



**NYE COUNTY SCHOOL DISTRICT**  
**Board of Trustees**  
**Superintendent Evaluation Committee Agenda**

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A Superintendent Evaluation Committee of the Board of Trustees of Nye County School District will be held on Monday, April 15, 2024, beginning at 3:00 PM at the Southern District Office Boardroom, 484 S West Street, Pahrump, NV 89048.

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 Board may combine two or more agenda items for consideration at any time. The Board may also remove any items on the agenda or delay discussion relating to any item listed on the agenda at any time. Unless removed from the Consent Agenda, items identified within the Consent Agenda will be acted on at one time.

1. **CALL TO ORDER**

2. **WELCOME**

3. **GENERAL PUBLIC INPUT** for items LISTED on the agenda: At this time, the public is invited to address the Board on items listed on the agenda over which the Board has jurisdiction. Matters raised cannot be deliberated or acted upon until properly placed on a future agenda. If you wish to speak, please step up to the podium and state your name. A time limit of three minutes per person, or five minutes for the spokesperson for a group to avoid repetition will be imposed. Although this Board does not restrict comments based on viewpoint, comments will be prohibited if the content is irrelevant to the Board, repetitious, offensive, inflammatory, irrational, deemed a personal attack, or interferes with the rights of other speakers. Comments made during this time will be monitored by the Board President.

4. **SELECTION OF SUPERINTENDENT EVALUATION INSTRUMENT AND RUBRIC** - Per NCSD 4170R, the decision on the final evaluation instrument is the responsibility of the Board of Trustee President. 3

5. **GENERAL PUBLIC INPUT** for items NOT LISTED on the agenda: At this time, the public is invited to address the Board on items not listed on the agenda over which the Board has jurisdiction. Matters raised cannot be deliberated or acted upon until properly placed on a future agenda. If you wish to speak, please step up to the podium and state your name. A time limit of three minutes per person or five minutes for the spokesperson for a group to avoid repetition will be imposed. Although this Board does not restrict comments based on viewpoint, comments will be prohibited if the content is irrelevant to the Board, repetitious, offensive, inflammatory, irrational, deemed a personal attack, or interferes with the rights of other speakers. Comments made during this time will be monitored by the Board President.

6. **ADJOURNMENT**

This Meeting will be streamed live online via the link <https://livestream.nyeschools.org/ViewStream.html> on the Nye County School District website. Click on the following link if you have difficulties with the live streaming: <https://bit.ly/ncsdbotmeetings>.

Public input may be accepted live via email for the duration of the Meeting and shared during the public input designated timeframe (all rules and timelines as listed in the Agenda still apply). Public comments made by members of the public attending the meeting virtually must be emailed to [publiccomment@nyeschools.org](mailto:publiccomment@nyeschools.org) and must include:

- a. The author's first and last name
- b. The author's phone number (will not be read with comment)
- c. Date of the Meeting for which the comment is intended

Nye County School District (NCSD) will empower students to learn at their highest level in an environment of mutual respect.

The NCSD Goals are as follows:

- ◆ Embrace a culture of learning for all
- ◆ Elevate achievement for all students
- ◆ Provide educational opportunities to support lifelong learning
- ◆ Promote ongoing family engagement in pursuit of our vision
- ◆ Increase graduation rate
- ◆ Foster a safe and respectful learning and working environment
- ◆ Adapt and Integrate technology to achieve our mission

The notice for this posting was 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. A Public Binder will be available for viewing at the scheduled location at the time of the Meeting.

#### *NYE COUNTY SCHOOL DISTRICT NOTICE OF NONDISCRIMINATION*

*Nye County School District (NCSD) does not discriminate on the basis of race, color, religion, national origin, ancestry, disability, age, marital status, sex, sexual orientation, gender identity or expression, or any other category protected by applicable state or federal law in its program and activity, including employment. In keeping with requirements of federal and state law, NCSD strives to remove any vestige of discrimination in accommodating the public at public meetings.*

*The Nye County School District is pleased to provide reasonable accommodations for the disabled. Members of the public who are physically handicapped and require special accommodations or assistance to attend the meeting are requested to notify the Executive Assistant to the Superintendent and Board of Trustees in writing at 484 S West Street, Pahrump, NV 89048, email Iliana Garcia at [igarcia@nyeschools.org](mailto:igarcia@nyeschools.org), or call 775-727-7743, ext. 239 at least one week before the meeting.*

**EMPLOYMENT AGREEMENT BETWEEN  
NYE COUNTY SCHOOL DISTRICT AND JOSEPH H. GENT**

This Agreement, made and entered into on the 4th day of October 2023, by and between the Board of Trustees of the Nye County School District ("Board") and Joseph H. Gent ("Superintendent"), is based upon the following:

- A. Board agrees to employ Superintendent, and Superintendent desires to be employed by Board based upon the terms and conditions set forth in this Agreement.
- B. Both parties agree that a written employment agreement will enhance administrative stability and continuity within the schools, which the parties agree will improve the quality of the overall educational program in the District.
- C. Board and Superintendent agree that a written employment agreement is also necessary to fully describe their relationship and to serve as a basis for effective communication between the parties as they fulfill their governance and administrative functions in the operation of the educational programs of the District.

Both parties agree the development of goals and a program for the achievement of the goals is a necessary and important function of the Superintendent. This contract is a performance-based contract requiring the development of a program for achievement of the goals designed to improve student performance and academic achievement. Annually, the Superintendent shall (1) evaluate student performance including, but not limited to student performance on standardized tests, successful completion of the curriculum and attendance rates; (2) review the curriculum and instructional services, and (3) report to the Board on (a) the findings as to student performance and (b) make recommendations, if any, for curriculum or instructional change as a result of the evaluation of student performance.

Based upon the foregoing, Board and Superintendent agree as follows:

**I. TERM**

- A. Board agrees to employ Superintendent beginning on October 4, 2023 until June 30, 2027.
- B. At the conclusion of the primary term, this contract shall subsequently extend for additional terms of one (1) year, unless, no later than six (6) months prior to the conclusion of the term in effect, the Board provides the Superintendent written notice of its intention to not renew the Contract.

**II. PROFESSIONAL CERTIFICATION**

Upon execution of this Agreement, Superintendent shall furnish Board a valid and appropriate certificate issued by the Nevada Department of Education authorizing Superintendent to act as Superintendent of Schools in the State of Nevada. Superintendent shall be responsible for updating this Certificate on an annual basis so that a valid certificate exists at all times Superintendent is employed by Board.

### **III. DUTIES OF SUPERINTENDENT**

Superintendent shall be responsible for the administration of all schools under the direction of Board. Superintendent shall act as Chief Executive Officer of the Board and shall perform the following duties, as well as others to be assigned to him by Board:

- A. Organize, reorganize and arrange the administration and supervisory staff, including instruction and business affairs, to best serve the interests of the District;
- B. Carry out all duties of Superintendent as set forth in the Nevada Revised Statutes and the Nevada Administrative Code as those provisions exist from time to time;
- C. Select all personnel subject to the approval of Board as required by regulation or statute;
- D. Suggest, from time to time, regulations, rules, policies and procedures deemed necessary for the well-being of the school district;
- E. In general, perform all duties incident to the office of Superintendent: and
- F. Any such other duties, consistent with the professional role and responsibility of the Superintendent, as may be described by the Board of Trustees from time to time.

Superintendent agrees to execute and implement policies developed by the Board for the direction and operation of the District.

Superintendent shall be responsible, and shall account for his actions and decisions, to the entire Board and not to any individual members of the Board.

Superintendent shall attend all Board meetings and assigned committee meetings and shall provide administrative recommendations on each item of business considered by Board meetings and assigned committees.

### **IV. DUTIES OF THE BOARD**

Board shall have exclusive jurisdiction in determining and developing policies for the direction and operation of the school system.

Board, individually and collectively, will promptly refer all pertinent and significant matters including any criticisms, complaints and suggestions called to the attention of Superintendent for his review, recommendation and response.

### **V. COMPENSATION**

Board shall pay Superintendent a base annual salary of One Hundred Seventy-Five Thousand Dollars (\$175,000) plus any educational stipends paid to other Non-Represented Administrative Employees of the District.

During the Term, the Superintendent may receive annual raises that may be approved for or received by other Non-Represented Administrative Employees of the District. Such adjustments as to salary shall be made in the form of a written addendum to this Contract and shall not constitute the creation of a new agreement.

#### **VI. PROFESSIONAL GROWTH OF SUPERINTENDENT**

In order to encourage the professional growth of Superintendent, Board agrees to his participation in the following activities:

- A. Operations, programs and other activities conducted by local, state and national school administrator and school board associations;
- B. Seminars and courses offered by public or private educational institutions;
- C. Informational meetings with other persons whose particular skills, knowledge or background that will assist Superintendent in carrying out his professional responsibilities to the school district; and
- D. Visits to other institutions.

Board shall permit a reasonable amount of release time for Superintendent to attend the above-described matters, not to exceed ten (10) workdays. Board shall pay the necessary fees for travel and subsistence, after proper documentation of expenses by Superintendent in accordance with District policy, and as approved in the annual budget. Additional release time may be approved by the Board upon written request by the Superintendent.

#### **VII. VACATION AND OTHER BENEFITS**

Board agrees to the following:

- A. Superintendent shall be entitled to all benefits applicable to a twelve-month (minimum of two hundred and sixty working days) administrative employee. Specifically, these benefits include:
  - a. Paid holidays;
  - b. Fifteen (15) days sick leave;
  - c. Upon termination of employment, Superintendent shall receive a lump sum payment for accumulated sick leave, up to one hundred forty (140) days maximum, at the rate of 35% of his then current daily salary multiplied by the number of days of accumulated sick leave;
  - d. Twenty (20) days of annual leave each year, accumulated to a maximum of forty-five (45) days;
  - e. Thirty-two (32) hours of personal leave each year. Unused personal leave may not be accumulated;
  - f. Full medical insurance premiums for Superintendent per the District's insurance plan;

- g. All previous earned sick leave, personal leave and annual leave with the District will be credited to this contract up to the maximum accruals provided for herein for each category of leave; and
  - h. Payment of 100% into PERS annually;
- B. Board shall pay Superintendent's membership fees in the American Association of School Administrators, Nevada Association of School Administrators and other professional groups necessary to improve Superintendent's skills as permitted by state law and as approved in the annual budget.
- C. Superintendent shall be entitled to normal travel and per diem reimbursement for any travel and per diem expenses incurred by Superintendent outside of the area of his primary residence, in accordance with District policy.

#### **VIII. TRANSPORTATION**

Board shall provide Superintendent with a vehicle in good working condition for use on "official District business", which shall be defined as business conducted or done in furtherance of the duties and responsibilities of Superintendent as described in Article III, above. Superintendent shall be assigned a 4-wheel drive vehicle, if available. Board shall pay for fuel, maintenance, insurance, and other associated costs incurred as part of official duties. Superintendent will have twenty-four (24) hour access to the District vehicle, including to and from Superintendent's residence in Pahrump, Nevada, except in no event shall the District vehicle be used for personal use except as otherwise set forth herein.

#### **IX. PROFESSIONAL LIABILITY**

The District agrees that it shall defend, indemnify and hold harmless Superintendent from any and all demands, claims, actions and legal proceedings brought against Superintendent in his individual capacity, or in his official capacity as an agent and employee of the District, provided the incident which is the subject of the claim, demand or suit arose while Superintendent was acting within the course and scope of his employment and does not involve criminal charges against Superintendent. In no event shall individual Board members be considered personally liable for indemnifying Superintendent against any such demands, claims, suits, actions or legal proceedings. The parties agree that the District's liability insurance carrier may have rights to express opinions and render decisions concerning coverage for any claim, demand, suit or legal proceeding which may be brought against Superintendent, and that those rights may supersede the rights set forth in this paragraph.

If, in the opinion of District legal counsel, a conflict exists between Superintendent and the District in the defense of a claim, Superintendent may engage the services of private counsel. In such situations, the District shall indemnify Superintendent for the costs of legal defense as permitted by state law, and as reviewed and approved by the District. In the event the District and Superintendent have adverse interests in such litigation, the District shall not be responsible to pay any of the costs of such legal proceedings incurred by Superintendent.

## **X. GOALS AND OBJECTIVES**

Both parties agree the development of goals and a program for the achievement of the goals is a necessary and important function of the Superintendent. This contract is a performance-based contract requiring the development of a program for achievement of goals designed to improve student performance and academic achievement.

Superintendent shall no later than November 30, 2023, prepare for review and approval by the Board a long-range plan for achievement of the goals as set forth in Attachment "A". It is expected that the long-range plan shall be implemented by the start of the Spring semester in January of 2024.

Annually, the Superintendent shall (1) evaluate student performance including, but not limited to student performance on standardized tests, successful completion of core standards and desired attendance rates; (2) review the curriculum and instructional services; (3) report to the Board on the findings as to student performance and progress towards meeting Superintendent goals; and (4) report to the Board recommendations, if any, for curriculum or instructional changes needed as a result of the evaluation of student performance and attainment of Superintendent Goals.

Each succeeding year thereafter, Board and Superintendent shall meet to establish goals and objectives for the District for the ensuing school year. The parties shall specify the goals, objectives and criteria used to measure the same in writing. Board shall use this and other relevant information to evaluate Superintendent's performance on an annual basis.

## **XI. EVALUATIONS**

Each Trustee shall submit a completed evaluation to the District's Human Resources Director. The evaluation form shall provide Superintendent with a written assessment of his performance at least one time per year for the term of this Agreement. Each Trustee shall indicate whether Superintendent's performance during the past year has been satisfactory. Trustees shall use the Goals and Objectives defined in Articles XI, above, and the duties and responsibilities of Superintendent as set forth in Article 11, above, in rendering their evaluations. If a Trustee does not submit an evaluation form, Superintendent's performance shall be deemed satisfactory from that Trustee. Superintendent shall be permitted to file a response to any submitted evaluation form. All evaluation forms and responses shall be placed in the Superintendent's employee file. All evaluation forms and responses are public records and shall be posted on the District website.

If Superintendent receives a satisfactory evaluation from a majority of the Board, Superintendent shall receive an increase to his base salary equal to the percentage increases approved by the Board on September 21, 2023 for Non-Represented Administrative Employees of the District. Said increase shall only apply to Superintendent's first evaluation and subsequent increases must be separately negotiated as set forth in Article V above.

## **XII. TERMINATION OF EMPLOYMENT AGREEMENT**

Board and Superintendent may terminate this Agreement by any one or any combination of the following:

- A. Mutual agreement of the parties;

- B Retirement of Superintendent;
- C Disability of Superintendent;
- D Discharge of Superintendent for cause as defined in greater detail below; or
- E Death of Superintendent.

Should Superintendent's sick leave be exhausted due to illness, disability or incapacity, compensation shall be reinstated following Superintendent's return to employment and undertaking of all of his responsibilities and duties as set forth in Article III, above.

Termination for cause shall constitute conduct, which is seriously prejudicial to the District, including, but not limited to, neglect of duty or breach of this Agreement. Discharge for cause may be based on the grounds set forth in NRS 391.750 for the dismissal of certified teachers and administrators, but may also include other material breaches of this Agreement or conduct of Superintendent which reflects adversely on the District. Superintendent shall be served with written notice of the basis for dismissal together with the hearing and procedural rights provided under NRS 391.750 to NRS 391.810, inclusive, if the discharge is based on any of the grounds set forth in NRS 391.750. Superintendent may be accompanied by legal counsel at any termination hearing or meeting; however, Superintendent shall bear all of his costs and attorney's fees incurred in retaining and employing legal counsel to represent Superintendent in any termination hearing. If Superintendent is not terminated following any termination hearing or meeting, Superintendent shall be reimbursed for any fees and costs incurred by the Superintendent.

Should Superintendent be dismissed for cause, he shall immediately forfeit all salary other than salary and unused accumulated vacation pay due and owing at the time of dismissal. Said forfeiture shall be effective on the date of Board's final decision to dismiss Superintendent.

### **XIII. MISCELLANEOUS**

All notices required or permitted to be given by law or by the terms of this Agreement shall be in writing and shall be considered given when mailed by certified or registered mail, postage prepaid, receipt for delivery requested, addressed to the party to be served and properly deposited in the United States mail. Notice shall be given to the parties at the addresses listed below the parties' signatures to this Agreement. Any change in the address of any party shall be given by the party having such change to the other in the manner provided above. Thereafter, all notices shall be given in accordance with the notice of change of address set forth herein. Notices given prior to actual receipt of the notice of change of address shall not be invalidated by the change.

This Agreement supersedes any and all other agreements and contains the entire agreement of the parties on the matters covered. No agreement other than this Agreement and no statement or promise made by any party to the other that is not in writing and signed by all of the parties shall be binding.

Neither party may assign the party's rights and obligations under this Agreement without the prior written consent of the other party.

The unenforceability, invalidity, or illegality of any provision of this Agreement shall not render any other provisions unenforceable, invalid or illegal.

Exhibit A  
SUPERINTENDENT GOALS

1 Develop and annually update the Long-Range Plan and the Key Performance Indicators (KPI) in the Long-Range Plan addressing:

- Space and Equipment Needs
- Achievement gap
- Social-Emotional learning
- Mental Health
- Inclusionary practices

2 Student Learning and Academic Achievement

Create a positive and nurturing environment that is foundational to student success. Enhance and support a culture of academic excellence while working to close the achievement gap.

Indicators of Success:

- Preparation of students for advancement from primary/elementary to middle school to high school
- Establish and measure Key Performance Indicators for academics, social/emotional learning and closing the achievement gap.
- Champion active collaboration among staff
- Support and enhance student learning through technology commitment.

3 Evaluate and Recommend Facilities that Enhance Student Learning

- Recommend facilities that accommodate and adequately support current educational needs and allow for flexibility to support long-term future needs. Strategically plan for the maintenance of all buildings and grounds.

Indicators of Success:

- Evaluate space utilization
- Ensure and evaluate level of safety and security for all schools including fostering partnerships with civic agencies.
- Implement plans for well-maintained building and grounds on a scheduled basis.

4 Financial Management that Support Student Learning

- Establish an annual budget with a five-year forecast that prioritizes cost containment and uses resources responsibly
- Engage all communities relative to financial priorities
- Evaluate spending for reliability, impact, efficiency and satisfaction of mission

5. Commitment of Staff to Student Learning

Recruit, support and encourage retention of employees at all levels in a thriving work environment that encourages staff learning, growth, commitment to student achievement and to have a voice in the decision-making process.

Indicators of Success:

- Staff is highly engaged in the work, are proud of their work, feel valued, and are focused on the mission of the District and in particular with closing the academic gap to foster student achievement
- Quality professional and mentoring opportunities that are key to the District mission that promote individuals to develop the skills and knowledge they need to be successful in their role
- Provide all teachers opportunities to engage the district beyond the classroom.

6. District Community Culture and Climate to enhance student learning and enhance a healthy, productive and collaborative relationship with District stakeholders through transparent communications.

Indicators of Success:

- Increase parent engagement and ensure they feel connected to the staff and to the overall local school community.
- Continuously improve a welcoming culture in each of our District communities.
- Continuously improve satisfaction among students, parents and staff
- Each community informed about District practices, decisions and operations.
- Enhance the understanding on the various community perspectives on District topics.
- Improve stakeholder and community pride in the District.

**4170**

**EVALUATION OF SUPERINTENDENT**

Evaluation is a valuable tool in establishing and carrying out the goals of any institution. Although the evaluation of the superintendent has several purposes, the ultimate objective is to ensure educational excellence through effective governance and management of the school system.

The successful operation of the school district is achieved with an effective working relationship between the board and the superintendent. The development and maintenance of such a relationship may be assisted by an annual review of the role and responsibilities of the superintendent, accompanied by the appraisal of his/her performance.

Adopted: January 25, 1995  
Revised: January 31, 1996  
Reviewed: April 22, 2022

NEPN/NSBA Classification: CBI  
Legal Reference:



# Nye County School District **Board Regulation**

**4170R**

**EVALUATION OF SUPERINTENDENT**

## **PURPOSE AND BACKGROUND**

To provide an evaluation process for the Board of Trustees regarding the performance of the Superintendent

## **APPLICABILITY**

Nye County School District (NCSD) Board of Trustees (BOT)

## **MONITORING RESPONSIBILITY**

NCSD BOT

## **OUTLINE OF PROCEDURE**

The BOT President (or designated committee) will select an evaluation instrument that aligns with the ‘Goals and Objectives’ and ‘Evaluations’ sections of the ‘Employment Agreement Between Nye County School District and [Superintendent].’ The areas of evaluation include:

- Prepare and then annually review the long-range plan for the achievement of ‘Superintendent Goals.’
- Student learning and academic achievement
- Evaluate and recommend facilities that enhance student learning
- Financial management that supports student learning
- Commitment of staff to student learning
- District community culture and climate to enhance student learning and enhance a healthy, productive, and collaborative relationship with District stakeholders through transparent communications
- Develop and annually update the key performance indicators in the long-range plan

Each Trustee shall submit a completed evaluation to the District’s Human Resources Director. The evaluation form shall provide Superintendent with a written assessment of their performance at least one time per year for the term of the Agreement. Each Trustee shall indicate whether the Superintendent’s performance during the past year has been satisfactory. Trustees shall use the goals and objectives outlined above to render their evaluations. If a Trustee does not submit an evaluation form, the Superintendent’s performance shall be deemed satisfactory by that Trustee. The Superintendent shall be permitted to file a response to any submitted evaluation form. All evaluation forms and responses are public records and shall be posted on the District website.

## **REVISION HISTORY**

<b>Date</b>	<b>Revision</b>	<b>Last Reviewed Date</b>	<b>Modification</b>
January 31, 1996	1.0		Adoption



# Nye County School District - Board Regulation

**4170R**

## **EVALUATION OF SUPERINTENDENT**

April 14, 2022	2.0		Amendment
March 14, 2024	3.0		Amendment: Aligned to Superintendent's contract evaluation criteria

NEPN/NSBA Classification: CBI

Legal References:

Forms Location: None

Long-term Planning: Develop and annually update the long-range plan and key performance indicators in the long-range plan addressing:							
	highly effective (4)	effective (3)	developing (2)	ineffective (0)			
Complete Long-Range Plan with Key Performance Indicators created	The superintendent demonstrates exceptional leadership by developing a complete long-range plan that incorporates innovative strategies to enhance space utilization, support student success, promote social-emotional well-being, prioritize mental health, and advance inclusionary practices. Key Performance Indicators (KPIs) are dynamic, adaptive, and effectively measure progress towards overarching objectives.	The superintendent creates a thorough long-range plan that comprehensively addresses space and equipment needs, student achievement gap, social-emotional learning, mental health, and inclusionary practices. Key Performance Indicators (KPIs) are well-defined, measurable, and aligned with the district's vision and goals.	The superintendent partially formulates a long-range plan but overlooks significant areas such as space and equipment requirements, student achievement gap, social-emotional learning, mental health, and inclusionary practices. While some KPIs may be identified, they lack specificity or coherence.	The superintendent fails to develop or implement a comprehensive long-range plan that addresses critical aspects such as space and equipment needs, student achievement gap, social-emotional learning, mental health, and inclusionary practices. Key Performance Indicators (KPIs) are either absent or inadequately defined, hindering effective evaluation of progress.			
<b>total number of points</b>						<b>total number of points for standard</b>	<b>14</b>
Student Learning and Academic Achievement: Create a positive and nurturing environment that is foundational to student success. Enhance and support a culture of academic excellence while working to close the achievement gap.							
	highly effective (4)	effective (3)	approaching (2)	ineffective (0)			
Preparation of students for advancement from primary/elementary to middle school to high school	The superintendent demonstrates exceptional leadership in preparing students for advancement by fostering innovative programs and partnerships that facilitate seamless transitions between primary/elementary, middle, and high school levels. Strategies are data-driven, continuously evaluated, and adapted to promote student success and achievement at each stage.	The superintendent implements comprehensive and well-coordinated strategies to prepare students for advancement at each educational stage. Transition programs are well-designed, consistently implemented, and tailored to address the diverse needs of students, ensuring a smooth transition and continuity of learning.	The superintendent initiates efforts to prepare students for advancement, but strategies lack coherence or consistency across schools. Transition programs may exist, but their effectiveness is limited, leading to uneven outcomes for students.	The superintendent fails to implement effective strategies to prepare students for advancement from primary/elementary to middle school and high school. Transition programs are absent or inadequate, resulting in student disorientation and unpreparedness for the challenges of higher grades.			14
Establish and measure Key Performance indicators for academics, social/emotional learning and closing the achievement gap	The superintendent demonstrates exemplary leadership in establishing and measuring KPIs, employing innovative approaches to track and evaluate academic performance, social/emotional well-being, and progress in closing the achievement gap. KPIs are regularly reviewed, refined, and utilized to drive data-informed decision-making and continuous improvement efforts.	The superintendent establishes well-defined KPIs for academics, social/emotional learning, and closing the achievement gap, aligning them with the district's goals and priorities. Measurement methods are robust, enabling accurate assessment of progress and identification of areas for improvement.	The superintendent initiates the establishment of KPIs for academics, social/emotional learning, and closing the achievement gap, but they may be inconsistent or inadequately defined. Measurement methods may lack precision or reliability.	The superintendent fails to establish clear and measurable Key Performance Indicators (KPIs) for academics, social/emotional learning, and closing the achievement gap. As a result, progress cannot be effectively tracked or evaluated.			

Champion active collaboration among staff	The superintendent excels in fostering a culture of active collaboration, inspiring staff members to work together synergistically towards common goals. Collaboration is embedded into the fabric of the district, with structures and processes in place to support ongoing teamwork, innovation, and professional growth.	The superintendent actively champions and facilitates collaboration among staff members, promoting a culture of shared responsibility and collective problem-solving. Collaboration opportunities are diverse, inclusive, and regularly encouraged across all levels of the district.	The superintendent encourages collaboration among staff members, but efforts are inconsistent or lack depth. Collaboration may be limited to specific areas or groups within the district.	The superintendent fails to foster a culture of active collaboration among staff members, resulting in siloed departments or schools and limited sharing of best practices. Collaboration opportunities are minimal or non-existent.			
Support and enhance student learning through technology equipment.	The superintendent demonstrates exceptional leadership in leveraging technology to enhance student learning experiences, promoting equitable access to high-quality digital resources and innovative learning tools. Technology initiatives are integrated seamlessly into instructional practices, empowering students to thrive in a rapidly evolving digital world.	The superintendent ensures that students have access to up-to-date technology equipment and resources to support their learning needs. Investment in technology is strategic, with efforts focused on enhancing instructional quality, student engagement, and digital literacy skills.	The superintendent acknowledges the importance of technology in student learning but struggles to provide adequate support or resources for technology equipment. Initiatives may be sporadic or lack long-term sustainability.	The superintendent neglects to prioritize the support and enhancement of student learning through technology equipment. Technological resources are outdated, insufficient, or inconsistently utilized across schools.			
<b>total number of points</b>						<b>total number of points for standard</b>	<b>/16</b>
<b>Facilities Usage: Evaluate and recommend facilities that enhance student learning.</b>							
	highly effective (4)	effective (3)	developing (2)	ineffective (0)			
Evaluate space utilization	The superintendent demonstrates exemplary leadership in space utilization management, employing innovative approaches to assess and optimize space allocation. Utilization assessments are thorough, data-driven, and inform strategic decision-making processes to ensure the district's resources are utilized effectively and efficiently.	The superintendent consistently evaluates space utilization across schools and facilities, identifying opportunities for improvement and maximizing efficient use of space. Strategies are in place to address overcrowding, underutilization, or facility constraints, promoting an optimal learning environment for students and staff.	The superintendent initiates efforts to evaluate space utilization, but assessments are sporadic or lack comprehensive analysis. There may be some awareness of space challenges, but strategies to address them are inconsistent or ineffective.	The superintendent fails to effectively evaluate space utilization within the district. There is a lack of systematic assessment or consideration of optimal use of facilities, resulting in inefficiencies and wasted resources.			15
Ensure and evaluate level of safety and security for all schools including fostering partnerships with civic agencies	The superintendent demonstrates exceptional leadership in fostering a culture of safety and security across all schools, implementing proactive measures and leveraging partnerships with civic agencies to enhance safety protocols. Safety and security evaluations are conducted systematically, with continuous improvement efforts driven by data and community input.	The superintendent ensures that safety and security measures are a top priority within the district, implementing comprehensive protocols and conducting regular evaluations to identify areas for improvement. Partnerships with civic agencies are established to enhance safety measures and response strategies.	The superintendent acknowledges the importance of safety and security but efforts are inconsistent or reactive. Safety measures may be implemented on an ad-hoc basis without comprehensive evaluation or alignment with best practices.	The superintendent neglects to prioritize safety and security measures within the district. There is a lack of comprehensive safety protocols or assessments, leaving schools vulnerable to potential threats.			

Implement plans for well-maintained beuilding and grounds on a scheduled basis	The superintendent demonstrates exemplary leadership in facility management, implementing proactive maintenance plans that prioritize the upkeep of buildings and grounds to the highest standards. Maintenance activities are conducted systematically, with a focus on sustainability, cost-effectiveness, and the creation of an optimal learning environment for students and staff.	The superintendent implements comprehensive plans for the maintenance of buildings and grounds on a scheduled basis, ensuring that facilities are well-maintained, safe, and conducive to learning. Maintenance schedules are adhered to, and resources are allocated efficiently to address maintenance needs.	The superintendent initiates maintenance plans but struggles to execute them consistently or on a scheduled basis. There may be some efforts to address maintenance issues reactively, but proactive strategies are lacking.	The superintendent fails to implement plans for the maintenance of buildings and grounds on a scheduled basis. Facilities may be neglected, leading to deterioration, safety hazards, and environmental concerns.			
<b>total number of points</b>						<b>total number of points for standard</b>	<b>/12</b>
<b>Financial Management that Support Student Learning</b>							
	highly effective (4)	effective (3)	developing (2)	ineffective (0)			
Establish an annual budget with a five-year forecast that prioritizes cost containment and uses resources responsibly	The superintendent demonstrates exceptional leadership in financial planning by establishing a meticulously crafted annual budget with a robust five-year forecast. Cost containment measures are integrated into budget planning, and resources are managed responsibly to ensure long-term financial sustainability and support the district's mission.	The superintendent consistently establishes an annual budget with a comprehensive five-year forecast that prioritizes cost containment and responsible resource utilization. The budget is aligned with the district's strategic objectives, and resources are allocated efficiently to support educational priorities.	The superintendent initiates efforts to establish an annual budget and forecast but struggles to prioritize cost containment and responsible resource utilization. The forecast may lack depth or fail to align with the district's long-term goals adequately.	The superintendent fails to establish an annual budget with a five-year forecast effectively. The budget lacks coherence, long-term planning, and fails to prioritize cost containment or responsible resource utilization.			16
Engage all communities relative to financial priorities	The superintendent excels in engaging all communities in meaningful dialogue regarding financial priorities, cultivating a culture of transparency, trust, and collaboration. Stakeholders are empowered to participate in decision-making processes, and their input directly influences budgetary decisions to ensure alignment with community needs and values.	The superintendent actively engages all communities regarding financial priorities, fostering transparent communication channels and soliciting input from diverse stakeholders. Community feedback is considered in decision-making processes, and efforts are made to ensure inclusivity and accountability.	The superintendent initiates efforts to engage communities but struggles to effectively communicate financial priorities or solicit meaningful input from stakeholders. Engagement may be limited to certain groups or lack inclusivity.	The superintendent fails to engage all communities effectively regarding financial priorities. There is a lack of transparency, communication, or involvement of stakeholders in decision-making processes related to budgetary matters.			

Evaluate spending for reliability, impact, efficiency, and satisfaction of mission	The superintendent demonstrates exemplary leadership in evaluating spending, conducting rigorous assessments that consider reliability, impact, efficiency, and satisfaction of mission. Evaluation processes are data-driven, transparent, and inclusive, leading to informed decision-making and continuous improvement in resource allocation and utilization to advance the district's mission and goals.	The superintendent conducts regular evaluations of spending to assess reliability, impact, efficiency, and satisfaction of mission. Evaluation criteria are clearly defined, and assessments are conducted systematically to ensure resources are utilized effectively and in alignment with the district's goals.	The superintendent initiates efforts to evaluate spending but struggles to do so comprehensively or consistently. Evaluations may lack depth or fail to consider all relevant factors such as reliability, impact, efficiency, and mission alignment.	The superintendent fails to evaluate spending effectively for reliability, impact, efficiency, and alignment with the district's mission. There is a lack of systematic assessment or accountability in how resources are allocated and utilized.			
<b>total number of points</b>						<b>total number of points for standard</b>	<b>/12</b>
Commitment of Staff to Student Learning: Recruit, support, and encourage retention of employees at all levels in a thriving work environment that encourages staff learning, growth, commitment to student achievement and to have a voice in the decision-making process.							
	highly effective (4)	effective (3)	developing (2)	ineffective (0)			
Staff is highly engaged in the work, are proud of their work, feel valued, and are focused on the mission of the District and in particular with closing the academic gap to foster student achievement.	The superintendent excels in fostering a highly engaged staff deeply committed to the district mission, especially in closing the academic gap. Staff feel valued, proud, and motivated to achieve the district's goals. There is a pervasive culture of excellence and collaboration among all employees.	The superintendent successfully fosters staff engagement and alignment with the district mission, particularly in closing the academic gap to foster student achievement. Staff feel valued, proud of their work, and are focused on the mission. There is a strong sense of teamwork and dedication among employees.	The superintendent makes some efforts to engage staff and emphasize the district mission, but results are inconsistent. While some staff may feel valued and focused on the mission, there are gaps in engagement and alignment, particularly regarding closing the academic gap.	The superintendent fails to foster staff engagement or alignment with the district mission. Staff morale is low, and there is a lack of pride or sense of value among employees. Little focus is placed on closing the academic gap, resulting in limited progress in student achievement.			17
Quality professional and mentoring opportunities that are key to the District mission that promote individuals to develop the skills and knowledge they need to be successful in their role.	The superintendent demonstrates exemplary leadership in providing high-quality professional and mentoring opportunities that are closely tied to the district mission. Staff are empowered to grow and excel in their roles, contributing significantly to the district's success and student achievement.	The superintendent provides quality professional and mentoring opportunities aligned with the district mission, enabling staff to develop the skills and knowledge necessary for success. Programs are well-designed, relevant, and contribute to continuous improvement among staff.	The superintendent offers some professional and mentoring opportunities, but their quality or alignment with the district mission is inconsistent. Opportunities may not effectively promote skill development or support staff in achieving success in their roles.	The superintendent fails to provide quality professional and mentoring opportunities aligned with the district mission. Professional development is sporadic, irrelevant, or insufficient to meet staff needs, hindering their ability to excel in their roles.			
Provide all teachers opportunities to engage the district beyond the classroom.	The superintendent excels in providing diverse and meaningful opportunities for teachers to engage with the district beyond the classroom. Teachers are actively involved in shaping district policies, initiatives, and programs, leading to a strong sense of ownership, collaboration, and shared responsibility for student success.	The superintendent provides meaningful opportunities for all teachers to engage with the district beyond the classroom. Teachers are encouraged to participate in district-wide initiatives, committees, or leadership roles, fostering a sense of ownership and collaboration.	The superintendent offers limited opportunities for teachers to engage with the district beyond the classroom, but efforts are inconsistent or lack depth. While some teachers may participate in district activities, many feel disconnected from broader initiatives.	The superintendent neglects to provide opportunities for teachers to engage with the district beyond the classroom. There is little emphasis on collaboration or involvement in district-wide initiatives, limiting the impact teachers can have beyond their classrooms.			

Personnel management	The superintendent excels in personnel management and optimization, actively identifying and leveraging staff skills and strengths to maximize performance. Innovative strategies are employed to match employees with roles that capitalize on their abilities, resulting in a highly motivated and productive workforce.	The superintendent demonstrates strong personnel management skills by effectively inventorying staff skills and strengths and aligning employees with appropriate positions. Strategies are in place to assess and adjust personnel assignments based on performance and organizational needs.	The superintendent exhibits basic skills in personnel management but struggles to optimize staff placement for optimal performance. There may be inconsistencies in matching employees with suitable positions or addressing personnel challenges.	The superintendent demonstrates inadequate skills in personnel management, resulting in suboptimal utilization of staff skills and strengths. Employees may be misaligned with their roles, leading to inefficiencies, low morale, and disengagement.			
<b>total number of points</b>						<b>total number of points for standard</b>	<b>/16</b>
District Community Culture and Climate to enhance student learning and enhance a healthy, productive and collaborative relationship with District stakeholders through transparent communications.							
	highly effective (4)	effective (3)	developing (2)	ineffective (0)			
Increase parent engagement and ensure they feel connected to the staff and to the overall local school community.	The superintendent excels in increasing parent engagement and cultivating strong connections between parents, staff, and the local school community. Parents feel valued, empowered, and actively involved in supporting their children's education, leading to a vibrant and inclusive school environment.	The superintendent successfully increases parent engagement and fosters connections within the local school community. There are regular opportunities for parents to engage with staff, participate in school activities, and contribute to decision-making processes, creating a sense of belonging and partnership.	The superintendent initiates efforts to increase parent engagement and connection, but results are inconsistent or limited in scope. While some outreach activities may exist, many parents still feel disconnected from the school community and staff.	The superintendent fails to increase parent engagement or foster connections between parents, staff, and the local school community. There is limited outreach, communication, or collaboration with parents, resulting in a lack of involvement and connection.			18
Continuously improve a welcoming culture in each of the District communities.	The superintendent demonstrates exceptional leadership in continuously improving a welcoming culture, fostering an environment of inclusivity, acceptance, and belonging across all District communities. Stakeholders feel valued, supported, and empowered to contribute to the District's success.	The superintendent actively works to continuously improve a welcoming culture in each District community. Efforts are made to foster inclusivity, diversity, and a sense of belonging among all stakeholders, creating an environment where everyone feels valued and respected.	The superintendent makes some efforts to improve a welcoming culture but struggles to do so consistently or comprehensively. While there may be some initiatives in place, the culture may still feel unwelcoming or exclusive to certain groups.	The superintendent neglects to continuously improve a welcoming culture in each of the District communities. There is a lack of emphasis on inclusivity, diversity, or creating a positive environment for all stakeholders.			
Continuously improve satisfaction among students, parents and staff	The superintendent excels in continuously improving satisfaction among stakeholders, fostering a culture of responsiveness, collaboration, and excellence. Stakeholder feedback is actively sought, and initiatives are implemented to address concerns and enhance overall satisfaction, leading to a strong sense of pride and loyalty within the District community.	The superintendent successfully improves satisfaction among students, parents, and staff through proactive efforts to address concerns, enhance communication, and respond to feedback. Stakeholders feel valued, supported, and satisfied with their experiences within the District.	The superintendent initiates efforts to improve satisfaction among stakeholders, but results are inconsistent or insufficient. While some improvements may be made based on feedback, overall satisfaction levels remain stagnant or decline.	The superintendent fails to continuously improve satisfaction among students, parents, and staff. Feedback mechanisms are lacking, and there is little effort to address concerns or prioritize stakeholder satisfaction.			

Each community is informed about District practices, decisions, and operations.	The superintendent excels in keeping each community informed about District practices, decisions, and operations, demonstrating a commitment to transparency and accountability. Communication efforts are proactive, inclusive, and responsive to community needs, enhancing trust, and confidence in District leadership.	The superintendent ensures that each community is well-informed about District practices, decisions, and operations through regular and transparent communication channels. Stakeholders are kept updated on relevant information, fostering trust and transparency.	The superintendent makes some efforts to keep communities informed, but communication may be sporadic or limited in scope. While there may be some transparency regarding District practices, many stakeholders still feel uninformed or left out of decision-making processes.	The superintendent fails to keep each community informed about District practices, decisions, and operations. Communication channels are inadequate or inconsistent, resulting in misinformation or lack of awareness among stakeholders.			
Enhance the understanding on the various community perspectives on District topics.	The superintendent demonstrates exceptional leadership in understanding community perspectives, fostering a culture of inclusivity, collaboration, and mutual respect. Stakeholders feel valued, heard, and represented, leading to a deep understanding and appreciation of diverse viewpoints across the District.	The superintendent successfully enhances understanding of various community perspectives on District topics by actively engaging stakeholders, soliciting input, and facilitating meaningful dialogue. Efforts are made to listen, empathize, and incorporate diverse viewpoints into decision-making processes.	The superintendent makes some efforts to understand community perspectives but struggles to do so comprehensively or effectively. Engagement may be sporadic or lack depth, leading to a superficial understanding of community concerns or priorities.	The superintendent fails to enhance understanding of various community perspectives on District topics. There is a lack of engagement, dialogue, or efforts to seek input from diverse stakeholders, resulting in limited awareness and understanding of community viewpoints.			
Improve stakeholder and community pride in the District.	The superintendent excels in fostering a strong sense of stakeholder and community pride in the District, instilling a shared sense of ownership, identity, and purpose among all stakeholders. Pride-building initiatives are pervasive, authentic, and inclusive, inspiring a deep sense of loyalty and commitment to the District's mission and values.	The superintendent successfully improves stakeholder and community pride in the District by highlighting accomplishments, promoting positive narratives, and celebrating the achievements of students, staff, and the community. Efforts are made to recognize and showcase the District's strengths and contributions.	The superintendent initiates efforts to improve stakeholder and community pride, but results are inconsistent or limited in impact. While some pride-building activities may exist, they may not effectively resonate with stakeholders or enhance overall community pride.	The superintendent fails to improve stakeholder and community pride in the District. There is a lack of initiatives, communication, or actions to celebrate achievements, highlight successes, or foster a sense of belonging and pride among stakeholders.			19
<b>total number of points</b>						<b>total number of points for standard</b>	<b>/24</b>
						<b>grand total</b>	<b>/84</b>