

Agenda of Superintendent Evaluation Committee

The Board of Trustees Nye County School District

A Superintendent Evaluation Committee of the Board of Trustees of Nye County School District will be held Thursday, June 30, 2022, beginning at 5:30 PM at the Southern District Office Boardroom, 484 S. West Street, Pahrump, NV 89048.

Disabled members of the public who require reasonable accommodations in order to attend this Meeting are asked to notify District Administration at 775-727-7743, ext. 224, at least 24 hours prior to the Meeting. Questions regarding backup materials may be directed to Board Secretary Kelly Wood, 775-727-7743, ext. 224. A Public Binder will be available for viewing at the scheduled location at the time of the Meeting.

Public comment may be accepted live via email for the duration of the Meeting and shared during the Public Input time designated on the Agenda. Public comment made by members of the public attending the meeting virtually must be emailed to publiccomment@nyeschools.org and must include:

1. The author's first and last name.
2. The author's phone number (phone number will not be read on the official record).
3. Date of the Meeting for which the comment is intended.

All Public Input rules and timelines listed on the Agenda still apply.

This Agenda has been posted on the NCSD Website (<https://www.nye.k12.nv.us>), Nevada's Notice Website (<https://notice.nv.gov/>), at the main physical location of the meeting, and has also been provided to all persons who have made a specific request of a copy of the Agenda by US Mail or electronic mail.

The subjects to be discussed, considered or acted upon are listed below. Items do not have to be taken in the order presented below and the Committee may combine two or more agenda items for consideration at any time. The Committee may also remove any items on the agenda or delay discussion relating to any item listed on the agenda at any time.

1. **CALL TO ORDER**

2. **PUBLIC INPUT, INFORMATIONAL ITEM**

This time is set aside for the public to make comments on items within the authority of this Committee and are not for Committee interaction at this time. Matters raised cannot be deliberated or acted upon until properly placed on a future agenda. **Comments that are irrelevant, repetitious, slanderous, offensive, inflammatory, willfully disruptive or deemed personal attacks will not be permitted.** A Request to Speak form must be completed and submitted to the Board Secretary before the Public Input is open. A time limit of 3 minutes per person or 5 minutes for the spokesperson for a group will be imposed.

3. **ADOPTION OF AGENDA, FOR POSSIBLE ACTION**

4. **DISCUSSION/APPROVAL TO CREATE A SUPERINTENDENT EVALUATION FORM, FOR POSSIBLE ACTION**

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5. **PUBLIC INPUT, INFORMATIONAL ITEM**

This time is set aside for the public to make comments on items within the authority of this Committee and are not for Committee interaction at this time. Matters raised cannot be deliberated or acted upon until properly placed on a future agenda. **Comments that are irrelevant, repetitious, slanderous, offensive, inflammatory, willfully disruptive or deemed personal attacks will not be permitted.** A Request to Speak form must be completed and submitted to the Board Secretary before the Public Input is open. A time limit of 3 minutes per person or 5 minutes for the spokesperson for a group will be imposed.

6. **ADJOURNMENT**

Name of Trustee Completing Evaluation: _____

Annual Evaluation of the Superintendent of the Carson City School District 2019

SUPERINTENDENT PERFORMANCE STANDARDS

These are not specific goals, but the everyday requirements of the position.

As used herein, the ratings have the following meanings:

- **4 = Superior:** consistently demonstrates exceptional performance and effectiveness; goes above and beyond in meeting strategic objectives and core goals; exceeds job requirements and reasonable expectations to a noticeable degree.
- **3 = Very Satisfactory:** elements of excellence in performance; predominately demonstrates effectiveness in meeting objectives and goals; adds new dimensions to position through capability and desire.
- **2 = Satisfactory:** level of performance fulfills essential requirements and meets reasonable expectations; performance is what is expected.
- **1 = Need to Improve:** shows need for improvement; not completely effective; performance falls short of what is expected and requires improvement to continue employment.
- **0 = Unsatisfactory:** fails to demonstrate consistent or effective behavior; insufficient strength in performance to receive a "Need to Improve" rating.

Leadership and District Culture

- Implement a shared vision that focuses on improved student achievement.
- Promotes academic rigor.
- Empowers and supports staff to reach high levels of performance to achieve district and school objectives.
- Promotes understanding and celebration of educational success.
- Promotes safety, tolerance, civility, and acceptance.
- Develops, implements, monitors, and promotes continuous improvement processes.

COMMENTS:

RATING:

- 3
- ___ SUPERIOR
 - ___ VERY SATISFACTORY
 - ___ SATISFACTORY
 - ___ NEED TO IMPROVE
 - ___ UNSATISFACTORY

SUPERINTENDENT PERFORMANCE STANDARDS

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Employer-Superintendent Relations

- Works with the Board to formulate internal and external district policy.
- Demonstrates good school governance to staff, students, and the community at large.
- Establishes procedures for successful Superintendent/Board interpersonal and working relationships.
- Takes active responsibility for executing District policies.
- Understands and interprets the role of federal, state, and regional governments, policies and politics and their relationships to local districts and schools.
- Uses legal and other counsel in governance and procedures to avoid liabilities.

COMMENTS:

RATING:

- SUPERIOR
- VERY SATISFACTORY
- SATISFACTORY
- NEED TO IMPROVE
- UNSATISFACTORY

4

Community Relations and Communication

- Leads staff to establish effective two-way communications with students, staff, parents, and community.
- Demonstrates effective communication skills in individual, small and large-group settings.
- Promotes involvement of all stakeholders to fully participate in effective education.
- Establishes effective school/community relations, school/business partnerships and public service opportunities.
- Understands and uses media opportunities to shape and form opinions and relations.

COMMENTS:

RATING:

- SUPERIOR
- VERY SATISFACTORY
- SATISFACTORY
- NEED TO IMPROVE
- UNSATISFACTORY

SUPERINTENDENT PERFORMANCE STANDARDS

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Organizational Management

- Gathers and analyzes data for decision making and recommendations to the Board and other entities.
- Develops and monitors long-range plans for school and district technology and information systems.
- Develops and monitors a successful facility management plan, including security, maintenance, and replacement programs. Plans for community financial support for facilities via bond issues.
- Establishes procedures for dealing with emergencies such as weather, threats to schools, student bullying, violence, and trauma.

COMMENTS:

RATING:

- SUPERIOR
- VERY SATISFACTORY
- SATISFACTORY
- NEED TO IMPROVE
- UNSATISFACTORY

5

Educational Program/Curriculum Planning Development

- Stays up-to-date in curriculum, teaching practices, learning, and testing theories.
- Successfully plans, implements, and monitors state-mandated curriculum and testing changes.
- Establishes curriculum planning anticipating occupational trends and school-to-career opportunities.
- Assesses and reports student progress using required and appropriate techniques.
- Involves faculty and stakeholders in enhancement and renewal of curriculum to align curriculum, instruction, and assessment.

COMMENTS:

RATING:

- SUPERIOR
- VERY SATISFACTORY
- SATISFACTORY
- NEED TO IMPROVE
- UNSATISFACTORY

SUPERINTENDENT PERFORMANCE STANDARDS

Page 4

Instructional Leadership, Professional and Leadership Development

- Collaboratively develops, implements, and monitors change so that the most effective teaching techniques are in place, following current research and best practices.
- Instructional resources are focused on maximizing student achievement.
- Implements and manages processes to assess teaching methods, classroom management and strategies for student-based learning.
- Analyzes instructional resources and assigns them in cost-effective equitable manner.
- Establishes instructional strategies that include cultural diversity, learning style differences and individual potentials.
- Encourages improved staffing patterns, scheduling, organizational structures, and professional training to support improved student outcomes.

COMMENTS:

RATING:

- SUPERIOR
- VERY SATISFACTORY
- SATISFACTORY
- NEED TO IMPROVE
- UNSATISFACTORY

SUPERINTENDENT PERFORMANCE STANDARDS

Page 5

Human Resources Management/Staff and Personnel Relations

- Demonstrates successful use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development.
- Seeks to employ highly-qualified staff as budget and contractual obligations allow.
- Promotes improved evaluation and compensation programs
- Understands and applies legal requirements, contractual obligations, District and Board policies in employment and union negotiations.
- Provide technical advice to the Board and representatives during labor negotiations, to keep the Board apprised of negotiation status, to understand and effectively administer contracts, and to keep abreast of legislative changes affecting the collective bargaining process, budgets, and contracts.

COMMENTS:

RATING:

- SUPERIOR
- VERY SATISFACTORY
- SATISFACTORY
- NEED TO IMPROVE
- UNSATISFACTORY

7

Values and Ethics Leadership

- Understands and models appropriate value systems, ethical and moral leadership. Coordinates with public agencies and human services to help students grow and develop as caring, informed citizens.
- Explores and develops ways to successfully deal with difficult and divisive issues.
- Promotes establishment of moral and ethical practices in every classroom, school, and operation of the district.

COMMENTS:

RATING:

- SUPERIOR
- VERY SATISFACTORY
- SATISFACTORY
- NEED TO IMPROVE
- UNSATISFACTORY

SUPERINTENDENT PERFORMANCE STANDARDS

Page 6

Financial Management and Business Matters

- Demonstrates successful budget management, including forecasting, planning, cash-flow management and controls.
- Oversees the monetary policy of the district, including revenue projections, budgeting, resource allocation and control.
- With the Board, plans financial strategy to maximize district success.
- Directs financial resources to support the goals and requirements of the district.
- Maintain good communication with state and federal financial administrative offices. Maintain transparent financial records.

COMMENTS:

RATING:

- SUPERIOR
- VERY SATISFACTORY
- SATISFACTORY
- NEED TO IMPROVE
- UNSATISFACTORY

8

Management and Implementation of Strategic Plan

- Provides quarterly reports on progress of goals, objectives, and strategies
- Provides annual report
- Utilizes the Strategic Plan in decision making
- Demonstrates through his or her actions that he or she is leading with the Strategic Plan's mission and values
- Engages the community in the development and implementation of the Strategic Plan

COMMENTS:

RATING:

- SUPERIOR
- VERY SATISFACTORY
- SATISFACTORY
- NEED TO IMPROVE
- UNSATISFACTORY

SUPERINTENDENT PERFORMANCE STANDARDS

Page 7

Student Achievement

- Annually set and communicate to the Board, SMART goals focused on improving student achievement as measured by graduation rates, SBAC, MAP, ACT, and EOC exams.

COMMENTS:

RATING:

- SUPERIOR
- VERY SATISFACTORY
- SATISFACTORY
- NEED TO IMPROVE
- UNSATISFACTORY

COMPILATION: (TO BE COMPLETED AT DISTRICT OFFICE, FOLLOWING RECEIPT OF ALL INDIVIDUAL TRUSTEE EVALUATION FORMS.)

SUPERIOR: 38 - 44
VERY SATISFACTORY: 29-37
SATISFACTORY: 20-28
NEED TO IMPROVE: 13-19
UNSATISFACTORY: 0 – 12

9

Signed: _____ Date: _____
President of the Board of Trustees

Signed: _____ Date: _____
Superintendent

**BOARD OF TRUSTEES
CHURCHILL COUNTY SCHOOL DISTRICT**

SUPERINTENDENT’S EVALUATION FORM

1. BUDGET

The Superintendent shall:

- a. Supervise the preparation of the tentative budget annually for Board approval and administer the approved budget during the year.
- b. Provide financial planning for any fiscal year or the remaining part of any fiscal year that will not deviate materially from the Board’s end priorities (4%), risk fiscal jeopardy, or fail to be derived from a multi-year plan.
- c. With respect to the actual ongoing financial conditions and activities, will not cause or allow the development of fiscal jeopardy or material deviation of actual expenditures from Board policy (budget as compared to actual).
- d. Not expend more funds than will be received in the fiscal year.
- e. Actively seek public input on budget reductions for programs which will directly impact students.
- f. Secure funding through grants and other means.

EXCELLENT

SATISFACTORY

NEEDS IMPROVEMENT

UNSATISFACTORY

1. BOARD OF TRUSTEES COMMUNICATION

The Superintendent shall:

- a. Administer all activities of the school system according to policy as developed by the Board and in doing so assumes responsibility for everything that occurs in the District.
- b. Recommends a course of action to the Board in all matters affecting the operation and welfare of the school district.
- c. Oversees the establishment of the School Improvement Plans and/or educational goals of the District, both annually and over a long range period, (including but not limited to areas of curriculum and instruction, school plant and fiscal requirements).
- d. Upon approval by the Board and consistent with policy, attends state, regional and national conferences pertaining to the superintendent’s duties; brief the Board on what was learned.
- e. Provides leadership in the development, improvement, implementation, evaluation and results of the District’s K-12 curriculum. Maintain a general knowledge of educational trends through professional development.

Superintendent's Evaluation Form

- f. Maintains effective relationships with legislative representatives and the Department of Education.
- g. Shall, in conjunction with a maximum of three Board Members, prepare the agenda for each Board meeting, shall attend Board meetings and all closed sessions, except when his/her contract is being considered, and shall participate in all deliberations of the Board when such deliberations do not involve his/her contract. All Board Members shall be given equal opportunity to have items placed on the agenda for discussion and action.
- h. Shall establish and maintain a program of public information designed to communicate objectives, needs, problems, and accomplishments of the schools to the Board.
- i. Will not permit the Board to be uninformed or unsupported in its work.
- j. Shall support the public and address open meeting laws when policies are under consideration for revision or adoption.
- k. Shall support the Board in its community linkage initiatives that develop community relations and communications with parents, community members and staff.
- l. Shall marshal for the Board as many staff and external points of view on issues and opinions as the Board determines is necessary to be better informed when making decision.
- m. Shall supply all Board members a means in which to receive pertinent information and communication concerning the District for the decision making process.
- n. Shall supply to the Board in the draft consent agenda items in sufficient time (one week), all items delegated to the Superintendent yet required by law or contract to be Board-approved.
- o. Shall reference or address agenda items to Board policies unless the items appear under the consent portion and purchasing services of the agenda.
- p. Shall deal with the Board as a whole except when fulfilling individual requests for information or responding to officers or committees duly charged by the Board.
- q. Bring all regulations before the Board for review and approval.

EXCELLENT

SATISFACTORY

NEEDS IMPROVEMENT

UNSATISFACTORY

1. MANAGEMENT OF ADMINISTRATIVE STAFF AND SITE PRINCIPALS

The Superintendent shall:

- a. Supervise directly and/or through delegation, the recruitment, selection, assignment, evaluation, and professional growth opportunities for all personnel. Interprets and clarifies all personnel policies to staff and resolves personnel grievances or complaints in accordance with Board policy.
- b. Shall manage the District schools through subordinates in an efficient and economical manner.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. CONTRACTS/EVALUATIONS/JOB DESCRIPTIONS

The Superintendent:

- a. Shall, in all instances, follow the protocol of Regulation #4117.8 (a) on all administrative evaluations. For principal evaluations refer to Policy 4117.
- b. Shall assure that all employee contracts will be developed by legal counsel and thoroughly reviewed by the Board prior to adoption (according to NRS 391). Board Members shall be given adequate time to review all contract language with legal counsel, thus preventing implication of liabilities.
- c. Shall assure that job descriptions will be reviewed and approved by the Board.
- d. Shall evaluate the performance of all unrepresented employees by January 15th, all site administrators (principals) by June 1st, ensure that all classified and licensed evaluations are completed per the timelines set forth in contracts and NRS, and shall make a report to the Board of Trustees regarding evaluation timelines being met.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. EMPLOYMENT

The Superintendent:

- a. Shall recommend the number and type of positions needed for the effective operation of the school district.
- b. Shall recommend to the Board candidates for employment for the Board's acceptance or rejection.
- c. Shall recommend the assignment, transfer and promotion of all employees of the Churchill County School District to the Board. (In accordance to and 391.3127)

Superintendent’s Evaluation Form

- d. May, in accordance with Policy 4820 and Regulation 4820, suspend and/or recommend the dismissal of personnel.
- e. Shall monitor the use of long term or permanent substitutes.
- f. Shall not promise or imply permanent or guaranteed employment so as to give an applicant unfair advantage over other candidates for any District position.
- g. Shall establish hiring protocol on a timely recruitment basis (refer to Policy 2120, #5 Employment, section “f”).

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. CONCERNS/CONTROVERSY/COMPLAINTS/GRIEVANCES

The Superintendent:

- a. Shall hear or appoint his/her designee to hear any complaints within the schools, and he/she shall act as arbiter in matters of controversy between the school, employees and parents.
- b. Shall follow Board policy and regulations 4138 (a) concerning the complaint process.
- c. Shall educate staff as to the proper chain of command when addressing complaints: Teacher, Principal, Superintendent, and Board (being mindful of the timelines of notification, 5-10 working days,) (see policy).
- d. Shall ensure that any complaint that reaches the level of Superintendent will be made known to the Board.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. GOVERNANCE AND BOARD POLICY COMMUNICATION

The Superintendent shall:

- a. Be responsible for the dissemination of all general orders adopted by the Board relating to all school employees and is charged with the enforcement of policies, regulations and decisions of the Board.
- b. Collaborate with Board Members in the creation and revision of all policies unless otherwise directed.
- c. Report in a timely manner an actual or anticipated noncompliance with any policy of the Board.
- d. Respect and enforce all Board Policy.
- e. Reference agenda items to Board policies unless the items appear under the consent portion of the agenda.

Superintendent’s Evaluation Form

- f. Notify the public when policies are under consideration for revision or adoption per the Open Meeting Law.
- g. Submit monitoring data required by the Board in a timely, accurate, and understandable fashion, directly addressing provisions of Board policies being monitored.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. COMMUNICATION/SITE VISITS/PUBLIC RELATIONS

The Superintendent shall:

- a. Visit all schools and departments in the District frequently, being highly visible, in order to promote communication between all levels of District administration, staff, and Board of Trustees.
- b. Communicate with local, state and federal government agencies to be informed on new legislative and budget issues.
- c. Establish protocol and measures for communication with students, parents, media, and community organizations (may include, but not limited to, connecting student academic growth and progress, attendance, schedules, conferences, open houses, registration, disciplinary codes, suspensions, expulsions, rules, graduation requirement, scholarships, required college courses, fees, uniforms, and other services, to parents).
- d. Hold town hall meetings, send newsletters, and utilize all calls, web sites, and postings to inform the public of important upcoming event.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. TREATMENT OF STAFF/EMPLOYEES/VOLUNTEERS

The Superintendent shall:

- a. Supervise the appointment and defines the duties of all personnel, subject to approval of the Board.
- b. Strive to create open and honest relations among staff members.
- c. Deal with personnel matters in a forthright, objective, and profession manner.
- d. With respect to the treatment of paid and volunteer staff, may not bully, intimidate or cause or allow conditions which are inequitable, threatening, discriminatory, undignified, disorganized or unclear.

Superintendent’s Evaluation Form

- e. See that his/her administrative staff do not bully, intimidate, harass or cause or allow conditions, which are inequitable, threatening, discriminatory, undignified, and disorganized or unclear to those who serve directly under them. The creation of a hostile work environment is unacceptable.
- f. Be team player by including staff members from the bottom up in the decision making process.
- g. Monitors treatment of staff through surveys. Will collaboratively create and review the surveys with Board approval.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. TREATMENT OF STUDENTS AND THEIR FAMILIES

The Superintendent shall:

- a. Assume the responsibility of maintaining good human relationships among students, parents and the general public, striving at every opportunity to reconcile divergent viewpoints in order to do what is best for students and for public education.
- b. Provide leadership in the development and execution of a sound school-community relations program that effectively communicates the needs and successes of the District.
- c. Establish and maintains a sound working relationship with the news media, utilizing any public service opportunities for the betterment of education within the school district.
- d. Maintain accessibility and visibility in the community, while serving as a spokesperson for the District with the community and news media.
- e. Be knowledgeable of and sensitive to the demographics of the community.
- f. With respect to interaction with student and their families or those enrolling to be students, will not cause or allow conditions, procedures, or decisions which interfere with student achievement or which are discriminatory, or unnecessarily intrusive in his or her interactions.
- g. Not use application forms or survey results that elicit information that fails to protect improper access to the material elicited.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. SAFETY/WORKERS' COMPENSATION/BULLYING/VIOLENCE

The Superintendent:

- a. Ensures that policies, procedures and school rules promote a safe and secure, respectful, and healthy school environment.
- b. Acts on own discretion when emergency action is necessary in matters not covered by District policy: reports such emergency actions to the Board and recommends policy for future guidance.
- c. Shall, in order to protect the Board from sudden loss of Superintendent services, have no fewer than two other executives familiar with Board Policies, Instructional, Budget and Superintendent issues and processes.
- d. Keeps running statistics to monitor problem areas thus avoiding incurred expenses.
- e. Provides safety training to all staff in the following areas: drills, CPR training, and incident command training to prevent crises (earthquake, fire, lockdown, and shelter in place).

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. DISTRICT GOALS/OBJECTIVES

The Superintendent:

- a. Visits each school during a faculty meeting once each quarter to share information, to provide necessary.) A log of these visits will document the completion of this goal.
- b. Strengthens communications and relationships with employees and community by holding two town hall meetings throughout the year, presenting a "press release" or newspaper article to the newspaper once each quarter, and emailing employees informing them that the Superintendent has an "open door" policy.
- c. Prepares a thorough Board report twice a year explaining the state of the District.
- d. Reports semi-annually to the Board on the development of long-range plans for the educational and operating programs of the District in order to meet the needs of the community for high quality educational offerings and the progress of stated District goals and shall disseminate these goals throughout the District.
- e. Shall create, have in place and disseminate to each school site, the District's Mission Statement describing a clear vision for education.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. CONDITION ASSESSMENT OF FACILITIES, GROUNDS AND EQUIPMENT/ ASSET PROTECTION**The Superintendent:**

- a. Serves as custodian of all property, real or personal, owned, leased or borrowed by the District; lends, exchanges, transmits or receives such property only in accordance with approval of the Board.
- b. Participates in the preparation of all plans and specifications including a District Master Plan for the purpose of modification and/or construction of facilities.
- c. Takes a leadership role with facilities and facilities management, improving systems in place; shows an interest in internal and external building care and cleanliness, helps build internal, city and public support or facility needs.
- d. Provides leadership role in overseeing long range planning and direction for deferred maintenance and facility planning for future development and growth.
- e. Will not allow District assets to be unprotected, inadequately maintained, or unnecessarily risked or failed to be maximized.
- f. Shall not subject plant and equipment to improper wear and tear or insufficient maintenance.
- g. Shall not unnecessarily expose the District or its Board or staff to claims of liability.
- h. Shall not make any purchase: (1) circumventing the District central purchasing rules and authorization (2) wherein normally prudent protection has not been given against conflict of interest (3) wherein preference not been given to NRS (5) in any amount for which funding has not been included in the budget without Board approval. (Splitting orders to avoid these requirements is not allowed)
- i. Shall not fail to maintain adequate insurance for the District.
- j. Shall not fail to protect intellectual property, information and files from loss or significant damage.
- k. Shall make sure that files are maintained and updated on a continuous basis.
- l. Shall not receive, process, or disburse under controls, which are insufficient to meet the Board's appointed auditor's standards.
- m. Shall not fail to maintain and operate physical facilities in a manner that prolongs the life expectancy of the building and provides an appropriate educational environment.

- n. Shall not endanger the District's public image or credibility, particularly in ways that would hinder the accomplishment of its mission.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. CAPITAL PROJECTS

The Superintendent:

- a. Shall closely monitor capital projects along with the Director of Business and Board of Trustees. All final changes will be approved by the Board.
- b. Shall see that initial building evaluations on capital projects (remodels, renovations, new buildings) will be reviewed to prevent unnecessary change orders. Closely monitors contracts by Construction Manager and Director of Maintenance.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. CHARACTER/ MORAL CONDUCT/ PERSONAL QUALITIES

The Superintendent:

- a. Models professional conduct and display traits of integrity at all times.
- b. Dresses modestly, neatly and cleanly for effective leadership
- c. Exhibits a strong work ethic and be punctual to all obligations
- d. Does not drink or smoke at school functions.
- e. Exhibits control under demanding and stressful or heated situations.
- f. Is respectful at all times leading with fairness and compassion.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. LEGAL COUNSEL

The Superintendent shall:

- a. Understand that the District's Legal Counsel is just that; he/she serves the entire interests of the District. (Legal Counsel is hired and approved by the elected Board of Trustees.) The Superintendent shall ensure that the District's Legal Counsel is used properly to protect and defend the Churchill County School District. Legal Counsel also has specific responsibilities to give counsel to the Board and the Superintendent as they carry out their responsibilities in accordance with Nevada Revised Statutes.

Superintendent’s Evaluation Form

- b. See that all contracts, grievances, evaluations, and any legal documents that may have budgetary implication or could be the subject of potential litigation must be reviewed and or written by or with the help of legal counsel.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. ACADEMIC PROGRESS AND GROWTH/ SCHOOL IMPROVEMENT

The Superintendent:

- a. Shall be responsible for the general efficiency of the school system, for the development of the teaching staff and for the academic growth and welfare of pupils; be responsible for the methods of curriculum, instruction, professional development, assessment, data analysis and management used by teachers and principals, and shall have the authority to hold such meetings of teachers and principals as he/she deems necessary, and shall require attendance at such meetings.
- b. Monitors increased academic rigor, through (may include, but is not limited to: depth of knowledge and rich tasks, effective grading systems, growth model, career and technical achievement, the quality assurance framework, testing and assessment (formative summative), collecting data and files of all types, trends, statistics and the use of best practice)..
- c. Monitors principal’s School Improvement Plans, Curriculum Instructional Services, Alternative Education, Early Childhood (Read by 3), Special Services, Adult Education, Home Bound, Second Language Needs (ELL), Expanded Gifted and Talented, and Science, Technology, Engineer and Math (STEM) Programs.
- d. Monitors enrollment, attendance, graduation rates, class size, dropout prevention, and ethnic changes in demographics.
- e. Promotes participation, equity and diversity and parent partnership, being customer friendly.
- f. Administers parent, student, and staff surveys for purposes of school improvement.
- g. Puts in place a Character Counts Program that teaches to the whole child at each school site and which emphasizes the principles of: Honesty, Respect, Trustworthiness, Fairness, Responsibility, Citizenship, Service, Caring, Choice and Accountability, Good Sportsmanship, Knowledge, Integrity, Kindness, Choice and Accountability.

EXCELLENT SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

1. CURRICULUM/ PROFESSIONAL DEVELOPMENT/ DATA ANALYSIS

The Superintendent:

- a. Shall educate all teachers in the following curriculum areas (which may include, but are not limited to: mapping, alignment, developmentally sequencing, indentifying and labeling state standards to specific content areas, addressing rigor with instruction on Rich tasks, Depth of Knowledge, higher levels of thinking (Booms Taxonomy), identifying essential questions, clarifying rubrics, developing effective-best practice-grading procedures [Formative/Summative]).
- b. Shall offer continual professional development opportunities to teachers in a variety of needed subject areas at least once a year with a strong emphasis on technology.
- c. Shall educate teachers as to the use and development of Common Core Standards and its application in the classroom, assessment strategies, and the use of data analysis.
- d. Shall educate as to the state emphasis leaning toward performance-based evaluation.

EXCELLENT

SATISFACTORY

NEEDS IMPROVEMENT

UNSATISFACTORY

REVIEW RESPONSIBILITY: Board of Trustees / Superintendent

SUPERINTENDENT GOAL TRACKING

The following columns represent the goals established by Dr. Jensen and approved by the Board of Trustees for the 2018-2019 school year. This document is intended to facilitate tracking by the Board of Trustees regarding progress towards each goal culminating with the final review presented in May of 2019.

Consistent with the evaluation template, for each item there are six possible choices:

- 6 = Outstanding (consistently exceeds expectations)**
- 5 = Very Good (frequently exceeds expectations)**
- 4 = Good (occasionally exceeds expectations)**
- 3 = Satisfactory (meets expectations)**
- 2 = Needs Improvement (occasionally does not meet expectations)**
- 1 = Unacceptable (regularly does not meet expectations)**

Please mark the (one) choice which most accurately describes your perception as a board member. Please keep in mind that some action steps may not be completed or started at the time of review. This document can be used throughout the review process to assist with your final rating of the superintendent during the final evaluation process. You are encouraged to include comments to assist with your thought process.

Fiscal Responsibility

	6	5	4	3	2	1	Comments
User Friendly Budget Tool							
Grant Writer							
Development and Implementation of a Balanced Budget							
Summer Bond Projects							
Enhancement of Maintenance Department							

Ensure a Clear Focus on Academic Improvement

	6	5	4	3	2	1	Comments
Graduation rates to exceed 85%							
District Wide Strategic Plan Focus – Culture and Guaranteed Learning							
Discussion with Board Regarding Equity							

Strategic Focus with our Lowest Performing Schools (FFMS, McD and WJHS)								
Expand Distance-Ed through Edgenuity								
Update Recruitment Plan								
Explore and Report on Personalized Learning								
Ensure PD Opportunities for Central Office Personnel								
Provide a clear and strategic emphasis on Administrative Leadership								
Coordinate and organize a minimum of two board retreats based on board requests								
Ensure supports for new teachers - mentoring								

Continue a Strategic Focus on Communication

	6	5	4	3	2	1	Comments
Monthly Meetings with HCEA and HCSSO							
Two Sections of Board Policy and Regulations							
Two Engagements of ThoughtExchange							
Monthly Superintendent Musings							
Monthly Extended Cabinet Meetings							
Weekly updates to Board							
Continuation of Visibility							
Transition website management to HCSD							
Individual FaceBook pages as approved by Board							
Information dissemination regarding the 2019 legislative session							

What Every New Board Member Needs to Know to new members								
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Social Emotional Supports

	6	5	4	3	2	1	Comments
Develop, review and adopt policy regarding Social Emotional Learning (SEL)							
Develop and implement Multi-Tiered System of Supports (MTSS)							
Evaluate classified staffing to assist with testing requirements to free up counselors							
Continue emphasis on Youth Mental Health First Aid							
Elementary Mental Health worker through Project Aware							

OVERALL COMMENTS:

Lyon County School District Superintendent Evaluation Instrument

Superintendent: _____

Date: _____

Evaluator: Board member Board as a whole

Performance Categories

(Use the indicators below as examples and do not rate each one. These are listed only to help you in thinking about the standard, and are not intended to be a checklist of tasks.)

<i>Categories</i>	<i>Outcome Statements</i>
<u>Student Learning</u>	<p>Students are making progress toward achieving outcomes identified by the board.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. Specific progress is evident. 2. Student learning is defined based on the knowledge and skills necessary to be successful. 3. Data and information collected is reliable, valid, and believable. 4. Data is regularly presented and is communicated in understandable forms. 5. Data is used for future planning and improvement. 6. Effective methods of providing, monitoring, evaluating, and reporting student achievement are used. 7. Surveys generally demonstrate student satisfaction with their school program. 8. Preparing students for post-secondary education and/or entrance into the job market. 9. Data is disaggregated, analyzed, and explained. 10. Other:

The superintendent has sufficient authority to achieve this standard? Yes No

The superintendent's rating for this standard is:

Unacceptable Needs Improvement Good Excellent Outstanding

Written Comments:

<p><u>Instruction</u></p>	<p>Students receive the highest quality instruction.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. Curriculum is aligned across the system. 2. Students are engaged in their work. 3. Instructional best practices are described and used. 4. Adopted programs are fully implemented and effectiveness regularly monitored. 5. Faculty and stakeholders are involved in the enhancement, renewal, and alignment of curriculum, instruction, and assessment. 6. Feedback about effective instruction is encouraged. 7. Professional development and teacher evaluation are focused on improving instructional practices. 8. Teachers understand and utilize knowledge about different learning styles and particular student needs. 9. Students and teachers work in an environment of shared respect and open feedback. 10. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<p><u>Community Relations</u></p>	<p>The community at large is satisfied with performance and supports the school</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. Parents communicate satisfaction with school experiences. 2. A community process exists to develop and implement a shared vision that focuses on improving student achievement. 3. Budgets are consistently supported by the community. 4. Community members are involved in school activities. 5. Students participate in community service learning activities. 6. A process is in place and followed to listen to and resolve complaints. 7. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<p><u>Human Resources</u></p>	<p>The environment supports the staff performing their best work.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. Staff members are treated fairly. 2. Teachers work effectively within their classroom, throughout the school, across district schools, and with the community. 3. Operations are clearly defined, communicated, and implemented. 4. Personnel contracts are adhered to. 5. Effective collective bargaining strategies advance and promote student learning. 6. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<p><u>Policy</u></p>	<p>Policies are adhered to and administrative procedures are followed.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. The superintendent serves as a resource to the board in developing, adopting, and updating policies. 2. Procedures are developed and available to the board, staff, students, and the public. 3. Procedures are aligned with board policy and comply with all Jaws, rules, and regulations. 4. Procedures are reviewed and revised periodically. 5. Legal counsel is judiciously used to proactively prevent /respond to civil and criminal liabilities. 6. The superintendent understands the system of public school governance and differentiates between the policy making and administrative roles. 7. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<p><u>Finances</u></p>	<p>The district is an effective steward of financial resources.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. Budgets reflect district goals for student achievement. 2. District expenses do not exceed revenues. If this occurs, a plan is developed and presented to the board for remediation within an acceptable timeline. 3. Finances are managed in accordance with GASBE and GAAP standards. 4. The annual audit shows no material deficiencies and audit recommendations are effectively implemented. 5. Multi-year budget plans are used for planning purposes. 6. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<p><u>Facilities</u></p>	<p>The district is a good steward of capital resources.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. All buildings meet safety, health, and construction codes. 2. Facilities and equipment are not subject to improper wear or insufficient maintenance. 3. Multi-year plans for maintenance, repairs, and facility upgrades are in place. 4. Ongoing inspection and reporting systems are utilized. 5. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<p><u>Board Relations</u></p>	<p>The superintendent fosters a relationship of mutual respect and support.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. The superintendent assists the board in developing clear policies that meet federal and state requirements. 2. The superintendent understands and communicates legal liability to the district. 3. The superintendent supports the board chair to maximize the effectiveness of board operations. 4. The superintendent regularly informs all board members about the business of the district and alerts the board about critical issues and areas that may have impact on the district. 5. The superintendent maintains a future-focus on emerging trends and research. 6. The superintendent follows agreed upon board-superintendent guidelines. 7. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<p><u>Safety</u></p>	<p>Students, staff, and community members are physically and psychologically safe in the school.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. The superintendent creates and implements practices and procedures that promote safe school environments. 2. A school-based climate of tolerance, acceptance, and civility are in place and continually monitored. 3. Crisis plans exist and are routinely practiced. 4. Parents, staff, and students report feeling physically and emotionally safe and respected in school. 5. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

Communication

The superintendent promotes two-way communication with students, staff, parents, and the community as a whole, including building effective relationships with the media.

Indicators:

1. Communication systems are in place that effectively keeps all parties informed.
2. Systems are in place to monitor internal and external perceptions of the district.
3. Involvement of all stakeholders is promoted.
4. The superintendent demonstrates effective communication skills in formal and informal settings.
5. Other:

The superintendent has sufficient authority to achieve this standard? Yes No

The superintendent's rating for this standard is:

Unacceptable Needs Improvement Good Excellent Outstanding

Written Comments:

<p><u>Ethics</u></p>	<p>The district operates in an ethical manner.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> 1. The superintendent manifests a professional code of ethics and demonstrates personal integrity. 2. The superintendent models accepted moral and ethical standards in all interactions. 3. The superintendent explores and develops ways to find common ground in dealing with difficult and divisive issues. 4. The superintendent promotes opportunities for growth in professional competence for staff, administrators, and self. 5. Moral and ethical practices are established and followed in every classroom, school, and throughout the district. 6. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

Lyon County School District Superintendent Evaluation Ratings 2019

	Trustee	Trustee	Trustee	Trustee	Trustee	Trustee	Trustee	Board Section Rating
Student Learning								
Instruction								
Community Relations								
Human Resources								
Policy								
Finances								
Facilities								
Board Relations								
Safety								
Communication								
Ethics								

Note: Category ratings are "Unacceptable=U", "Needs Improvement=NI", "Good=G", "Excellent=E" and "Outstanding=O".

Overall Board Rating:

Lyon County School District Superintendent Evaluation Ratings 2019

COMMENTS for each Section:

Student Learning

Trustee
Trustee
Trustee
Trustee
Trustee
Trustee
Trustee

Instruction

Trustee
Trustee
Trustee
Trustee
Trustee
Trustee
Trustee

Lyon County School District Superintendent Evaluation Ratings 2019

Community Relations

Trustee
Trustee
Trustee
Trustee
Trustee
Trustee
Trustee

Human Resources

Trustee
Trustee
Trustee
Trustee
Trustee
Trustee
Trustee

Lyon County School District Superintendent Evaluation Ratings 2019

Policy

Trustee
Trustee
Trustee
Trustee
Trustee
Trustee
Trustee

Finances

Trustee
Trustee
Trustee
Trustee
Trustee
Trustee
Trustee

Lyon County School District Superintendent Evaluation Ratings 2019

Facilities

Trustee
Trustee
Trustee
Trustee
Trustee
Trustee
Trustee

Board Relations

Trustee
Trustee
Trustee
Trustee
Trustee
Trustee
Trustee

Lyon County School District Superintendent Evaluation Ratings 2019

Safety

Trustee
Trustee
Trustee
Trustee
Trustee
Trustee
Trustee

Communication

Trustee
Trustee
Trustee
Trustee
Trustee
Trustee
Trustee

Lyon County School District Superintendent Evaluation Ratings 2019

Ethics

- Trustee
- Trustee
- Trustee
- Trustee
- Trustee
- Trustee
- Trustee

DCSD Board of Trustees Annual Evaluation of the Superintendent of the Douglas County School District February 2018

SUPERINTENDENT PERFORMANCE STANDARDS

These are not specific goals, but the everyday requirements of the position.

<p>Performance Standard 1 - Leadership and District Culture</p> <ul style="list-style-type: none"> • Implement a shared vision that focuses on improved student achievement. • Promotes academic rigor. • The Superintendent promotes collaboration among all groups. • Empowers and supports staff to reach high levels of performance to achieve district and school objectives. • Promotes understanding and celebration of educational success. • Promotes safety, tolerance, civility and acceptance. • Develops, implements, monitors and promotes continuous improvement processes. 	<p><u>RATING:</u></p> <p><input type="checkbox"/> Highly Effective (4)</p> <p><input type="checkbox"/> Effective (3)</p> <p><input type="checkbox"/> Minimally Effective (2)</p> <p><input type="checkbox"/> Ineffective (1)</p> <p>Please put this score on the last page to be included in⁴³ the overall rating.</p>
<p>Comments:</p>	

SUPERINTENDENT PERFORMANCE STANDARDS

Page 2

<p>Performance Standard 2 - Policy and Governance/Employer-Superintendent Relations</p> <ul style="list-style-type: none">• Works with the Board to formulate internal and external district policy.• Demonstrates good school governance to staff, students and the community at large.• Establishes procedures for successful Superintendent/Board interpersonal and working relationships.• Takes active responsibility for executing District policies.• Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools.• Uses legal and other counsel in governance and procedures to avoid liabilities.• The Superintendent displays leadership at Board Meetings.• The Superintendent assures proper preparation of board meeting materials in consultations with the Board President, makes recommendations and participates appropriately in all meetings.• Communicates effectively with the Board.• Board packet represents both pros and cons of topics.• The Superintendent responds to requests• The Superintendent interprets and executes Board policies• The Superintendent promotes Board development• The Superintendent treats all Board Members fairly, equally and with respect	<p><u>RATING:</u></p> <p><input type="checkbox"/> Highly Effective (4)</p> <p><input type="checkbox"/> Effective (3)</p> <p><input type="checkbox"/> Minimally Effective (2)</p> <p><input type="checkbox"/> Ineffective (1)</p> <p>Please put this score on the last page to be included in the overall rating.</p> <p style="text-align: right;">44</p>
<p>Comments:</p>	
<p> </p>	
<p> </p>	
<p> </p>	
<p> </p>	

SUPERINTENDENT PERFORMANCE STANDARDS

Page 3

<p>Performance Standard 3 - Community Relations and Communication</p> <ul style="list-style-type: none">• Leads staff to establish effective two-way communications with students, staff, parents and community.• Demonstrates effective communication skills in individual, small and large-group settings.• Promotes involvement of all stakeholders to fully participate in effective education.• Establishes effective school/community relations, school/business partnerships and public service opportunities.• Understands and uses media opportunities to shape and form opinions and relations.	<p><u>RATING:</u></p> <p><input type="checkbox"/> Highly Effective (4)</p> <p><input type="checkbox"/> Effective (3)</p> <p><input type="checkbox"/> Minimally Effective (2)</p> <p><input type="checkbox"/> Ineffective (1)</p> <p>Please put this score on the last page to be included in the overall rating.</p>
<p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	

<p>Performance Standard 4 - Organizational Management</p> <ul style="list-style-type: none">• Gathers and analyzes data for decision-making and recommendations to the Board and other entities.• Develops and monitors long-range plans for school and district technology and information systems.• Develops and monitors a successful facility management plan, including security, maintenance and replacement programs. Plans for community financial support for facilities via bond issues.• Establishes procedures for dealing with emergencies such as weather, threats to schools, student bullying, violence and trauma.	<p><u>RATING:</u></p> <p><input type="checkbox"/> Highly Effective (4)</p> <p><input type="checkbox"/> Effective (3)</p> <p><input type="checkbox"/> Minimally Effective (2)</p> <p><input type="checkbox"/> Ineffective (1)</p> <p>Please put this score on the last page to be included in the overall rating.</p>
<p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	

SUPERINTENDENT PERFORMANCE STANDARDS

Page 4

<p>Performance Standard 5 - Educational Program/Curriculum Planning Development</p> <ul style="list-style-type: none"> • Stays up-to-date in curriculum, teaching practices, learning and testing theories. • Successfully plans, implements and monitors state-mandated curriculum and testing changes. • Establishes curriculum planning anticipating occupational trends and school-to-career opportunities. • Assesses and reports student progress using required and appropriate techniques. • Involves faculty and stakeholders in enhancement and renewal of curriculum to align curriculum, instruction and assessment. 	<p><u>RATING:</u></p> <p><input type="checkbox"/> Highly Effective (4)</p> <p><input type="checkbox"/> Effective (3)</p> <p><input type="checkbox"/> Minimally Effective (2)</p> <p><input type="checkbox"/> Ineffective (1)</p> <p>Please put this score on the last page to be included in the overall rating.</p>
<p>Comments:</p>	
<p> </p>	
<p> </p>	
<p> </p>	
<p style="text-align: right;">46</p>	

<p>Performance Standard 6 - Instructional Leadership, Professional and Leadership Development</p> <ul style="list-style-type: none"> • Collaboratively develops, implements and monitors change so that the most effective teaching techniques are in place, following current research and best practices. • Instructional resources are focused on maximizing student achievement. • Implements and manages processes to assess teaching methods, classroom management and strategies for student-based learning. • Analyzes instructional resources and assigns them in cost-effective equitable manner. • Establishes instructional strategies that include cultural diversity, learning style differences and individual potentials. • Encourages improved staffing patterns, scheduling, organizational structures and professional training to support improved student outcomes. • The Superintendent is visible in schools. 	<p><u>RATING:</u></p> <p><input type="checkbox"/> Highly Effective (4)</p> <p><input type="checkbox"/> Effective (3)</p> <p><input type="checkbox"/> Minimally Effective (2)</p> <p><input type="checkbox"/> Ineffective (1)</p> <p>Please put this score on the last page to be included in the overall rating.</p>
<p>Comments:</p>	
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SUPERINTENDENT PERFORMANCE STANDARDS

<p>Performance Standard 7 - Human Resources Management/Staff and Personnel Relations</p> <ul style="list-style-type: none"> • Demonstrates successful use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development. • Seeks to employ highly qualified staff as budget and contractual obligations allow. • Promotes improved evaluation and compensation programs • Understands and applies legal requirements, contractual obligations, District and Board policies in employment and union negotiations. • Provide technical advice to the Board and representatives during labor negotiations, to keep the Board apprised of negotiation status, to understand and effectively administer contracts, and to keep abreast of legislative changes affecting the collective bargaining process, budgets and contracts. 	<p><u>RATING:</u></p> <p><input type="checkbox"/> Highly Effective (4)</p> <p><input type="checkbox"/> Effective (3)</p> <p><input type="checkbox"/> Minimally Effective (2)</p> <p><input type="checkbox"/> Ineffective (1)</p> <p>Please put this score on the last page to be included in the overall rating.</p>
<p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	

<p>Performance Standard 8 - Values and Ethics Leadership</p> <ul style="list-style-type: none"> • Understands and models appropriate value systems, ethical and moral leadership. Coordinates with public agencies and human services to help students grow and develop as caring, informed citizens. • Explores and develops ways to successfully deal with difficult and divisive issues. • Promotes establishment of moral and ethical practices in every classroom, school and operation of the district. • The Superintendent accepts responsibility for personal actions and actions of subordinates. 	<p><u>RATING:</u></p> <p><input type="checkbox"/> Highly Effective (4)</p> <p><input type="checkbox"/> Effective (3)</p> <p><input type="checkbox"/> Minimally Effective (2)</p> <p><input type="checkbox"/> Ineffective (1)</p> <p>Please put this score on the last page to be included in the overall rating.</p>
<p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	

SUPERINTENDENT PERFORMANCE STANDARDS

Page 6

<p>Performance Standard 9 - Financial Management and Business Matters</p> <ul style="list-style-type: none"> • Demonstrates successful budget management, including forecasting, planning, cash-flow management and controls. • Oversees the monetary policy of the district, including revenue projections, budgeting, resource allocation and control. • With the Board, plans prudent financial strategy to maximize district success. • Directs financial resources to support the goals and requirements of the district. • Maintain good communication with the Board and state and federal financial administrative offices. Maintain transparent financial records. • The Superintendent works with Business Services to develop a budget that reflects the District’s priorities. 	<p><u>RATING:</u></p> <p><input type="checkbox"/> Highly Effective (4)</p> <p><input type="checkbox"/> Effective (3)</p> <p><input type="checkbox"/> Minimally Effective (2)</p> <p><input type="checkbox"/> Ineffective (1)</p> <p>Please put this score on the last page to be included in the overall rating.</p>
<p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	

<p>Performance Standard 10 - Report on Strategic Plan</p> <ul style="list-style-type: none"> • Provides quarterly reports on progress of goals, objectives and strategies • Provides annual report • The superintendent ensures that appropriate reports are prepared for and presented to the Board throughout the year • The superintendent monitors the action steps in the Strategic Plan and provides the Board with progress updates 	<p><u>RATING:</u></p> <p><input type="checkbox"/> Highly Effective (4)</p> <p><input type="checkbox"/> Effective (3)</p> <p><input type="checkbox"/> Minimally Effective (2)</p> <p><input type="checkbox"/> Ineffective (1)</p> <p>Please put this score on the last page to be included in the overall rating.</p>
<p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	

SUPERINTENDENT PERFORMANCE STANDARDS

Page 7

Step 1: Please transfer your ratings from each Performance Standard on the previous pages to the lines below:

- ____ Performance Standard 1
- ____ Performance Standard 2
- ____ Performance Standard 3
- ____ Performance Standard 4
- ____ Performance Standard 5
- ____ Performance Standard 6
- ____ Performance Standard 7
- ____ Performance Standard 8
- ____ Performance Standard 9
- ____ Performance Standard 10

Step 2: Please add (total) the 10 scores from the above lines to the 'Total Rating Score' line below.

____ TOTAL RATING SCORE

Step 3: Using the Total Rating Score in Step 2, please indicate the Overall Rating Category below

- ____ Highly Effective: Total Rating Score of 35 – 40
- ____ Effective: Total Rating Score of 27 – 34
- ____ Minimally Effective: Total Rating Score of 19-26
- ____ Ineffective: Total Rating Score of 10 – 18

Step 4: Please transfer the ratings for each Performance Standard, plus any Comments you have made about that Performance Standard, to the online data link provided in the email. The Performance Standard scores from each Trustee will be gathered and tallied for the next Board Meeting.

Please bring this copy of your responses and comments to the next Board Meeting.

Signed: _____ Date: _____
President of the Board of Trustees

Signed: _____ Date: _____
Superintendent