



Robbinsdale Area Schools School Board Meeting Agenda

Monday, October 10, 2011 at 5:30 PM

Work Session

Education Service Center Boardroom, 4148 Winnetka Avenue North,
New Hope, Minnesota

1. Budget Adjustments 2012-2013 2
Presenter: Jeff Priess
Time: 5:30 - 6:30 p.m.
2. Break
Time: 6:30 - 6:45 p.m.
3. Review of School Board Meeting Calendar 7
Presenter: Chair Van Heel
Time: 6:45 - 7:15 p.m.
4. Community Connections
Presenter: Helen Bassett/Mark Bomchill/Patsy Green
Time: 7:15 - 7:45 p.m.
5. School Board Travel Policy 13
Presenter: Chair Van Heel
Time: 7:45 - 8:00 p.m.
6. Superintendent Evaluation 16
Presenter: Sherry Tyrrell
Time: 8:00 - 8:15 p.m.
7. Adjourn
Presenter: Chair Van Heel
Time: 8:15 p.m.



TO: Members of the School Board
Dr. Aldo Sicoli, Superintendent

FROM: Jeff Priess, Executive Director of Business Services

DATE: October 10, 2011

RE: Budget Adjustments (2012-13)

DISCUSSION:

Work on potential budget adjustments for the 2012-13 school year has continued. I have attached updated information on recommended budget adjustments as well as the items we have under consideration. The budget adjustments document has also been updated to indicate those items that are time sensitive and will most likely require a decision in November for successful implementation for the 2012-13 school year. The document separates those items that we are viewing as non-recurring and therefore will not impact future budgets at similar levels.

QUESTIONS:

For questions please contact Jeff Priess at 763-504-8037 or jeff_priess.rdale.org

STRATEGIC PLAN:

Maximize Resources and Demonstrate Financial Accountability

Revenue	Expenditure	Expenditure
Increase	Increase	Reduction

Operations Committee:
Charge-Review the current procedures of district warehouse and publication functions - recommend ways that these functions can be more efficiently operated.

Printing and postage costs:
 Option 6- Reduce from three to one the leased facilities for storage and warehouse functions

Decision Required -November, 2011

26,136

Transportation Services
 Option 1 Explore the potential for contracting District transportation services
 Option 2 Explore the potential for restructuring current district owned model

1,047,000

Enrollment Magnets/Partnerships Committee:
Charge-Determine ways to enhance revenue to the school district by increasing enrollment or slowing the trend of declining enrollment by examining -
RSL entrance policy for non-resident students
Creation of magnet or specialty schools and or programs
Partnerships with the cities served by the school district and with other entities

Decision Required -November, 2011

36,000

School Programs Budget Reduction Committee-Administrative and Other Non-teaching Positions
Charge-Examine options that may lead to reduced district expenses for:
School Administrative and other non-teaching positions
K-12 band and orchestra programs
Six period day in the middle school
Paired school model for elementary school

Special Ed
 Reduce FTE of one or both Assistant Director positions

21,848

Alternative Programs Budget Reduction Committee-

Charge-Examine district programming including TASC, Highview, Care and Treatment, Extended day/year, other ALC programs and special education, and recommend reduced expenditures-

Area Learning Centers

Option 2 - Explore cost saving opportunities, including program elimination, within district managed daytime ALC programs
TASC

150,000

Option 4 - Consider adopting fiscal management for all ALC programs-

108,260

Special Education Programs

Option 1- Reduce district's contract with 287 by hiring Deaf/Hard of Hearing teachers

1-3 FTE

140,000

Option 2- Reduce district's contract with 287 by hiring our own interpreters

6,500

Option 4- Reduce district's contract with 287 by providing an in-house version of Vocational Training Services (VET)

68,185

Online Learning Committee-

Charge-Explore the possibility of becoming an online learning provider with the intent of providing revenue enhancing and value added services.

Key finding: Although the current revenue stream available for online learning leaves little opportunity to generate more revenue than expense in the short term, we are convinced that the district should continue to support online learning as a strategic investment necessary for continued educational excellence. Offering high-quality instruction using 21st century tools for delivery will attract and retain students in the future.

Initiatives:

Hybrid Course Development- Develop hybrid high school courses, combining online and face-to-face instruction. Up to five new courses planned for development in 2012-13.

15,000.00

Expand Compass Odyssey as an online learning supplemental resource in regular education classrooms for math acceleration in all elementary grade 3-5 classrooms.

Additional Compass Odyssey Annual -Support, Licenses and Fees

20,800.00

Revenue Increase	Expenditure Increase	Expenditure Reduction
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Other Budget Adjustments (2012-13):

	Revenue Increase	Expenditure Increase	Expenditure Reduction
Schools for Energy Efficiency (SEE Program)			110,000.00
Restructure Middle School Day		575,000.00	
Restore Prior Year (FY12) Reduction in Curriculum Resources		200,000.00	
Teaching and Learning Additional Support (2.0 FTE)		156,000.00	

Total -Recommending

Total -Under Consideration

	0	790,000	266,244
	0	176,800	1,447,685

Revenue		Expenditure		Expenditure	
Increase		Increase		Reduction	

Non-recurring Budget Adjustments -(One-time Revenue/Expense for 2012-13)

Operations Committee:

Option 7- Sell or dispose of equipment stored by the Buildings and Grounds department that is no longer in use-

42,204

Enrollment Magnets/Partnerships Committee:

STEAM Magnet-1/3 of enrolling students are non-resident

Decision Required -November, 2011

Revenue
Expense

1,256,787

2,172,918

Online Learning Committee:

Expand Compass Odyssey as an online learning supplemental resource in regular education classrooms for math acceleration in all elementary grade 3-5 classrooms.

Math Courseware licenses for all elementary schools

Equipment including (4) computers for every grade 3-5 classroom

Infrastructure costs including electrical, low voltage, switches, etc.

100,000.00

289,000.00

40,200.00

Other Budget Adjustments (2012-13):

District-wide Tech Education Improvements

100,000.00

Total -Recommending	1,298,991	2,272,918	0
Total -Under Consideration	0	429,200	0

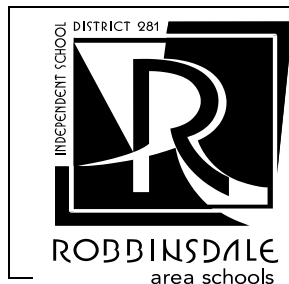
School Board Meeting Calendar: January 2012 through July 2012

DRAFT

Monday	January 9, 2012	6:00 – 6:50p.m. 7:00 p.m.	Listening Time Regular Meeting
Tuesday	January 17, 2012	5:30 p.m.	Mid-yr. Supt. Eval
Monday	January 23, 2012	5:30 – 6:00 p.m. 6:00 p.m. – 9:00	Regular Meeting Work Session
Monday	February 6, 2012	6:00 – 6:50p.m. 7:00 p.m.	Listening Time Regular Meeting
Tuesday	February 21, 2012	5:30 – 6:00 p.m. 6:00 p.m. – 9:00	Regular Meeting Work Session
Monday	March 5, 2012	6:00 – 6:50p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	March 19, 2012	5:30 – 6:00 p.m. 6:00 p.m. – 9:00	Regular Meeting Work Session
Monday	April 2, 2012	6:00 – 6:50p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	April 16, 2012	5:30 – 6:00 p.m. 6:00 p.m. – 9:00	Regular Meeting Work Session
Monday	May 7, 2012	6:00 – 6:50p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	May 21, 2012	5:30 – 6:00 p.m. 6:00 p.m. – 9:00	Regular Meeting Work Session
Monday	June 4, 2012	6:00 – 6:50p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	June 11, 2012	5:30 p.m.	Supt. Eval
Monday	June 18, 2012	5:30 – 6:00 p.m. 6:00 p.m. – 9:00	Regular Meeting Work Session
Monday	July 9, 2012	7:00 p.m.	Regular Meeting
Saturday	July 21, 2012	8:30a.m. – 3:00p.m.	Work Shop

Other Proposals

- Start second meeting of the month at 5:15 p.m. to allow a 45 minute meeting instead of 30 minutes
- All regular meetings would take place at the board table
- Months that have several operations items (January and June) do not schedule policy reviews (see monitoring calendar)
- Agenda setting meeting will determine which items on monitoring calendar could be moved to work session for more in-depth discussion and analysis (see monitoring calendar)
- Close the retractable wall during 2nd meeting of the month and have light supper available 15 minutes prior to meeting and/or at 6:00 p.m. at start of work session (FYI this is positive outcome in cost savings with meals going from twice per month to once per month) Open retractable wall for work session, and rearrange tables if necessary



*The mission of Robbinsdale Area Schools
is to inspire and educate all learners
to discover their potential and
positively contribute to their community.*

2011-2012 School Board Meeting Calendar

Regular meetings of the school board are held on the first and third Monday of each month (*except when calendar does not permit*) at the Education Service Center, 4148 Winnetka Avenue North, New Hope, Minnesota, third floor boardroom, 7 – 9 p.m.

Monday	July 11, 2011	7:00 p.m.	Regular Meeting
Saturday	July 23, 2011	8:30 a.m. – 3:00 p.m.	School Board Workshop – Education Service Center
Monday	August 8, 2011	5:30 p.m.	Work Session
Monday	August 15, 2011	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Tuesday	September 6, 2011	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	September 12, 2011	5:30 p.m.	Work Session
Monday	September 19, 2011	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Monday	October 3, 2011	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	October 10, 2011	5:30 p.m.	Work Session
Monday	October 17, 2011	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Wednesday	November 9, 2011	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	November 14, 2011	5:30 p.m.	Work Session
Monday	November 21, 2011	5:30 p.m.	Group Dialogue

		7:00 p.m.	Regular Meeting
Monday	December 5, 2011	6:05 p.m.	Truth in Taxation Hearing
		7:00 p.m.	Regular Meeting
Monday	December 12, 2011	5:30 p.m.	Truth in Taxation Hearing Continuance (if necessary) Work Session
Monday	January 9, 2012	6:00 p.m.	Listening Time
		7:00 p.m.	Regular Meeting
Tuesday	January 17, 2012	5:30 p.m.	Work Session
Monday	January 23, 2012	5:30 p.m.	Group Dialogue
		7:00 p.m.	Regular Meeting
Monday	February 6, 2012	6:00 p.m.	Listening Time
		7:00 p.m.	Regular Meeting
Monday	February 13, 2012	5:30 p.m.	Work Session
Tuesday	February 21, 2012	5:30 p.m.	Group Dialogue
		7:00 p.m.	Regular Meeting
Monday	March 5, 2012	6:00 p.m.	Listening Time
		7:00 p.m.	Regular Meeting
Monday	March 12, 2012	5:30 p.m.	Work Session
Monday	March 19, 2012	5:30 p.m.	Group Dialogue
		7:00 p.m.	Regular Meeting
Monday	April 2, 2012	6:00 p.m.	Listening Time
		7:00 p.m.	Regular Meeting
Tuesday	April 10, 2012	5:30 p.m.	Work Session
Monday	April 16, 2012	5:30 p.m.	Group Dialogue
		7:00 p.m.	Regular Meeting
Monday	May 7, 2012	6:00 p.m.	Listening Time
		7:00 p.m.	Regular Meeting
Monday	May 14, 2012	5:30 p.m.	Work Session

Monday	May 21, 2012	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Monday	June 4, 2012	6:00 p.m. 7:00 p.m.	Listening Time Regular Meeting
Monday	June 11, 2012	5:30 p.m.	Work Session
Monday	June 18, 2012	5:30 p.m. 7:00 p.m.	Group Dialogue Regular Meeting
Monday	July 9, 2012	7:00 p.m.	Regular Meeting

Monitoring Calendar – 2011-2012 (revised 6/8/2011)

	July	August	September	October	November	December
Teaching & Learning		AYP Test Results (1A-E) MS students in after-school activities by demographics (1A-E;3A;3D) Annual District Priorities Report	Annual Report Card (1A-D) Summer Program Report (1A- E; 3A)	School Improvement Plans (1A -E; 3A-D) ACT Results (1A-D)	Annual Report on Strategic Plan (4E) Kindergarten literacy/math assessments (1A-D) Fall MAP Elementary (1A-D)	Fall MAP – HS (1A-D)
Operations	Quarterly Financial Report (4A; 5C)	Two policy reviews – first/second readings	Two policy reviews – first/second readings	Fall Enrollment and Demographic Profile Report (5B-C) Two policy reviews – first/second readings Quarterly Financial Report (4A; 5C)	Two policy reviews – first/second reading	Audit Report (5B)
	January	February	March	April	May	June
Teaching & Learning	District Improvement Plan Update (1A-E; 2B-C) Fall MAP – MS (1A-D)	Winter MAP – Elementary (1A-D)	Winter MAP – HS (1A-D)	Winter MAP – MS (1A-D)	Participation in the arts and rigorous courses by demographics (1A-E; 3A)	Spring MAP – Elementary (1A-E; 2B-C) Student Behavior Report (3A-D) Update Monitoring Calendar 2012-13
Operations	Budget Assumptions Projections (5B) Class Size Report (1A-E; 3A-C) Mid-Year Enrollment and Projections Report (5B-C) Set Student to Teacher Ratios (1A-E; 2A; 3A-C; 5B) Quarterly Financial Report (4A; 5C) Two policy reviews - first/second readings	Two policy reviews – first/second readings	Two policy reviews – first/second readings	Quarterly Financial Report (4A; 5C) Two policy reviews – first/second readings	Two policy reviews – first/second readings	10-Yr Facilities Plan (5B; 5E) Preliminary 2012-2013 Budget (5B-C) End of Year Enrollment Report (5B-5C) Two policy reviews – first/second readings

Adopted: December 12, 2005

MSBA/MASA Model Policy 214
Orig. 2005

Approved: February 20, 2007

Reviewed: June 14, 2010 Work Session

214 ~~OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS~~

I. PURPOSE

The purpose of this policy is to ~~control out-of-state~~ *govern* travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board ~~member(s)~~. *School board members are expected* to become familiar with issues that may affect the school district, to acquire an ~~basic~~ understanding of school ~~finance and budgeting~~ district operations and ~~to acquire sufficient knowledge to comply with~~ federal, state and local laws, rules, regulations and school district policies that relate to their functions as school board members. ~~Occasionally, it may be~~ *It is* appropriate for school board members to travel ~~out-of-state~~ to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel ~~outside the state~~ is appropriate ~~for when the school board finds it proper for~~ school board members to acquire knowledge and information necessary ~~to allow them~~ to carry out their responsibilities as school board members. Travel to *metropolitan area conferences/meetings*, regional or national meetings of *the Minnesota School Boards Association and the National School Boards Association* ~~is are~~ presumed to fulfill this purpose. *Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.* (Note: ~~strikethrough of 2007 version was removed; and (out of state now has a strikethrough).~~)

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

- B. ~~Automobile~~ *Travel by personal vehicle* shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations. ~~, including attendance at workshops and conventions.~~

~~VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES~~

~~The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.~~

~~VII. ANNUAL REVIEW~~

VI. ANNUAL REVIEW

This policy ~~must be annually~~ *will be periodically* reviewed by the school board.

Legal References: **Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)**
 Minn. Stat. § 471.661 (Out-of-State Travel)
 Minn. Stat. § 471.665 (Mileage Allowances)
 Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)
 Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

Cross References: **MSBA/MASA Model Policy 212 (School Board Member Development)**
 MSBA/MASA Model Policy 412 (Expense Reimbursement)

Adopted: _____

Revised: _____

212 SCHOOL BOARD MEMBER DEVELOPMENT

I. PURPOSE

In recognition of the need for **ongoing inservice** training and development for its members, the purpose of this policy is to encourage the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association.
- B. All school board members are encouraged to participate in school board and related workshops and activities sponsored by local, state and national school boards associations, as well as in the activities of other educational groups.
- C. School board members are expected to report back to the school board with materials of interest gathered at the various meetings and workshops.
- D. The school ~~board~~ **district board budget** will reimburse the necessary expenses of all school board members who attend meetings and conventions pertaining to school activities and the objectives of the school board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)

Cross References: MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)



MEMO

To: Members of the School Board
Aldo Sicoli, Superintendent of Schools

From Sherry Tyrrell, School Board Vice-Chair

Date: October 5, 2011

RE: Superintendent Evaluation

At our work session on Monday, October 10, 2011, we will review and make any recommended changes to the Superintendent Evaluation Instrument. We will also schedule the Mid-Year Superintendent Evaluation.

ROBBINSDALE SCHOOL DISTRICT #281
SUPERINTENDENT EVALUATION INSTRUMENT
Developed 2010

EVALUATOR: _____

Evaluation Performance Levels – Definitions

Unsatisfactory - Rarely meets the standards of performance and expectations. Improvement needed.

Basic – Meets initial standards for performance. A foundation is in place to move the district forward to achieve expected results.

Proficient – Fully satisfactory and consistently demonstrates competence, skill, and expertise. Performance standards meet all expectations.

Distinguished – Consistently exceeds standards for performance and expectations. Work is optimum in quality and worthy of special recognition.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Evaluation Areas

- A. Strategic Plan and Results
- B. Employee Relations
- C. External and Community Relations
- D. Organizational Management
- E. Financial Management
- F. Board Relations

Directions: Indicate the statement that most accurately describes the current level of performance, then, use this information as a guide to write “Commendations” and/or “Opportunities for Action” for each evaluation area.

A. STRATEGIC PLAN AND RESULTS

1. A strategic plan is in place that drives district decisions.

Unsatisfactory - A strategic plan is not in place or the strategic plan is not driving district decisions.

Basic - A strategic plan is in place but not used consistently to drive district decisions.

Proficient - A current strategic plan is in place and is used to drive most district decisions.

Distinguished - A current strategic plan is in place and used to drive district decisions at all levels of the organization.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

2. Action plans have been developed for all district priorities in the strategic plan and are in the process of being implemented. There is clear evidence that progress is on schedule or that plans have been fully implemented and results achieved.

Unsatisfactory - Action plans have not yet been developed for the district priorities.

Basic – Some action plans have been developed and are in the process of being implemented for some district priorities.

Proficient - Action plans have been developed and are in the process of being implemented for most district priorities. Progress is on schedule.

Distinguished - Action plans have been developed for all district priorities in the strategic plan and are in the process of being implemented. There is clear evidence that progress is on schedule or that plans have been fully implemented and results achieved.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

3. Progress on the strategic plan is monitored and reported to the board and community.

Unsatisfactory - Performance measures have not been identified and/or progress on the strategic plan is not yet monitored or reported.

Basic - Performance measures for the strategic plan are identified to monitor progress but a systemic process to monitor and report progress is not in place.

Proficient - Performance measures for the strategic plan are identified to monitor progress and a systemic process to monitor and report progress is in place and implemented.

Distinguished - Performance measures for the strategic plan are identified to monitor progress and a systemic process to monitor and report progress is in place and implemented by using a documented monitoring calendar.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

4. District, schools, and programs are aligned to the strategic plan and continuous improvement plans are systematically monitored and reported to the board and community. Data used from performance reports are used to make improvement adjustments.

Unsatisfactory - Improvement plans are not in place.

Basic - Improvement plans are in place and are monitored and reported to the board and community. Data from the performance reports are used to make improvement adjustments at some levels of the organization.

Proficient - Improvement plans are in place and are monitored and reported to the board and community. Data from the performance reports are used to make improvement adjustments at most levels of the organization.

Distinguished - Improvement plans are in place and are monitored and reported to the board and community. Data from the performance reports are used to make improvement adjustments at all levels of the organization.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

5. District performance results are improving compared to past performance results.

Unsatisfactory - District performance is not yet improving.

Basic - District performance does not show consistent improvement trends, but does show isolated areas of improvement.

Proficient - District performance has improved and goals are being met, but there is not yet a sustained positive trend.

Distinguished - District performance is consistently improving compared to past performance, goals are achieved and performance standards are met. Gaps in performance results between student groups are closing.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

6. The district is positioned to be competitive with similar districts in performance, educational programs and schools.

Unsatisfactory – The district is not competitive with similar districts.

Basic – The district is somewhat competitive with similar districts in some areas of performance, educational programs and schools.

Proficient – The district is mostly competitive with similar districts in performance, educational programs and schools.

Distinguished – The district is highly competitive with similar district in performance, educational programs and schools.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action:

B. EMPLOYEE RELATIONS

1. A District Culture exists that encourages collaboration, innovation, empowerment, staff involvement, respect and integrity.

Unsatisfactory - Evidence of positive and productive relationships with district employees is not apparent.

Basic - Some evidence of positive and productive relationships with district employees is apparent. However, some elements of collaboration, innovation, empowerment, respect and integrity are not consistently apparent across the organization.

Proficient - Evidence of positive and productive relationships with district employees is apparent on a consistent basis throughout the organization. However, some elements of collaboration, innovation, empowerment, respect and integrity are not consistently apparent across the organization.

Distinguished - Evidence of positive and productive relationships with district employees is apparent on a consistent basis throughout the organization and elements of collaboration, innovation, empowerment, respect and integrity are consistently apparent across the organization.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

2. A system exists that provides recognition to district employees who contribute to the district priorities in the strategic plan.

Unsatisfactory - A recognition system aligned to district priorities is not in place.

Basic - Individual accomplishments of district employees are recognized, but do not always focus on improvement of district priorities.

Proficient – An informal processes to recognize teams and individuals who help achieve district priorities is in place, but is not systematic and does not consistently recognize high performance.

Distinguished - Formal and informal methods to recognize individuals and work teams that contribute to high performance in improvement of district priorities is in place. The district celebrates progress toward accomplishing district priorities.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

3. An employee performance evaluation system that holds employees accountable to align their work to support district priorities in the strategic plan is in place.

Unsatisfactory - A performance evaluation system is not in place.

Basic – A performance evaluation system is in place but does not require measures that are aligned to district priorities.

Proficient – An evaluation system aligned to measure performance toward district priorities is in place, but is not yet fully deployed throughout all levels of the organization.

Distinguished – A performance evaluation system aligned to measure performance toward the district priorities is in place and is fully deployed throughout all levels of the organization. Employees are assessed on their use of a systems approach for continual improvement and results.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

4. Faculty and staff have access to and use an organization-wide information system to make decisions and work toward continuous improvement.

Unsatisfactory - Faculty and staff do not yet have access to an organization-wide information system needed for decision making and continuous improvement.

Basic - An organization-wide information system is in the process of being created, but data are not yet fully accessible for decision making and continuous improvement.

Proficient - An organization-wide information system is in place. Data are easily available, but not systematically used for district decisions and continuous improvement.

Distinguished - An organization-wide information system is in place. Information is easily available and in a usable form for decision making and continuous improvement. Information management is a high priority in all areas of the organization.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

5. Leadership is provided to ensure that contracts with employee groups are negotiated in a respectful and professional manner, and the terms of the labor agreements are followed.

Unsatisfactory –

Basic -

Proficient -

Distinguished -

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action:

C. COMMUNITY AND EXTERNAL RELATIONS

1. An effective framework to build positive relationships with key community stakeholders is in place and aligned with the district priorities.

Unsatisfactory – An effective framework to build positive relationships with key community stakeholders is not in place.

Basic – Positive relationships with key community stakeholders is evident, but an effective framework is not in place.

Proficient - Positive relationships with key community stakeholders is evident and an effective framework is in place, but is not yet aligned to support district priorities.

Distinguished - Positive relationships with key community stakeholders is evident and an effective framework is in place. These relationships provide assistance in identifying and meeting district priorities.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

2. The Superintendent serves as an effective spokesperson for the district and works to maintain support and trust for the district from stakeholders.

Unsatisfactory - The superintendent does not communicate clearly and effectively with stakeholders.

Basic - The superintendent communicates clearly and effectively in some situations but needs to continue to improve communication effectiveness with stakeholders.

Proficient - The superintendent communicates clearly and effectively in most situations and works to build trust and support for the district from stakeholders.

Distinguished - The superintendent consistently communicates with stakeholders in a manner that is clear and effective. Stakeholders support and trust for the district is consistently maintained.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

3. The Superintendent maintains positive and influential working relationships with a variety of external individuals and organizations including: Superintendents, City Leaders, Legislators, Governmental Leaders, WMEP and Intermediate District 287.

Unsatisfactory - The superintendent does not cultivate positive relationships with external stakeholders.

Basic - The superintendent cultivates positive working relationships with some external stakeholders or develops working relationships with external stakeholders but at a minimal level.

Proficient - The superintendent cultivates positive working relationships with external stakeholders but the level of influence with some stakeholders still has room for growth.

Distinguished - The superintendent consistently cultivates positive and influential working relationships with significant external stakeholder groups.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

4. A system is in place to monitor and effectively respond in a timely manner to satisfaction levels of stakeholders, which include students, parents, staff, other community members.

Unsatisfactory - The level of stakeholder satisfaction is not yet monitored.

Basic – The level of satisfaction of some stakeholder groups are monitored and a system is in place to provide effective responses.

Proficient – The level of satisfaction of most stakeholder groups is monitored and a system is in place to provided effective responses.

Distinguished – The level of satisfaction of all stakeholder groups is monitored and a system is in place to provide effective responses in a timely manner.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action:

D. ORGANIZATIONAL MANAGEMENT

1. A systematic and standardized approach to develop, document, and update district policies and procedures is in place.

Unsatisfactory - A systematic, standardized approach to develop new or update district policies and procedures is not in place.

Basic – New and updated district policies are developed and documented as needed, but a systematic and standardized approach is not in place.

Proficient - New and updated district policies and procedures are developed and documented and used regularly, but it is not yet systematic or standardized throughout the district.

Distinguished – New and updated district policies and procedures are developed and documented through a systematic and standardized approach throughout the district.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

2. An effective and systematic approach to promote and measure continuous improvement in all schools and programs is in place.

Unsatisfactory - There is not a systematic approach to promoting continuous improvement in the district.

Basic - Elements of systematic approach to promoting continuous improvement in the district are in place and implementation is on-going.

Proficient - A systematic approach to promoting continuous improvement in the district has been implemented throughout the district. However, revisions are necessary to achieve maximum results.

Distinguished - A systematic approach to promoting continuous improvement in the district has been implemented throughout the district. Evidence that the system is leading to improved results is apparent.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

3. An effective and systematic approach for decision making throughout the organization is in place.

Unsatisfactory - There is not a systematic approach for decision making in the district.

Basic - Elements of a systematic approach for decision making in the district are in place and implementation is on-going.

Proficient - An effective systematic approach for decision making has been implemented throughout the district.

Distinguished - An effective systematic approach for decision making has been implemented throughout the district. Evidence that the system is leading to improved results is apparent.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

4. An organizational structure is in place that effectively meets the needs of the district.

Unsatisfactory - The organizational structure is ineffective in meeting the needs of the district.

Basic - The organizational structure is effectively designed to achieve results or operate efficiently but not both. Major adjustments are needed to accomplish one of these objectives

Proficient - The organizational structure is effectively designed to achieve results and operate efficiently. However, some minor adjustments may be necessary to fully achieve one of the objectives.

Distinguished - The organizational structure is most effectively designed to achieve results and operate efficiently.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

5. The district is in compliance with board policies, federal, state, and local rules and regulations.

Unsatisfactory – The district is not in compliance with several board policies, and governmental rules and regulations.

Basic – The district is not in compliance with some board policies and governmental rules and regulations.

Proficient – Occasionally the district is not in compliance with board policies and governmental rules and regulations.

Distinguished – The district is rarely out of compliance with board policies and governmental rules and regulations.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action:

E. FINANCIAL MANAGEMENT

1. The district budget is aligned to the priorities and goals of the strategic plan, is communicated effectively and easily accessible to stakeholders.

Unsatisfactory - The budget is not aligned to the priorities and goals of the strategic plan.

Basic – The budget is in the process of being aligned to the strategic plan's priorities and goals.

Proficient – The district budget is aligned to priorities and goals of the district strategic plan and is communicated and accessible to stakeholders, but is not yet effective and accessible for some stakeholders.

Distinguished - The district budget reflects the priorities and goals of the district strategic plan and is communicated effectively and easily accessible to stakeholders.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

2. A framework is in place to assess the cost-effectiveness of district programs and programs are aligned to the strategic plan. Information about the cost effectiveness and alignment of programs to the strategic plan are included in budget recommendations to the board.

Unsatisfactory – Programs are not assessed for cost-effectiveness and are not aligned to strategic plan.

Basic – Some programs are assessed for cost-effectiveness and are aligned to the strategic plan, but a framework is not in place and budget recommendations do not include information about the cost effectiveness of programs.

Proficient – Most programs are assessed for cost-effectiveness and are aligned to the strategic plan. A framework is in place and information is provided about the cost effective of most programs in budget recommendations.

Distinguished - A framework is in place to assess the cost-effectiveness of all programs and all programs are aligned to the strategic plan. Information about the cost effectiveness and alignment of all programs to the strategic plan are included in budget recommendations to the board.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

3. Plans are in place to address short and long term funding projections and the district is in proactive position to respond to budget fluctuations, which include innovative plans for generating revenue.

Unsatisfactory - The district is not prepared to effectively respond to future funding projections and fluctuations.

Basic - Plans are in place to address the short term funding projections and fluctuations.

Proficient - Plans are in place to address short and long term funding projections and the district is in a proactive position to respond to budget fluctuations.

Distinguished - Plans are in place to address short and long term funding projections, and the district is in a proactive position to respond to budget fluctuations, which include innovative plans for generating revenue.

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action:

F. BOARD RELATIONS

1. The superintendent works with the board in a climate of professionalism and mutual respect. He/she is accessible to and communicates effectively with all board members.

Unsatisfactory -

Basic -

Proficient -

Distinguished -

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

2. Materials, reports and recommendations to the board are carefully prepared, concise and accurate.

Unsatisfactory -

Basic -

Proficient -

Distinguished -

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

3. The board is fully informed and advised in a timely way about important issues and unforeseen situations in the district.

- Unsatisfactory -
- Basic -
- Proficient -
- Distinguished –

Not Applicable – The job performance is not being evaluated at this time and/or not enough information has been provided to evaluate.

Commendations:

Opportunities for Action:
