, and goals in day-to-day operations of the Human Resources department.</p> <p>1.4 Communicates a clear vision of excellence and continuous improvement consistent with the mission, vision, and goals of the district.</p> <p>1.5 Provides collaborative leadership for the design, implementation and revision of effective and efficient processes that protect and maximize district resources.</p>	<p>1.1 Collaboratively develops and sustains a department plan aligned to the district's mission, vision, and goals.</p> <p>1.2 Utilizes best practices to take action and make decisions that positively reflect the district's mission, vision, goals, and culture.</p> <p>1.3 Translates the vision, mission, and goals into day-to-day activities and behaviors and guides and motivates others to take actions that support the mission, vision, and goals.</p> <p>1.4 Communicates a clear vision of excellence and continuous improvement consistent with the mission, vision, and goals of the district.</p> <p>1.5 Provides collaborative leadership for the design, implementation, and revision of effective and efficient processes that protect and maximize district resources.</p>	<p>1.1 Collaboratively develops and sustains a department plan aligned to the district's mission, vision, and goals.</p> <p>1.2 Utilizes best practices to take action and make decisions that positively reflect the district's mission, vision, goals, and culture.</p> <p>1.3 Translates the vision, mission, and goals into day-to-day activities and behaviors and guides and motivates others to take actions that support the mission, vision, and goals.</p> <p>1.4 Leads the development, communication, and implementation of a shared vision for the comprehensive use of technology, initiating and sustaining technology innovations and change to support a digital-age education for all students. (ISTE 1.1)</p> <p>1.5 Provides collaborative leadership for the design, implementation, and revision of effective and efficient processes that protect and maximize district resources.</p>

Performance Standard 2: Planning and Analysis

The central office administrator uses multiple sources of evidence to drive department/school/ district goals to improve organizational or student performance.

Business	C&I	Facilities	Human Resource	Pupil Services / Special Education	Technology
<p>2.1 Organizes the collaborative implementation of a district's operational and financial strategic plan based on analysis of data from a variety of sources.</p> <p>2.2 Supports the district's vision by identifying, articulating, and planning to meet the needs of all stakeholders.</p> <p>2.3 Uses research-based techniques to analyze and act on data gathered from district improvement measurements.</p> <p>2.4 Collaboratively identifies needs, and facilitates process that determines priorities of the district that are reflected in the district's financial plan.</p> <p>2.5 Analyzes current data and strategies to make appropriate decisions to increase improve overall district effectiveness.</p> <p>2.6 Develop and implement a process to monitor progress toward achieving the district's mission, vision, and goals with stakeholders.</p> <p>2.7 Provides financial feedback to administrators on goal achievement and school development needs.</p> <p>2.8 Maintains a system of internal controls that provides for accountability of public funds.</p>	<p>2.1 Organizes the collaborative implementation of a district strategic plan based on analysis of data from a variety of sources.</p> <p>2.2 Supports the district's vision by identifying, articulating, and planning to meet the needs of all stakeholders.</p> <p>2.3 Uses research-based techniques to analyze and act on data gathered from district improvement measurements.</p> <p>2.4 Collaboratively identifies needs, determines priorities, and assesses program implementation using research-based practices that result in increased program effectiveness.</p> <p>2.5 Analyzes current data and strategies to make appropriate educational decisions to increase student achievement and improve overall district effectiveness.</p> <p>2.6 Develops and implements a process to monitor progress toward achieving the district's mission, vision, and goals with stakeholders.</p> <p>2.7 Provides feedback to administrators on goal achievement and school development needs.</p>	<p>2.1 Organizes the collaborative implementation of a district strategic plan based on analysis of data from a variety of sources.</p> <p>2.2 Supports the district's vision by identifying, articulating, and planning to meet the needs of all stakeholders.</p> <p>2.3 Uses research-based techniques to analyze and act on data gathered from district improvement measurements.</p> <p>2.4 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based practices that result in increased program effectiveness.</p> <p>2.5 Analyzes current data and strategies to make appropriate educational decisions to increase student achievement and improve overall district effectiveness.</p> <p>2.6 Develops and implements a process to monitor progress toward achieving the district's mission, vision, and goals with stakeholders.</p> <p>2.7 Provides feedback to administrators on goal achievement and school development needs.</p>	<p>2.1 Organizes the collaborative implementation of a district strategic plan based on analysis of data from a variety of sources.</p> <p>2.2 Supports the district's vision by identifying, articulating, and planning so as to fulfill the Human Resources responsibilities.</p> <p>2.3 Uses research-based techniques to analyze and act on data gathered from district improvement measurements.</p> <p>2.4 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based practices that result in increased program effectiveness.</p> <p>2.5 Analyzes current data and strategies to make appropriate human resources decisions to improve department and/or district effectiveness.</p> <p>2.6 Develops and implements processes to monitor human resource practice that support the district's mission, vision, and goals.</p> <p>2.7 Provides feedback to administrators on goal achievement and school development needs.</p>	<p>2.1 Organizes the collaborative implementation of a district strategic plan based on analysis of data from a variety of sources.</p> <p>2.2 Supports the district's vision by identifying, articulating, and planning to meet the needs of all stakeholders.</p> <p>2.3 Uses research-based techniques to analyze and act on data gathered from district improvement measurements.</p> <p>2.4 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based practices that result in increased program effectiveness.</p> <p>2.5 Analyzes current data and strategies to make appropriate educational decisions to increase student achievement and improve overall district effectiveness.</p> <p>2.6 Develops and implements processes to monitor progress toward achieving the district's mission, vision, and goals with stakeholders.</p> <p>2.7 Provides feedback to administrators on goal achievement and school development needs.</p>	<p>2.1 Organizes the collaborative implementation of a district strategic technology plan based on analysis of data from a variety of sources.</p> <p>2.2 Leads the design, development, implementation, communication, and evaluation of technology-infused strategic plans (including policies, procedures, and budget and funding strategies) aligned with the shared vision. (ISTE 1.2)</p> <p>2.3 Uses research-based techniques to analyze and act on data gathered from district improvement measurements.</p> <p>2.4 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based practices that result in increased program effectiveness.</p> <p>2.5 Monitors and evaluates the staff to provide timely and accurate feedback to improve professional practices.</p> <p>2.6 Develops and implements processes to monitor progress toward achieving the district's mission, vision, and goals with stakeholders.</p> <p>2.7 Provides feedback to administrators on goal achievement and school development needs.</p>

Performance Standard 3: Human Resources/Instructional Leadership

The central office administrator fosters the success of the district by advocating and sustaining a culture and program conducive to learning and resulting in the professional growth of staff.

Business	C&I	Facilities	Human Resource	Pupil Services / Special Education	Technology
<p>3.1 Directs staff to set specific and challenging, but attainable goals for higher performance that result in operational effectiveness of the district.</p> <p>3.2 Leads the alignment, coordination, and delivery of assigned programs such that the district meets all required federal, state, and local standards, statutes, regulations, policies and procedures.</p> <p>3.3 Monitors and evaluates the staff to provide timely formal and informal feedback, and provides support, resources, and remediation to improve job performance based on documented deficiencies and proficiencies.</p> <p>3.4 Recognizes and supports the achievement of highly effective personnel, and provides them with increased opportunities to collaborate with staff members in a leadership capacity.</p> <p>3.5 Makes appropriate recommendations relative to personnel recruitment,</p>	<p>3.1 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning or operational effectiveness.</p> <p>3.2 Leads the alignment, coordination, and delivery of assigned programs such that the district meets all required federal, state, and local standards, statutes, regulations, policies and procedures.</p> <p>3.3 Monitors and evaluates the staff to provide timely formal and informal feedback, and provides support, resources, and remediation to improve job performance based on documented deficiencies and proficiencies.</p> <p>3.4 Recognizes and supports the achievement of highly effective personnel, and provides them with increased opportunities to collaborate with staff members in a leadership capacity.</p> <p>3.5 Makes appropriate recommendations and decisions relative to personnel recruitment, hiring, retention, promotion, transfer, and dismissal consistent with established policies and procedures to ensure a safe and positive learning environment for students.</p>	<p>3.1 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning or operational effectiveness.</p> <p>3.2 Leads the alignment, coordination, and delivery of assigned programs such that the district meets all required federal, state, and local standards, statutes, regulations, policies and procedures.</p> <p>3.3 Monitors and evaluates the staff to provide timely formal and informal feedback, and provides support, resources, and remediation to improve job performance based on documented deficiencies and proficiencies.</p> <p>3.4 Recognizes and supports the achievement of highly effective personnel, and provides them with increased opportunities to collaborate with staff members in a leadership capacity.</p> <p>3.5 Makes appropriate recommendations relative to personnel recruitment, retention, promotion, transfer, and dismissal consistent with established policies and procedures to ensure a safe and positive learning environment for students.</p> <p>3.6 Implements technology to enhance student,</p>	<p>3.1 Sets specific and challenging goals to improve the human resources operational effectiveness.</p> <p>3.2 Ensures that the district meets all required federal, state and local standards, statutes, regulations, policies and procedures.</p> <p>3.3 Monitors and evaluates the staff to provide timely formal and informal feedback, and provides support, resources, and remediation to improve job performance based on documented deficiencies and proficiencies.</p> <p>3.4 Recognizes and supports the achievement of highly effective personnel, and provides them with increased opportunities to collaborate with staff members in a leadership capacity.</p> <p>3.5 Makes the appropriate recommendations relative to personnel recruitment, retention, promotion, transfer, and dismissal consistent with established policies and procedures to ensure a safe and positive working and learning environment.</p> <p>3.6 Effectively implements available technology to enhance organizational or professional growth for staff within the scope of the Human Resources administrator.</p>	<p>3.1 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning or operational effectiveness.</p> <p>3.2 Leads the alignment, coordination, and delivery of assigned programs such that the district meets all required federal, state, and local standards, statutes, regulations, policies and procedures.</p> <p>3.3 Monitors and evaluates the staff to provide timely formal and informal feedback, and provides support, resources, and remediation to improve job performance based on documented deficiencies and proficiencies.</p> <p>3.4 Recognizes and supports the achievement of highly effective personnel, and provides them with increased opportunities to collaborate with staff members in a leadership capacity.</p> <p>3.5 Makes appropriate recommendations relative to personnel recruitment, retention, promotion, transfer, and dismissal consistent with established policies and procedures to ensure a safe and positive learning environment for students.</p> <p>3.6 Implements technology to enhance student,</p>	<p>3.1 Hires, organizes, supervises, evaluates, and retains highly qualified technology staff to advance and maintain the technology infrastructure and promote academic and operational goals. (ISTE 4.3)</p> <p>3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning or operational effectiveness.</p> <p>3.3 Leads the alignment, coordination, and delivery of assigned programs such that the district meets all required federal, state, and local standards, statutes, regulations, policies, and procedures.</p> <p>3.4 Monitors and evaluates the staff to provide timely formal and informal feedback, and provides support, resources, and remediation to improve job performance based on documented deficiencies and proficiencies.</p> <p>3.5 Makes appropriate recommendations relative to personnel recruitment, retention, promotion, transfer, and dismissal consistent with established policies and procedures to ensure a safe and positive learning environment for students.</p> <p>3.6 Provides professional development opportunities for staff members to grow professionally and gain self-confidence in their skills.</p>

<p>retention, promotion, transfer, and dismissal consistent with established policies and procedures to ensure a safe and positive learning environment for students, staff, and community.</p> <p>3.6 Implements technology to enhance student, organizational, or professional growth.</p> <p>3.7 Provides professional development opportunities for staff members to grow professionally and gain self-confidence in their skills.</p> <p>3.8 Fosters a positive and supportive work environment.</p> <p>3.9 Provides and participates in staff development opportunities consistent with program evaluation results, improvement plans, and district mission, vision, and goals.</p> <p>3.10 Strategically leads planning for current and future challenges and opportunities.</p>	<p>3.6 Implements and uses technology to enhance student, organizational, or professional growth.</p> <p>3.7 Provides professional development opportunities for staff members to grow professionally.</p> <p>3.8 Fosters a positive and supportive work environment.</p> <p>3.9 Provides and participates in staff development opportunities consistent with program evaluation results, improvement plans, and district mission, vision, and goals.</p> <p>3.10 Strategically leads short- and long-range planning.</p>	<p>organizational, or professional growth.</p> <p>3.7 Provides professional development opportunities for staff members to grow professionally and gain self-confidence in their skills.</p> <p>3.8 Fosters a positive and supportive work environment.</p> <p>3.9 Provides and participates in staff development opportunities consistent with program evaluation results, improvement plans, and district mission, vision, and goals.</p> <p>3.10 Strategically leads planning for current and future challenges and opportunities.</p>	<p>3.7 Provides professional development opportunities for staff members to grow professionally and gain self-confidence in their skills.</p> <p>3.8 Fosters a positive and supportive work environment.</p> <p>3.9 Provides and participates in relevant staff development opportunities that support the mission, vision and goals of the district</p> <p>3.10 Strategically leads planning for current and future challenges and opportunities.</p>	<p>organizational, or professional growth.</p> <p>3.7 Provides professional development opportunities for staff members to grow professionally and gain self-confidence in their skills.</p> <p>3.8 Fosters a positive and supportive work environment.</p> <p>3.9 Provides and participates in staff development opportunities consistent with program evaluation results, improvement plans, and district mission, vision, and goals.</p> <p>3.10 Strategically leads planning for current and future challenges and opportunities.</p>	<p>3.7 Fosters a positive and supportive work environment.</p> <p>3.8 Provides and participates in staff development opportunities consistent with program evaluation results, improvement plans, and district mission, vision, and goals.</p> <p>3.9 Strategically leads planning for current and future challenges and opportunities.</p>
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Performance Standard 4: Organizational Management

The central office administrator fosters the success of the district by supporting, managing, and overseeing the department's organization, operation, and use of resources for a safe, efficient, and effective learning environment.

Business	C&I	Facilities	Human Resource	Pupil Services / Special Education	Technology
4.1 Demonstrates and communicates a working knowledge and understanding of the state and federal public education rules and regulations, and district policies and procedures.	4.1 Demonstrates and communicates a working knowledge and understanding of the state and federal public education rules and regulations, and district policies and procedures.	4.1 Demonstrates and communicates a working knowledge and understanding of the state and federal public education rules and regulations, and district policies and procedures.	4.1 Demonstrates and communicates a working knowledge and understanding of relevant state and federal rules and regulations and district policies and procedures.	4.1 Demonstrates and communicates a working knowledge and understanding of the state and federal public education rules and regulations, and district policies and procedures.	4.1 Demonstrates and communicates a working knowledge and understanding of the state and federal public education rules and regulations, and district policies and procedures.
4.2 Facilitates the implementation of sound, research-based theories and techniques to ensure a safe and orderly environment conducive to teaching and learning.	4.2 Facilitates the implementation of sound, research-based theories and techniques to ensure a safe and orderly environment conducive to teaching and learning.	4.2 Facilitates the implementation of sound, research-based theories, and techniques to ensure a safe and orderly environment conducive to teaching and learning.	4.2 Facilitates the implementation of sound, research-based theories and techniques to ensure a safe and orderly environment conducive to teaching and learning.	4.2 Facilitates the implementation of sound, research-based theories, and techniques to ensure a safe and orderly environment conducive to teaching and learning.	4.2 Facilitates the implementation of sound, research-based theories and techniques to ensure a safe and orderly environment conducive to teaching and learning.
4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified, effective teachers, administrators, and other personnel based on identified needs.	4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified, effective teachers, administrators, and other personnel based on identified needs.	4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified, effective teachers, administrators, and other personnel based on identified needs.	4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified, effective teachers, administrators, and other personnel based on identified needs.	4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified, effective teachers, administrators, and other personnel based on identified needs.	4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly-qualified, effective technology support and other personnel based on identified needs.
4.4 Acquires, allocates and manages district human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the district's students, schools, and programs.	4.4 Acquires, allocates and manages district human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the district's students, schools, and programs.	4.4 Acquires, allocates and manages district human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the district's students, schools, and programs.	4.4 Acquires, allocates and manages district human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the district's students, schools, and programs.	4.4 Acquires, allocates and manages district human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the district's students, schools, and programs.	4.4 Acquires, allocates and manages district human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of technology.
4.5 Demonstrates organizational skills to achieve department, school, and district goals.	4.5 Demonstrates organizational skills to achieve department, school, and district goals.	4.5 Demonstrates organizational skills to achieve department, school, and district goals.	4.5 Demonstrates organizational skills to achieve department, school, and district goals.	4.5 Demonstrates organizational skills to achieve department, school, and district goals.	4.5 Demonstrates organizational skills to achieve department, school, and district goals.
4.6 Plans and implements a systematic performance evaluation system of employees that provides timely and constructive feedback.		4.6 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.	4.6 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.	4.6 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.	4.6 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.
4.7 Implements strategies for the inclusion of		4.7 Implements strategies for the inclusion of	4.7 Implements strategies for the inclusion of appropriate stakeholders in various planning	4.7 Implements strategies for the inclusion of	4.7 Implements strategies for the inclusion of stakeholders in various planning processes, shares in management

<p>stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable.</p> <p>4.8 Resolves challenges in a timely, consistent, and effective manner.</p> <p>4.9 Implements and utilizes effective technologies that support management functions.</p> <p>4.10 Monitors and assesses resource allocation.</p>	<p>4.6 Assists with the implementation of a systematic performance evaluation system of all employees that provides timely and constructive feedback.</p> <p>4.7 Implements strategies for the inclusion of stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable.</p> <p>4.8 Addresses challenges within the department in a timely, consistent, and effective manner.</p> <p>4.9 Implements and utilizes effective technologies that support management functions.</p>	<p>stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable.</p> <p>4.8 Resolves challenges in a timely, consistent, and effective manner.</p> <p>4.9 Implements and utilizes effective technologies that support management functions.</p>	<p>processes and management decisions in addition to delegation of duties as applicable.</p> <p>4.8 Resolves challenges in a timely, consistent, and effective manner.</p> <p>4.9 Implements and utilizes effective technologies that support management functions.</p>	<p>stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable.</p> <p>4.8 Resolves challenges in a timely, consistent, and effective manner.</p> <p>4.9 Implements and utilizes effective technologies that support management functions.</p>	<p>decisions, and delegates duties as applicable.</p> <p>4.8 Resolves challenges in a timely, consistent, and effective manner.</p> <p>4.9 Implements and utilizes effective technologies that support management functions.</p> <p>4.10 Based on a comprehensive technology plan, acquire and leverage resources to advance and sustain a robust technology infrastructure and continually evaluate its effectiveness at supporting learning, teaching, management, and operations. (ISTE 4.5)</p>
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Performance Standard 5: Communication and Community Relationships

The central office administrator fosters the success of the district by communicating and collaborating effectively with stakeholders for continuous improvement of the district.

Business	C&I	Facilities	Human Resource	Pupil Services / Special Education	Technology
5.1 Facilitates productive and timely communication to promote a professional culture of mutual respect, trust, and teamwork within the district.	5.1 Facilitates productive and timely communication to promote a professional culture of mutual respect, trust, and teamwork within the district.	5.1 Facilitates productive and timely communication to promote a professional culture of mutual respect, trust, and teamwork within the district.	5.1 Facilitates productive and timely communication to promote a professional culture of mutual respect, trust, and teamwork within the district.	5.1 Facilitates productive and timely communication to promote a professional culture of mutual respect, trust, and teamwork within the district.	5.1 Facilitates productive and timely communication to promote a professional culture of mutual respect, trust, and teamwork within the district.
5.2 Communicates and facilitates district initiatives.					
5.3 Maintains visibility and accessibility to stakeholders.	5.3 Maintains visibility and accessibility to stakeholders.	5.3 Maintains visibility and accessibility to stakeholders.	5.3 Maintains visibility and accessibility to relative stakeholders.	5.3 Maintains visibility and accessibility to stakeholders.	5.3 Maintains visibility and accessibility to stakeholders.
5.4 Models professionally appropriate communication skills, interpersonal relations, and conflict resolution.	5.4 Models professionally appropriate communication skills, interpersonal relations, and conflict resolution.	5.4 Models professionally appropriate communication skills, interpersonal relations, and conflict resolution.	5.4 Models professionally appropriate communication skills, interpersonal relations, and conflict resolution.	5.4 Models professionally appropriate communication skills, interpersonal relations, and conflict resolution.	5.4 Assists district and school leaders to identify, evaluate, and select exemplary digital tools and resources that support learning goals, incorporate research-based instructional design principles, and are compatible with the school technology infrastructure. (ISTE 2.1).
5.5 Networks with relevant stakeholders to effectively utilize resources and expertise to support the success of the district.	5.5 Networks with relevant stakeholders to effectively utilize resources and expertise to support the success of the district.	5.5 Networks with relevant stakeholders to effectively utilize resources and expertise to support the success of the district.	5.5 Networks with relevant stakeholders to effectively utilize resources and expertise to support the success of the district.	5.5 Networks with relevant stakeholders to effectively utilize resources and expertise to support the success of the district.	5.5 Advocates for students and/or staff and acts to influence district decisions affecting student learning.
5.6 Shares knowledge of laws regarding individual and group rights and responsibilities.	5.6 Advocates for students and/or staff and acts to influence district decisions affecting student learning.	5.6 Advocates for students and/or staff and acts to influence district decisions affecting student learning.	5.6 Advocates for staff and acts to influence district decisions that support an effective work and learning environment.	5.6 Advocates for students and/or staff and acts to influence district decisions affecting student learning.	5.6 Shares knowledge of laws regarding individual and group rights and responsibilities.
5.7 Models understanding and promotes the appreciation of diversity in the district and community.	5.7 Shares knowledge of laws regarding individual and group rights and responsibilities.	5.7 Shares knowledge of laws regarding individual and group rights and responsibilities.	5.7 Shares knowledge of laws regarding individual and group rights and responsibilities.	5.7 Shares knowledge of laws regarding individual and group rights and responsibilities.	5.7 Models understanding and promotes the appreciation of diversity in the district and community.
	5.8 Models understanding and promotes the appreciation of diversity in the district and community.	5.8 Models understanding and promotes the appreciation of diversity in the district and community.	5.8 Models understanding and promotes the appreciation of diversity in the district and community.	5.8 Models understanding and promotes the appreciation of diversity in the district and community.	5.8 Establishes partnerships to support the technology infrastructure and provide technology resources for the effective integration of technology to advance district programs and goals. (ISTE 4.4)
					5.9 Locates, develops, and disseminates models of local and global learning communities and supports implementation through local infrastructure and policies. (ISTE 2.5)
					5.10 Develops and implements programs to educate all stakeholders about the safe, legal, and ethical use of information and technology resources, including district policies and procedures regarding filtering, netiquette, cyberbullying, acceptable use, and fair use guidelines for online resources. (ISTE 5.2)
					5.11 Facilitates equitable access to digital tools and resources, including adaptive and assistive technologies, to support the diverse needs of all learners. (ISTE 5.1)

Performance Standard 6: Professionalism

The central office administrator fosters the success of the district by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Business	C&I	Facilities	Human Resource	Pupil Services / Special Education	Technology
6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.	6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.	6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.	6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.	6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.	6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.
6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission, vision, and goals of the district.	6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission, vision, and goals of the district.	6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission, vision, and goals of the district.	6.2 Works in a collegial and collaborative manner with relevant stakeholders to promote and support the mission, vision and goals of the district.	6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission, vision, and goals of the district.	6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission, vision, and goals of the district.
6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.	6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.	6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.	6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.	6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.	6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.
6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of staff and/or student learning.	6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of staff and/or student learning.	6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of staff and/or student learning.	6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of staff and/or student learning.	6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of staff and/or student learning.	6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of staff and/or student learning.
6.5 Provides leadership on sharing ideas and information with staff and other professionals and fosters an environment that encourages staff do so as well.	6.5 Provides leadership on sharing ideas and information with staff and other professionals and fosters an environment that encourages staff do so as well.	6.5 Provides leadership on sharing ideas and information with staff and other professionals and fosters an environment that encourages staff do so as well.	6.5 Provides leadership on sharing ideas and information with staff and other professionals and fosters an environment that encourages staff do so as well.	6.5 Provides leadership on sharing ideas and information with staff and other professionals and fosters an environment that encourages staff do so as well.	6.5 Provides leadership on sharing ideas and information with staff and other professionals and fosters an environment that encourages staff do so as well.
6.6 Maintains a high level of professional knowledge and stays current on new developments and techniques.	6.6 Maintains a high level of professional knowledge and stays current on new developments and techniques.	6.6 Maintains a high level of professional knowledge and stays current on new developments and techniques.	6.6 Maintains a high level of professional knowledge and stays current on new developments and techniques.	6.6 Maintains a high level of professional knowledge and stays current on new developments and techniques.	6.6 Maintains a high level of professional knowledge and stays current on new developments and techniques.
6.7 Networks with colleagues to share knowledge about effective practices and to improve and enhance administrative knowledge, skills, and organizational success.	6.7 Networks with colleagues to share knowledge about effective practices and to improve and enhance administrative knowledge, skills, and organizational success.	6.7 Networks with colleagues to share knowledge about effective practices and to improve and enhance administrative knowledge, skills, and organizational success.	6.7 Networks with colleagues to share knowledge about effective practices and to improve and enhance administrative knowledge, skills, and organizational success.	6.7 Networks with colleagues to share knowledge about effective practices and to improve and enhance administrative knowledge, skills, and organizational success.	6.7 Networks with colleagues to share knowledge about effective practices and to improve and enhance administrative knowledge, skills, and organizational success.

<p>6.8 Actively seeks opportunities to stay abreast of the latest research on leadership by collaborating with experts in the field.</p> <p>6.9 Promotes and models mutual respect, trust, and professionalism with staff.</p>	<p>6.8 Actively seeks opportunities to stay abreast of the latest research on leadership by collaborating with experts in the field.</p> <p>6.9 Promotes and models mutual respect, trust, and professionalism with staff.</p>	<p>6.8 Actively seeks opportunities to stay abreast of the latest research on leadership by collaborating with experts in the field.</p> <p>6.9 Promotes and models mutual respect, trust, and professionalism with staff.</p>	<p>6.8 Actively seeks opportunities to stay abreast of the latest research on leadership by collaborating with experts in the field.</p> <p>6.9 Promotes and models mutual respect, trust, and professionalism with staff.</p>	<p>6.8 Actively seeks opportunities to stay abreast of the latest research on leadership by collaborating with experts in the field.</p> <p>6.9 Promotes and models mutual respect, trust, and professionalism with staff.</p>	<p>skills, and organizational success.</p> <p>6.8 Actively seeks opportunities to stay abreast of the latest research on leadership by collaborating with experts in the field.</p> <p>6.9 Promotes and models mutual respect, trust, and professionalism with staff.</p>
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