

Working Meeting of the Shelton Public Schools Board of Education
Sunday, October 5, 2025
the Elementary Conference Room
7:00 PM

President Johnson called the Working Meeting of the Shelton Public Schools Board of Education to order at on Sunday, October 5, 2025 in the Elementary Conference Room. The meeting was advertised in accordance to Policy 2008. An open meetings poster, agendas and procedures to address the Board of Education were available to visitors.

1. Call to order and roll call

Mrs Kay Johnson: Present, Mrs Emmy Power: Present, Mr Levi Rogers: Present, Mrs Lisa Stewart: Present, Mr Dana Tompkin: Present, Chuck Wiese: Absent. Present: 5, Absent: 1.

Mr. Engel was present. There was one visitor, Robin Stevens, present.

Motion made by Mrs Kay Johnson seconded by Mrs Lisa Stewart to excuse Chuck Wiese from the meeting. Vote: Passed

Chuck Wiese: Absent, Mrs Kay Johnson: Yea, Mrs Emmy Power: Yea, Mr Levi Rogers: Yea, Mrs Lisa Stewart: Yea, Mr Dana Tompkin: Yea
Yea: 5, Nay: 0, Absent: 1

2. Pledge of Allegiance

3. Request to address the Board of Education

There were no requests to address the Board.

4. Discussion Items for Superintendent Transition.

Robin Stevens of NRCSA met with the Board for the final step in the Superintendent search process, focusing on Superintendent transition. He led discussion around Board-Superintendent relationship, creating Superintendent goals, and developing a Superintendent evaluation tool.

5. Adjournment

Motion made by Mr Levi Rogers seconded by Mrs Emmy Power to adjourn at 9:27 PM.
Vote: Passed

Chuck Wiese: Absent, Mrs Kay Johnson: Yea, Mrs Emmy Power: Yea, Mr Levi Rogers: Yea, Mrs Lisa Stewart: Yea, Mr Dana Tompkin: Yea
Yea: 5, Nay: 0, Absent: 1

Respectfully Submitted,

Levi Rogers, Secretary

Pledge of Allegiance

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.



NEBRASKA RURAL COMMUNITY SCHOOLS ASSOCIATION
Lincoln, NE 68508

October 5, 2025 – 7:00 p.m.

SHELTON BOARD-SUPERINTENDENT TRANSITION MEETING: AGENDA

(1) PRE-MEETING: Board and Superintendent review district's Board-Superintendent relationship policy, Superintendent job description policy, and Superintendent evaluation documents, if available.

(2) BOARD-SUPERINTENDENT RELATIONSHIP. Purpose of this discussion is to bring the Board and Superintendent into initial agreement as to the desired Board-Superintendent relationship. **(See pre-meeting worksheet)**

- Board member views: Each Board member will be asked to briefly describe his/her vision of an ideal Board-Superintendent relationship. Responses typed and projected. **(Worksheet questions 1-4)**
- Superintendent views: The Superintendent will be asked to briefly describe his vision of an ideal Board-Superintendent relationship. **(Worksheet questions 1-4)**
- Identify areas of agreement and areas of disagreement: conduct discussion leading toward workable agreement.
 - If no Board/Superintendent Relationship Policy exists, the Superintendent and/or Board Policy Committee should create one

(3) IMMEDIATE/SHORT TERM GOAL DEVELOPMENT. Purpose of this discussion is to develop a small number (6 or fewer) of high priority goals for the Superintendent's first year
Discussion question: **What are the key issues that the Superintendent should focus his time and energy on during the first year of his employment?**

- Board/Superintendent brainstorms issues.
- Priorities discussion: Board/Superintendent discussion to reduce list to 6 or fewer issues.
- Goal statements: Create a general goal statement for each of the priority issues. Superintendent should draft these for presentation to Board at a later date.

- Indicators of success: General discussion of how success or acceptable progress would be defined for each of the goal statements.
- Proposed Action: Superintendent creates an action plan (or list of proposed activities) for each goal statement.

(4) SUPERINTENDENT EVALUATION. Purpose of this discussion is to decide how to incorporate an evaluation of the Superintendent's goal outcomes into the two evaluations required during the first year of employment. This helps define the importance of the goal outcomes.

- Options to consider:
 - Evaluate only goal outcomes during the year's first Superintendent evaluation; develop a full-scale evaluation for the year's second evaluation.
 - Develop a full-scale evaluation document for use in both evaluations and incorporate goal outcomes into that.
 - Add the goal outcomes evaluation as an addendum to the full-scale evaluation.
 - Other options.

(5) OTHER. Discussion of other topics the Board or Superintendent wants to consider.

(6) FOLLOW-UP. Consultant will provide follow-up assistance to the Superintendent via telephone, text or e-mail.

Superintendent/Board Operating Protocol

By

Dr. Dan Ernst, Retired - Nebraska Council of School Administrators

The purpose of the operating protocol is to provide a framework for the school superintendent and board of education to enhance the professional working relationship by clarifying the roles and responsibilities of the superintendent and board of education. The following items are not meant to be all-inclusive but are designed to initiate the opportunity for clear and effective communication and better understanding of roles and responsibilities that will lead to a more effective and productive leadership team.

1. Keep Kids First When Making All Decisions. The paramount responsibility for both the superintendent and board of education is to provide a meaningful, quality educational experience for students with a focus on student learning and achievement. The superintendent and board of education will represent the interests of all children of the district and will be cognizant of this important responsibility when making decisions on behalf of the district.

2. No Surprises or No Secrets. It is the responsibility of the superintendent and board of education to **not** bring forth issues that would be considered a surprise – to either party and especially at board meetings. Handle issues in a manner that will allow the superintendent to gather the appropriate information and resources prior to addressing the issue as part of a board meeting. Plan the agenda and conduct the meeting in accordance to the agenda. No secrets - also works to the advantage of everyone involved on the board/administrative team. Secrets have the ability to destroy trust. And finally it is important to remember, a board meeting is the board's meeting in public and not the "public's meeting with the board".

3. Communication. All parties are responsible to anticipate issues that may become important to the district, are sensitive to district staff and stakeholders and to communicate such items in a timely, open, and honest manner. The superintendent is responsible to provide all board members with the same information. The superintendent shall notify board members when information received is to be considered confidential. It is the responsibility of the superintendent and board of education members to handle confidential information in an ethical and professional manner.

4. Follow the Chain of Command. All school personnel, including the superintendent and board of education will support and follow the chain of command. In addition all administrators and board of education members will assist staff, parents, and patrons in order to allow them to follow and support the chain of command. While the superintendent and board of education members are eager to listen to staff, parents, and patrons, each inquiry is to be referred to the administrative personnel that can properly and expeditiously address the issue. Requests to board members or requests from board members will be referred to the superintendent. All personnel criticisms or complaints received by the board or its individual members will be directed to the superintendent.

5. Govern by Policy. The superintendent and board of education members will lead and govern the district by supporting the policies that have been adopted through proper board action and that are currently in place. When a policy decision is made by the board of education, the superintendent and individual board members will support the decision both in spirit and in fact. Job descriptions should be defined in policy. District policies will be consistently applied while recognizing the potential uniqueness of a given situation that creates a need for continuous policy review.

6. Plan for Continuous School Improvement. The superintendent and board of education will collectively and collaboratively develop and utilize a process to set goals for continuous school improvement. The process will set forth clear goals, the evidence that will be accepted that the goal has been accomplished, and the individual responsible for the goal, and benchmarks or a timeline for the goal to be completed or when progress will be reviewed.

7. Budget. The superintendent will recommend a budget for board of education approval. The budget shall be developed collaboratively with attention to the allocation of resources necessary to accomplish district goals as set forth in the plan for continuous school improvement. The superintendent shall be responsible for the administration of the budget as adopted.

8. Personnel. The superintendent is hired by the Board of Education to provide leadership to the district. The superintendent evaluates staffing considerations and needs and is responsible for recommending new hires to the board of education for approval. The board of education is responsible for the evaluation of the superintendent and the superintendent is responsible for the evaluation of all district employees.

9. Board Meetings. The superintendent is responsible to prepare the board agenda and to provide the appropriate materials so that board members will be able to adequately prepare for the meeting and will come to the meeting prepared to participate. The agenda is prepared in concert with the board president and includes a procedure that will allow individual board members to bring forth agenda items to be considered as a part of the planned agenda. It is noted that individual board members have no authority and will not take unilateral action on behalf of the board unless duly authorized by the board of education at an official board meeting. The superintendent and board of education members will conduct themselves in a professional manner, will demonstrate common courtesy and respect to all meeting participants, and agree to maintain a focus on the issues and not personalities. All meetings of the board will be conducted in accordance with Nebraska Statutes with respect to "Open Meetings". The superintendent will refrain from conducting meetings after the meeting.

10. Evaluations. The board will assess its accomplishments and activities as a board by annually conducting a self-assessment evaluation. In addition, the board of education will conduct a superintendent evaluation in accordance with Nebraska Statutes. The board will set (in consultation with the superintendent) clear and measurable performance goals including criteria to determine if the goals have been met.

Summary:

A successful board and administration alignment can be defined as a connected group of individuals working together, not as separate entities, but a **team** with clear purpose and understanding of roles with a common goal of making decisions that are in the best interests of students, staff, and community. The Board and Administration are not in competition with each other but are competing to meet the individual and collective needs of students.

Contact Information

Dr. Dan Ernst



NEBRASKA RURAL COMMUNITY SCHOOLS ASSOCIATION

October 5, 2025; 7:00 p.m.

SHELTON BOARD/SUPERINTENDENT PRE-MEETING WORKSHEET

PRE-MEETING: Board and new Superintendent should review the district's Board-Superintendent relationship policy, Superintendent job description, Superintendent evaluation policy and related policies. Prior to the October 5, 2025 meeting, each Board member and the Superintendent should complete the worksheet below and bring it to the meeting. It will form the basis for discussion and short term goal-setting.

BOARD-SUPERINTENDENT RELATIONSHIP:

(1) In an ideal Board-Superintendent relationship, the Board WOULD...

(2) In an ideal Board-Superintendent relationship, the Board WOULD NOT...

(3) In an ideal Board-Superintendent relationship, the Superintendent WOULD...

(4) In an ideal Board-Superintendent relationship, the Superintendent WOULD NOT...

SHORT TERM GOAL DEVELOPMENT

(1) What are the key issues that the Superintendent should focus his time and energy on during the first year of his employment?

(2) For each of the issues you listed, how would you define success or acceptable progress toward success in the first year of employment?

4025
Superintendent

The superintendent is hired by and shall report directly to the board of education. The superintendent will be the chief administrative officer of the board of education and shall keep the board informed on important issues. The board delegates to the superintendent the general power and authority to make necessary decisions to ensure the efficient and effective operations of the school.

The superintendent is charged with timely preparing, presenting, and filing an annual school budget, subject to the approval of the board at the annual budget hearing.

All school employees shall be under the direct and/or delegated supervision of the superintendent. The board delegates to the superintendent the authority to hire and terminate the employment of all classified staff. He or she shall review all certified and non-certified employees applying for vacancies and shall make recommendations regarding these employees.

All of the grounds and buildings are supervised by the superintendent, including necessary repairs and improvements unless the board is required to approve such repairs or improvements.

The superintendents other duties shall be included in his or her job description, contract, or as otherwise assigned by the board.

Adopted on: 7/15/24

Revised on: _____

Reviewed on: _____

4057 Superintendent Evaluation

The board shall observe and evaluate the superintendent based upon actual classroom observations for an entire instructional period at least twice during his first year of employment and at least once each year thereafter. Additional evaluations may be conducted at the discretion of the board. For the purposes of this policy, "actual classroom observation" shall mean observing the superintendent performing activities that are typical of his or her position. An "entire instructional period" for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of some aspect of the superintendent's work during the semester for no less than 40 minutes.

Purpose. The purposes of the formal job evaluation are:

1. To provide a means of rational, structured communication between the board and superintendent to create a more constructive and effective working relationship.
2. To provide a basis for commending, rewarding, and reinforcing good work, as well as identifying areas where the superintendent needs to improve.
3. To clarify the superintendent's role and inform the superintendent of the board's expectations.

Dates. Unless otherwise provided for in the superintendent's employment contract, the first year evaluations should take place (1) at or prior to the October board meeting, and (2) at or prior to the January board meeting. Annual evaluations shall generally take place during the month before the date in the superintendent's employment contract by which the board must notify the superintendent of its intention to consider the nonrenewal or amendment of the contract. In the absence of such a contract provision, the annual evaluation should take place at or prior to the March board meeting. The Superintendent shall remind the Board members in writing at least 45 days before the date of each upcoming evaluation and shall make his evaluation an agenda item for the board meeting.

Evaluation Document. The superintendent shall submit a recommended evaluation document to the board. The board shall meet and discuss the proposed document with the superintendent. The board may amend and adopt the proposed evaluation document. The board may amend the document or adopt a new document without amending this policy. The superintendent shall submit the evaluation document to the Nebraska Department of Education.

Evaluation Procedures. Each board member shall have the opportunity to complete a draft evaluation document. The board president shall compile the individual draft evaluations into a single and final evaluation, provide a copy to the superintendent, and discuss it with him or her. If the superintendent's evaluation is conducted at a board meeting, the superintendent's evaluation may be conducted in closed session if it is necessary to prevent needless injury to the superintendent's reputation and if he or she has not requested it be done in open session.

Deficiencies. If deficiencies are noted in the superintendent's work performance, the board shall provide the superintendent at the time of the observation with a list of deficiencies and a list of suggestions for improvement and assistance in overcoming the deficiencies. The board shall also provide the superintendent with follow-up evaluations and assistance when deficiencies remain, a timeline for improvement, and sufficient time to improve. In the alternative, the board may rely upon the superintendent's education, training, and expertise and require him or her to submit a "list of suggestions for improvement" or plan of improvement for the board's consideration.

Personnel File. The evaluation shall be signed by the board president (or other member of the board) and the superintendent. The superintendent shall place a copy of the evaluation in his or her personnel file. The superintendent may provide a written response to the evaluation to the board. A copy of the response shall also be placed in the superintendent's personnel file. The board may meet with the superintendent to discuss the written response.

Policy Limitation. The evaluation procedures are included in this policy as a result of the board's statutory obligation to evaluate the superintendent and do not give the superintendent any rights not provided by statute. The board's failure to comply with any procedures provided in this policy but not required by law shall not prohibit the board from taking any action regarding the superintendent's employment, up to and including the nonrenewal, amendment, or cancellation of the employment contract.

Adopted on: 07/15/24

Revised on: 07/14/25

Reviewed on: _____

SHELTON
Performance Objectives Evaluation Instrument
2025-2026

**Provide updates to the board quarterly (August, November, February, May) on progress toward goals.*

#1 - BUDGET

- Create a realistic and workable budget
- Budget to be able to carry out the Shelton Capital Improvement Schedule
- Stay abreast of current budget and continue to build cash reserve
- Manage and build depreciation funds

ASSESSMENT BASED ON EVIDENCE FOR _____ IN THIS AREA:

Exemplary	Proficient	Developing	Needs Improvement
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FEEDBACK / COMMENTS:

#2 - COMMUNICATION

- Create a timely and consistent communication mechanism on hot topics or relevant information at least twice a month for the Board of Education
- Utilize district wide communication tools and social media to provide timely information as it relates to consistent communication for students and parents
- Develop and implement an action plan based on the results of the NASB Staff Well-being Survey
- Create a visible presence in the school at activities and local organizations
 - attend village board meetings or join local organizations
- Create a timely and consistent communication mechanism on hot topics or relevant information at least twice a month for the Board of Education
 - Keep board members informed of significant events or developments within the school district, ensuring transparency, accountability, and effective governance.
 - Leverage resources to guide decision-making including superintendents from neighboring schools, law enforcement, NDE, professional networks, and our school attorney when necessary.

ASSESSMENT BASED ON EVIDENCE FOR _____ IN THIS AREA:

Exemplary	Proficient	Developing	Needs Improvement
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FEEDBACK / COMMENTS:

#3 - EXPECTATIONS AND ACCOUNTABILITY

- Promote high and consistent expectations for staff and students
- Create roles and responsibilities to determine if the current staffing is sustainable (all roles in the district).
- Continue to develop collaborative relationships between all staff to maximize opportunities for students.
- Create a consistent classroom management system throughout the entire building to improve teacher effectiveness, student engagement, and behavior in alignment with district standards and best practices.
 - Implement the new classroom management plan by April 15, 2024, and conduct regular assessments every two weeks with principals to monitor progress.
 - Principals will conduct assessments to track teacher adherence to the established classroom management protocols.
 - Evaluate the effectiveness at the end of the semester and make necessary adjustments for continuous improvement.
- Enforce a district-wide sportsmanship initiative aimed at promoting positive behaviors, respect, and fair play among student-athletes and coaches/sponsors across all athletic events and competitions.
 - Work with the athletic director to enforce the district-wide sportsmanship code of conduct that outlines expectations for student-athletes and coaches regarding respectful behavior, fair play, and positive sportsmanship.
 - Incorporate sportsmanship education and training into preseason activities and training for coaches, student-athletes, staff members, and parents.

ASSESSMENT BASED ON EVIDENCE FOR _____ IN THIS AREA:

Exemplary	Proficient	Developing	Needs Improvement
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FEEDBACK / COMMENTS:

OVERALL ASSESSMENT BASED ON EVIDENCE FOR ____ :

Exemplary	Proficient	Developing	Needs Improvement
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OVERALL SUMMARY FEEDBACK / COMMENTS: