

Agenda

1. Call To Order
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Public Comment Sign In Procedure
 - 3.1. Public Comment
4. Consent Agenda (Action)
Speaker(s): Board President
5. Board Development and Communication
 - 5.1. Board Members' Update
6. Superintendent's Report
Speaker(s): Superintendent
 - 6.1. Government Relations Update and Legislative preview
Speaker(s): Jason Buckingham
 - 6.2. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 6.3. Enrollment Update
Speaker(s): Dr. Anne Harley
 - 6.4. Financial Literacy Report
Speaker(s): Anne Harley
7. Board Action Items
 - 7.1. Superintendent Evaluation (Action)
Speaker(s): Jason Buckingham
 - 7.2. Removal of Policy 4033 Rights of Probationary Certified Employees (Action)
Speaker(s): Jason Buckingham
 - 7.3. Removal of Policy 4035 Rights of Permanent Certificated Employees (Action)
Speaker(s): Jason Buckingham
 - 7.4. Removal of Policy 4036 Crisis Response Team(Action)
Speaker(s): Jason Buckingham
 - 7.5. Approval of revised Policy 4020 Ownership of Copyrighted Works (Action)
Speaker(s): Jason Buckingham
 - 7.6. Approval of revised Policy 4034 Staff Handbook(Action)
Speaker(s): Jason Buckingham
8. Policy Review
9. Executive Session Disclosure
 - 9.1. Executive Session (Action)
10. Pre-Adjournment Information and Activities

- 10.1. Announcements
- 10.2. Board of Education Supplemental Meeting Information
- 10.3. Future Board Calendar
11. Adjourn

2009
Public Participation at Board Meetings

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

Except for closed sessions, the board will allow members of the public an opportunity to speak at each meeting. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board shall require members of the public desiring to address the board to identify themselves, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

Adopted on: _____

Revised on: _____

Reviewed on: _____

Michael O'Brien
Vocal Music Teacher
Ralston High School
11/20/2024

Dear Dr. Ryan Pivonka,

I am writing to formally resign from my position as the Vocal Music teacher at Ralston High School, effective at the conclusion of my 2024-2025 contract. This has been an incredibly difficult decision for me, and I want to emphasize that it is entirely personal. After much reflection and discussion with my family, I have decided to leave the field of teaching and pursue a new direction in my life.

I would like to make it clear that my decision to resign has nothing to do with the students, my colleagues, or the administration here at Ralston High School. Ralston's students have been a joy to work with, and I have seen firsthand their dedication and passion for music. My colleagues in the fine arts department have been incredibly supportive, and I have felt welcomed and valued as part of a wonderful team. Furthermore, the administrative team at Ralston High School have been nothing but allies throughout my tenure, providing guidance, encouragement, and hands-on help every step of the way. For all of this, I am truly grateful.

This decision is about a personal change I feel is necessary at this point in my life. While teaching has been a rewarding and fulfilling experience, I believe this is the right moment for me to explore new opportunities outside of the classroom.

I will do everything I can to ensure a smooth transition and am happy to assist in any way during this time. It has been an honor to contribute to the music program at Ralston High, and I will always look back on my time here with fond memories.

Thank you again for the opportunity to be part of this incredible school community. I will truly miss the students, faculty, and staff that have made this such a positive and enriching experience.

Sincerely,
Michael O'Brien
High School Vocal Music Teacher
Ralston High School

A handwritten signature in black ink, appearing to read "Michael O'Brien", written in a cursive style.

**Ralston Public Schools
Board of Education Regular Meeting**

Monday, November 11, 2024

The Ralston Public Schools Board of Education met in an open, public session on Monday, November 11, 2024. The meeting took place at the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE. The District provided advance notice by publication in *The Omaha Daily Record* and on the District's website, www.ralstonschools.org.

Call to Order

Board President, Mrs. Robin Richards, called the meeting to order at 6:00 pm

Roll Call

In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Aaron Bredenkamp, Dr. Mike Rupprecht, Mr. Jim Frederick, and Mrs. Angie Murphy.

Consent Agenda

Consent agenda items include minutes from the October 28th meeting: Financial Report, October bills in the amount of \$751,189.40 for the General Fund, and \$1,928,556.09 for the Special Building Fund. Prior to the meeting Ms. Mary Roarty and Mrs. Carrie Hough reviewed the bills.

Motion to approve consent agenda was made by Mrs. Elizabeth Kumru and seconded by Mrs. Katie Krause.

Mrs. Richards:	Yes
Mrs. Hough:	Yes
Ms. Roarty:	Yes
Mrs. Kumru:	Yes
Mrs. Krause:	Yes
Mrs. Willey:	Yes

Early Graduation Request – Action Item

Ralston High School allows students to make an early graduation request of more than one semester to the Board of Education for approval. As part of that process, the student and their parents must attend the Board of Education meeting to answer any questions about their decision by Board members. Any request by a student must also be supported by the high school principal.

Ralston High School Principal, Dr. Ryan Pivonka, recommended approval of the early graduation request for Lucas Scheitel.

Ms. Mary Roarty motioned to approve the early graduation request at the completion of the 2024-2025 school year upon successful completion of all graduation requirements. Mrs. Samantha Willey seconded the motion.

Mrs. Hough:	Yes
Mrs. Richards:	Yes
Mrs. Krause:	Yes
Ms. Willey:	Yes
Mrs. Roarty:	Yes

Ms. Kumru: Yes

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Mrs. Robin Richards had her weekly meeting with Superintendent Buckingham and attended the BOE Finance & HR Subcommittee meeting. She enjoyed the annual Ralston Area Chamber of Commerce Awards Dinner and thanked the Chamber for the scholarships awarded to our students. Coming up, Mrs. Richards has a NASB meeting and is looking forward to the Karen Western Thanksgiving and RHS Senior Thanksgiving luncheons.

Mrs. Liz Kumru thanked the Ralston Area Chamber of Commerce for a great Awards Dinner and the scholarships to our RHS students. She also watched the Legislative Hearing on Open Enrollment.

Ms. Roarty congratulated the Ralston High School Chamber Scholarship recipients and was glad the Chamber increased the scholarship number to seven this year because of so many qualified applicants. She attended the BOE Buildings and Grounds Sub-Committee meeting to look over the construction plan for Ralston High School. Ms. Roarty thinks it is a good plan that has a lot of coordination and should work out well to not displace people for too long.

Mrs. Krause echoed the comments of the other Board members about the Chamber scholarships and also said how great it was to see many student groups represented at the Chamber Awards. She also attended a Lil' Rams and Tiny Rams soup dinner at Mockingbird Elementary and said it was a wonderful event and also nice to show off the new school at the same time.

Mrs. Hough attended the last Ralston High School volleyball match at Gross Catholic High School, an Advisor Meeting for the Ralston High School FFA chapter, a Buildings and Grounds Sub Committee meeting, and the Chamber Dinner. She thanked the Chamber for the student scholarships and the Ralston High School Jazz Band for entertaining everyone.

Mrs. Hough is looking forward to attending the Thanksgiving lunches, the NASB State Conference, and the mock interviews at the high school in December.

Mrs. Willey started her comments by thanking several individuals: Veterans in our families and District who have previously served or who are currently serving, Mr. Lucero, for his photography mentor program with Lucero Studios, helping his students gain knowledge for the upcoming Skills USA competition this year, and members of National Honor Society for cleaning up the yards in the community. She is looking forward to the Thanksgiving events.

Technology Plan Update

Mr. Jason Fink gave a presentation on the District's technology plan. He talked about technology integration in Curriculum and Instruction and also in staff professional development. Mr. Fink also discussed IT Governance, policies, and procedures, hardware and infrastructure upgrades, and how technology will improve stakeholder communications and engagement.

District Financial Report

Dr. Aaron Bredenkamp provided an overview of the District Financial Report. He addressed questions from the Board.

Government Relations Update

Mr. Buckingham updated the Board regarding Legislative issues.

NASB Update

Mrs. Liz Kumru was recently part of a Zoom meeting with Dr. Marr from the State Board of Education, talking about the Statewide Literacy Plan. RPS is part of that plan. They have grant money that will be used as part of a five-year plan to train Literacy coaches. Phase 1 is almost complete, with phase 2 incorporating Professional Learning & Infrastructure Development that will go to the year 2030, and then Phase 3 is sustainability. Dr. Marr requested NASB to write a position statement on Literacy goals. Mrs. Liz Kumru also reminded the Board about the State Conference next week.

Enrollment Update

Mr. Jason Buckingham reviewed the enrollment information with the Board. The District currently remains steady with just under 3,500 students.

Superintendent Evaluation Update

Timeline for Supt. Evaluation:

10/21-10/27 Supt. completes self-evaluation

10/29 NASB compiles self-evaluation results and sends them to BOE

10/29-11/7, BOE members complete their evaluation of the Superintendent.

11/18 Final Report and Executive Summary will be emailed to BOE President

11/28 Results of Superintendent Evaluation to be shared at the BOE meeting

District Bond Project Update

- BL, SY, WW, ME
 - punch list items have been completed on non-school days, currently all buildings are functional, though some minor alterations are still being addressed.
- KW
 - Developing final project list for summer work, projects to include:
 - Blinds, some window seat replacement, exterior painting.
- RMS
 - Work on finishing exterior painting is continuing, timeline to finish is by Thanksgiving.
 - Cooling Tower lift is scheduled for the week of Thanksgiving, preparing for lighting change in the lower gym over the Holiday break.
- RHS
 - GMP presented for project list #2.
 - Coordinating with Admin. Staff at RHS for the sequencing of the remodel work at RHS
 - Some affected staff have been notified, staff wide presentation to be given once sequence has been confirmed.
 - Finalizing design work on the parking lot at RHS

Attendance Improvement Plan

Mr. Jason Buckingham outlined the current initiative and protocols used to improve Average Daily Attendance (ADA) in each building. He emphasized the critical role of attendance in student success and future career prospects. Mr. Buckingham mentioned elementary schools are maintaining high attendance rates, but we have seen some slight regression at a couple of our schools this year. The high school attendance is showing promising improvement, nearing 90%.

Strategies School are Using

- Engagement
- Attachment
- Focus on motivation.
- Relationship with students and their families
- Creativity
- Community Resources/Problem Solving

Current Elementary Incentive Activities

- Biweekly “most wanted” list to identify and support students with declining attendance.
- Here on Time Incentives
- Walking club at 7:30am to reduce tardies.
- Themed monthly contest tract classroom attendance
- “Best Day Ever”
- Randon HOT (Here on Time) ticket days, drawings for prizes

Additional Board Action Item

Ralston High School Renovation Guaranteed Maximum Price (GMP)

Mrs. Elizabeth Kumru motioned to approve the GMP from the Weitz Company for the remodel of Ralston High School in the amount of \$12,980,206. The motion was seconded by Mrs. Samantha Willey.

Ms. Roarty:	Yes
Mrs. Krause:	Yes
Mrs. Richards:	Yes
Ms. Kumru:	Yes
Mrs. Willey:	Yes
Mrs. Hough:	Yes

Removal of Policy 4026 Administrative Employees

Mrs. Katie Krause motioned to approve removal of Policy 4026 - Administrative Employees, as it is no longer used. The motion was seconded by Mrs. Elizabeth Kumru.

Mrs. Kumru:	Yes
Mrs. Roarty:	Yes
Mrs. Hough:	Yes
Ms. Willey:	Yes
Mrs. Richards:	Yes
Mrs. Krause:	Yes

Approval of revised Policy 5035 Student Discipline

Mrs. Elizabeth Kumru motioned to approve the redline copy of Policy 5035 - Student Discipline as presented. The motion was seconded by Mrs. Katie Krause.

Mrs. Kumru:	Yes
Mrs. Hough:	Yes
Mrs. Willey:	Yes
Mrs. Richards:	Yes
Mrs. Krause:	Yes
Ms. Roarty:	Yes

Policy Review

The Board and Administration reviewed proposed policies:

- 4027 Part-Time Certified Employees
- 4029 Salary Schedule for Certificated Employees
- 4031 Evaluation of Probationary Certified Employees
- 4032 Professional Growth
- 4033 Rights of Probationary Certified Employees
- 4034 Employee and Student Handbooks
- 4035 Rights of Permanent Certificated Employees
- 4036 Crisis Response Team Duties
- 4037 Reduction in Force

Adjournment

The Board voted to adjourn the meeting at 7:46 pm with a motion made by Mrs. Carrie Hough and a second by Mrs. Katie Krause.

Mrs. Hough:	Yes
Mrs. Willey:	Yes
Mrs. Richards:	Yes
Mrs. Krause:	Yes
Ms. Roarty:	Yes
Mrs. Kumru:	Yes

The next regular meeting is scheduled for November 11, 2024, at 6:00 pm.

Mrs. Robin Richards, President

Mrs. Samantha Willey, Secretary

TENTATIVE* 2025 Legislative Session

Sun	Mon	Tue	Wed	Thur	Fri	Sat
January						
			1	2	3	4
5	6	7	8 DAY 1	9 DAY 2	10 DAY 3	11
12	13 DAY 4	14 DAY 5	15 DAY 6	16 DAY 7	17 RECESS	18
19	20 HOLIDAY	21 DAY 8	22 DAY 9	23 DAY 10	24 DAY 11	25
26	27 DAY 12	28 DAY 13	29 DAY 14	30 DAY 15	31 DAY 16	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
February						
						1
2	3 DAY 17	4 DAY 18	5 DAY 19	6 DAY 20	7 DAY 21	8
9	10 DAY 22	11 DAY 23	12 DAY 24	13 DAY 25	14 RECESS	15
16	17 HOLIDAY	18 DAY 26	19 DAY 27	20 DAY 28	21 DAY 29	22
23	24 DAY 30	25 DAY 31	26 DAY 32	27 DAY 33	28 RECESS	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
March						
						1
2	3 RECESS	4 DAY 34	5 DAY 35	6 DAY 36	7 DAY 37	8
9	10 DAY 38	11 DAY 39	12 DAY 40	13 DAY 41	14 RECESS	15
16	17 RECESS	18 DAY 42	19 DAY 43	20 DAY 44	21 RECESS	22
23	24 DAY 45	25 DAY 46	26 DAY 47	27 DAY 48	28 RECESS	29
30	31 DAY 49					

Sun	Mon	Tue	Wed	Thur	Fri	Sat
April						
		1 DAY 50	2 DAY 51	3 DAY 52	4 RECESS	5
6	7 RECESS	8 DAY 53	9 DAY 54	10 DAY 55	11 DAY 56	12
13	14 DAY 57	15 DAY 58	16 DAY 59	17 DAY 60	18 RECESS	19
20	21 RECESS	22 DAY 61	23 DAY 62	24 DAY 63	25 HOLIDAY	26
27	28 DAY 64	29 DAY 65	30 DAY 66			

Sun	Mon	Tue	Wed	Thur	Fri	Sat
May						
				1 DAY 67	2 RECESS	3
4	5 RECESS	6 DAY 68	7 DAY 69	8 DAY 70	9 DAY 71	10
11	12 DAY 72	13 DAY 73	14 DAY 74	15 DAY 75	16 RECESS	17
18	19 DAY 76	20 DAY 77	21 DAY 78	22 DAY 79	23 RECESS	24
25	26 HOLIDAY	27 DAY 80	28 DAY 81	29 DAY 82	30 DAY 83	31

Sun	Mon	Tue	Wed	Thur	Fri	Sat
June						
1	2 RECESS	3 DAY 84	4 DAY 85	5 DAY 86	6 RECESS	7
8	9 DAY 87	10 DAY 88	11 DAY 89	12 RECESS	13 RECESS	14
15	16 RECESS	17 RECESS	18 DAY 90	19	20	21
22	23	24	25	26	27	28
29	30					

Legislative Recess Days

January 17
 February 14, 28
 March 3, 14, 17, 21, 28
 April 4, 7, 18, 21
 May 2, 5, 16, 23
 June 2, 6, 12, 13, 16, 17

Federal & State Holidays

January 20 – Martin Luther King Jr. Day
 February 17 – Presidents' Day
 April 25 – Arbor Day
 May 26 – Memorial Day

*The calendar is subject to change by the speaker elected in the 109th Legislature.

2023 ADVOCACY HANDBOOK

FOR THE 2023 LEGISLATIVE SESSION

NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2023
AND A GUIDE FOR EFFECTIVE ADVOCACY

AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

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The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans.



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108TH LEGISLATURE, 1ST SESSION

CAN YOU REALLY MAKE A DIFFERENCE? YES YOU CAN!

No one is more qualified to talk about your school district, your community, and your needs related to providing a quality education than you! With your help, NASB is an advocate for public education and local school governance ... and YOUR collective voice in the Legislature.

- NASB strives to serve its members to work as a team with legislators and state officials, to share the story of their district/ESU, to secure laws and regulations that benefit all of Nebraska's public schools, lobbying in support of your school board and local control.
- NASB is guided by a legislative agenda that is developed annually by YOU, initiated with submissions from YOU, and approved at the NASB's Delegate Assembly each November by YOU.

DID YOU KNOW: #weLIVEhere

79% of Nebraska's 1,700 locally elected School Board Members serve at or within 100 miles of where they graduated ... with 51% serving AT the district they graduated from. You are a locally elected official and a community leader. As a school board member, you are in an excellent position to educate and influence the legislative process, and are seen as a key resource on education policy for your district.



We encourage all boards to include a legislative update as a part of each meeting, and to discuss/share key legislative information within your community. Advocacy is year-round, not just during the session itself. Bookmark the Government Relations page of www.NASBOnline.org for updates and information, and make sure to utilize NASB's *Legislative Notes*, videos, NASB's Bills page and more, summarizing all of the pertinent items related to public education in Nebraska.

2023 LEGISLATIVE CALENDAR

January 4	2023 Legislative Session begins
January 18	Day 10: Last day to introduce bills
January 22-23	Legislative Issues Conference - Embassy Suites Lincoln
June 9	Day 90: Final Day of the 2023 Legislative Session
July 1	Call for Legislative Submissions for 2024 consideration due
November 17	2023 Delegate Assembly - Omaha

(All Dates are Tentative & Subject to Change)

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YOUR ROLE - ADVOCACY & ENGAGEMENT

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108TH LEGISLATURE, 1ST SESSION

SHARE YOUR STORY

ASK YOURSELF: HOW CAN YOU BEST SHARE YOUR DISTRICT'S STORY?

LEGISLATORS CARE ABOUT YOUR OPINION.

REMINDE THEM, YOU ARE THEIR NEIGHBOR.

VOTERS ALSO PUT YOU IN OFFICE.

YOU HAVE AN INFLUENTIAL ROLE IN YOUR COMMUNITY.

YOU KNOW BETTER THAN ANYONE THE EFFECT OF A STATE DECISION.

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

BUDGET

GENERAL FUND LEVY - BUILDING FUND LEVY
% OF BUDGET FOR SPECIAL ED
% OF BUDGET FOR ADMINISTRATIVE COSTS
DISTRICT VALUATION

KIDS

% KIDS ON FREE & REDUCED LUNCH
% OF KIDS IN ELL
OF NET OPTION STUDENTS
GRADUATION RATE/ACHIEVEMENT DATA

SCHOOL

ENROLLMENT
OF KIDS IN PRE-SCHOOL
AVERAGE CLASS SIZE
OF BUILDINGS / # OF TEACHERS

WHAT CAN NASB DO FOR YOU?

Assist you in preparing testimony, talking points, emails, or Op-Eds; facilitate Senator introductions and meetings in your district or the Capitol; feature your district visits with Senators; brief your board at a meeting in your community; and more ... Just ASK!

YOUR NASB LEGISLATIVE TEAM & RESOURCES

Colby Coash - Associate Executive Director, Director of Government Relations - ccoash@NASBOnline.org

Matt Belka - Director of Marketing, Communications & Advocacy - mbelka@NASBOnline.org

John Spatz - Executive Director - jspatz@NASBOnline.org

Lindsey Wooton - Administrative Specialist - lwooton@NASBOnline.org



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Key Hashtags: #liveNASB #weLIVEhere



Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators

YOUR 2023-24 STATE SENATORS

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108TH LEGISLATURE, 1ST SESSION



Sen. Julie Slama
District 1
Dunbar



Sen. Robert Clements
District 2
Elmwood



Sen. Carol Blood
District 3
Bellevue



Sen. Brad von Gillern
District 4
Elkhorn



Sen. Mike McDonnell
District 5
Omaha



Sen. Machaela Cavanaugh
District 6
Omaha



Sen. Tony Vargas
District 7
Omaha



Sen. Megan Hunt
District 8
Omaha



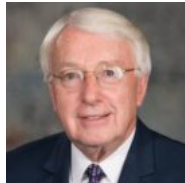
Sen. John Cavanaugh
District 9
Omaha



Sen. Wendy DeBoer
District 10
Omaha



Sen. Terrell McKinney
District 11
Omaha



Sen. Merv Riepe
District 12
Ralston



Sen. Justin Wayne
District 13
Omaha



Sen. John Arch
District 14
Papillion



Sen. Lynne Walz
District 15
Fremont



Sen. Ben Hansen
District 16
Blair



Sen. Joni Albrecht
District 17
Thurston



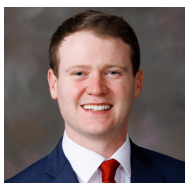
Sen. Christy Armendariz
District 18
Omaha



Sen. Robert Dover
District 19
Norfolk



Sen. John Fredrickson
District 20
Omaha



Beau Ballard
District 21
Lincoln



Sen. Mike Moser
District 22
Columbus



Sen. Bruce Bostelman
District 23
Brainard



Sen. Jana Hughes
District 24
Seward



Sen. Suzanne Geist
District 25
Lincoln

YOUR 2023-24 STATE SENATORS

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108TH LEGISLATURE, 1ST SESSION



Sen. George Dungan
District 26
Lincoln



Sen. Anna Wishart
District 27
Lincoln



Sen. Jane Raybould
District 28
Lincoln



Sen. Eliot Bostar
District 29
Lincoln



Sen. Myron Dorn
District 30
Adams



Sen. Kathleen Kauth
District 31
Omaha



Sen. Tom Brandt
District 32
Plymouth



Sen. Steve Halloran
District 33
Hastings



Sen. Loren Lippincott
District 34
Central City



Sen. Raymond Aguilar
District 35
Grand Island



Sen. Rick Holdcroft
District 36
Bellevue



Sen. John Lowe
District 37
Kearney



Sen. Dave Murman
District 38
Glenvil



Sen. Lou Ann Linehan
District 39
Elkhorn



Sen. Barry DeKay
District 40
Niobrara



Sen. Tom Briese
District 41
Albion



Sen. Mike Jacobson
District 42
North Platte



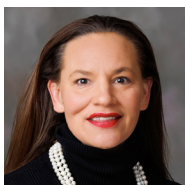
Sen. Tom Brewer
District 43
Gordon



Sen. Teresa Ibach
District 44
Sumner



Sen. Rita Sanders
District 45
Bellevue



Sen. Danielle Conrad
District 46
Lincoln



Sen. Steve Erdman
District 47
Bayard



Sen. Brian Hardin
District 48
Gering



Sen. Jen Day
District 49
Gretna



Gov. Jim Pillen

YOUR 2023 NASB LEGISLATION COMMITTEE

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108TH LEGISLATURE, 1ST SESSION



Sandy Noffsinger (Chair)
NASB President-Elect
Dundy County Stratton



Kim Burry
NASB President
Bayard



Stacy Jolley
NASB Vice President
Millard



Member 1
Spencer Head
Omaha



Member 2
Jane Erdenberger
Omaha



Member 3
Bob Rauner
Lincoln



Member 4
Kathy Danek
Lincoln



Member 5
Sarah Centineo
Bellevue



Member 6
Beth Morrisette
Westside



Member 7
Suzanne Sapp
Ashland-Greenwood



Member 8
Amanda McGill Johnson
Millard



Member 9
Drew Blessing
Kearney



Member 10
Marla Grier
South Sioux City



Member 11
Doug Keener
Mitchell



Member 12
Ryne Seaman
Seward



Member 13
Steve Blocher
West Point



Member 14
Jim Vlach
Lyons-Decatur



Member 15
Brian Quackenbush
Tri County



Member 16
Judy Thompson
ESU 16



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Skip Altig
North Platte



Appointed Member
Brian Copsy
Gering



Appointed Member
Kyle Fisher
Springfield Platteview



Appointed Member
Steve Koch
Hershey



Appointed Member
Stephanie Summers
David City



Appointed Member
Lisa Wagner
Central City



Appointed Member
Brad Wilkins
Ainsworth

For Even Number Members, Term Ends 2024. For Odd Numbered Members, Term Ends 2026. Appointed Members Serve One-Year Term

NASB POSITIONS ENCLOSED

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108TH LEGISLATURE, 1ST SESSION

The Nebraska Association of School Boards is the only state organization created by school board members to represent the interests of school board members.

Your Association's legislative agenda is initiated each year with the submission of local board proposals.

The NASB Legislation Committee reviews all proposals, and then submits its recommendations to the NASB Board of Directors.

The Board can then review and amend the submissions before presenting them to the NASB Delegate Assembly.

The Delegate Assembly gives each member school district a voice in shaping the agenda of NASB.

Standing Positions remain in effect until they are repealed by the Assembly.

Legislative Resolutions are in effect for one year only.

WHAT DOES THIS REPRESENT?

The statements you read inside the pages of this book represent a set of belief statements which guide NASB's government relations efforts. These words guide our lobbying efforts at the State Capitol, with the State Board of Education and NDE, as well as with our representatives in Washington, D.C.

While this work represents an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Actual legislative bills are a blend of several ideas (or perhaps a good idea, and a substantial price tag). Hence, when NASB analyzes how we will testify on a bill, we take into account a number of factors, including regular reviews by the Legislation Committee which offer guidance on the course corrections necessary to navigate the turbulent amendment process.

YOUR 2023 LEGISLATIVE RESOLUTIONS

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108TH LEGISLATURE, 1ST SESSION

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 5, 2022
... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 20, 2022
... AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

Resolutions are statements of intended and desired legislative action on items of current needs or problems. Resolutions are in effect for one year and direct the organization and its staff in their legislative efforts with each annual session of the Legislature. All resolutions submitted are presented for consideration and action. The Delegate Assembly shall receive, consider, and act upon legislative resolution proposals submitted to it by the Legislation Committee and the Board of Directors.

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CREATING A VISION FOR NEBRASKA'S FUTURE

NASB will lead and support the creation of a vision that revises tax policy and invests state resources for Nebraska's future.

EDUCATION PROGRAM OPPORTUNITIES

NASB believes that each student should have access to a challenging instructional program which is relevant and prepares him or her for work or further education.

EXPAND USE OF QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

NASB supports the expansion of the Qualified Capital Purpose Undertaking Fund to include modifications for student and staff security including cyber security.

HEALTHY CULTURES & RESILIENCY IN SCHOOLS

NASB will support leveraging its infrastructure and resources to support a healthy culture in schools. NASB will align with others to develop resilient school districts with programs to support both staff and students.

MENTAL & BEHAVIORAL HEALTH

NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska.

SUPPORT OF EARLY CHILDHOOD PROGRAMS IN THE COMMUNITY

NASB will support early childhood education programs at the community level, which may include redefining economic development programs to include early childhood infrastructure development for communities and will support early childhood programs as an element in community comprehensive plans.

SUPPORT THE COLLECTION AND USE OF RELEVANT DATA

NASB encourages boards to use data to support its district strategic plan and goals. NASB supports collaborating with the state and other organizations in the collection and use of relevant data. NASB will identify data it can capture to help inform boards and, if necessary, support legislation to create data sources.

UPDATING NOTICE REQUIREMENTS

NASB supports updating notice requirements for all school board meetings that recognizes available technology.

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Standing positions are statements of policy and purpose which are developed and maintained over time. They are considered annually by the Delegate Assembly, and remain in effect until they are actively removed.

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BELIEF STATEMENTS FOR AN EFFECTIVE BOARD CONDITIONS OF CHILDREN CURRICULUM & INSTRUCTION FUNDING & FINANCE GOVERNANCE & STRUCTURE PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS STATE POLICY

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — BOARD DEVELOPMENT

NASB encourages boards of education to take part in board in-service and development programs and to budget funds for such programs. (1995)

S-2 — BOARD RECOGNITION

NASB believes the service of school boardsmanship is fundamental to participatory democracy and deserves recognition collectively and individually from state and local communities. (prior to 1995)

S-3 — BUSINESS AND EDUCATION PARTNERSHIPS

NASB encourages boards of education to develop mutually beneficial partnerships with business to ensure mutual understanding and cooperation. (1995)

S-4 — COLLABORATIVE SERVICES TO YOUTH

NASB urges collaborative linkages between schools and other public and private agencies that serve children. (prior to 1995)

S-5 — LEADERSHIP TEAM

NASB believes that each board of education should create an administrative leadership team, which should include all supervisory and managerial employees including the superintendent and board members. (prior to 1995, amended 2007)

S-6 — PARENT INVOLVEMENT

NASB urges boards of education to support partnerships between parents and schools that encourage parent involvement in the education process. (1997)

S-7 — POLICY

NASB considers it imperative that boards of education adopt clearly defined, flexible policies after input from the administration, parents, employees, and other interested parties. Policies, based on a clear understanding of the education process, should be thoroughly reviewed annually. The execution of policy is the responsibility of professional administrators and staff. (prior to 1995)

S-8 — USE OF ACCOUNTABILITY DATA FOR SCHOOL IMPROVEMENT

NASB supports using school accountability data to determine potential strategies/resources for helping schools improve. We support the concept of growth or learning mindset which suggests that school effectiveness is assessed as an improvement process. Our perspective is that all schools in Nebraska are important and have opportunities to become more effective as quality educational systems. (2020)

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CONDITIONS OF CHILDREN

S-9 — ABUSE OF ALCOHOL, TOBACCO, & OTHER DRUGS

NASB supports efforts by boards of education and state and national officials to strictly enforce policies regarding the sale, use or possession of illegal drugs including methamphetamine, marijuana, THC products and synthetic equivalents of THC and marijuana, alcohol, tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products on school property. The designation of “drug free zones” near schools is also urged. (prior to 1995, amended 2015)

S-10 — AT-RISK STUDENTS AND THE ACHIEVEMENT GAP

NASB recognizes that there are many children and youth who are experiencing special difficulties in achieving high education standards. NASB supports increased funding to help close the gap in educational opportunity and educational achievement, and urges boards of education to work with, and obtain increased funding from the state Legislature, as well as state and federal education agencies to assist at-risk children and youth in making adequate educational progress. (prior to 1995, amended 2009)

S-11 — COOPERATION WITH HHS

NASB supports legislation which mandates cooperation and consultation with school districts as it relates to the placement of children under the custody of DHHS. Comprehensive information about a child’s educational needs should be shared with a school district prior to the placement of a student in a new school district. (2020)

S-12 — EARLY CHILDHOOD EDUCATION

NASB supports quality early childhood education programs accessible to all children and advocates programs that provide age-appropriate activities to prepare children for school. (prior to 1995)

S-13 — ENROLLMENT OPTION; HOMEBOUND STUDENTS

NASB supports legislation stating that when an option student becomes homebound, the school district in which the student resides assumes full responsibility for educating the student. (1998, amended 2016)

S-14 — ENROLLMENT OPTION LIMITATION

NASB supports legislation returning option students to the resident school district if the option district must contract with another school district or agency for the educational services needed by the student. (1996, amended 2016)

S-15 — LIABILITY FOR MEDICATION ADMINISTRATION

NASB supports legislation that would limit the liability of a school district and school district representatives for the administering of prescription medication to students. (1999, amended 2013, 2016)

S-16 — NUTRITION EDUCATION/STUDENT WELLNESS

NASB believes that wellness programs for schools should emphasize healthy lifestyles and eating habits, mindful of all eating disorders, as well as obesity. (2004)

S-17 — SAFE SCHOOL ENVIRONMENT

NASB supports efforts to provide a school environment that is free from weapons, harassment, bullying, violence, drugs (including alcohol and tobacco), and other factors which threaten the safety of students and staff. (1997, amended 2012)

S-18 — STATEWIDE POVERTY/TRAUMA FUNDING

NASB recognizes the growing number of public school students across the state that are living in impoverished conditions and/or with traumatic experiences. NASB supports the use of research-based science to strengthen policy, program design and funding that targets those impacted by persistent poverty and/or trauma. (2017)

S-19 — STUDENT DISCIPLINE

NASB opposes legislative mandates related to student discipline. NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999, amended 2019)

CURRICULUM & INSTRUCTION

S-20 — ACCESS TO EQUAL EDUCATION OPPORTUNITIES

NASB supports equal educational opportunities for all students, regardless of their race, wealth or family circumstance, and urges the Legislature, the State Department of Education, and boards of education to remove all barriers that may prevent any child from having full access to such education opportunities. (1995, amended 2009)

S-21 — ACHIEVEMENT TEST SCORE USE

NASB opposes the use of test scores for the comparison of school districts or for the ranking of schools. (1998)

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S-22 — ASSESSMENT OF STUDENT LEARNING

NASB supports multiple approaches to assess student learning, with decisions on assessment made at the local district level, and opposes a single “high-stakes” testing procedure. (2001)

S-23 — CULTURAL DIVERSITY

NASB urges all boards of education to support and implement curriculum which recognizes cultural diversity and enhances the knowledge of students about various ethnic and cultural backgrounds. (prior to 1995)

S-24 — CURRICULUM ADOPTION

NASB opposes legislative mandates addressing curriculum and testing. NASB supports the adoption of curriculum by local school boards and the State Board of Education. (2019)

S-25 — LIBRARY/MEDIA CONTENT

NASB supports that school district library/media content is a local decision. (2022)

S-26 — RESPONDING TO SPECIAL EDUCATION COSTS

NASB supports legislative efforts to give school districts that incur unforeseeable additional special education expenses assistance to alleviate cash flow problems. (2005)

S-27 — STUDENT EXPRESSION

NASB supports the authority of the local boards of education and school administration to regulate the content of school-sponsored publications and curriculum. (1997, amended 2009)

S-28 — TECHNOLOGY

NASB supports equal access to current technology for all school districts so they may engage all students in the curriculum, to equip them for an increasingly technological society and job market, and to provide them greater access to education services. (prior to 1995)

FUNDING & FINANCE

S-29 — ACCOUNTING OF FUNDS

NASB supports transparent accounting and full disclosure of all funds received and expended for public education consistent with federal regulations. (2005)

S-30 — BUDGET LID: GROWTH FACTOR

NASB supports legislation which would establish an education expenditures “growth factor” which reflects the actual cost of providing a public education for school districts, learning communities, and ESUs. (2001, amended 2008)

S-31 — COMPENSATION FOR STATEWIDE STANDARDS & ASSESSMENTS

NASB supports adequate funding to compensate school districts/ESUs for the cost of implementing and managing the statewide learning standards and assessments. (2008, amended 2009, 2013)

S-32 — ELIMINATION OF BUDGET RESERVE LIMITS

NASB supports legislation that eliminates reserve limitation in the Tax Equity and Educational Opportunities Support Act and in debt service funds. (2000, amended 2001)

S-33 — ELIMINATION OF EXPENDITURE LIMITATION

NASB supports legislation eliminating the limitation on general fund expenditures. (2000, amended 2011)

S-34 — ESU CORE SERVICES FUNDING

NASB supports legislation to adequately fund Educational Service Units in a manner that allows successful implementation of statewide educational initiatives that are developed by law in conjunction with the Nebraska Department of Education. (2009, amended 2015)

S-35 — FINANCING CAPITAL IMPROVEMENTS

NASB supports adequate funding for school districts and ESUs for maintenance or replacement of our rapidly deteriorating facilities. (1997, amended 2015)

S-36 — FISCAL POLICY

NASB believes the Governor and Legislature must work together to create fiscal policy that will adequately fund public education statewide based upon the needs of students and not driven by a pre-set allocation of funds for education regardless of need. Nebraska demographics and student needs are dynamic, as are the changing education standards required to be competitive nationally and internationally. To meet this challenge, fiscal policy would be built upon a broad base with the lowest possible rates to provide stability in the tax base and revenue stream, provide local government with the tools to generate adequate financial resources, yet equalize financial support among taxpayers, and assure the principle of uniform assessment. (prior to 1995, amended 2009)

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S-37 — FOR-PROFIT ENTITIES OPERATING IN TAX-EXEMPT ZONES

NASB supports legislation to ensure equitable tax payments by for-profit business ventures operating on publicly owned or otherwise exempt property. (2003)

S-38 — FUNDING OF MANDATED PROGRAMS

NASB urges full funding by the state and federal governments at statutory levels of all programs, standards, activities, and services mandated to public schools and ESUs by the Legislature and Congress, and further urges that any unfunded mandates allow authority for supplementary appropriations or outside levy lid funding. (1997, amended 2012, 2017, 2019)

S-39 — FUNDING: SCHOOL DISTRICT INFRASTRUCTURE, SITE PURCHASES AND BUILDING OPERATING EXPENSES

NASB supports legislation that would provide an alternative to property taxes for financing facility development, maintenance, and operation. (2003)

S-40 — GENERAL FUND RESERVE LIMIT EXCEPTION

NASB supports legislation that would not allow school districts to be penalized or state aid to be adjusted, to a school disadvantage, when any type of error or correction is made in calculating the state aid formula. (1999, amended 2016)

S-41 — INCLUDING GIFTS, DONATIONS, OR FOUNDATION FUNDS AS RECEIVABLES

NASB opposes the inclusion of gifts, endorsements, donations, or foundation expenditures that are not regular operating expenses in the calculation of receivables in the state aid formula. (2000)

S-42 — K-12 SCHOOL TRUST LAND AND PERMANENT SCHOOL FUND

NASB opposes reduction of any assets of the school trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010)

S-43 — LEGISLATION IMPLEMENTATION

NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources, is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

S-44 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES

NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

S-45 — PROPERTY TAX REFORM/RELIEF

Any legislative discussion on property tax and distribution of state aid should include participation from school board and ESU board members. (2015)

S-46 — REVENUE REDUCTIONS FOR SCHOOL DISTRICTS AFFECTED BY PROPERTY VALUATION LOSSES

NASB supports legislation that would create a hold harmless effect for districts which experience a decrease in valuation. (2004)

S-47 — SCHOOL DISTRICT OPTIONS IN DEALING WITH LARGE, UNANTICIPATED REVENUES

NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid. (2000)

S-48 — SPECIAL BUILDING FUND TAX LEVY EXCLUSION

NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to fourteen cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007, amended 2020)

S-49 — STATE FUNDING SYSTEM

NASB supports a stable, predictable, equitable, and adequate statewide education funding system that honors the Legislature's commitment to provide for free instruction in the common schools of this state, as guaranteed by the Nebraska Constitution, by prioritizing education funding in the state budget, and that:

- Invests in the education of all Nebraska public school children;
- Establishes a state fund or funding mechanism that assists Nebraska public schools with the costs of maintaining and constructing facilities;
- Reduces our dependence on local property taxes by drawing revenue from multiple funding sources;
- Promotes the responsibility of locally elected school boards to make sound, transparent school budget decisions;
- Provides funding in a timely and predictable manner;
- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy. (1997, amended 2009, 2018)

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S-50 — USE OF A UNIFORM VALUATION CALCULATION TO DETERMINE LOCAL RESOURCES AND STATE AID

NASB supports a property tax assessment system that utilizes uniform accounting practices to determine the property valuation number from which local and state officials can calculate both the local resources available to fund schools from property taxes, and the resulting calculation of state aid payments to school districts. (2003)

S-51 — VOUCHERS AND TAX CREDITS

NASB opposes any attempt to amend or circumvent the Nebraska and United States Constitutions to permit the use of public funds for the support, either direct or indirect, of schools not controlled by the public at large. NASB opposes any state or federal legislation allowing either tax credits or vouchers for children, or the parents or guardians of children attending nonpublic schools, or donors to scholarship funds for non-public education. (prior to 1995, amended 2020)

GOVERNANCE & STRUCTURE

S-52 — ACCOUNTABILITY

NASB believes that boards of education are accountable to students, parents, taxpayers, and employees for providing education programs, striving for education excellence, identifying education needs, adopting clearly defined written policies, measuring the success of instruction programs, and interpreting and disseminating information to the public through a public relations plan. (prior to 1995)

S-53 — ALLIED SCHOOLS

NASB opposes legislation that would mandate the formation of an allied system of school districts. (2014, amended 2016)

S-54 — AMEND OPEN MEETINGS ACT FOR EVALUATIONS

NASB supports legislation to allow boards to go into executive session to discuss superintendent evaluations and/or for the narrowing down of superintendent candidates. (2017)

S-55 — AUTHORITY OF SCHOOL BOARDS

NASB supports the authority of boards of education to effectively govern and execute their statutory responsibilities. (1997, amended 2015)

S-56 — CHARTER SCHOOLS

NASB believes that any charter schools, or the like, involved with any aspect of K-12 education be authorized by a public school district, be located within the boundaries of such public school district and be accountable to the authorizing district for their student achievement, finances and operations. (1998, amended 2015)

S-57 — DUTIES OF SCHOOLS

NASB believes that the primary function of Nebraska schools should be the education of students and that the Legislature should be discouraged from placing duties on school districts which are not directly related to education. (prior to 1995)

S-58 — E-MEETINGS - FULLY-IMPLEMENTED OR PARTIAL ALLOWABLE ATTENDANCE

NASB supports legislation which allows for school board members to participate in school board meetings via electronic means while still maintaining a quorum when necessitated for the health and safety of the board and public. Virtual meetings cannot impede the public's ability to participate. (2020)

S-59 — EDUCATIONAL SERVICE UNIT GOVERNANCE

NASB supports governance of ESUs by elected boards and supports local determination of specific mechanisms of that governance. (2005)

S-60 — EDUCATIONAL SERVICE UNIT REORGANIZATION

NASB supports the continuation of ESUs as an effective means of delivering educational services to school districts and their students. Any reforms would provide for a statutory hold harmless provision in the distribution formula for Core Service funding when an Equity Unit reorganizes with any other ESU, and must be mindful of ESUs' essential role of delivering direct services and being responsible to the local school districts they serve. (2004, amended 2005)

S-61 — INTERACTIVE REMOTE COMMUNICATION TECHNOLOGY (TELEVIDEO)

NASB urges the legislature to provide updated rules and procedures so patrons are able to readily testify at legislative hearings via televideo (interactive remote communication technology) on a regular, ongoing basis to allow for a more equitable opportunity for the public to participate in the legislative process. (2017)

S-62 — ORGANIZATION

NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, 2019)

S-63 — PERSONAL LIABILITY

NASB opposes unnecessary laws which make individual members of a governing board of a political subdivision personally liable for damage judgements which result from lawsuits filed against the political subdivision. (prior to 1995, amended 2015)

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S-64 — PUBLICATION OF MINUTES, RECEIPTS, & EXPENDITURES
NASB supports removing the requirement to publishing hearing notices and meeting minutes in public newspapers and supports the use of alternative means to communicate board activity. (2020)

S-65 — RESTRICTION OF RESOURCES & BOARD RESPONSIBILITIES
NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

S-66 — SCHOOL ACTIVITIES
NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

S-67 — SCHOOL CALENDARS
NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-68 — ACTIVITY ASSIGNMENTS
NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

S-69 — COMPENSATION
NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

S-70 — CRIMINAL BACKGROUND CHECKS
NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

S-71 — EMPLOYEE BONUSES AND INCENTIVES
NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)

S-72 — EMPLOYEE SUPPORT
NASB recognizes the need to support district employees with their health and supports initiatives that provide for the physical and mental wellness of all school employees. (2020)

S-73 — MEDICAL INSURANCE
NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

S-74 — RECOGNITION
NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

S-75 — RETIREMENT
NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

S-76 — SCOPE OF BARGAINING
NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

S-77 — STAFF DEVELOPMENT AND EVALUATION
NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

STATE POLICY

S-78 — ADVISORY GROUPS
NASB requests that there be board of education representatives on all government commissions, councils, and committees which could have an impact on local school district policy or finance. (1995)

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S-79 — CHOICE AND AFFILIATION

NASB supports the concepts of choice and affiliation among public schools as a means to maximize education opportunity. NASB believes any such program should result in the least amount of disruption and uncertainty for the affected school districts. (1995)

S-80 — CONSTITUTIONAL RIGHTS & RESPONSIBILITIES

NASB, and school board members, fully supports the U.S. Constitution and the rights and responsibilities embodied within it. NASB therefore supports education and behavior that teaches and models expression of these rights and responsibilities. (2009, amended 2015)

S-81 — CORPORATE SPONSORSHIPS IN SCHOOLS

NASB opposes restrictions on school districts' ability to exercise their best judgment in entering into corporate sponsorship agreements. (2004)

S-82 — EDUCATIONAL SERVICE UNITS

NASB supports Educational Service Units as an effective and efficient means to provide educational services to local school districts. ESUs should be responsible to the local school boards they serve. (1997)

S-83 — GUIDING THE P-16 EFFORT: 21ST CENTURY SKILLS

NASB urges state and local policymakers to forge a new working relationship in redesigning Nebraska's public education system for the 21st century, with a focus on improving student achievement and holding each level of the system accountable, from preschool through post-secondary education or training, in a manner that:

- a) Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success;
- b) Offers all students a rigorous developmentally-appropriate curriculum designed to provide opportunities and choice, regardless of the post-secondary path they choose;
- c) Engages the assets of the full community;
- d) Utilizes data and technology to individualize education for students and to incorporate new learning into the design;
- e) Closes the achievement gap by focusing on quality teaching and learning opportunities;
- f) Implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning;
- g) Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and
- h) Preserves the ability of local school boards and their communities to address local needs and challenges in a flexible manner using a variety of options.

(2009, amended 2016)

S-84 — INDEPENDENT SCHOOL DISTRICTS

NASB supports the independence of established PK-12 school districts and also supports the cooperation and equalization of opportunity among school districts within learning communities. NASB believes that any legislation introduced impacting school districts or learning communities should seek to give districts and learning communities equalized resources. Any legislation should also allow these independent districts to maintain their right to governance, district curriculum, and the allocation of resources. (2006, amended 2013)

S-85 — LOCAL CONTROL FOR PUBLIC PK-12 SCHOOLS

NASB believes public PK-12 systems should be organized to serve communities throughout Nebraska without arbitrary size limits or a single model, which would not fit our state's varied communities. NASB opposes legislating arbitrary size limits and will work to remedy such limits currently in statute. (2006, amended 2013)

S-86 — LOCAL DISTRICT ADVOCACY

NASB supports the right and obligation of local school districts to advocate for legislative action that impacts their individual interests. (1996)

S-87 — NDE AUTHORITY

NASB opposes attempts by the legislature to preempt the statutory authority of the Nebraska State Board of Education to be the policy-forming, planning and evaluative body for Nebraska schools. (2017)

S-88 — NONPUBLIC SCHOOLS STANDARDS

NASB believes that nonpublic schools should have the same state standards as the public schools, including school approval, accreditation, teacher certification and endorsement, and safety standards. (prior to 1995)

S-89 — POLICY LEADERSHIP & VISION ON THE FUTURE OF NEBRASKA'S PK-12 SCHOOLS

NASB supports efforts to bring policy makers of the executive and legislative branches, educators, school boards, learning community coordinating councils, and ESU boards, and citizens together to determine the best course for the future delivery of PK-12 education to the students of the state. NASB boards emphasize increasing student achievement through governance structures that are clear, efficient, and controlled by the local district. (2003, amended 2008, 2010, 2013)



Board of Education Legislative Goals 2023/2024

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.
- RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.
- With a focus on equity, RPS will continue to refine and grow our academic and social emotional programs to meet the needs of all of our students.
- RPS will continue to deliver a wide array of outstanding activity programs to allow our students a well-rounded school experience.
- RPS will continue to evaluate the effectiveness and efficiency of all programs and services and make adjustments as necessary.
- RPS will refine and grow our outreach programs and service expectations to include a focus on Social Emotional Learning, **Equity** and Staff Self Care.
- With a focus on equity, RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- Continued emphasis of State Equalization Aid (TEEOSA).
- Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska, **including but not limited to the repeal of sales tax exemptions.**
- Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.
- Oppose tax cuts that endanger any part of the State's revenue stream.
- Monitor any legislation that adjusts property valuation.
- Continue to support and enhance Learning Community Programs that serve **students living in poverty and/or diverse student populations in Ralston and within the Metro Area.**
- Support legislation to increase funding for early childhood programs.
- Encourage further adjustments to the needs formula within TEEOSA specifically for **students who are of Limited English Proficiency students and/or students living in poverty.**
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.
- Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)
- Oppose any legislation that advances charter schools, **reduces the tax base for the purpose of funding private schools, or voucher systems that reduce funding and opportunities for public schools.**
- Support school choice through the protection of net option funding.
- Continue to be a vocal advocate in the legislature for our students, staff and



the Greater Ralston Community

- **Support legislative efforts that promote or fund recruitment and/or retention programs for staff in public schools**
- **Support legislative efforts to promote and maintain the safety and security of our students and staff.**



Board of Education Legislative Goals 2023/2024

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.
- RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.
- With a focus on equity, RPS will continue to refine and grow our academic and social emotional programs to meet the needs of all of our students.
- RPS will continue to deliver a wide array of outstanding activity programs to allow our students a well-rounded school experience.
- RPS will continue to evaluate the effectiveness and efficiency of all programs and services and make adjustments as necessary.
- RPS will refine and grow our outreach programs and service expectations to include a focus on Social Emotional Learning, Equity and Staff Self Care.
- With a focus on equity, RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- ~~Continued emphasis of State Equalization Aid (TEEOSA).~~
- **Support legislation that fairly and equitably funds each public school district based on need.**
- Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska, including but not limited to the repeal of sales tax exemptions.
- Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.
- Oppose tax cuts that endanger any part of the State's revenue stream.
- Monitor any legislation that adjusts property valuation.
- Continue to support and enhance Learning Community Programs that serve students living in poverty and/or diverse student populations in Ralston and within the Metro Area.
- Support legislation to increase funding for early childhood programs.
- Encourage further adjustments to the needs formula within TEEOSA specifically for students who are of Limited English Proficiency students and/or students living in poverty.
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.
- Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)
- Oppose any legislation that advances charter schools, reduces the tax base for the purpose of funding private schools, or voucher systems that reduce funding and opportunities for public schools.
- Support school choice through the protection of net option funding.
- Continue to be a vocal advocate in the legislature for our students, staff and



the Greater Ralston Community

- **Support legislative efforts that promote or fund recruitment and/or retention programs for staff in public schools**
- **Support legislative efforts to promote and maintain the safety and security of our students and staff.**

Ralston Enrollment Report as of 11/25/2024

BLUMFIELD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	37	0	2	39	4
KG	2.00	38	3	0	41	0
01	2.00	43	3	0	46	1
02	2.00	37	5	0	42	0
03	2.00	32	9	0	41	0
04	2.00	37	9	0	46	0
05	2.00	32	9	1	42	0
06	2.00	37	13	0	50	0
Building Total:		293	51	3	347	5

KAREN WESTERN ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	24	0	1	25	0
KG	2.00	25	2	0	27	0
01	2.00	19	8	0	27	0
02	2.00	30	9	0	39	0
03	1.00	21	7	0	28	0
04	2.00	25	7	0	32	0
05	1.00	17	6	0	23	0
06	1.00	21	5	0	26	0
Building Total:		182	44	1	227	0

MEADOWS ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	34	0	3	37	0
KG	2.00	33	8	0	41	0
01	2.00	37	7	0	44	0
02	2.00	38	12	0	50	0
03	2.00	34	11	0	45	0
04	2.00	31	7	0	38	0
05	2.00	26	10	2	38	0
06	2.00	30	9	0	39	0
Building Total:		263	64	5	332	0

MOCKINGBIRD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	19	0	3	22	0
KG	3.00	43	8	0	51	1
01	3.00	58	9	0	67	0
02	3.00	56	7	1	64	1
03	3.00	65	9	0	74	1
04	3.00	48	10	0	58	0
05	2.00	42	7	0	49	0
06	3.00	53	19	1	73	1
Building Total:		384	69	5	458	4

Ralston Enrollment Report as of 11/25/2024

SEYMOUR ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	0	0	0	2	2	0
	KG	2.00	27	6	0	33	0
	01	2.00	35	2	1	38	0
	02	2.00	30	7	2	39	1
	03	2.00	32	7	1	40	0
	04	2.00	36	7	1	44	0
	05	2.00	32	10	1	43	0
	06	2.00	38	4	3	45	0
	Building Total:		230	43	11	284	1

WILDEWOOD ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	2.00	33	0	0	33	0
	KG	2.00	28	7	0	35	2
	01	2.00	31	9	0	40	0
	02	2.00	33	11	0	44	0
	03	2.00	32	11	0	43	0
	04	2.00	25	12	0	37	0
	05	2.00	24	11	1	36	0
	06	2.00	23	16	0	39	0
	Building Total:		229	77	1	307	2

RALSTON MIDDLE SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	07		180	58	3	241	1
	08		194	64	3	261	0
	Building Total:		374	122	6	502	1

RALSTON HIGH SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	09		191	82	0	273	0
	10		188	76	0	264	5
	11		159	72	0	231	0

Ralston Enrollment Report as of 11/25/2024

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		180	90	0	270	0
Building Total:		718	320	0	1038	5
<hr/>						
District Total:		2673	790	32	3495	18
KG:		194	34	0	228	3
01:		223	38	1	262	1
02:		224	51	3	278	2
03:		216	54	1	271	1
04:		202	52	1	255	0
05:		173	53	5	231	0
06:		202	66	4	272	1
07:		180	58	3	241	1
08:		194	64	3	261	0
09:		191	82	0	273	0
10:		188	76	0	264	5
11:		159	72	0	231	0
12:		180	90	0	270	0
Total PS:		147	0	11	158	4

Nebraska Revised Statute 79-3004

On or before December 31, 2024, and on or before December 31 of each year thereafter, in order to promote and support financial literacy education, each school district shall provide an annual financial literacy status report to its school board, including, but not limited to, student progress in financial literacy courses and other district determined measures of financial literacy progress from the previous school year.

Nebraska Standards for Financial and Life Literacy

Elementary Economics (Social Studies): Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local levels.

- SS 0.2.6 Money is used to purchase goods and services.
 - SS 0.2.6.a Classify and identify U.S. coins and currency
- SS 1.2.6 Students will compare spending and saving opportunities
 - SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases
- SS 2.2.6 Demonstrate knowledge of currency, and use.
 - SS 2.2.6.a Make transactions using currency as a medium of exchange
- SS 3.2.6 Solve real-world problems.
 - SS 3.2.6.a Given a budget, students will be able to make choices on wants and needs
- SS 4.2.6 Banking.
 - SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing
- SS 5.2.6 Summarize characteristics of financial institutions
 - SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions

At the elementary level, Studies Weekly is our curriculum which includes instruction aligned to Nebraska financial literacy standards.

Gr	Needs, Wants, Resources	Goods & Services	Econ Choices	Econ Activity	Producers & Consumers	Spending & Saving	Econ Principles	Econ Resources	Personal Finance	Econ Systems	Workers Contribute to Economy	Trade & Econ in N Amer
K	x	x	x	x		x						
1	x		x	x		x					x	
2	x		x	x	x		x	x				
3	x				x		x		x			
4	x						x		x	x		
5												x

There are no Financial Literacy state standards in 6th and 7th grade.

Middle School

Wesley Kosch teaches Personal Finance at RMS. EverFi is the curriculum. Mr. Kosch provided this information regarding his courses:

My 8th graders main financial literacy module is called Futuresmart and entails the following units of study:

- 1.) Smart shopping
- 2) Ways to pay
- 3) Investing in you
- 4) Growing a business
- 5) Your financial future
- 6) Building your Blueprint.

These all have 5 question pre-tests and 10 question post-tests. Students have an extra credit opportunity to complete an addition module called SaveUp which has the following units of study:

- 1) Saving money and spending wisely
- 2) Setting goals and planning ahead
- 3) Why use a savings account
- 4) How to open a savings account.

I bring in guest speakers who deal with financial management including FNBO employees, Tony McCormack (owner of Above and Beyond Lawn and Landscaping), and Todd Scheitel (Berkshire-Hathaway's MidAmerican Energy). Margaret White, owner of Papio Fun Park does a great job answering financial questions about running a business.

Seventh graders create a simple budget, and they watch a documentary on a couple who try to survive on minimum wage for a month. I also share my own personal budget through this unit of study. (7th grade personal finance is not a required state standard.)

High School

Mr. Reeves and Mr. Siske have both taught Personal Finance. This year, Mr. Siske is the Personal Finance teacher. Students did make growth in CE02 from 2023 to 2024, and sustained 100% in Dual Enrollment Personal Finance. We will continue to update this spreadsheet in order to share with the Board annually.

2022-2023				
	CE02	% pass	CE13	% pass
Number of Total Students Enrolled	224	92.41	13	100
		EOY		EOY
2023-2024				
	CE02	% pass	CE13	% pass
Number of Total Students Enrolled	148	94.56	70	100
		EOY		EOY
2024-2025				
	CE02	% pass	CE13	% pass
Number of Total Students Enrolled	91		24	
	first semester		first semester	



Ralston
PUBLIC SCHOOLS

Superintendent Evaluation System

Board of Education Policy: 4057
AdvancED Standard: Leadership Capacity



4057

Superintendent Evaluation

The board shall observe and evaluate the superintendent based upon actual employment observations, collaboration with the board and interactions 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 agreed-upon outcomes, as well as identifying areas where the superintendent has room to grow.
3. To clarify the superintendent’s role and inform the superintendent of the board’s expectations.

Dates. The first year evaluations shall take place (1) at or prior to the first October board meeting, and (2) at or prior to the first January board meeting. Annual evaluations shall take place at a board meeting held 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 non-renewal or amendment of the contract. In the absence of such a contract provision, the annual evaluation shall 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 individually evaluate the superintendent and complete an evaluation document. The board shall compile the individual evaluations into a single evaluation, provide a copy to the superintendent, and discuss it with him or her. The superintendent’s evaluation may be conducted in closed session if it is necessary to prevent needless injury to the superintendent’s reputation and 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, sufficient time to improve and the resources if needed. 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 superintendent, then the board of education following the order of office (eg. president, vice president, ect...). 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 non renewal or cancellation of the employment contract.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

Superintendent Evaluation Process

The evaluation process will be conducted twice annually in December and June unless conditions and circumstances otherwise dictate or demand. The following procedure will be adhered to and directed by the President of the Board of Education.

1. The Board President shall notify Board Members that the evaluation is scheduled and that they will receive a copy of the instrument. Each Board member will be asked to complete the instrument and submit it to the President or bring it to the meeting. Board Members who would like to submit an electronic copy may do so upon request.
2. The Superintendent will submit a self-evaluation to the Board.
3. An open or closed session will be scheduled at which time the Superintendent and the Board will be given time to generally discuss work progress and concerns.
4. The Board President will preside over discussions of the individual evaluations and work towards the development of a consensus of the Board.
5. An evaluation conversation will be scheduled with the Superintendent within two (2) weeks following the evaluation meeting. A written summary representing Board member consensus will be provided.
6. The Superintendent will be encouraged to respond in writing to the suggestions/concerns/directives that emerged through the process.
7. The completed document will be signed by the Board President and the Superintendent and will be placed on file.
8. The Board and Superintendent will annually schedule a meeting to revise or create performance goals.



Superintendent Evaluation Definitions:

The following definitions are to assist the individual completing the evaluation with understanding the rubrics associated with the standards and indicators. Evidence and artifacts are used to complete an effective evaluation.

Unsatisfactory: There is little or no evidence of the standards and indicators being implemented or accomplished.

Basic: There is evidence of some standards and indicators being implemented or accomplished. Identified indicators may not be at the desired level of the board. These indicators may not be fully developed or consistently implemented.

Proficient: There is evidence that supports the standards and indicators are being fully implemented.

Distinguished: The evidence of the implementation exceeds the expectations of the board relative to the effective practices or indicators.

Narratives on rating and evidence: Narratives should relate to the effective practices, indicators, or evidence and provide clear guidance or commendation.

Performance Goals: Specific, measurable performance goals that will be accomplished during the year. The goals may be tied to the district's shared vision and strategic direction or may be a priority area identified by the superintendent or the board.

Improvement Plan: If there are effective practices and indicators toward which the superintendent needs improvement or development, the board may require specific action for improvement on those effective practices and indicators.

Effective Practices

There are nine effective practices within the Superintendent Framework. The evaluator will rate performance by category. The effective practices are intended to serve as guidance for the superintendent and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that the superintendent will have areas of strength and growth. The evaluator will make an overall performance determination based on the nine effective practices in the superintendent evaluation system.



1. **Shared Vision and Strategic Direction**

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

2. **Board, Policy, and the Education System**

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

3. **Collaboration with Families and Community**

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

4. **Continuous Improvement and Accountability**

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

5. **Teaching and Learning**

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

6. **Personnel Leadership**

The superintendent effectively uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to student success.

7. **Systems Leadership and Management**

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

8. **Equity, Climate, and Culture**

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

9. **Leadership, Conduct, and Professional Growth**

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.



Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

Indicators and Evidence

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
 - *Evidence: Documentation of a shared vision and strategic direction supports high expectations of student achievement and accomplishment, developed with specific strategies, measurable outcomes and timelines.*
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
 - *Evidence: Documentation of collaborative development of the shared vision and strategic direction involving board members and key community constituents.*
3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.
 - *Evidence: Community engagement meetings and surveys solicit input and feedback on the vision and strategic direction from diverse stakeholders and constituents.*
4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.
 - *Evidence: Board, staff, community presentations and updates routinely model commitment to the shared vision and strategic direction.*
5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.
 - *Evidence: Newsletters, articles, and information on the district website routinely provide constituents with information and updates related to the shared vision and strategic direction.*
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.
 - *Evidence: Feedback processes such as surveys, formal and informal meetings, or committees solicit input from students, parents, teachers, administrators, board members, and the community.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Shared vision and strategic direction are not documented</i> • <i>Constituents and stakeholders have no or limited engagement in the vision/direction</i> • <i>No evidence of routine feedback or review</i> 	<ul style="list-style-type: none"> • <i>Vision or direction is documented</i> • <i>Some evidence of constituent engagement</i> • <i>Some evidence of feedback and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented and used to guide the district</i> • <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district</i> • <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review including input from board, administrators, teachers,</i> • <i>students, and parents</i>



EFFECTIVE PRACTICE: (2) Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Indicators and Evidence

1. Actively and continually fosters board relationships, and keeps board members informed and engaged in development.
 - *Evidence: Board agendas and board communication keep board members informed; and strategies, such as board committees or board professional development, keep board members engaged in a proactive process focused on district needs and policy priorities.*
2. Proactively responds to district needs and policy priorities.
 - *Evidence: Board agendas, reports, and communication are used to inform board and community members on district needs and policy priorities.*
3. Provides leadership in the compliance, review, and development of local policy.
 - *Evidence: Board policies are current, aligned with state and local policy, and keep the district in compliance with state and federal regulations.*
4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision and strategic direction.
 - *Evidence: Reports to board members and staff demonstrate up-to-date information on state or federal policy, as needed.*
5. Collaboratively works to influence local, district, state, and national decisions impacting
 - *Evidence: Board reports, board communication, and professional development show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact student learning.*



Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Limited or inconsistent communication with board members</i> • <i>Policies are outdated, not in compliance with state or federal law, or not routinely reviewed</i> • <i>No evidence of collaborative practice to influence decisions impacting student learning</i> 	<ul style="list-style-type: none"> • <i>Provides updates and communicates regularly with board members</i> • <i>Policies are routinely updated</i> • <i>Uses some collaborative strategies at the local level</i> 	<ul style="list-style-type: none"> • <i>Engages board members in district needs and policy priorities</i> • <i>Policies are consistently reviewed and developed to incorporate state or federal policy, as needed</i> • <i>Some evidence of strategies to influence local, state, and national decisions</i> 	<ul style="list-style-type: none"> • <i>Actively and consistently engages board members in district needs and policy priorities</i> • <i>Evidence of leadership in compliance, review, and development of local policies</i> • <i>Evidence of collaborative support to influence local, state, and national decision</i>

EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Indicators and Evidence

1. Communicates regularly and openly with families and stakeholders in the community about the district, school(s), students, needs, challenges and accomplishments.
 - *Evidence: Newsletters, newspaper articles, web articles, and communication plan/goals exist with timelines and benchmarks.*
2. Maintains a presence in the district/school community to understand its strengths and needs.
 - *Evidence: Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*
3. Understands and is engaged with community needs, priorities, and resources.
 - *Evidence: Community surveys, data on community needs, and community engagement plan/goals exist with timelines and benchmarks.*
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.
 - *Evidence: Reports, presentations, and updates demonstrate collaboration within organizations; and activities and professional development reinforce collaboration between administrators and teachers. Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community. School climate surveys include input from students, teachers, parents and the community, and results are shared internally and externally.*
 - *Evidence: Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of collaboration in the organization</i> ● <i>Little or no evidence of consistent communication with families and stakeholders</i> ● <i>Little or no evidence of engagement with community organizations, or community activities</i> ● <i>Little or no evidence of identification of community needs, priorities, or resources</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of collaboration in the organization</i> ● <i>Some communication of school activities with families through newsletters and/or district website</i> ● <i>Participates in some community organizations or activities such as the Chamber and service organizations</i> ● <i>Demonstrates awareness of community needs, priorities, and resources</i> 	<ul style="list-style-type: none"> ● <i>Routinely collaborates with board members and staff</i> ● <i>Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement</i> ● <i>Actively involved in community organizations or activities, such as the Chamber, or service organizations</i> ● <i>Recognizes some community needs, priorities, or resources in the district and school planning.</i> ● <i>Ensures engagement of administrators, teachers, families, and community</i> 	<ul style="list-style-type: none"> ● <i>Models collaboration and supports staff collaboration throughout the organization</i> ● <i>Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement</i> ● <i>Provides leadership and active participation in community organizations or activities such as the Chamber or service</i>

EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators and Evidence

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.
 - *Evidence: Board policies and procedures define a system of accountability and reports and presentations keep the board and community informed about district and school accountability.*
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
 - *Evidence: Board reports and presentations keep the board informed of emerging trends and innovative strategies to continually improve all schools in the district.*
3. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
 - *Evidence: Robust, comprehensive strategic/school improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and benchmarks aligned with state and national indicators of quality and best practice.*
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
 - *Evidence: Multiple data sources are used and clearly explained in board reports and board recommendations.*
5. Engages families and communities on student needs, successes, and challenges on a regular basis.
 - *Evidence: Administrative and board reports routinely provide information regarding activities to engage the family and community on student needs, successes, and challenges.*
6. Aligns district processes with state and national indicators of quality, accreditation, and accountability.
 - *Evidence: Board reports provide information on school and district accountability and accreditation (NDE Rule 10); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of innovation or continuous improvement</i> • <i>Little or no evidence of student information guiding decision-making</i> • <i>Little or no evidence of use of quality indicators to guide district planning or practice</i> 	<ul style="list-style-type: none"> • <i>Some evidence of continuous improvement and innovation</i> • <i>Student information is used to guide decision-making</i> • <i>Some quality indicators/accreditation standards guide district planning and practice</i> 	<ul style="list-style-type: none"> • <i>Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process</i> • <i>Information on student progress and achievement is used for planning and decision-making</i> • <i>Alignment between district and state quality indicators for accreditation and accountability</i> 	<ul style="list-style-type: none"> • <i>Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation</i> • <i>Comprehensive and current information on student progress and achievement is available and utilized in decision-making</i> • <i>Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability</i>

EFFECTIVE PRACTICE: (5) Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

1. Ensures the implementation of a coherent system of curriculum, instruction and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.
 - *Evidence: District curriculum and program expectations have been board approved and are available for review; information on general instructional practices or an instructional framework is available for review; and district assessment and grading practices are board approved, when appropriate and available for review.*
2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.
 - *Evidence: District or school improvement plans clearly articulate data-driven high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*
3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.
 - *Evidence: Board reports, presentations and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using research-based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.*
4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.
 - *Evidence: District curriculum and program expectations are available for review; and a process for student, parent, and community input is identified in district policy, procedures, or practices.*
5. Monitors and supports the implementation of research-based, instructional practices.
 - *Evidence: Board reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of high expectations of student achievement</i> ● <i>Little or no evidence of a written curriculum ➤ Little or no evidence of programmatic or curriculum review or input</i> ● <i>Little or no evidence of consistency or continual improvement of instructional practices</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of high expectations of student achievement</i> ● <i>Written curriculum is evident in most subject areas</i> ● <i>Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community</i> ● <i>Instructional practices have some consistency and some ongoing improvement</i> 	<ul style="list-style-type: none"> ● <i>High expectations are clearly and consistently communicated and monitored</i> ● <i>Written curriculum is developed, monitored, and adjusted</i> ● <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community</i> ● <i>Instructional process and practices are consistent with ongoing improvement</i> 	<ul style="list-style-type: none"> ● <i>Data-driven high expectations of student achievement and monitoring of progress</i> ● <i>Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted</i> ● <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input</i> ● <i>Continual improvement of Instructional processes is monitored and enhanced with best practices</i>

EFFECTIVE PRACTICE: (6) Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators and Evidence

1. Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision and strategic direction.
 - *Evidence: Board reports, presentations and the district budget reinforce that personnel and financial systems are in place to achieve the district's vision and strategic direction.*
 - *Evidence: Budget and hiring processes and timelines are available and communicated to the board members and the community.*
2. Implements human resources systems and processes that address:
 - recruitment, hiring and induction;
 - evaluation and retention; and
 - short-term and long-term planning reflective of personnel needs.
 - *Evidence: Communication processes inform board members and community regarding recruitment and employment opportunities within the school district. District procedures are in place and available for review by board members and the community regarding the evaluation process of all personnel. Strategies for recognition and positive reinforcement of all personnel are used to support retention. Board reports, presentations, and personnel data reflect district policies and procedures are in place and consistently used to support personnel needs in the district. Short-term and long-term plans are in place to support recruitment, development and retention of all personnel.*
3. Creates a comprehensive system of professional development for all personnel.
 - *Evidence: District policies, procedures and practice define professional development expectations. School improvement plans delineate professional development expectations and needs for improving student achievement. The superintendent's professional development plan aligns with district needs and priorities and demonstrates a commitment to lifelong learning.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan</i> • <i>Little or no evidence of short or long-term personnel planning</i> • <i>Little or no evidence of modeling lifelong learning</i> • <i>Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Some evidence of short-term and long-term personnel planning</i> • <i>Some evidence of participation in lifelong learning activities</i> 	<ul style="list-style-type: none"> • <i>Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Some evidence of short-term and long-term personnel planning</i> • <i>Some evidence of participation in lifelong learning activities</i> 	<ul style="list-style-type: none"> • <i>Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place</i> • <i>Evidence of ongoing modeling of lifelong learning</i> 	<ul style="list-style-type: none"> • <i>Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction</i> • <i>Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored</i> • <i>Models lifelong learning by engaging and applying ongoing professional development</i>



EFFECTIVE PRACTICE: (7) Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators and Evidence

1. Ensures business processes and systems are in place for budgeting and financial planning.
 - *Evidence: Board reports on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective use of business processes and systems in all aspects of the district's finances.*
2. Communicates expectations that align board and district vision with the use of physical and financial resources of the district.
 - *Evidence: Board reports and presentations on use of physical and financial resources reflect an alignment with the district's shared vision, strategic direction, district or school improvement plans, and the priority of student learning and student success.*
3. Uses a systems approach that optimizes the use of facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.
 - *Evidence: Short-term and long-term plans for facilities and transportation are available and routinely updated; facilities are clean, updated, safe, and secure. Facilities, grounds and vehicles are well-maintained, clean and safe. Schools and classrooms are inviting, engaging and student-centered.*
4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources of the district.
 - *Evidence: District policies, procedures, and practices define processes for handling conflict, and routine communication keeps board members informed of operational issues and the resolution of such issues.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Business processes are out of date and not clearly linked to student learning and success</i> • <i>Facilities/Transportation are not up-to-date, clean, safe, and secure</i> • <i>Little evidence of building consensus, managing conflict, and resolving operational issues</i> 	<ul style="list-style-type: none"> • <i>Most business processes in place and using current best practices but not clearly linked to student learning and success</i> • <i>Some evidence of facility/transportation planning, with fairly clean and safe facilities</i> • <i>Manages operational issues with little or no conflict</i> 	<ul style="list-style-type: none"> • <i>Business processes are in place using current best practices with a clear priority on student learning and success > Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure</i> • <i>Manages operational issues with little or no conflict and builds some consensus</i> 	<ul style="list-style-type: none"> • <i>Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success</i> • <i>Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles</i> • <i>Identifies and resolves operational issues, manages conflict, and builds consensus</i>



EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

1. Creates a school system in which shared vision on equity and equitable practices are the norm.
 - *Evidence: District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.*
2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.
 - *Evidence: District policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.*
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.
 - *Evidence: The superintendent uses oral and written communication strategies, and problem-solving strategies with the board, staff, students, parents, and the community that convey a positive and responsive culture of high expectations.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of a shared vision on equity or equitable practices</i> • <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Little or no evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Some evidence of shared vision on equity and equitable practices</i> • <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Some evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Shared vision on equity and equitable practices is evident through professional learning</i> • <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i> • <i>Communication processes promote a culture of high expectations for self, staff, and all students</i> 	<ul style="list-style-type: none"> • <i>Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey</i> • <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through</i> • <i>communication processes and district procedures; and, is validated through an annual student/staff climate survey</i> • <i>Communication processes and annual student/staff climate survey validates a culture of high</i> • <i>expectations for self, staff, and all students</i>

EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators and Evidence

1. Leads with dignity and respect.
 - *Evidence: The superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that convey dignity and respect.*
2. Ensures implementation of policy and practice is consistent.
 - *Evidence: District policies and procedures guide the decision-making process to be just, fair, and equitable; and the superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that demonstrate decisions are just, fair, and equitable.*
3. Models and articulates ethical behavior.
 - *Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent models and leads with integrity and ethical behavior.*
4. Consistently holds others in the district accountable for demonstrating integrity and ethical behavior.
 - *Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.*
5. Participates in professional growth and leadership opportunities to model the continuous improvement needs of self and the organization.
 - *Evidence: The superintendent's professional development plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Does not demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not appear to be just, fair, or equitable</i> • <i>Does not model or hold others accountable for demonstrating ethical behavior</i> • <i>Does not participate in professional development or leadership activities</i> 	<ul style="list-style-type: none"> • <i>Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not consistently appear to be just, fair or equitable</i> • <i>Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior</i> • <i>Participates in some professional development.</i> 	<ul style="list-style-type: none"> • <i>Demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Most decisions appear to be just, fair, or equitable</i> • <i>Models ethical behavior and generally holds others accountable for demonstrating ethical behavior</i> • <i>Participates in professional development that is aligned with district vision and direction</i> 	<ul style="list-style-type: none"> • <i>Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Decisions consistently appear to be just, fair, and equitable</i> • <i>Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior</i> • <i>Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community</i>



Superintendent Evaluation

Superintendent:

Date:

Evaluator:

<p>EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: (2) Board, Policy, and the Education System The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: (3) Collaboration with Families and Community The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<p>EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			



<p>EFFECTIVE PRACTICE: (5) Teaching and Learning The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: (6) Personnel Leadership The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: (7) Systems Leadership and Management The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<p>EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.</p>			
Unsatisfactory	Basic	Proficient	Distinguished



Narrative (required for basic and unsatisfactory ratings):

SUMMARY OF EVALUATION

This section will highlight the overall strengths and areas for growth within the Superintendent Evaluation. If the overall rating is *unsatisfactory* or *basic*, an improvement plan or recommendations for improvement are required.

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

Superintendent Signature: _____

Date: _____

Board President Signature: _____

Date: _____



Superintendent Evaluation Effective Practice Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Shared vision and strategic direction are not documented</i> • <i>Constituents and stakeholders have no or limited engagement in the vision/direction</i> • <i>No evidence of routine feedback or review</i> 	<ul style="list-style-type: none"> • <i>Vision or direction is documented</i> • <i>Some evidence of constituent engagement</i> • <i>Some evidence of feedback and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented and used to guide the district</i> • <i>Evidence of engagement with constituents in the development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district</i> • <i>Evidence of engagement with constituents in the development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review including input from board, administrators, teachers,</i> • <i>students, and parents</i>



EFFECTIVE PRACTICE: (2) Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Limited or inconsistent communication with board members</i> ● <i>Policies are outdated, not in compliance with state or federal law, or not routinely reviewed</i> ● <i>No evidence of collaborative practice to influence decisions impacting student learning</i> 	<ul style="list-style-type: none"> ● <i>Provides updates and communicates regularly with board members</i> ● <i>Policies are routinely updated</i> ● <i>Uses some collaborative strategies at the local level</i> 	<ul style="list-style-type: none"> ● <i>Engages board members in district needs and policy priorities</i> ● <i>Policies are consistently reviewed and developed to incorporate state or federal policy, as needed</i> ● <i>Some evidence of strategies to influence local, state, and national decisions</i> 	<ul style="list-style-type: none"> ● <i>Actively and consistently engages board members in district needs and policy priorities</i> ● <i>Evidence of leadership in compliance, review, and development of local policies</i> ● <i>Evidence of collaborative support to influence local, state, and national decision</i>



EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of collaboration in the organization</i> ● <i>Little or no evidence of consistent communication with families and stakeholders</i> ● <i>Little or no evidence of engagement with community organizations, or community activities</i> ● <i>Little or no evidence of identification of community needs, priorities, or resources</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of collaboration in the organization</i> ● <i>Some communication of school activities with families through newsletters and/or district website</i> ● <i>Participates in some community organizations or activities such as the Chamber and service organizations</i> ● <i>Demonstrates awareness of community needs, priorities, and resources</i> 	<ul style="list-style-type: none"> ● <i>Routinely collaborates with board members and staff</i> ● <i>Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement</i> ● <i>Actively involved in community organizations or activities, such as the Chamber, or service organizations</i> ● <i>Recognizes some community needs, priorities, or resources in the district and school planning.</i> ● <i>Ensures engagement of administrators, teachers, families, and community</i> 	<ul style="list-style-type: none"> ● <i>Models collaboration and supports staff collaboration throughout the organization</i> ● <i>Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement</i> ● <i>Provides leadership and active participation in community organizations or activities such as the Chamber or service</i>



EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of innovation or continuous improvement</i> ● <i>Little or no evidence of student information guiding decision-making</i> ● <i>Little or no evidence of use of quality indicators to guide district planning or practice</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of continuous improvement and innovation</i> ● <i>Student information is used to guide decision-making</i> ● <i>Some quality indicators/accreditation standards guide district planning and practice</i> 	<ul style="list-style-type: none"> ● <i>Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process</i> ● <i>Information on student progress and achievement is used for planning and decision-making</i> ● <i>Alignment between district and state quality indicators for accreditation and accountability</i> 	<ul style="list-style-type: none"> ● <i>Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation</i> ● <i>Comprehensive and current information on student progress and achievement is available and utilized in decision-making</i> ● <i>Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability</i>



EFFECTIVE PRACTICE: (5) Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of high expectations of student achievement</i> • <i>Little or no evidence of a written curriculum ➤ Little or no evidence of programmatic or curriculum review or input</i> • <i>Little or no evidence of consistency or continual improvement of instructional practices</i> 	<ul style="list-style-type: none"> • <i>Some evidence of high expectations of student achievement</i> • <i>Written curriculum is evident in most subject areas</i> • <i>Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community</i> • <i>Instructional practices have some consistency and some ongoing improvement</i> 	<ul style="list-style-type: none"> • <i>High expectations are clearly and consistently communicated and monitored</i> • <i>Written curriculum is developed, monitored, and adjusted</i> • <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community</i> • <i>Instructional process and practices are consistent with ongoing improvement</i> 	<ul style="list-style-type: none"> • <i>Data-driven high expectations of student achievement and monitoring of progress</i> • <i>Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted</i> • <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input</i> • <i>Continual improvement of Instructional processes is monitored and enhanced with best practices</i>



EFFECTIVE PRACTICE: (6) Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan • Little or no evidence of short or long-term personnel planning • Little or no evidence of modeling lifelong learning • Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction • Some evidence of short-term and long-term personnel planning • Some evidence of participation in lifelong learning activities 	<ul style="list-style-type: none"> • Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction • Some evidence of short-term and long-term personnel planning • Some evidence of participation in lifelong learning activities 	<ul style="list-style-type: none"> • Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction • Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place • Evidence of ongoing modeling of lifelong learning 	<ul style="list-style-type: none"> • Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction • Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored • Models lifelong learning by engaging and applying ongoing professional development



EFFECTIVE PRACTICE: (7) Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Business processes are out of date and not clearly linked to student learning and success</i> • <i>Facilities/Transportation are not up-to-date, clean, safe, and secure</i> • <i>Little evidence of building consensus, managing conflict, and resolving operational issues</i> 	<ul style="list-style-type: none"> • <i>Most business processes in place and using current best practices but not clearly linked to student learning and success</i> • <i>Some evidence of facility/transportation planning, with fairly clean and safe facilities</i> • <i>Manages operational issues with little or no conflict</i> 	<ul style="list-style-type: none"> • <i>Business processes are in place using current best practices with a clear priority on student learning and success > Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure</i> • <i>Manages operational issues with little or no conflict and builds some consensus</i> 	<ul style="list-style-type: none"> • <i>Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success</i> • <i>Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles</i> • <i>Identifies and resolves operational issues, manages conflict, and builds consensus</i>



EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little of no evidence of a shared vision on equity or equitable practices</i> ● <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> ● <i>Little or no evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of shared vision on equity and equitable practices</i> ● <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i> ● <i>Some evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> ● <i>Shared vision on equity and equitable practices is evident through professional learning</i> ● <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i> ● <i>Communication processes promote a culture of high expectations for self, staff, and all students</i> 	<ul style="list-style-type: none"> ● <i>Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey</i> ● <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through</i> ● <i>communication processes and district procedures; and, is validated through an annual student/staff climate survey</i> ● <i>Communication processes and annual student/staff climate survey validates a culture of high</i> ● <i>expectations for self, staff, and all students</i>



EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Does not demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not appear to be just, fair, or equitable</i> • <i>Does not model or hold others accountable for demonstrating ethical behavior</i> • <i>Does not participate in professional development or leadership activities</i> 	<ul style="list-style-type: none"> • <i>Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not consistently appear to be just, fair or equitable</i> • <i>Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior</i> • <i>Participates in some professional development.</i> 	<ul style="list-style-type: none"> • <i>Demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Most decisions appear to be just, fair, or equitable</i> • <i>Models ethical behavior and generally holds others accountable for demonstrating ethical behavior</i> • <i>Participates in professional development that is aligned with district vision and direction</i> 	<ul style="list-style-type: none"> • <i>Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Decisions consistently appear to be just, fair, and equitable</i> • <i>Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior</i> • <i>Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community</i>





NASB STANDARD SUPERINTENDENT EVALUATION HANDBOOK

THE NASB MISSION STATEMENT

THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS
PROVIDES PROGRAMS, SERVICES, AND ADVOCACY TO
STRENGTHEN PUBLIC EDUCATION FOR ALL NEBRASKANS.



NASB BOARD LEADERSHIP TEAM MISSION

TO PROMOTE AND ADVANCE EFFECTIVE BOARD
GOVERNANCE AND LEADERSHIP TO SUPPORT
LEARNING FOR ALL STUDENTS.

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NASB SUPERINTENDENT EVALUATION SYSTEM

The superintendent evaluation is one of the fundamental responsibilities of the school board. The intended purpose is to assess the superintendent in relation to performance-based standards that prove effective in relation to student learning. The superintendent should take the lead by conducting a self-assessment to aid in the development of goal setting, a professional development plan, and personal reflection of how he/she has demonstrated success in the performance of his/her duties.

The board and superintendent must exercise mutual understanding of the value and overall purpose of the evaluation process. Personalities and personal relationships must be removed from the process placing an emphasis on the professional attributes of the superintendent’s job performance. When effective and purposeful, a quality superintendent evaluation process will also aid in the development of mutual respect between the board-superintendent working relationship, benefit and clarify respective roles and responsibilities, create common understanding of the leadership qualities, and provide a mechanism for public accountability. Consequently, it is important to allow for flexibility in the process, remembering to differentiate between goals that can reasonably be expected to be achieved and goals that are subject to circumstances beyond the superintendent’s ability to control.

The board through their governance role should accomplish the following objectives through the evaluation process:

- Clarify the superintendent’s role as defined by the board
- Develop an appropriate working relationship between the board and superintendent
- Support job performance improvement and development
- Establish goals and objectives to align to the district goals, strategic plan, and vision of the district

Strengthening the board-superintendent working relationship is vital to the continuing health and productive performance of the school district’s leadership team. The evaluation process is not an exercise that can be accomplished without design and purpose. The board and superintendent must be equally familiar with the process, adapt and apply the performance criteria to the expectations and responsibilities of the superintendent and the mission, vision, and goals for the school district. Therefore, it is important to understand the performance evaluation is an applicable method of communicating future expectations, not simply for reviewing past performance. A carefully administered evaluation reflects the record of the superintendent’s annual performance and provides a constructive accountability method for communication.

SUPERINTENDENT EVALUATION OUTLINE

The Association recommends a defined course of action to ensure the board executes an effective and appropriate evaluation process.

Designing an effective board process:

The board president will:

- ✓ Connect with NDE to verify the tool on record with the department
Contact Mr. Todd Wolverton todd.wolverton@nebraska.gov, and Dr. Sandy Suiter sandra.suiter@nebraska.gov at the Nebraska Department of Education to:
 - 1) Verify the superintendent evaluation on file with NDE, or
 - 2) Email a new superintendent evaluation to NDE requesting certification
- ✓ Request certification of the tool the board is adopting
- ✓ Upon receipt of certification place the new superintendent evaluation on the board meeting agenda for the board to officially adopt
- ✓ Forward a copy of the board meeting minutes to the contact who provided certification to validate the board's action to adopt
- ✓ Review and update a superintendent job description aligned to the evaluation instrument
- ✓ Review, update, and adopt the evaluation instrument periodically
- ✓ Consider board policy to determine if the evaluation is to be reviewed at a specific board meeting (i.e., November, December, etc.)
- ✓ Review the language of the superintendent contract to determine if the contract addresses superintendent evaluation
- ✓ Adopt an annual timeline to support board procedures for administering the superintendent evaluation according to policy and applicable contract language

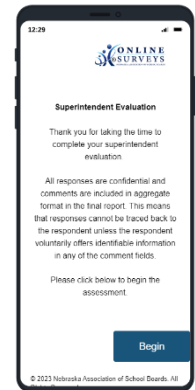
Superintendent evaluation must be filed with NDE and certified before it is utilized by the board according to 007.06 Certificated-Employee Evaluation and the full contents of the section of Rule 10.

007.06A2 *In the event a district changes its policies or procedures for certificated-employee evaluation, it shall submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f, of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval shall remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the district in writing and the district may resubmit amended policies and procedures. (The following information can also be found on the Accreditation website: <https://www.education.ne.gov/apac/accreditation-rule-10/>)*

NASB SUPERINTENDENT ONLINE EVALUATION SYSTEM

When administering the Superintendent Evaluation through the NASB Online Survey Service, the Association will:

- ✓ Distribute the superintendent evaluation on behalf of the board according to the timeline set forth
- ✓ Forward the superintendent link to complete a self-evaluation (this is typically a seven-day period)
- ✓ Compile the results of the self-evaluation and email a copy to each board member along with the link to the superintendent evaluation
- ✓ Distribute a link to all board members to complete evaluation (this is typically a ten-day period)
Note: The Superintendent Evaluation survey is accessible by computer, smart phone, and other mobile devices for ease of completion
- ✓ Send reminders to board members who have not completed the assessment prior to the deadline
- ✓ Compile the results of the feedback provided by the board
- ✓ Develop an Executive Summary highlighting board strengths and areas of need
- ✓ Distribute the evaluation report and summary to the Board President either through email or the U.S. Postal Service.
- ✓ Provide follow-up call with Board President to discuss summary and explain best practice and protocols/procedures moving forward
Note: A sample report is included on page 22 of this handbook



Returning districts will be given a comparative Superintendent Evaluation report showing standard averages from the current year and the most recent assessment. This use of comparative data allows the board to establish progress on areas of growth and goals.

- ✓ Add superintendent evaluation to the regular board meeting agenda
- ✓ Remember, the superintendent evaluation summary is protected from the Open Meetings Law request as it is a personnel document
- ✓ Discuss the superintendent evaluation during a regular meeting of the board in open session unless otherwise guided
- ✓ Contact the school attorney to verify the need for a closed session to discuss the superintendent evaluation

Note: It is the recommendation of the Association that the board conduct the superintendent evaluation in open session to ensure the board does not risk violating the Nebraska Open Meetings Law. The Association strongly advises the board president to contact the school attorney to ascertain his/her position with respect to the evaluation of the superintendent.

- ✓ Celebrate the positive success derived under the leadership of the current superintendent
- ✓ Work collaboratively with the superintendent to define goals and expectations to align to the identified areas of growth



NASB recommends the board continually review and adopt a superintendent evaluation instrument that effectively identifies the district's achievement progress under the superintendent's leadership.

SUPERINTENDENT PAY TRANSPARENCY ACT

Superintendent approved contracts and amendments are to be filed with the Nebraska Department of Education by August 1 each school year. Updated contracts/amendments may be uploaded at any time. Note: If the school district has a change during the school year, NDE requires that the old contract and amendments be removed and updated with the new contract and supporting documentation.

For each school district, a separate identification and description of all current and future costs of the contract that are reasonably anticipated as a result of any contract, and any adopted amendments, for services rendered by the superintendent, must be included in the budget statement and reported to the Auditor of Public Accounts (APA) per statute.

Superintendent Pay Transparency Act Statutory Requirements

Step 1. (CURRENT Superintendent)

Prior to Board Action - At least **three days** prior to the Board Meeting:

- Publish/Post Meeting Notice to approve proposed contract or amendment to the contract that provides detailed contract costs, date, time, and location of the Board Meeting.
- Publish/Post a (PDF) of the proposed contract or amendment.
- Publish in a newspaper **or** post the proposed contract or amendment and proposed costs on the school district website in a prominent location that is accessible to the public.

Step 2. (NEW HIRE of the Superintendent)

Following Board Action – At least **two days** following board action to approve the contract or amendment:

- Publish/Post a (PDF) of the approved contract or amendment.
- Publish/Post the contract/amendment costs for current year and estimate of costs for future years of the contract.
- Publish in a newspaper **or** post the contract or amendment and complete proposed cost information on the school district website in a prominent location that is accessible to the public.

Step 3. (RESPONSIBILITIES Following Board Action)

Annually, on or before August 1st - The school district Superintendent will submit a (PDF) copy of the approved contract or contract with amendment through the Consolidated Data Collection (CDC) in the NDE Portal. *Instructions for filing may be found at:*

https://cdc.education.ne.gov/STPA/Instructions/STPA_Instructions.pdf

*Annually, on or before **September 20th*** - The school district Superintendent will submit Budget Schedule D with the budget documents.

*Annually, on **October 1st*** - NDE will withhold state and local funds for those districts that have not submitted their approved contract/contract with amendment for the current year.

*Note: If the school district has a change in the superintendent during the school year, the respective district must update the information with NDE and post according to the guidelines outlined above. Remove the old information including contracts and/or amendments and update with the new contract.

NASB STANDARD SUPERINTENDENT EVALUATION INSTRUMENT

The superintendent's evaluation serves several functions. Most importantly, it will link the superintendent's assessment to the district's vision and goals by establishing a set of performance indicators for the superintendent. The effective evaluation process fosters communication and understanding between the board and superintendent, commends the superintendent for accomplishments, and documents decisions made regarding the superintendent's employment.

Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Assumes the key leadership role and responsibility for growth and improved student learning.						
I.c.	Seeks input from the board when appropriate.						
I.d.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.						
I.e.	Effectively utilizes data to guide and monitor progress of district goals.						
I.f.	Implements and monitors progress of the district/strategic plan.						
I.g.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
	<p>Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to:</p> <ul style="list-style-type: none"> • District strategic plan/district goals • Plan for implementing monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes 						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						



Standard II: Policy

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocol and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Ensures student discipline is implemented with integrity and consistency.						
II.g.	Personnel policies are clear and implemented consistently.						
II.h.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes 						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard III: Budget Planning & Management

Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using, and investing district resources to support effective instruction and improved student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
III.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
III.g.	Ensures the maintenance and upkeep of facilities.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Budget strategic/district goals • Professional development plan • Monthly budget reports • Quarterly expenditure updates • District audit • Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data 						
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?						

Standard IV: Educational Leadership

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Provides integrated technology curriculum and resources.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model 						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard V: Organizational & Cultural Leadership

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Develops, implements, and sustains a responsive district crisis and safety plan.						
V.c.	Commits to developing a high-performing leadership team.						
V.d.	Ensures a purposeful and equitable recruiting and hiring process.						
V.e.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.f.	Promotes a culture of shared expectations and mutual accountability.						
V.g.	Provides leadership to support the health and well-being of staff and students.						
V.h.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Conflict resolution process • Leadership development plan • Professional development plan • Crisis and safety plan • Executive summary of the safety audit • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity, and inclusion initiatives • Personnel policies 						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						

Standard VI: Community Relations

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VI.a.	Establishes a visible presence in the district and community.						
VI.b.	Regularly attends and participates in school activities, events, and programs.						
VI.c.	Interacts and expresses genuine interest in building a connection with students.						
VI.d.	Develops collaborative partnerships to foster support for the school district.						
VI.e.	Effectively communicates key public information in a timely manner.						
VI.f.	Promotes a positive image of the district.						
VI.g.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.h.	Seeks a positive relationship with parents and community members.						
VI.i.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas 						
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?						

Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Provides professional development to fulfill responsibilities and grow in current position.						
VII.d.	Provides an effective evaluation process with constructive feedback.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Memberships • Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) • Educational growth plan (professional goals and development) • Leadership team development plan • District staff professional development plan 						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard VIII: Board-Superintendent Relations

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 						
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?						

Standard IX: Strategic Planning

The superintendent collaborates with the board to implement and monitor progress of the strategic plan.

Please provide evidence to support the superintendent's leadership in strategic planning.

IX.a.	What evidence can the board identify to validate the superintendent is implementing and monitoring progress of the strategic plan priorities?	
IX.b.	When is the superintendent reviewing the progress/success of the strategic plan with the board?	
IX.c.	How and where is the superintendent documenting the progress and success of the strategic plan priorities?	
IX.d.	Is the superintendent aligning the budget and district resources to ensure the success of the strategic plan priorities?	
IX.e.	How has the implementation of the strategic plan altered the focus of the superintendent and his/her engagement with the board?	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Superintendent performance plan/goals • NASB Strategic Plan Progress Analysis Reports • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	

NASB STANDARD SUPERINTENDENT JOB DESCRIPTION

The superintendent's job description identifies the essential tasks that are assigned and expected of the district leader. The job description may also identify reporting relationships, describe required and desirable qualifications. The board and superintendent are collectively responsible for developing and maintaining an accurate and current job description to support the superintendent. The duties should be appropriate to the position and leadership responsibilities and aligned to the accountability defined in the evaluation instrument.

Overview of the Position of Superintendent

The Superintendent of Schools reports directly to the board and holds all staff accountable. The superintendent promotes leadership to ensure the district provides the best possible educational programs and services for all students at the school district. To lead, guide, direct every member of the administrative, instruction, and support services staff in setting and achieving the highest standards of excellence in educational programs and operations. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school district. To oversee and administer the use of all facilities, property, and funds in the best interest of students, the school district, and community.

Performance Responsibilities:

The job responsibilities of the Superintendent include the ability to function effectively in each of the following areas:

Job Requirements:

- A. Education Specialist Degree or Doctorate
- B. Nebraska Administrative and Supervisory Certificate
- C. Experience (as defined by the Board)

Reports to:

The Superintendent of Schools reports directly to the Board and may delegate specific powers or duties to assistants or subordinates, while maintaining final responsibility and actions taken.

Job Responsibilities:

The Superintendent is the chief executive officer of the school district and serves in both a leadership and management role. The Superintendent may delegate performance of management; however, the Superintendent will maintain final responsibility for actions taken.

Standard I: Mission, Vision, and Goals

The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Performance Indicators:

- A. Develops, implements, and monitors plans for accomplishing the district mission, vision, and goals

- B. Engages internal and external stakeholders in the educational vision and priorities of the district
- C. Reviews the progress of the School Improvement Plan
- D. Leads the board in the development of a vision to support goals and long-range decision-making
- E. Provides and advocates for decision-making based upon data and best practice in allocation of district resources
- F. Plans, formulates, recommends, and advises the board concerning various issues, trends, concerns, and/or any legislation that may impact the district’s mission or strategic plans

Standard II: Policy

The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Performance Indicators:

- A. Provides guidance to the board in the development of policy, adoption, and revisions
- B. Implements administrative protocol and procedures via effective and purposeful board policy
- C. Provides public access to district policy and ensures all handbooks aligned to board policy
- D. Ensures and monitors administrators in providing procedural enforcement and regulation
- E. Conducts all meetings of the board in accordance with the Nebraska Open Meetings Law
- F. Conducts all school business and decision-making within the parameters of NDE Rules and Regulations, state and federal laws, and board policy
- G. Files all reports required by state or federal law/regulations

Standard III: Budget Planning and Management

The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using, and investing district resources to support effective instruction and improved student learning.

Performance Indicators:

- A. Educates and engages the board in discussion of the development of the budget, acting in accordance with rules and regulations, statute, and policy
- B. Leads budget planning process including forecasting potential revenue, expenditures, and needs to align with available resources and district mission, vision, and goals
- C. Establishes and maintains efficient procedures and effective controls for operations and all expenditures
- D. Administers the adopted budget in accordance with legal requirements and board policy
- E. Remains accountable to the board for utilization of fiscal and human resources
- F. Provides effective financial forecasting and long and short-term financial planning to support decision-making

- G. Ensures the upkeep and maintenance of all facilities, and in collaboration with the board, plans for long-range facilities maintenance and upkeep
- H. Ensures completion of an annual CPA audit in accordance with law, board policy, and prompt disclosure of findings to board and/or finance committee

Standard IV: Educational Leadership

The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current and/or applicable curriculum/ assessments to support student success.

Performance Indicators:

- A. Assumes the key educational leadership role by promoting a culture centered around students, curriculum, and instruction to meet the needs of all students
- B. Promotes the engagement of parents and families as partners in the education of students
- C. Considers methods to advance programs and services to address the needs of the district
- D. Validates district is in compliance with NDE Accreditation requirements
- E. Informs the board of AQuESTT status for each building and the school district
- F. Ensures alignment of curriculum vertically, horizontally, and to the state standards and consistent implementation of the district-adopted instructional framework
- G. Integrates the district-adopted instructional framework into certificated staff evaluations
- H. Provides comprehensive coursework and opportunities to ensure college/career readiness for every student
- I. Optimizes alignment of resources, curriculum, and assessments to support student success

Standard V: Organizational and Cultural Leadership

The superintendent provides cultural leadership through accountability, inclusiveness, engagement and advocacy for staff and students.

Performance Indicators:

- A. Promotes a healthy environment advocating for diversity, equity, and inclusion initiatives for staff and students
- B. Creates a respectful culture of shared expectations, mutual accountabilities, and constructive feedback
- C. Develops a high-performing leadership team and conducts purposeful and equitable recruiting and hiring processes
- D. Resolves conflict and addresses social-emotional matters in a purposeful and timely manner
- E. Coordinates a responsive district crisis and safety plan

Standard VI: Community Relations

The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members and business leaders.

Performance Indicators:

- A. Represents the school district through effective public relations and engagement
- B. Develops and sustains purposeful community partners to support the educational needs of the district
- C. Establishes a visible presence and positive relationships with board members, parents, students, and community members
- D. Expresses genuine interest in building a connection with students and regularly attends and participates in school activities, events, and programs

Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Performance Indicators:

- A. Delegates duties as appropriate, with the knowledge of final responsibilities for action taken
- B. Models ethical leadership in word and deed that is based upon integrity, trust, and respect
- C. Conducts staff observations and evaluations per board policy and legal requirements, ensures that evaluations are completed by other district staff as assigned, improvement plans are implemented as the need is identified
- D. Affords opportunities for staff to participate in professional development
- E. Demonstrates a personal and professional commitment to life-long learning knowledge of current evidence-based practices, trends to support effective instruction and learning
- F. Assigns conditions of employment for staff in the best interest of the district and educational programs provided for students
- G. Participates, as deemed appropriate by the board, in negotiations with recognized employee bargaining groups

Standard VIII: Board-Superintendent Relations

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Performance Indicators:

- A. Serves as the educational leader of the school district
- B. Assists the board in fulfilling their proper roles, responsibilities, and duties in an effective manner
- C. Coordinates the work of the board through collaborative problem-solving and decision-making

- D. Demonstrates support and respect for the board and board committee work
- E. Prepares for board adoption and distribution to the public an annual report as prescribed by law
- F. Maintains an appropriate and professional relationship with the board
- G. Provides the board with facts, information, data, and recommendation for action to support informed decision-making
- H. Ensures all board members are informed with timely, consistent, and open communication

Standard IX. Strategic Plan

The superintendent collaborates with the board to implement and monitor the progress of the strategic plan.

Performance Indicators:

- A. Provides evidence to validate the progress of the strategic plan priorities
- B. Reviews the progress and success of the strategic plan with the board
- C. Documents the progress and success of the strategic plan priorities
- D. Aligns the budget and district resources to the identified needs and priorities within the strategic plan
- E. Utilizes the strategic plan to support board discussion and engagement

NASB STANDARD SUPERINTENDENT EVALUATION SAMPLE REPORT:



Nebraskaland Public Schools Superintendent Evaluation Spring 2023



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Self-Evaluation Standard Averages *(listed highest to lowest)*

Spring 2023

- 5.00 - Standard III: Budget Planning & Management
- 5.00 - Standard VI: Community Relations
- 4.57 - Standard V: Organizational & Cultural Leadership
- 4.50 - Standard II: Policy
- 4.50 - Standard IV: Educational Leadership
- 4.29 - Standard VII: Professional Leadership
- 4.20 - Standard I: Mission, Vision, & Goals
- 3.83 - Standard VIII: Board-Superintendent Relations

Board Evaluation Standard Averages *(listed highest to lowest)*

Spring 2023

- 5.29 - Standard III: Budget Planning & Management
- 5.24 - Standard VI: Community Relations
- 5.15 - Standard VIII: Board-Superintendent Relations
- 5.10 - Standard I: Mission, Vision, & Goals
- 5.10 - Standard V: Organizational & Cultural Leadership
- 5.06 - Standard II: Policy
- 4.68 - Standard VII: Professional Leadership
- 4.48 - Standard IV: Educational Leadership

*Averages range from 1.00-6.00 with averages closer to 6.00 indicating strengths and averages closer to 1.00 indicating areas for growth.
Scale: Excellent (6.00); Good (5.00); Average (4.00); Unsure (3.00); Fair (2.00); Poor (1.00)*

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3

Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

Indicator	Avg.	
a. Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.	5.3	a.
b. Assumes the key leadership role and responsibility for growth and improved student learning.	5.0	b.
c. Seeks input from the board when appropriate.	5.5	c.
d. Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.	4.8	d.
e. Effectively utilizes data to guide and monitor progress of district goals.	5.2	e.
f. Implements and monitors progress of the district/strategic plan.	4.7	f.
g. Identifies and proactively addresses potential barriers to ensure the success of the school district.	5.2	g.

Note: The averages range from 1.00-6.00 with averages closer to 6.00 indicating strengths and averages closer to 1.00 indicating areas for growth.

● Excellent
 ● Good
 ● Average
 ● Fair
 ● Poor
 ● Unsure

Values are as follows:

Excellent: 6 Good: 5 Average: 4 Fair: 2 Poor: 1 Unsure: 3

Standard I: Mission, Vision, & Goals

Provide evidence to support your choices above.

Suggested supplemental evidence for this standard includes but is not limited to:

- District strategic plan/district goals
- School improvement team
- Student performance data
- Engagement/communication plan
- Plan for implementing, monitoring and reporting progress of strategic plan/district goals
- School improvement plan (including updates/assessment of progress and modifications)
- Superintendent performance plan aligned with district priorities and indicators to measure progress and success
- Meeting agendas/minutes

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If you were to suggest one area of growth in the superintendent's performance within Mission, Vision, & Goals for the upcoming year, what would it be?

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FOLLOWING THE SUPERINTENDENT EVALUATION, THE SUPERINTENDENT AND BOARD WILL:

- Adopt a timeline and develop goals to address the improvement and growth of the superintendent's performance in the identified areas as set forth in the evaluation summary
- At the conclusion of the evaluation process, it is important that all board members return their individual copies of the evaluation and the executive summary to the Board President for appropriate and secure disposal
- The Superintendent and Board President will sign one copy and that official copy will be placed in the superintendent's personnel file.
- Schedule and advertise a board work session to review the results of the assessment
- Discuss the success of the board and consider areas of growth
- Establish goals to address areas of growth, define performance indicators to measure progress, and set timelines to review, update and amend goals as progress is realized

Or,

Request support of the NASB Board Leadership team to facilitate a board retreat to lead the board through the review of the Board Self-Assessment Summary and establish board goals.

If the board would value additional support from the NASB Board Leadership Department to facilitate the development of goals, a board retreat will be scheduled and the fee for the evaluation will be waived. A board retreat fee will be assessed plus reasonable travel expenses.



Ralston Public Schools Superintendent Evaluation Fall 2024

with Spring 2024 Comparisons



Superintendent

Jason Buckingham

Board of Education

Robin Richards, President

Carrie Hough

Katie Krause

Elizabeth Kumru

Mary Roarty

Samantha Willey

Effective Practices Overview

(listed highest to lowest)

<u>Board Evaluation Fall 2024</u>	<u>Average</u>	<u>Board Evaluation Spring 2024</u>	<u>Average</u>
(7) Systems Leadership and Management	4.00	(7) Systems Leadership and Management	4.00
(2) Board, Policy, and the Education System	3.67	(9) Leadership, Conduct, and Professional Growth	3.50
(1) Shared Vision and Strategic Direction	3.50	(2) Board, Policy, and the Education System	3.33
(9) Leadership, Conduct, and Professional Growth	3.50	(6) Personnel Leadership	2.83
(3) Collaboration with Families and Community	3.17	(8) Equity, Climate, and Culture	2.83
(4) Continuous Improvement and Accountability	2.83	(3) Collaboration with Families and Community	2.67
(6) Personnel Leadership	2.83	(1) Shared Vision and Strategic Direction	2.50
(8) Equity, Climate, and Culture	2.83	(4) Continuous Improvement and Accountability	2.50
(5) Teaching and Learning	2.50	(5) Teaching and Learning	2.17

Averages range from 1.00-4.00 with averages closer to 4.00 indicating strengths and averages close to 1.00 indicating areas for growth.

Scale: Unsatisfactory (1.00); Basic (2.00); Proficient (3.00); Distinguished (4.00)

(1) Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

Indicators and Evidence

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
 - *Evidence: Documentation of a shared vision and strategic direction supports high expectations of student achievement and accomplishment, developed with specific strategies, measurable outcomes and timelines.*
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
 - *Evidence: Documentation of collaborative development of the shared vision and strategic direction involving board members and key community constituents.*
3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.
 - *Evidence: Community engagement meetings and surveys solicit input and feedback on the vision and strategic direction from diverse stakeholders and constituents.*
4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.
 - *Evidence: Board, staff, community presentations and updates routinely model commitment to the shared vision and strategic direction.*
5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.
 - *Evidence: Newsletters, articles, and information on the district website routinely provide constituents with information and updates related to the shared vision and strategic direction.*
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.
 - *Evidence: Feedback processes such as surveys, formal and informal meetings, or committees solicit input from students, parents, teachers, administrators, board members, and the community.*

Unsatisfactory

- Shared vision and strategic direction are not documented
- Constituents and stakeholders have no or limited engagement in the vision/direction
- No evidence of routine feedback or review

Basic

- Vision or direction is documented
- Some evidence of constituent engagement
- Some evidence of feedback and review

Proficient

- Vision and direction are documented and used to guide the district
- Evidence of engagement with constituents in development and implementation of strategic direction
- Evidence of progress, feedback, and review

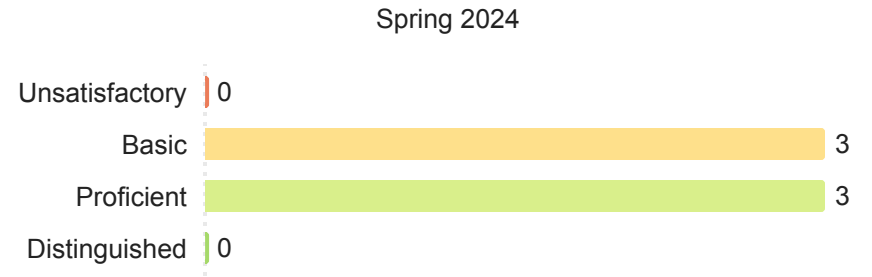
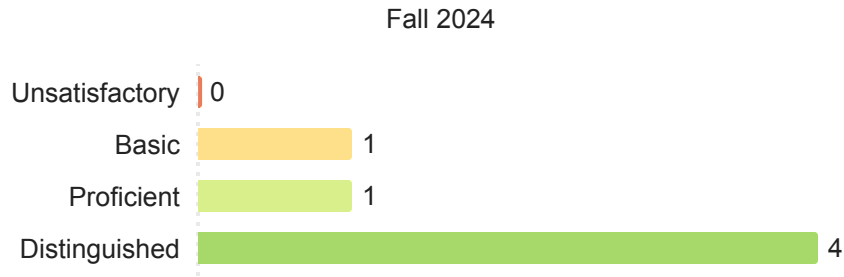
Distinguished

- Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district
- Evidence of engagement with constituents in development and implementation of strategic direction
- Evidence of progress, feedback, and review including input from board, administrators, teachers, students, and parents

(1) Shared Vision and Strategic Direction

Effective Practice	Fall 2024 Average
Shared Vision and Strategic Direction	3.50

Effective Practice	Spring 2024 Average
Shared Vision and Strategic Direction	2.50



Fall 2024 Narrative:

Mr. Buckingham has done a great job of bringing all of the voice to the table to have conversations about our mission, vision, and goals as we have worked our way through our newest strategic plan. He has also done a great job of sharing out the results of surveying and the finished plan. I hope we continue to engage stakeholders over the course of the next 5 years about the implementation of the plan.

Mr. Buckingham has worked to develop and implement a shared vision and strategic plan. He provides the direction and focuses on key priorities such as attendance and high expectations for student achievement. He partnered with the BOE, key community constituents, and the school community in developing the strategic plan. Progress has been made during his first year in position. The BOE sub-committee process is working smoothly and the district has transitioned to Frameworks as an accreditation vehicle. The next BOE retreat is planned for January 2025 to assess progress.

Under the leadership of Mr. Buckingham the district has been very intentional in gathering feedback which helped guide the strategic plan. I feel Mr. Buckingham has done an amazing job at communicating the intentions of the district.

Strategic plan has been created in the last year.

The process of renewing and creating the district strategic plan in 2024 involved many stakeholders including the community, staff and board members. The direction provided by Jason and his cabinet allowed for many voices to be heard and have a say in the future trajectory of the district. It would be wise to continue to review this on a regular basis to ensure that this focus continues on in the direction that was intended and to review measurable outcomes.

Our five-year strategic plan incorporates feedback from all our stakeholders. Jason is intentional about ensuring that the administrative team keeps the board informed of any progress related to the plan.

(2) Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Indicators and Evidence

1. Actively and continually fosters board relationships, and keeps board members informed and engaged in development.
 - Evidence: Board agendas and board communication keep board members informed; and strategies, such as board committees or board professional development, keep board members engaged in a proactive process focused on district needs and policy priorities.
2. Proactively responds to district needs and policy priorities.
 - Evidence: Board agendas, reports, and communication are used to inform board and community members on district needs and policy priorities.
3. Provides leadership in the compliance, review, and development of local policy.
 - Evidence: Board policies are current, aligned with state and local policy, and keep the district in compliance with state and federal regulations.
4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision and strategic direction.
 - Evidence: Reports to board members and staff demonstrate up-to-date information on state or federal policy, as needed.
5. Collaboratively works to influence local, district, state, and national decisions impacting
 - Evidence: Board reports, board communication, and professional development show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact student learning.

Unsatisfactory

- Limited or inconsistent communication with board members
- Policies are outdated, not in compliance with state or federal law, or not routinely reviewed
- No evidence of collaborative practice to influence decisions impacting student learning

Basic

- Provides updates and communicates regularly with board members
- Policies are routinely updated
- Uses some collaborative strategies at the local level

Proficient

- Engages board members in district needs and policy priorities
- Policies are consistently reviewed and developed to incorporate state or federal policy, as needed
- Some evidence of strategies to influence local, state, and national decisions

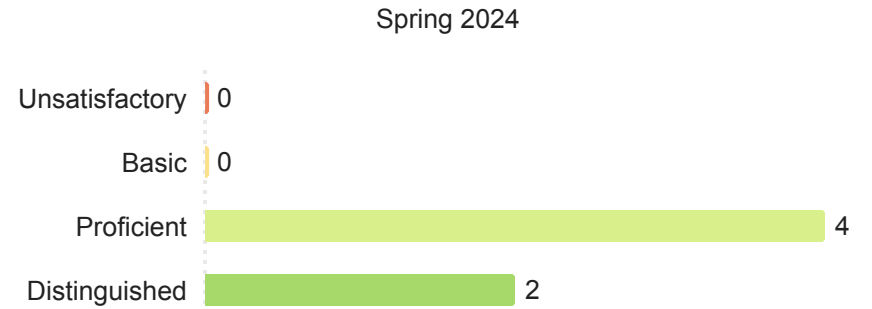
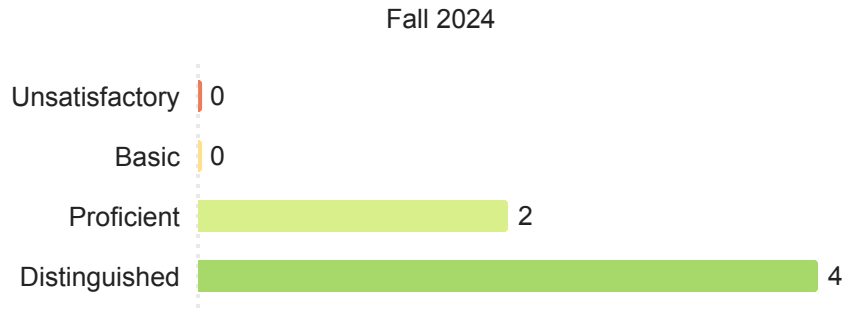
Distinguished

- Actively and consistently engages board members in district needs and policy priorities
- Evidence of leadership in compliance, review, and development of local policies
- Evidence of collaborative support to influence local, state, and national decision

(2) Board, Policy, and the Education System

Effective Practice	Fall 2024 Average
Board, Policy, and the Education System	3.67

Effective Practice	Spring 2024 Average
Board, Policy, and the Education System	3.33



Fall 2024 Narrative:

Jason works diligently to keep himself and the board informed of current or future state and national legislative issues. Through testifying and working with local legislative leaders, he provides feedback and facts which ensure that Ralston's viewpoint is known.

The policy review at board meetings is a great practice.

Excellent engagement with board as well as local
And state policymakers. Dedicated extra time to this during summer sessions as well.

Throughout the year, the board has diligently reviewed a significant number of policies to ensure we are up to date on our review schedule. We are now current and committed to staying on track. Jason plays a vital role in this process by regularly consulting with the district's legal team to ensure that Ralston's policies comply with state and federal regulations.

In addition to his work on policy, Jason is actively involved in the GNSA, has a strong understanding of ongoing state legislation, and maintains regular communication with state senators and the governor about legislative developments. He also stresses the importance of the board's involvement in legislative issues and ongoing education.

I feel very positive about the progress on policy review, over the last year. I would like to see more legislative updates for everyone, in the district.

Mr. Buckingham has made policy review a routine BOE agenda item as we had fallen behind schedule during the pandemic. He works closely with our policy service and the BOE to review the verbiage. He is well versed on state politics, attends legislative committee meetings, and is engaged throughout the legislative sessions. He goes above and beyond to ensure that our district provides written or in person testimony on key initiatives that will impact the district. Mr. Buckingham works collaboratively with other administrators and school district board members in Nebraska as the co-chair of the GNSA.

Ralston continues to lead the state in engagement with policy at the state and local level. Mr. Buckingham works with each board member to keep them up to date and our committee work meaningful and important.

(3) Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Indicators and Evidence

1. Communicates regularly and openly with families and stakeholders in the community about the district, school(s), students, needs, challenges and accomplishments.
 - Evidence: Newsletters, newspaper articles, web articles, and communication plan/goals exist with timelines and benchmarks.
2. Maintains a presence in the district/school community to understand its strengths and needs.
 - Evidence: Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.
3. Understands and is engaged with community needs, priorities, and resources.
 - Evidence: Community surveys, data on community needs, and community engagement plan/goals exist with timelines and benchmarks.
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.
 - Evidence: Reports, presentations, and updates demonstrate collaboration within organizations; and activities and professional development reinforce collaboration between administrators and teachers. Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community. School climate surveys include input from students, teachers, parents and the community, and results are shared internally and externally.
 - Evidence: Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.

Unsatisfactory

- Little or no evidence of collaboration in the organization
- Little or no evidence of consistent communication with families and stakeholders
- Little or no evidence of engagement with community organizations, or community activities
- Little or no evidence of identification of community needs, priorities, or resources

Basic

- Some evidence of collaboration in the organization
- Some communication of school activities with families through newsletters and/or district website
- Participates in some community organizations or activities such as the Chamber and service organizations
- Demonstrates awareness of community needs, priorities, and resources

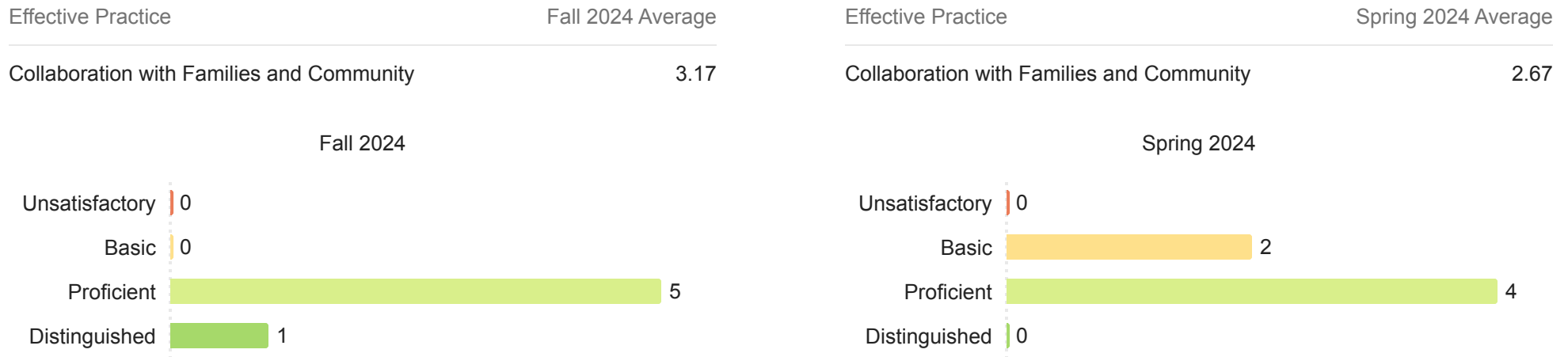
Proficient

- Routinely collaborates with board members and staff
- Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement
- Actively involved in community organizations or activities, such as the Chamber, or service organizations
- Recognizes some community needs, priorities, or resources in the district and school planning.
- Ensures engagement of administrators, teachers, families, and community

Distinguished

- Models collaboration and supports staff collaboration throughout the organization
- Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement
- Provides leadership and active participation in community organizations or activities such as the Chamber or service

(3) Collaboration with Families and Community



Fall 2024 Narrative:

Mr. Buckingham is engaged with the community inside and out of our small community. He has made intentional efforts to connect with students and families across the district and works with many organizations to make sure our patrons have the resources they need.

Mr. Buckingham is a presence in the district and routinely attends events throughout the district at all levels. The open houses for each of the school re-modeling projects have been a highlight not only to our staff and students but also for community members. Mr. Buckingham engages regularly with the mayor and the Chamber of Commerce. He has taken time to tour representatives from other districts through our schools to share his knowledge on the building process. Mr. Buckingham partners with community resources through his work on the Wiebe Foundation board and The Bridge board. He is engaged with the Ralston Schools Foundation Board of Directors and is working to re-establish our alumni network. In addition, the district communication through email, post cards, and social media engage our families and community members.

Jason has truly stepped up in this area, attending as many student games and activities as possible and regularly participating on community boards. This commitment aligns with one of the stretch goals set for him by the board, and he excels by being consistently present and visible within the Ralston community.

It is clear that Mr. Buckingham has made intentional efforts in being available to the community, as well as families in the district. I encourage these continued efforts, in the year ahead. Mr. Buckingham's ability to be approachable will be of benefit to the families, in the district.

Community involvement and engagement is an area that Jason has actively worked on improving over the last year. Evidence of this includes regular communications in staff and parent newsletters, initiating and attending school open houses and ribbon cuttings, regular attendance at school events as well as actively engaging with other school districts who may be considering bond initiatives and remodeling in their districts.

Always see Jason at events, especially at RHS and around bond work.

(4) Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators and Evidence

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.
 - Evidence: Board policies and procedures define a system of accountability and reports and presentations keep the board and community informed about district and school accountability.
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
 - Evidence: Board reports and presentations keep the board informed of emerging trends and innovative strategies to continually improve all schools in the district.
3. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
 - Evidence: Robust, comprehensive strategic/school improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and benchmarks aligned with state and national indicators of quality and best practice.
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
 - Evidence: Multiple data sources are used and clearly explained in board reports and board recommendations.
5. Engages families and communities on student needs, successes, and challenges on a regular basis.
 - Evidence: Administrative and board reports routinely provide information regarding activities to engage the family and community on student needs, successes, and challenges.
6. Aligns district processes with state and national indicators of quality, accreditation, and accountability.
 - Evidence: Board reports provide information on school and district accountability and accreditation (NDE Rule 10); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.

Unsatisfactory

- Little or no evidence of innovation or continuous improvement
- Little or no evidence of student information guiding decision-making
- Little or no evidence of use of quality indicators to guide district planning or practice

Basic

- Some evidence of continuous improvement and innovation
- Student information is used to guide decision-making
- Some quality indicators/accreditation standards guide district planning and practice

Proficient

- Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process
- Information on student progress and achievement is used for planning and decision-making
- Alignment between district and state quality indicators for accreditation and accountability

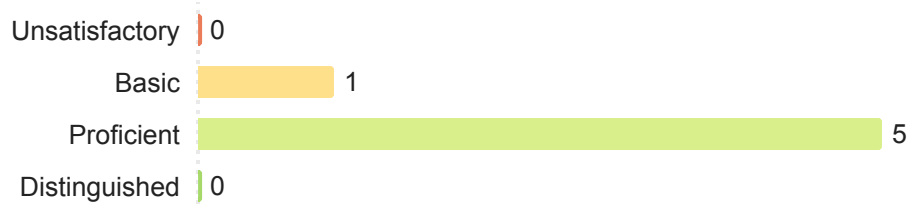
Distinguished

- Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation
- Comprehensive and current information on student progress and achievement is available and utilized in decision-making
- Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability

(4) Continuous Improvement and Accountability

Effective Practice	Fall 2024 Average	Effective Practice	Spring 2024 Average
Continuous Improvement and Accountability	2.83	Continuous Improvement and Accountability	2.50

Fall 2024



Spring 2024



Fall 2024 Narrative:

Works well with cabinet to support this work.

Throughout the year, regular presentations have been given to the board by individual schools principals and other leaders regarding key initiatives around attendance, reading, and math as well as cabinet presentations of state and national standards such as Cognia. Continuous improvement efforts are noticeable and the transparency around the current state is appreciated.

While there is still a lot of work to be done, the district has gained many strides under the direction of Mr. Buckingham. Mr. Buckingham has done a great job in placing appropriate professionals in needed positions, to urge the district to move in a positive direction. I look forward to seeing our continued progress on district improvement.

Jason and his leadership team have excelled in enhancing attendance and reading—two of our key strategic goals. While we’ve seen notable successes in both areas, there is still room for improvement. We need to raise reading and SAT/ACT scores, as well as graduation rates. The high school English department is currently piloting a new curriculum, and we’re preparing to launch a new K-8 math curriculum. Teacher participation in professional development is strong, and our committees meet regularly and operate effectively.

Mr. Buckingham demonstrates a commitment to accountability and is working to ensure everyone is held accountable for student success. They have analyzed the data and created a plan to focus on attendance and reading proficiency. The NSCAS preliminary results look promising but the district is not yet on track. The district transitioned to Frameworks as an accreditation vehicle. CKLA was implemented and ongoing training is planned.

We are making measurable gains in both the areas of attendance and reading. For the first time in quite some time we are holding folks accountable and making sure that the board is aware of results from testing and data collection. More importantly, Jason and his cabinet makes sure that the teachers and students are aware of their growth. I am excited to see the growth we will make in the years to come.

(5) Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

1. Ensures the implementation of a coherent system of curriculum, instruction and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.
 - Evidence: District curriculum and program expectations have been board approved and are available for review; information on general instructional practices or an instructional framework is available for review; and district assessment and grading practices are board approved, when appropriate and available for review.
2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.
 - Evidence: District or school improvement plans clearly articulate data-driven high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).
3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.
 - Evidence: Board reports, presentations and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using research-based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.
4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.
 - Evidence: District curriculum and program expectations are available for review; and a process for student, parent, and community input is identified in district policy, procedures, or practices.
5. Monitors and supports the implementation of research-based, instructional practices.
 - Evidence: Board reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.

Unsatisfactory

- Little or no evidence of high expectations of student achievement
- Little or no evidence of a written curriculum
- Little or no evidence of programmatic or curriculum review or input
- Little or no evidence of consistency or continual improvement of instructional practices

Basic

- Some evidence of high expectations of student achievement
- Written curriculum is evident in most subject areas
- Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community
- Instructional practices have some consistency and some ongoing improvement

Proficient

- High expectations are clearly and consistently communicated and monitored
- Written curriculum is developed, monitored, and adjusted
- Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community
- Instructional process and practices are consistent with ongoing improvement

Distinguished

- Data-driven high expectations of student achievement and monitoring of progress
- Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted
- Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input
- Continual improvement of Instructional processes is monitored and enhanced with best practices

(5) Teaching and Learning

Effective Practice

Fall 2024 Average

Effective Practice

Spring 2024 Average

Teaching and Learning

2.50

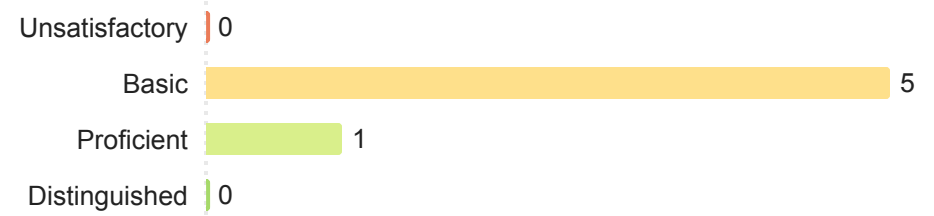
Teaching and Learning

2.17

Fall 2024



Spring 2024



Fall 2024 Narrative:

Acknowledgement needs to be given to Mr. Buckingham for having the ability to identify and accept that the district is far from proficient or distinguished. Mr. Buckingham has put professionals in positions that are appropriate to move our district in a more positive direction, beginning with consistency across the district. I look forward to seeing the beginning of more positive outcomes, in the year ahead.

Jason and his administrative team exemplify outstanding teamwork by collaborating with staff across the district to implement the new curriculum and prepare for the next phase. Grounded in data, they regularly seek feedback from certified staff to drive continuous improvements.

Mr. Buckingham made changes to the district steering committee, implemented a data dashboard, and increased accountability. Research was done to choose a new math curriculum which has been successfully implemented. New technology has been installed and trained in the elementary schools and the middle school. We are starting to see improvements through NSCAS and ACT scores but we are not yet at goal. Further review and analysis is needed to ensure student success through continuous improvement and to develop a model for evidence-based practices in teaching and learning that can be replicated.

Progress is being made and shared around key indicators such as attendance, math and reading. Full impact will be seen over the next few years as these initiatives and new curriculum mature so year over year progress can be compared.

Really appreciate the various groups presenting at board meetings.

While all of the pieces of this puzzle aren't quite together yet, one of the smartest things Mr. Buckingham has done is hire and retain great staff! He has empowered his cabinet to own their different departments and allows them space to implement plans that they know will be successful. This is another area that I cannot wait to see where the next strategic plan, and our committed staff, take us!

(6) Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators and Evidence

1. Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision and strategic direction.

- Evidence: Board reports, presentations and the district budget reinforce that personnel and financial systems are in place to achieve the district's vision and strategic direction.

- Evidence: Budget and hiring processes and timelines are available and communicated to the board members and the community.

2. Implements human resources systems and processes that address:

- recruitment, hiring and induction;

- evaluation and retention; and

- short-term and long-term planning reflective of personnel needs.

- Evidence: Communication processes inform board members and community regarding recruitment and employment opportunities within the school district. District procedures are in place and available for review by board members and the community regarding the evaluation process of all personnel. Strategies for recognition and positive reinforcement of all personnel are used to support retention. Board reports, presentations, and personnel data reflect district policies and procedures are in place and consistently used to support personnel needs in the district. Short-term and long-term plans are in place to support recruitment, development and retention of all personnel.

3. Creates a comprehensive system of professional development for all personnel.

- Evidence: District policies, procedures and practice define professional development expectations. School improvement plans delineate professional development expectations and needs for improving student achievement. The superintendent's professional development plan aligns with district needs and priorities and demonstrates a commitment to lifelong learning.

Unsatisfactory

- Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan

- Little or no evidence of short or long-term personnel planning

- Little or no evidence of modeling lifelong learning

Basic

- Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction

- Some evidence of short-term and long-term personnel planning

- Some evidence of participation in lifelong learning activities

Proficient

- Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction

- Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place

- Evidence of ongoing modeling of lifelong learning

Distinguished

- Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction

- Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored

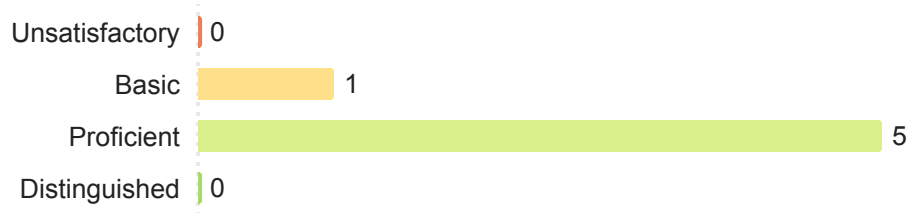
- Models lifelong learning by engaging and applying ongoing professional development

(6) Personnel Learning

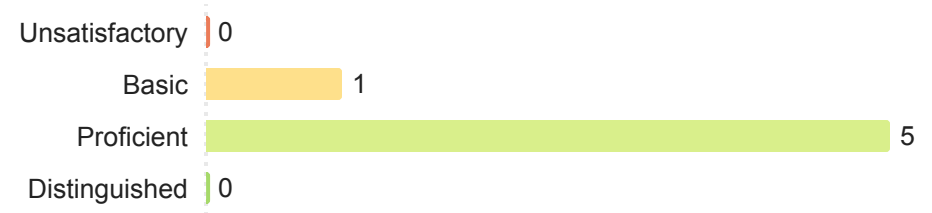
Effective Practice	Fall 2024 Average
Personnel Learning	2.83

Effective Practice	Spring 2024 Average
Personnel Learning	2.83

Fall 2024



Spring 2024



Fall 2024 Narrative:

Recent additions to recruiting efforts and through more responsive professional development, Ralston is continuing making progress in financial stability and hiring practices. I applaud the increase of targeted professional development and working closely with teacher and staff to increase their education and awareness.

Mr. Buckingham ensures the necessary personnel and financial resources are allocated to achieve the district’s shared vision and strategic direction. The district has been successful in filling the majority of open positions and has high retention rates. Engaging principals in the recruiting efforts will ensure the best candidates are chosen. There remains an opportunity to recruit a more diverse applicant pool. Professional development is important in order to retain high-performing personnel who demonstrate a shared commitment to student success. The district provides professional development opportunities for new hires and tenured staff during professional development days and by supporting continued education.

While there are challenges in hiring more diverse staff, this is something that is a struggle for all districts, and we will need to get creative. I would like to provide some positive feedback about the district’s ability to retain personnel. Mr. Buckingham will continue to play a part in this, with his continued professional relationships across the district.

We’ve made significant strides in the recruitment and retention of our staff. We’re excited about continuing these improvements and implementing innovative solutions to staffing challenges. I’m thrilled that the Leadership Academy has been reinstated.

Would like to know more about teacher PD and teacher experiences/teacher feedback.

There is continued work around staffing including strategies for recruitment, benefits, professional growth and hard to fill positions. Staffing challenges are not unique to Ralston so the work that Jason and the administration is doing to provide each individual a voice and professional support will continue to be invaluable in attracting and retaining talented, engaged staff.

(7) Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators and Evidence

1. Ensures business processes and systems are in place for budgeting and financial planning.

○ Evidence: Board reports on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective use of business processes and systems in all aspects of the district's finances.

2. Communicates expectations that align board and district vision with the use of physical and financial resources of the district.

○ Evidence: Board reports and presentations on use of physical and financial resources reflect an alignment with the district's shared vision, strategic direction, district or school improvement plans, and the priority of student learning and student success.

3. Uses a systems approach that optimizes the use of facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.

○ Evidence: Short-term and long-term plans for facilities and transportation are available and routinely updated; facilities are clean, updated, safe, and secure. Facilities, grounds and vehicles are well-maintained, clean and safe. Schools and classrooms are inviting, engaging and student-centered.

4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources of the district.

○ Evidence: District policies, procedures, and practices define processes for handling conflict, and routine communication keeps board members informed of operational issues and the resolution of such issues.

Unsatisfactory

-Business processes are out of date and not clearly linked to student learning and success

-Facilities/Transportation are not up-to-date, clean, safe, and secure

-Little evidence of building consensus, managing conflict, and resolving operational issues

Basic

-Most business processes in place and using current best practices but not clearly linked to student learning and success

-Some evidence of facility/transportation planning, with fairly clean and safe facilities

-Manages operational issues with little or no conflict

Proficient

-Business processes are in place using current best practices with a clear priority on student learning and success

-Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure

-Manages operational issues with little or no conflict and builds some consensus

Distinguished

-Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success

-Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles

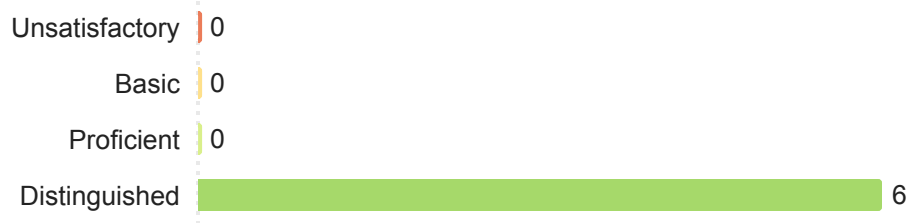
-Identifies and resolves operational issues, manages conflict, and builds consensus

(7) Systems Leadership and Management

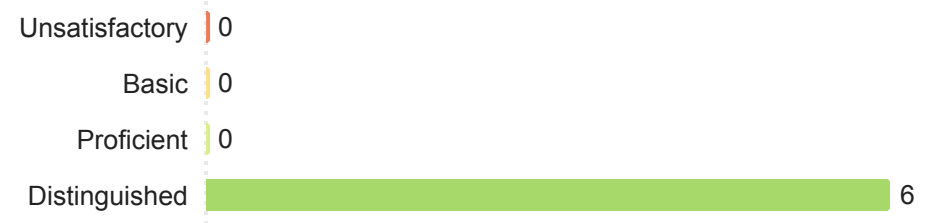
Effective Practice	Fall 2024 Average
Systems Leadership and Management	4.00

Effective Practice	Spring 2024 Average
Systems Leadership and Management	4.00

Fall 2024



Spring 2024



Fall 2024 Narrative:

This is Jason’s area of expertise—finances, construction, and maintenance. The district is in a strong financial position, and our buses are on a scheduled replacement plan. Over the past two years, Jason has successfully overseen the construction of one elementary school, the remodel and upgrade of five others, and the development of a new sports complex, along with the logistics of all related moves. The middle school remodel is currently in progress, and the high school is next on the list. He is a responsible steward of the district’s finances, especially as we face upcoming challenges. I am confident that he will proactively seek solutions for the board's consideration.

Financial planning continues to be a strong area. His knowledge around district and state finance has helped to maintain a fair balance to taxpayers while promoting increased efficiencies and opportunities within the district.

This is definitely one of Jason’s strongest areas.

This is an area of expertise, for Mr. Buckingham. The leadership of Mr. Buckingham is a large part of the district's ability to complete all the major and much needed updates. A huge thank you to Mr. Buckingham and his leadership abilities.

Mr. Buckingham excels in the areas of financial planning and managing the resources in a way that ensures a safe, efficient, and effective learning environment. This has been a focus for the district as we have worked through the bond projects at each facility. All of the schools now have secured entries! He looked for creative solutions to optimize the budget such as rebates, grants, and even selling used equipment that can be refurbished. Mr. Buckingham is proactive in addressing vehicle replacement to stay ahead of the district's transportation needs.

This has always been and will continue to be an area of strength for Jason.

(8) Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

1. Creates a school system in which shared vision on equity and equitable practices are the norm.
 - Evidence: District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.
2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.
 - Evidence: District policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.
 - Evidence: The superintendent uses oral and written communication strategies, and problem-solving strategies with the board, staff, students, parents, and the community that convey a positive and responsive culture of high expectations.

Unsatisfactory

- Little of no evidence of a shared vision on equity or equitable practices
- Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust
- Little or no evidence of a responsive culture of high expectations

Basic

- Some evidence of shared vision on equity and equitable practices
- Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust
- Some evidence of a responsive culture of high expectations

Proficient

- Shared vision on equity and equitable practices is evident through professional learning
- Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures
- Communication processes promote a culture of high expectations for self, staff, and all students

Distinguished

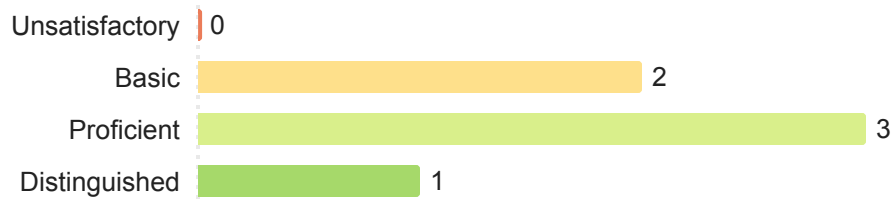
- Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey
- Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey
- Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students

(8) Equity, Climate, and Culture

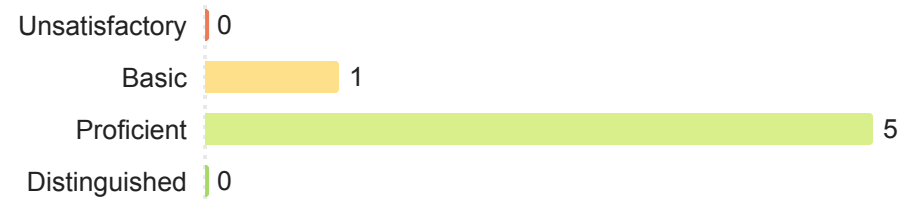
Effective Practice	Fall 2024 Average
Equity, Climate, and Culture	2.83

Effective Practice	Spring 2024 Average
Equity, Climate, and Culture	2.83

Fall 2024



Spring 2024



Fall 2024 Narrative:

This year we had flooding in one of our neighborhoods and KW had to be closed for the day. After making the announcement, Mr. Buckingham went to the building and waited in a safe area to let families that missed the message know that school was closed, greeting each one with a smile and an explanation. When 5 out of 6 of our elementary schools had to be moved, he showed up and helped move boxes and furniture, and not just once but 9 times he moved a full school this year. And when it comes time to do the right thing he shows up, every single time.

Mr. Buckingham is setting the tone for the district by being the leader we need every single day. Whether he is helping move an elementary, warning folks of flooding, or driving the shuttle bus to Westside, his exemplary behavior and willingness to go the extra mile is what students and staff see daily. That hard work and drive is already shaping our culture in ways not yet see.

Mr. Buckingham monitors district climate through the Strategic Plan survey that engaged students, staff, families, board members, and the community. The district partners with a number of resources like Arbor Family and One World to ensure social and emotional well being of students and staff. The district has a robust communication plan that includes engaging the news media, social media, weekly email news letters, and print mail. The district provides professional learning to reinforce our shared vision of equity and equitable practices. I would add that great care was taken throughout the remodeling projects to ensure the well being of students, staff, and teachers.

I trust that Mr. Buckingham will continue to evaluate the continued needs of each school, in our district.

Would like to hear more feedback from teachers and families around this topic.

Equity, climate and culture are not easily measured or changed in a short period of time. The current status seem to reflect a 'can do' attitude which is a direct correlation to Jason's servant leadership approach and high expectations. The work around making sure that each building provides a safe and equitable learning environment is helping to ensure that every student has sufficient chance to excel.

Our district is diverse, necessitating a variety of innovative approaches to teaching and learning. Jason and his team are dedicated to creating an inclusive and equitable environment for all our students. They are committed to this ongoing process.

(9) Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators and Evidence

1. Leads with dignity and respect.

○ Evidence: The superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that convey dignity and respect.

2. Ensures implementation of policy and practice is consistent.

○ Evidence: District policies and procedures guide the decision-making process to be just, fair, and equitable; and the superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that demonstrate decisions are just, fair, and equitable.

3. Models and articulates ethical behavior.

○ Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent models and leads with integrity and ethical behavior.

4. Consistently holds others in the district accountable for demonstrating integrity and ethical behavior.

○ Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.

5. Participates in professional growth and leadership opportunities to model the continuous improvement needs of self and the organization.

○ Evidence: The superintendent's professional development plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.

Unsatisfactory

-Does not demonstrate dignity or respect when communicating with students, staff, families, or community members

-Decisions do not appear to be just, fair, or equitable

-Does not model or hold others accountable for demonstrating ethical behavior

-Does not participate in professional development or leadership activities

Basic

-Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members

-Decisions do not consistently appear to be just, fair or equitable

-Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior

-Participates in some professional development

Proficient

-Demonstrates dignity and respect when communicating with students, staff, families, or community members

-Most decisions appear to be just, fair, or equitable

-Models ethical behavior and generally holds others accountable for demonstrating ethical behavior

-Participates in professional development that is aligned with district vision and direction

Distinguished

-Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members

-Decisions consistently appear to be just, fair, and equitable

-Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior

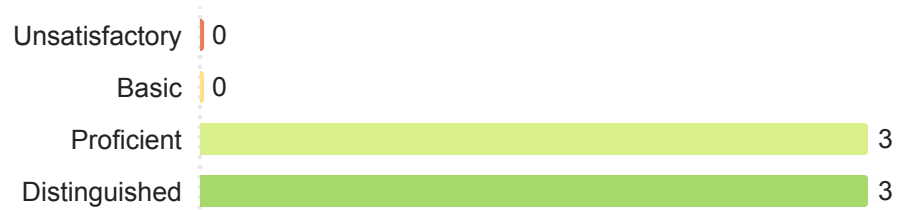
-Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community

(9) Leadership, Conduct, and Professional Growth

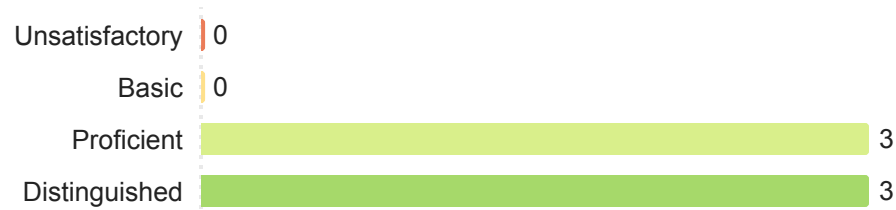
Effective Practice	Fall 2024 Average
Leadership, Conduct, and Professional Growth	3.50

Effective Practice	Spring 2024 Average
Leadership, Conduct, and Professional Growth	3.50

Spring 2024



Spring 2024



Fall 2024 Narrative:

Jason models self improvement through personal learning and acknowledges his personal shortcomings which he works hard to course correct. He holds himself to a high professional standard and expects the same from the Ralston cabinet, staff and students.

This is another area of clear strength

Jason leads with integrity, honesty, and a generous spirit. Board members have confidence in Jason and his team.

Mr. Buckingham leads with integrity and demonstrates a high level of personal and professional conduct, at all times.

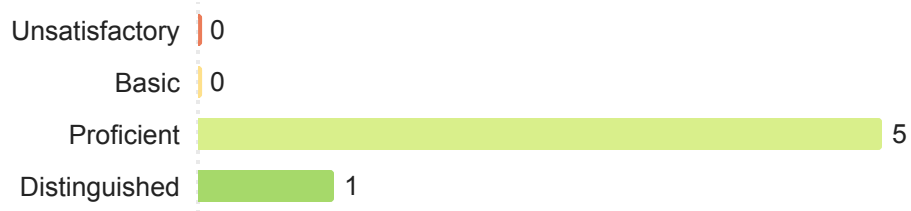
Mr. Buckingham models ethical behavior and treats everyone with dignity and respect. He follows district policies and procedures. He is focused on greater accountability for staff and students. He provides and participates in professional learning opportunities. His own professional engagement/development includes participation in organizational meetings within the learning community such as GNSA, MOEC, ESU3, NSCAS, and NASB.

When talking to a fellow board member about Jason, she remarked, "we struck gold there". and I am not sure that I could agree more. Mr. Buckingham has dedicated his life to us and the principles mentioned above. This job is not about ego for him but pride. Pride in a district that he loves, that he has grown and matured in, and one that will hopefully see him to the end of his career. We absolutely chose the right person for this job and I can't wait to see where we go from here.

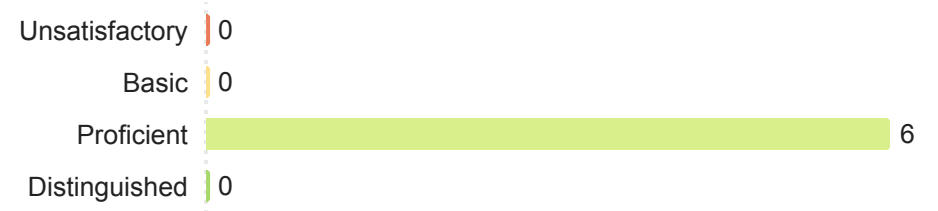
Summary of Evaluation

Effective Practice	Spring 2024 Average	Effective Practice	Spring 2024 Average
Summary of Evaluation	3.17	Summary of Evaluation	3.00

Fall 2024



Spring 2024



Fall 2024 Narrative:

Jason continues to impress us with his stamina and steady demeanor. It's remarkable how effectively he has managed multiple construction projects while mastering a new role and building an exceptional leadership team. His dedication and attention to detail have resulted in significant improvements across the board.

Jason is doing an excellent job in his second year as superintendent. I look forward to leaning more about how families and teachers are engaged and this voices heard.

Jason, keep going, keep working, keep trusting. You are doing a great job.

Overall solid performance, excelling in the areas of Finance, Systems Leadership, and Collaboration. The district is on solid ground financially and on track to complete our bond initiative projects in 2026 on budget and ahead of schedule. This is no small undertaking with 9 school moves and multiple projects running simultaneously. We are delivering on the promises that we made to our community during our initial meetings. We have secure entries, updated HVAC systems, new technology, and new interior finishes. In addition, Mr. Buckingham has been a visible presence in our schools and at the extracurricular events. He has engaged with the learning community through GNSA, MOEC, ESU3, NASB, and NSCAS as well as the Ralston Schools Foundation, Wiebe Foundation, and The Bridge.

The opportunities are in the areas of Teaching & Learning and Continuous Improvement. Foundational changes have been made to the accreditation system, new math curriculum, and changing focus to attendance and reading proficiency. Preliminary reports show we are beginning to see results but it is too early to assess.

Overall, this year under the leadership of Mr. Buckingham has been a positive experience. While we have some work to do as a district there are still some positive happenings occurring, under his leadership.

The improvement seen in the Ralston school district over the last 1.5 years under Jason's leadership has been impressive. The hard work is appreciated and will continue to pay dividends in future years.

Superintendent's Response

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent's personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)



Ralston Public Schools
Superintendent Evaluation
2024 Executive Summary



Executive Summary

Superintendent Buckingham and the Board both identified **Systems Leadership and Management** as an area of strength with **Board, Policy, and the Education System** rating consistently high as well. The Board overwhelmingly agreed that the “district is in a strong financial position” with Superintendent Buckingham excelling in the area of policy and communication. **Teaching and Learning** and **Personnel Leadership** were identified as areas of growth by both the Board and Superintendent Buckingham, with **Equity, Climate, and Culture** identified as an area of improvement by the Board alone. Specific areas of growth focus on communicating with the board regarding “teacher professional development and teacher experiences/feedback.” The standards of **Continuous Improvement and Accountability** and **Leadership, Conduct, and Professional Growth** were also identified as potential areas of improvement by the Board and Superintendent Buckingham, respectively.

Superintendent and Board open-ended comments for each standard can be found in the Superintendent Self-Evaluation and Board Evaluation, respectively.

TOP (3) PRIORITY AREAS OF GROWTH: to be addressed through superintendent goals.

1. Teaching and Learning
2. Personnel Leadership
3. Equity, Climate, and Culture

NASB Proposed Superintendent Goal

NASB has identified one superintendent goal for the district to consider based upon the standard **Personnel Leadership**. We recommend that the district utilizes the other identified areas of improvement from the evaluation to develop additional superintendent goals going forward.

Superintendent Goal 1: The Superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

- a. Continue to advocate for a more diverse staff, reflective of the Ralston community.
- b. Continue to find strategies for recruitment, benefits, and professional growth.
- c. Communicate regularly with the board regarding staff development, teacher experiences, and teacher feedback.

Superintendent Evaluation Comparison Analysis

Scale: 1.00-4.00; 4.00=Highly Effective; 1.00=Needs Improvement

The nine standards of the Ralston Superintendent Evaluation describe the structures and dynamics of an effective Superintendent. These standards were aligned to the Professional Standards for Educational Leaders (PSEL). The PSEL standards emphasize foundational principles of leadership, reflecting the interdependent relationship between educational leadership and student learning.

STANDARD I: SHARED VISION AND STRATEGIC DIRECTION

PSEL STANDARD I: Mission, Vision, and Core Values

The Superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district core values, beliefs, and priorities.

	Spring 2024	Fall 2024
Average Board Score	2.50	3.50 ↑
Average Self Score	3.00	4.00 – Highest Standard ↑

STANDARD II: BOARD, POLICY, AND THE EDUCATION SYSTEM

PSEL STANDARD IX: Operations and Management

The Superintendent provides direction for the board in policy development and district governance within the political, social, economic, legal context in which the district exists.

	Spring 2024	Fall 2024
Average Board Score	3.33	3.67 ↑
Average Self Score	3.00	4.00 ↑

STANDARD III: COLLABORATION WITH FAMILIES AND COMMUNITY

PSEL STANDARD VIII: Meaningful Engagement of Families and Community

The Superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

	Spring 2024	Fall 2024
Average Board Score	2.67	3.17 ↑
Average Self Score	2.00	3.00 ↑

STANDARD IV: CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

PSEL STANDARD IV: Curriculum, Instruction, and Assessment

The Superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

	Spring 2024	Fall 2024
Average Board Score	2.50	2.83 ↑
Average Self Score	3.00	3.00

STANDARD V: TEACHING AND LEARNING

PSEL STANDARD IV: Curriculum, Instruction, and Assessment

The Superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

	Spring 2024	Fall 2024
Average Board Score	2.17-Lowest Standard	2.50 - Lowest Standard ↑
Average Self Score	2.00-Lowest Standard	2.00

STANDARD VI: PERSONNEL LEADERSHIP

PSEL STANDARD VI: Professional Capacity of School Personnel

The Superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

	Spring 2024	Fall 2024
Average Board Score	2.83	2.83
Average Self Score	3.00	2.00-Lowest Standard ↓

STANDARD VII: SYSTEMS LEADERSHIP AND MANAGEMENT

PSEL STANDARD IX: Operations and Management

The Superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

	Spring 2024	Fall 2024
Average Board Score	4.00-Highest Standard	4.00-Highest Standard
Average Self Score	4.00 - Highest Standard	4.00

STANDARD VIII: EQUITY, CLIMATE, CULTURE

PSEL STANDARD VII: Professional Community for Teachers and Staff

The Superintendent fosters and monitors the district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

	Spring 2024	Fall 2024
Average Board Score	2.83	2.83
Average Self Score	3.00	3.00

STANDARD IX: LEADERSHIP, CONDUCT, AND PROFESSIONAL GROWTH

PSEL STANDARD II: Ethics and Professional Norms

The Superintendent leads with enthusiasm, fairness, and integrity, demonstrates a high level of personal and professional conduct, participates in professional learning opportunities, and models continuous improvement.

	Spring 2024	Fall 2024
Average Board Score	3.50	3.50
Average Self Score	3.00	3.00

Important Instructions

The superintendent evaluation is a personnel document; therefore, it is not subject to a public record request. This protects the document if it is brought to the board table during the board meeting.

At the conclusion of the evaluation discussion, the board must:

- Vote to accept the superintendent evaluation summary, in open session
- Return their individual copy of the evaluation and the executive summary to the Board President for appropriate and secure disposal.
- The Superintendent and Board President will sign, and date one copy and that official copy will be placed in the superintendent's personnel file. A copy of the board summary resides on a secure server at the Association and is always available to the board if needed.
- It is recommended that the board adopt a timeline and develop goals to address the improvement and growth of the superintendent's performance in the identified areas as set forth in the evaluation summary.

Please note: If the board would value additional support from the NASB Board Leadership Department to facilitate the development of goals, a board retreat will be scheduled and the fee for the evaluation will be waived. A board retreat fee will be assessed plus reasonable travel expenses.

CONFIDENTIAL



Ralston Public Schools Superintendent Self-Evaluation

Fall 2024

with Spring 2024 Comparisons

Superintendent Jason Buckingham



Effective Practices Overview

(listed highest to lowest)

<u>Self-Evaluation Fall 2024</u>	<u>Self-Rating</u>	<u>Self-Evaluation Spring 2024</u>	<u>Self-Rating</u>
(1) Shared Vision and Strategic Direction	4.0	(7) Systems Leadership and Management	4.0
(2) Board, Policy, and the Education System	4.0	(1) Shared Vision and Strategic Direction	3.0
(7) Systems Leadership and Management	4.0	(2) Board, Policy, and the Education System	3.0
(3) Collaboration with Families and Community	3.0	(4) Continuous Improvement and Accountability	3.0
(4) Continuous Improvement and Accountability	3.0	(6) Personnel Leadership	3.0
(8) Equity, Climate, and Culture	3.0	(8) Equity, Climate, and Culture	3.0
(9) Leadership, Conduct, and Professional Growth	3.0	(9) Leadership, Conduct, and Professional Growth	3.0
(5) Teaching and Learning	2.0	(3) Collaboration with Families and Community	2.0
(6) Personnel Leadership	2.0	(5) Teaching and Learning	2.0

Averages range from 1.00-4.00 with averages closer to 4.00 indicating strengths and averages close to 1.00 indicating areas for growth.

Scale: Unsatisfactory (1.00); Basic (2.00); Proficient (3.00); Distinguished (4.00)

(1) Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

Indicators and Evidence

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
 - *Evidence: Documentation of a shared vision and strategic direction supports high expectations of student achievement and accomplishment, developed with specific strategies, measurable outcomes and timelines.*
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
 - *Evidence: Documentation of collaborative development of the shared vision and strategic direction involving board members and key community constituents.*
3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.
 - *Evidence: Community engagement meetings and surveys solicit input and feedback on the vision and strategic direction from diverse stakeholders and constituents.*
4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.
 - *Evidence: Board, staff, community presentations and updates routinely model commitment to the shared vision and strategic direction.*
5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.
 - *Evidence: Newsletters, articles, and information on the district website routinely provide constituents with information and updates related to the shared vision and strategic direction.*
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.
 - *Evidence: Feedback processes such as surveys, formal and informal meetings, or committees solicit input from students, parents, teachers, administrators, board members, and the community.*

Unsatisfactory

- Shared vision and strategic direction are not documented
- Constituents and stakeholders have no or limited engagement in the vision/direction
- No evidence of routine feedback or review

Basic

- Vision or direction is documented
- Some evidence of constituent engagement
- Some evidence of feedback and review

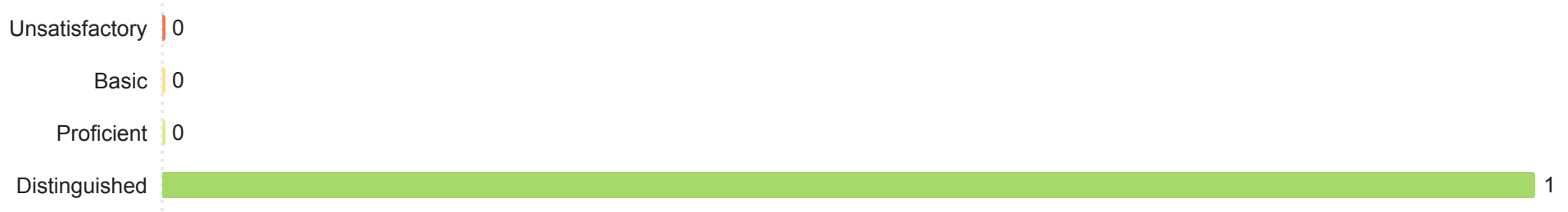
Proficient

- Vision and direction are documented and used to guide the district
- Evidence of engagement with constituents in development and implementation of strategic direction
- Evidence of progress, feedback, and review

Distinguished

- Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district
- Evidence of engagement with constituents in development and implementation of strategic direction
- Evidence of progress, feedback, and review including input from board, administrators, teachers, students, and parents

(1) Shared Vision and Strategic Direction



Effective Practice	Average
Shared Vision and Strategic Direction	4.00

Spring 2024 Response:
1. 3.00

Narrative:

We have taken several steps over the course of the last calendar year to gather information from our students, parents, staff, BOE and our community in developing our 5 year strategic plan. We have also made a significant change to our continuous improvement process and have redesigned our District Steering Committee to provide better, more responsive guidance on our path.

Evidence includes:

- Survey results
- BOE retreats
- Subcommittee agendas
- Construction Updates
- BOE agendas
- Strategic Plan Process and presentation (most recent was during a professional development day on 10/14/2024)
- Transition to Frameworks as our accreditation vehicle

(2) Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Indicators and Evidence

1. Actively and continually fosters board relationships, and keeps board members informed and engaged in development.
 - Evidence: Board agendas and board communication keep board members informed; and strategies, such as board committees or board professional development, keep board members engaged in a proactive process focused on district needs and policy priorities.
2. Proactively responds to district needs and policy priorities.
 - Evidence: Board agendas, reports, and communication are used to inform board and community members on district needs and policy priorities.
3. Provides leadership in the compliance, review, and development of local policy.
 - Evidence: Board policies are current, aligned with state and local policy, and keep the district in compliance with state and federal regulations.
4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision and strategic direction.
 - Evidence: Reports to board members and staff demonstrate up-to-date information on state or federal policy, as needed.
5. Collaboratively works to influence local, district, state, and national decisions impacting
 - Evidence: Board reports, board communication, and professional development show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact student learning.

Unsatisfactory

- Limited or inconsistent communication with board members
- Policies are outdated, not in compliance with state or federal law, or not routinely reviewed
- No evidence of collaborative practice to influence decisions impacting student learning

Basic

- Provides updates and communicates regularly with board members
- Policies are routinely updated
- Uses some collaborative strategies at the local level

Proficient

- Engages board members in district needs and policy priorities
- Policies are consistently reviewed and developed to incorporate state or federal policy, as needed
- Some evidence of strategies to influence local, state, and national decisions

Distinguished

- Actively and consistently engages board members in district needs and policy priorities
- Evidence of leadership in compliance, review, and development of local policies
- Evidence of collaborative support to influence local, state, and national decision

(2) Board, Policy, and the Education System



Effective Practice	Average
Board, Policy, and the Education System	4.00

Spring 2024 Response:
2. 3.00

Narrative:

We are most of the the way through our extensive policy review process. We have updated many policies to fit best with our practices at RPS. We have consistently been involved in legislation at the state level. I personally serve as the co-chair of the GNSA Legislative Committee, and am involved in weekly meetings to provide legislative updates to our membership.

Evidence includes:

- Policy Review schedule
- BOE Agenda with Legislative updates
- Testimony, both written and in-person at the Unicameral Subcommittee meeting agenda
- BOE annual calendar
- GNSA

(3) Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Indicators and Evidence

1. Communicates regularly and openly with families and stakeholders in the community about the district, school(s), students, needs, challenges and accomplishments.
 - Evidence: Newsletters, newspaper articles, web articles, and communication plan/goals exist with timelines and benchmarks.
2. Maintains a presence in the district/school community to understand its strengths and needs.
 - Evidence: Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.
3. Understands and is engaged with community needs, priorities, and resources.
 - Evidence: Community surveys, data on community needs, and community engagement plan/goals exist with timelines and benchmarks.
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.
 - Evidence: Reports, presentations, and updates demonstrate collaboration within organizations; and activities and professional development reinforce collaboration between administrators and teachers. Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community. School climate surveys include input from students, teachers, parents and the community, and results are shared internally and externally.
 - Evidence: Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.

Unsatisfactory

- Little or no evidence of collaboration in the organization
- Little or no evidence of consistent communication with families and stakeholders
- Little or no evidence of engagement with community organizations, or community activities
- Little or no evidence of identification of community needs, priorities, or resources

Basic

- Some evidence of collaboration in the organization
- Some communication of school activities with families through newsletters and/or district website
- Participates in some community organizations or activities such as the Chamber and service organizations
- Demonstrates awareness of community needs, priorities, and resources

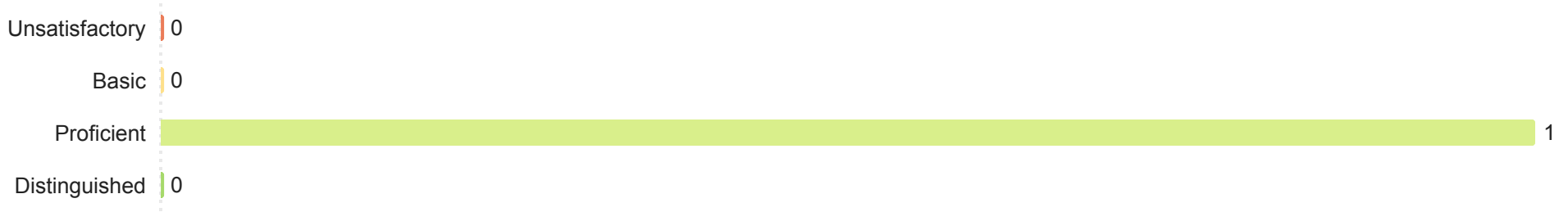
Proficient

- Routinely collaborates with board members and staff
- Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement
- Actively involved in community organizations or activities, such as the Chamber, or service organizations
- Recognizes some community needs, priorities, or resources in the district and school planning.
- Ensures engagement of administrators, teachers, families, and community

Distinguished

- Models collaboration and supports staff collaboration throughout the organization
- Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement
- Provides leadership and active participation in community organizations or activities such as the Chamber or service

(3) Collaboration with Families and Community



Effective Practice	Average
Collaboration with Families and Community	3.00

Spring 2024 Response:
3. 2.00

Narrative:

This has been an area of improvement over the past year. I am trying to actively attend as many school events as my schedule allows. In addition to the school community, I am also serving on the Board of Directors for the Wiebe Foundation and the Bridge Board. I have attended many meetings outside of our organization, including but not limited to: the Learning Community, Ralston City Council, meetings with the American Legion, Ralston Area Baseball Association, Avenue Scholars and the Greater Nebraska Schools Association.

Evidence includes:

- Attendance at all open houses for our elementary, middle and high school buildings
- Board membership for the Wiebe Foundation and the Bridge
- Attending Avenue Scholars events
- Meetings with several Senators and the Governor
- Participation at events like the Meadows Bingo Night, PTO fundraisers, RMS and RHS activities/athletics

(4) Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators and Evidence

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.
 - Evidence: Board policies and procedures define a system of accountability and reports and presentations keep the board and community informed about district and school accountability.
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
 - Evidence: Board reports and presentations keep the board informed of emerging trends and innovative strategies to continually improve all schools in the district.
3. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
 - Evidence: Robust, comprehensive strategic/school improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and benchmarks aligned with state and national indicators of quality and best practice.
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
 - Evidence: Multiple data sources are used and clearly explained in board reports and board recommendations.
5. Engages families and communities on student needs, successes, and challenges on a regular basis.
 - Evidence: Administrative and board reports routinely provide information regarding activities to engage the family and community on student needs, successes, and challenges.
6. Aligns district processes with state and national indicators of quality, accreditation, and accountability.
 - Evidence: Board reports provide information on school and district accountability and accreditation (NDE Rule 10); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.

Unsatisfactory

- Little or no evidence of innovation or continuous improvement
- Little or no evidence of student information guiding decision-making
- Little or no evidence of use of quality indicators to guide district planning or practice

Basic

- Some evidence of continuous improvement and innovation
- Student information is used to guide decision-making
- Some quality indicators/accreditation standards guide district planning and practice

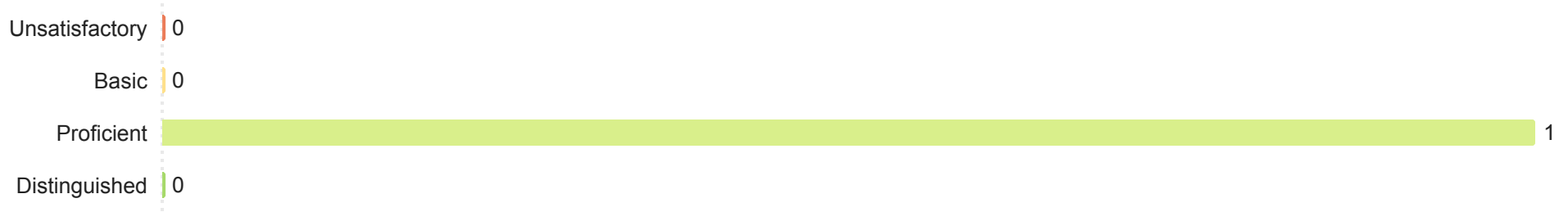
Proficient

- Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process
- Information on student progress and achievement is used for planning and decision-making
- Alignment between district and state quality indicators for accreditation and accountability

Distinguished

- Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation
- Comprehensive and current information on student progress and achievement is available and utilized in decision-making
- Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability

(4) Continuous Improvement and Accountability



Effective Practice

Average

Continuous Improvement and Accountability

3.00

Spring 2024 Response:
4. 3.00

Narrative:

Over the course of the last year, we have made attendance and reading our two major priorities for our district. We have made very solid gains in the area of attendance, and our preliminary results on the NSCAS for reading proficiency look promising. At the time of this writing, we have our preliminary results and designations, and they indicate every school in our district has been rated at good, great or excellent. This is an improvement over our ratings from the previous year. We have much work to do in this area, and we are very aware of how important it is for our district to continually show improvement. We are capable of greater growth than we have shown to this point, and with time, we are going to continue to show that growth on our assessments.

Evidence includes:

- School Improvement change to Frameworks
- CKLA implementation and ongoing training
- NSCAS preliminary results
- Progress monitoring changes
- Monitoring and communicating the importance of attendance and its impact on achievement
- Focus on greater accountability to staff and students

(5) Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

1. Ensures the implementation of a coherent system of curriculum, instruction and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.
 - Evidence: District curriculum and program expectations have been board approved and are available for review; information on general instructional practices or an instructional framework is available for review; and district assessment and grading practices are board approved, when appropriate and available for review.
2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.
 - Evidence: District or school improvement plans clearly articulate data-driven high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).
3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.
 - Evidence: Board reports, presentations and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using research-based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.
4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.
 - Evidence: District curriculum and program expectations are available for review; and a process for student, parent, and community input is identified in district policy, procedures, or practices.
5. Monitors and supports the implementation of research-based, instructional practices.
 - Evidence: Board reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.

Unsatisfactory

- Little or no evidence of high expectations of student achievement
- Little or no evidence of a written curriculum
- Little or no evidence of programmatic or curriculum review or input
- Little or no evidence of consistency or continual improvement of instructional practices

Basic

- Some evidence of high expectations of student achievement
- Written curriculum is evident in most subject areas
- Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community
- Instructional practices have some consistency and some ongoing improvement

Proficient

- High expectations are clearly and consistently communicated and monitored
- Written curriculum is developed, monitored, and adjusted
- Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community
- Instructional process and practices are consistent with ongoing improvement

Distinguished

- Data-driven high expectations of student achievement and monitoring of progress
- Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted
- Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input
- Continual improvement of Instructional processes is monitored and enhanced with best practices

(5) Teaching and Learning



Effective Practice	Average
Teaching and Learning	2.00

Spring 2024 Response:
5. 2.00

Narrative:

This continues to be an area of focus and an area of needed improvement for our district. We are starting to show some gains in our NSCAS and ACT scores, but we are far from reaching our end goal. Consistency and fidelity in our implementation are our focal points as we continue to work on establishing an instructional model that can be replicated across the district. This area more than any other will take time to show consistent growth.

Evidence includes:

Increased accountability

Data dashboard

Achievement growth on NSCAS Reading/ELA scores

Data toolbox

Changes to District Steering Committee

Changes to math curriculum adoption

Technology implementation in 7 out of 8 buildings

Change in continuous improvement structure

(6) Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators and Evidence

1. Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision and strategic direction.

- Evidence: Board reports, presentations and the district budget reinforce that personnel and financial systems are in place to achieve the district's vision and strategic direction.

- Evidence: Budget and hiring processes and timelines are available and communicated to the board members and the community.

2. Implements human resources systems and processes that address:

- recruitment, hiring and induction;

- evaluation and retention; and

- short-term and long-term planning reflective of personnel needs.

- Evidence: Communication processes inform board members and community regarding recruitment and employment opportunities within the school district. District procedures are in place and available for review by board members and the community regarding the evaluation process of all personnel. Strategies for recognition and positive reinforcement of all personnel are used to support retention. Board reports, presentations, and personnel data reflect district policies and procedures are in place and consistently used to support personnel needs in the district. Short-term and long-term plans are in place to support recruitment, development and retention of all personnel.

3. Creates a comprehensive system of professional development for all personnel.

- Evidence: District policies, procedures and practice define professional development expectations. School improvement plans delineate professional development expectations and needs for improving student achievement. The superintendent's professional development plan aligns with district needs and priorities and demonstrates a commitment to lifelong learning.

Unsatisfactory

- Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan

- Little or no evidence of short or long-term personnel planning

- Little or no evidence of modeling lifelong learning

Basic

- Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction

- Some evidence of short-term and long-term personnel planning

- Some evidence of participation in lifelong learning activities

Proficient

- Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction

- Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place

- Evidence of ongoing modeling of lifelong learning

Distinguished

- Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction

- Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored

- Models lifelong learning by engaging and applying ongoing professional development

(6) Personnel Learning



Effective Practice	Average
Personnel Learning	2.00

Spring 2024 Response:
6. 3.00

Narrative:

We have a long-term vision for where we would like our hiring practices to be, however we are still in the early stages of making these changes. We have started sending additional administrative staff to recruiting fairs in an attempt to "tell our story" from the building level. Attracting diverse staff at the classified level has improved, however we have much work to do in attracting certified employees to our district.

- Evidence includes:
- Increased PD opportunities
 - Inclusion of recruitment efforts in our Strategic Plan
 - PD for new hires
 - Addition of principals to our recruitment efforts at career fairs.

(7) Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators and Evidence

1. Ensures business processes and systems are in place for budgeting and financial planning.

○ Evidence: Board reports on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective use of business processes and systems in all aspects of the district's finances.

2. Communicates expectations that align board and district vision with the use of physical and financial resources of the district.

○ Evidence: Board reports and presentations on use of physical and financial resources reflect an alignment with the district's shared vision, strategic direction, district or school improvement plans, and the priority of student learning and student success.

3. Uses a systems approach that optimizes the use of facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.

○ Evidence: Short-term and long-term plans for facilities and transportation are available and routinely updated; facilities are clean, updated, safe, and secure. Facilities, grounds and vehicles are well-maintained, clean and safe. Schools and classrooms are inviting, engaging and student-centered.

4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources of the district.

○ Evidence: District policies, procedures, and practices define processes for handling conflict, and routine communication keeps board members informed of operational issues and the resolution of such issues.

Unsatisfactory

-Business processes are out of date and not clearly linked to student learning and success

-Facilities/Transportation are not up-to-date, clean, safe, and secure

-Little evidence of building consensus, managing conflict, and resolving operational issues

Basic

-Most business processes in place and using current best practices but not clearly linked to student learning and success

-Some evidence of facility/transportation planning, with fairly clean and safe facilities

-Manages operational issues with little or no conflict

Proficient

-Business processes are in place using current best practices with a clear priority on student learning and success

-Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure

-Manages operational issues with little or no conflict and builds some consensus

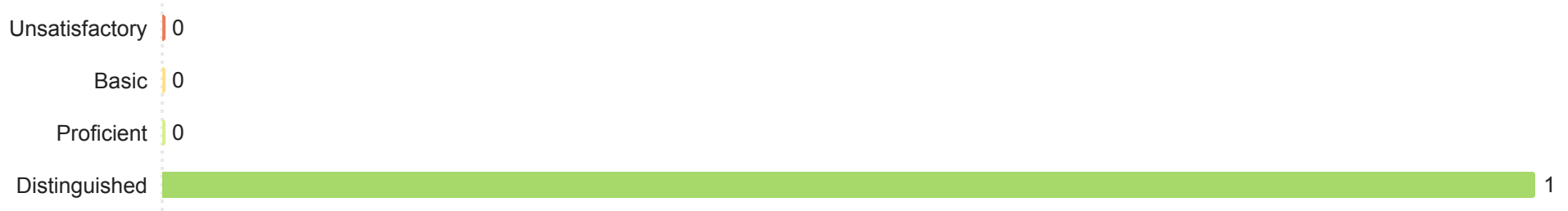
Distinguished

-Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success

-Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles

-Identifies and resolves operational issues, manages conflict, and builds consensus

(7) Systems Leadership and Management



Effective Practice

Average

Systems Leadership and Management

4.00

Spring 2024 Response:
7. 4.00

Narrative:

This is an area of strength for me, as is evidenced in the work completed over the last 16 months. Our financial position remains good, and we have been able to complete several remodels and construction projects. Nine full school moves in 18 months, and the essential completion of the remodel/building of six elementaries are a highlight in this area.

Evidence includes:

Bond Plan

Building and Grounds subcommittee

Negotiations

Grant writing

Development of Facility maintenance plan post-bond.

(8) Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

1. Creates a school system in which shared vision on equity and equitable practices are the norm.
 - Evidence: District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.
2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.
 - Evidence: District policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.
 - Evidence: The superintendent uses oral and written communication strategies, and problem-solving strategies with the board, staff, students, parents, and the community that convey a positive and responsive culture of high expectations.

Unsatisfactory

- Little of no evidence of a shared vision on equity or equitable practices
- Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust
- Little or no evidence of a responsive culture of high expectations

Basic

- Some evidence of shared vision on equity and equitable practices
- Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust
- Some evidence of a responsive culture of high expectations

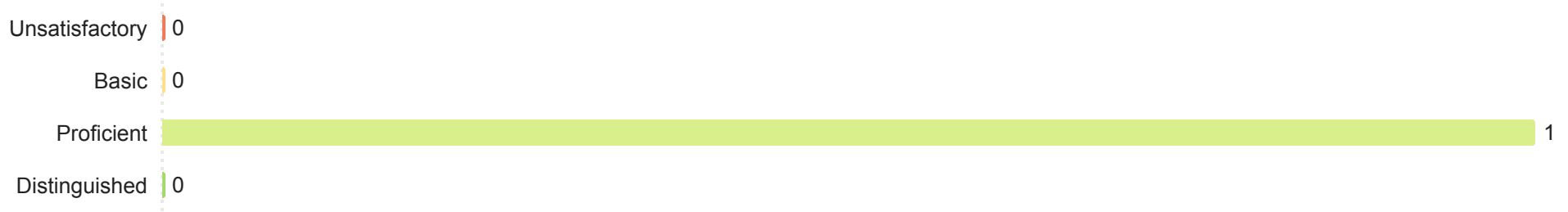
Proficient

- Shared vision on equity and equitable practices is evident through professional learning
- Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures
- Communication processes promote a culture of high expectations for self, staff, and all students

Distinguished

- Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey
- Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey
- Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students

(8) Equity, Climate, and Culture



Effective Practice	Average
Equity, Climate, and Culture	3.00

Spring 2024 Response:
8. 3.00

Narrative:

As a part of the leadership team of a very diverse school district, I need to make sure we are providing equitable facilities, staff and resources to everyone of buildings. We monitor closely in each budget how we are expending our resources, and we evaluate on a yearly basis how those funds are distributed. We will continue to solicit and gather data from our students, staff and parents to determine the state of our culture and climate. The results of these surveys will be significant in helping us to understand how our initiatives are proceeding, and if we need to alter our course.

Evidence includes:

Family engagement surveys

Climate surveys

Added staffing in EL, EL newcomer, reading specialist and classroom positions to address the changing needs of our school district.

Arbor Family

One World Van

Strategic Plan survey for parents, staff, students, BOE and our community

(9) Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators and Evidence

1. Leads with dignity and respect.

○ Evidence: The superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that convey dignity and respect.

2. Ensures implementation of policy and practice is consistent.

○ Evidence: District policies and procedures guide the decision-making process to be just, fair, and equitable; and the superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that demonstrate decisions are just, fair, and equitable.

3. Models and articulates ethical behavior.

○ Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent models and leads with integrity and ethical behavior.

4. Consistently holds others in the district accountable for demonstrating integrity and ethical behavior.

○ Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.

5. Participates in professional growth and leadership opportunities to model the continuous improvement needs of self and the organization.

○ Evidence: The superintendent's professional development plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.

Unsatisfactory

-Does not demonstrate dignity or respect when communicating with students, staff, families, or community members

-Decisions do not appear to be just, fair, or equitable

-Does not model or hold others accountable for demonstrating ethical behavior

-Does not participate in professional development or leadership activities

Basic

-Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members

-Decisions do not consistently appear to be just, fair or equitable

-Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior

-Participates in some professional development

Proficient

-Demonstrates dignity and respect when communicating with students, staff, families, or community members

-Most decisions appear to be just, fair, or equitable

-Models ethical behavior and generally holds others accountable for demonstrating ethical behavior

-Participates in professional development that is aligned with district vision and direction

Distinguished

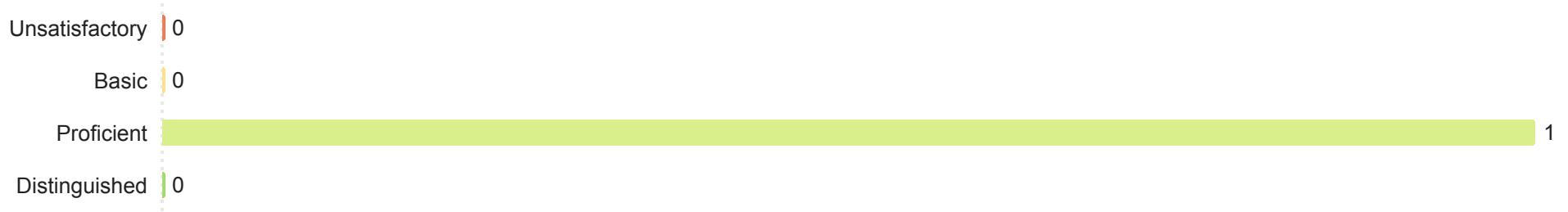
-Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members

-Decisions consistently appear to be just, fair, and equitable

-Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior

-Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community

(9) Leadership, Conduct, and Professional Growth



Effective Practice	Average
Leadership, Conduct, and Professional Growth	3.00

Spring 2024 Response:
9. 3.00

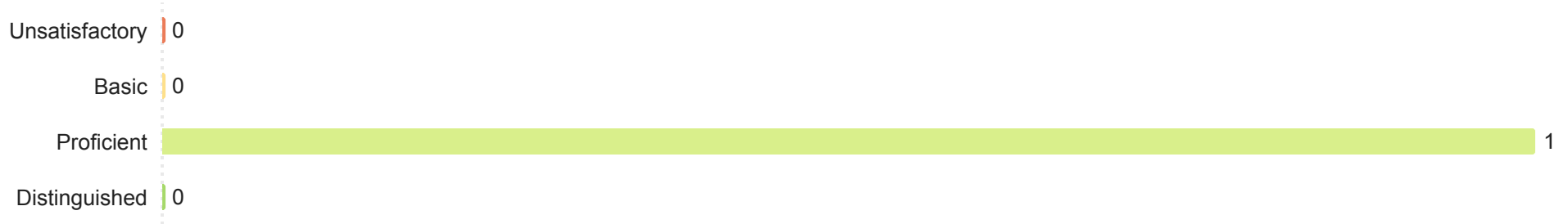
Narrative:

Our administrative decision-making model is based on fairness and accountability at its center. I personally hold myself accountable for the decisions we make as an administrative team. We are in a unique position at RPS in that we have competition from larger districts all around us. Our district and building leadership need to conduct ourselves in a manner that makes this the best place it can be for our students, parents and staff. Holding ourselves up to high standards both ethically and professionally is critical. I also engage in a great deal of professional growth throughout the course of the year, in addition to attending conferences, I am also due to present at the NASB conference in November, and have presented at several GNSA and NCSA functions over the course of the last year.

Evidence includes:

- Co-Chair of the Legislative Committee GNSA
- ESU 3 monthly Superintendent Meetings
- MOEC monthly meetings
- NCSA presenter for new and aspiring superintendents

Summary of Evaluation



Effective Practice

Average

Summary of Evaluation

3.00

Spring 2024 Response:
Summary. 3.00

Narrative:

I feel very blessed to be a part of this chapter of the Ralston Public Schools. The ideas and concepts we have had in remaking the facilities at Ralston, then making those ideas become a reality have been the pinnacle of my career. I am very proud of the work we have been able to accomplish together, and I am very aware of how great a Board of Education we have at RPS. We are able to lead in our district and to be very responsive as situations arise. This is not something that is true in all school districts in our state. I very much appreciate the trust the BOE has bestowed upon our team, and I am looking forward to our next set of priorities. We have much work to do in several areas to continue to improve at RPS, and I'm confident we can do the work with the board and staff we have in place.

4033

Rights of Probationary Certificated Employees

Procedural Entitlement. The superintendent of schools may, at their discretion, notify a probationary certificated employee that their employment contract may not be renewed or may be amended. In the event of consideration of nonrenewal or amendment of a probationary certificated employee's employment contract at the close of the school year, the affected employee shall be provided with written notice of the proposed nonrenewal on or before April 15, including notice that they are entitled to a hearing before the board prior to any final decision on the proposed contract action. To secure such a hearing, the employee must send a written request to the superintendent or the superintendent's designee within seven (7) calendar days of receipt of notice of possible nonrenewal or amendment. An employee who requests a hearing shall be given written notice of the employment-related reasons for the proposed action at least five (5) calendar days prior to the hearing. The hearing shall be an informal hearing at which the employee or the employee's representative shall be given an opportunity to discuss and explain the employee's position regarding continued employment, to present information, and to ask questions of those appearing on behalf of the school district. At the conclusion of the hearing, the board may elect to amend or not renew the contract of a probationary certificated employee for any reason it deems sufficient if the nonrenewal is in accordance with the provisions of Nebraska statutes and is not for constitutionally impermissible reasons.

Hearing by Board Committee. At its discretion, the board may conduct the hearing regarding the nonrenewal or amendment of a probationary employee's employment by a committee of the board that consists of not fewer than three board members. If the board proceeds with a hearing by committee, notice of the hearing must be sent to all board members five (5) days prior to the date of the hearing, the majority opinion of such a committee will constitute a recommendation to the board as a whole, and the final decision must be made by a majority vote of the members of the board without additional hearing. The meeting to make a final determination must be held in open session.

Public Notice of Meeting. The board shall give proper notice of any board meeting in accordance with the Nebraska Public Meetings Law.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 28, 2022

4035

Rights of Permanent Certificated Employees

School district administrators and the board of education shall comply with the requirements of due process in considering the cancellation, amendment or termination of a permanent certificated employee's contract of employment. After compliance with such requirements, the board may cancel, amend or terminate such a contract of employment for just cause as provided in statute, contract or board policy.

The superintendent of schools may, at their discretion, notify a permanent certificated employee that the employee's employment contract may be canceled, amended or terminated.

Mid-Term Cancellation or Amendment. If a certificated employee's employment contract is considered for mid-term amendment or cancellation, the affected employee shall be provided:

A written statement of the alleged grounds for cancellation or amendment of the contract and that such certificated employee's contract may be canceled or amended mid-term as well as the information set out in the section entitled "Procedural Entitlement" below.

Termination or Amendment of a Permanent Employee's Contract. If a permanent certificated employee's employment contract is considered for amendment or termination at the close of the school year, the affected employee shall be provided:

Written notice of the proposed action on or before April 15. If the employee requests a hearing, they shall be given written notice of the alleged grounds for the proposed action at least five (5) days prior to the hearing.

Procedural Entitlement. In the event of the proposed cancellation, amendment or termination of a permanent certificated employee's employment contract, whether mid-term or at the close of the contract year, the affected employee shall be provided with written notice that they are entitled to a hearing before the board prior to any final decision on the proposed contract action. To secure such a hearing, the employee must submit a written request to the secretary of the board, the superintendent or the superintendent's designee within seven (7) calendar days of receipt of notice of possible cancellation, amendment or termination. Upon request, the certificated employee will be provided with notice, at least five (5) days prior to the hearing, of the names of any witnesses who will be called to testify against the certificated employee as well as the general areas of their testimony, and will be given an opportunity to examine any documents that will be presented at the hearing.

Public Notice of Meeting. The board shall give proper notice of any board meeting in accordance with the Nebraska Public Meetings Law.

Employee's Right to Be Represented. A permanent employee shall have the right to be represented at the hearing and shall be given an opportunity to cross-examine all witnesses, examine all documents, and present evidence material to the issues.

Basis of the Board's Decision. A decision to cancel, amend or terminate a permanent certificated employee's contract shall be based solely upon the evidence produced at the hearing and must be agreed to by a majority of the members of the board. If the board cancels, amends or terminates a certificated employee's contract, it shall reduce its findings and determinations to writing and shall deliver a written copy thereof to the certificated employee.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 11, 2022

4036

Crisis Response Team Duties

The school district will use a Crisis Response Team (CRT) to plan and coordinate efforts to deal with an emergency that involves the school, staff, and students. The primary concern will be the safety and welfare of students and staff, followed by the protection and salvaging of property.

The CRT will consist of the superintendent or their designee (who will serve as general coordinator), the principal (who will serve as staff/operations coordinator), the crisis team service leader, and trained crisis counselors including at least one secondary and one elementary staff. Examples of situations that the CRT would address are the death of a student, staff member, local or national leader; an accident or illness involving any of the previously mentioned people; a threat to the safety of students or staff; weather-related disaster; or other incidents that seriously affect the school or serve to disrupt the learning environment.

The superintendent will oversee general operations of the CRT. In the absence of the superintendent, a designated member of the administrative team will assume these responsibilities. Team appointments and assignments may change annually based upon the district's needs.

During a crisis, school will be conducted in as normal and routine a manner as possible. To help provide students and staff with the services to cope with an emergency, the CRT may call upon patrons and school and community professionals who are skilled in providing counseling.

A careful balance must be maintained between the right of the public to information and the rights of the student and staff to privacy and normalcy. All crisis information will remain confidential unless decided otherwise by the general coordinator. The general coordinator will be responsible for dealing with the media and providing information to the public.

Responsibilities of General Coordinator:

1. Pre-Crisis:
 - a. Approve appointments of team members;
 - b. Call meetings;
 - c. Serve as chair of CRT; and
 - d. Inform staff and community of functions of CRT.

2. When Crisis Occurs:
 - a. Compile checklist of activities that must be addressed prior to meeting with CRT;
 - b. Decide whether to convene or postpone school with necessary transportation and scheduling adjustments; and
 - c. Communicate with the president of the board. President of the board will communicate with the remainder of the board.
 - d. Conduct secretarial and custodial meetings to tell them what information to give out and to direct all visitors to the crisis headquarters.
 - e. Communicate as needed with police, civil defense, fire and emergency personnel;
 - f. See that students and staff are appropriately notified after CRT meeting;

- g. Approve press releases and schedule news conferences;
 - h. Serve as approval authority on plans presented by other coordinators; and
 - i. Handle unexpected details as they arise.
3. Post Crisis:
- a. Critique the response strategy of the CRT after the crisis with the CRT; and
 - b. Report on the incident at the next regular (or emergency) board meeting.

Responsibilities of Staff/Operations Coordinator:

1. Pre-Crisis:
- a. Attend meetings;
 - b. Assist in informing staff and community of functions of CRT;
 - c. Arrange for special training as needed.
2. When Crisis Occurs:
- a. Meet with general coordinator;
 - b. Meet with CRT as needed;
 - c. Provide staff with necessary information.
 - d. Provide support services for staff: refer the staff to crisis team service leader as needed, arrange for substitutes to be in the building, arrange for class coverage as needed, and keep staff updated.
 - e. Support services for family: express condolences and offer support, check on financial matters for the family as needed (social security, insurance, retirement).
 - f. Check on funeral arrangements if needed, notify staff and students, and arrange substitutes as needed.
 - g. Support services for students: refer those needing support to counseling services coordinator and assist in calling community personnel as needed.
 - h. Keep records of occurrences as they happen.
3. Post Crisis:
- a. Critique the response strategies and turn in recommendation to the general coordinator; and
 - b. Meet with the CRT.

Responsibilities of Crisis Team Service Leader:

1. Pre-Crisis:
- a. Compile a list of support staff from the community and other area support services, with names and phone numbers; and
 - b. In-service CRT members and selected building personnel regarding specific counseling interventions for crises.
2. When Crisis Occurs:
- a. Meet with the general coordinator;
 - b. Meet with the CRT as needed;
 - c. Evaluate crisis management needs for the day; involve support staff from the community and other agencies as needed;

- d. Arrange for small group and individual crisis counseling for students, staff, and parents as needed;
 - e. Contact area mental health agencies if necessary for referral or additional assistance;
 - f. Arrange to visit classes as needed to make announcements, give details, answer questions, etc.;
 - g. Oversee the use of student records;
 - h. Maintain records for follow-up;
 - i. Liaison with parents as necessary.
3. Post Crisis:
- a. Critique the response strategies used, update the crisis plan, and update counseling records and turn in recommendations to the general coordinator; and
 - b. Arrange for critical incident stress debriefing of CRT members and other involved staff.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 11, 2022

4020
Ownership of Copyrighted Works

Works created by district employees in the course and scope of their employment remain the property of the district. The board may enter into a written agreement with a staff member allowing the staff member to share ownership of a copyright in the covered work. The board will only enter into such an agreement if the written work was created apart from, and in addition to, what the district requires and if the district will not incur an expense to replace the work.

The board hereby expressly grants to other educational entities located within Nebraska a non-exclusive license to use the district's copyrighted works for educational purposes within Nebraska when those works have been placed onto collaborative learning systems within the State.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4034
Staff Handbook

The superintendent or designee shall annually formulate, review and revise a staff handbook that will contain information about the district's employment policies and practices. The staff handbook is an extension of these policies and has the force and effect of board policy when approved by the board of education.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4038
Classified Staff Defined

The term "classified staff" means all employees other than certificated teachers and administrators. Classified staff employees are employed at will, and their employment may be amended or terminated at any time and without any cause.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4038
Classified Staff Defined

The term “classified staff” means all employees other than certificated teachers and administrators.

All classified employees shall follow such general directions as may be given by their immediate supervisor or their building principal.

Classified staff employees are employed at will, and their employment may be amended or terminated at any time and without any cause.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 11, 2022

4040

Privacy of Protected Health Information

The Health Insurance Portability and Accountability Act of 1996 protects certain health information. Prior to obtaining or releasing employees' protected health information, employees may be requested to sign an authorization for the disclosure of health information. If protected health information is requested from a third party, the School District will ensure that protected health information is released only as allowed by federal and state law.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 11, 2022

4041

Staff Dress and Appearance

The attire worn by staff members conveys an important image to students and the general public. Certified staff, paraeducators, and office staff are expected to dress professionally.

The building principal may temporarily suspend all or a portion of the dress code when other factors support a lower dress expectation for school employees.

Custodial, maintenance, and transportation staff should wear their employee uniform during work hours.

Staff must maintain a clean and professional image at all times when representing the district. Staff members who dress unprofessionally or have an appearance that is a distraction to the learning environment will be in violation of this policy and referred to the administration to correct the situation. Staff members who continue to dress in an inappropriate manner will be considered insubordinate and handled accordingly.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 11, 2022

4042

Employee Social Security Numbers

Nebraska law prohibits employers from using or publishing an employee's social security number except under certain specified circumstances. This district shall comply with this law and take reasonable steps to protect the confidentiality of employees' social security numbers. However, neither state law nor this policy prohibits the district from using the last four digits of an employee's social security number as an employee identification number or in any other reasonable manner.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 11, 2022

4044 Staff Election Conduct

The Board recognizes its individual employees' rights of citizenship, including, but not limited to, engaging in political activities. An employee of the District may seek an elective office, provided that the staff member does not campaign on school property during working hours or work on their campaign strategy during school hours, and provided all other legal requirements are met. The District assumes no obligation beyond making such opportunities available.

The following activities are prohibited during an employee's work time (including duty-free lunch and planning periods):

1. Soliciting votes, contributions or support for or against a particular candidate or ballot proposition.
2. Discussing with students opinions regarding a political candidate or ballot proposition unless the topic is part of the approved curriculum.
3. Preparing, displaying, wearing or distributing campaign literature, materials, or signs for or against a candidate or ballot proposition (this prohibition does not apply to bumper stickers on personal vehicles).
4. Soliciting volunteers to assist with a campaign for or against a political candidate or ballot proposition.
5. Preparing for, organizing, or participating in any political meeting, petition, rally, or event.
6. Other prohibited political activity as defined by state law.

The following activities are prohibited at all times:

1. Using any school district resources including, but not limited to, facsimile machines, copy machines, scanners, computers or e-mail accounts, for political campaign activities.
2. Using school district property or facilities for any political campaign activities, unless such use is approved pursuant to school board rules or policy.
3. Spending district funds to urge voters to vote for or against a candidate or ballot proposition
4. Requiring employees to engage in political campaign activities as part of their job duties.

5. Providing employees with additional compensation or benefits for engaging in political activities.
6. Representing an employee's personal political position as the position of the school district or the board of education.

Adopted on: July 25, 2016

Revised on:

Reviewed on: May 9, 2022

4046

Internet Searches Regarding Potential Employees

Members of the administrative team or of a hiring committee (hereinafter “the committee”) may conduct internet research about job applicants by using the following protocol, except that no criminal history record information check shall be made until the school district has determined that the applicant meets the minimum employment qualifications:

1. The committee may Google candidates’ full names and any aliases. Other search engines such as Yahoo or Bing may also be used. The committee may also search candidates’ full names and any aliases on Facebook, MySpace, LinkedIn, Twitter, YouTube, Social Mention and other social networking websites.
2. All applicants or all finalists must have the same research conducted about them. For example, if the committee conducts a search on Google using the name of one applicant in order to determine whether to include that applicant in the list of finalists, the committee must also conduct an identical search of all applicants’ names.
3. The committee may not use deception to gain access to applicants’ social networking pages, blogs or other on-line media.
4. The committee must take reasonable steps to verify the reliability of the information obtained in the search, including consulting with the applicant for confirmation of accuracy, if appropriate.
5. The committee will consider the following information to be relevant in making hiring decisions about an applicant based on information obtained through internet research:
 - a. Disparaging remarks made about current or former co-workers, supervisors or employers,
 - b. Discriminatory, harassing or demeaning behavior or comments,
 - c. Unprofessional, lewd or obscene behavior or remarks,
 - d. Criminal activity
 - e. Information which indicates the applicant will or will not be able to perform the essential functions of the position sought,
 - f. Information which indicates that the applicant is particularly suited or unsuited to the position sought.
6. The committee will retain documents to demonstrate its compliance with this policy with other documentation relevant to the job search.

Adopted on: July 25, 2016

Revised on:

Reviewed on: May 9, 2022

4046

Internet Searches Regarding Potential Employees

Members of the administrative team or of a hiring committee (hereinafter "the committee") may conduct internet research about job applicants by using the following protocol, except that no criminal history record information check shall be made until the school district has determined that the applicant meets the minimum employment qualifications:

1. The committee may conduct internet searches using candidates' full names and any aliases. The committee may also search candidates' full names and any aliases on Facebook, Instagram, LinkedIn, Twitter, YouTube, and other social networking websites.
2. All applicants or all finalists must have the same research conducted about them. For example, if the committee conducts a search on Google using the name of one applicant in order to determine whether to include that applicant in the list of finalists, the committee must also conduct an identical search of all applicants' names.
3. The committee may not use deception to gain access to applicants' social networking pages, blogs, or other on-line media and will not require applicants for employment to provide the district with their username or password to personal social media accounts.
4. The committee must take reasonable steps to verify the reliability of the information obtained in the search, including consulting with the applicant for confirmation of accuracy, if appropriate.
5. The committee will consider the following information to be relevant in making hiring decisions about an applicant based on information obtained through internet research:
 - a. Disparaging remarks made about current or former co-workers, supervisors, or employers;
 - b. Discriminatory, harassing, or demeaning behavior or comments;
 - c. Unprofessional, lewd, or obscene behavior or remarks;
 - d. Criminal activity;

- e. Information which indicates the applicant will or will not be able to perform the essential functions of the position sought; and
 - f. Information which indicates that the applicant is particularly suited or unsuited to the position sought.
6. The committee will retain documents to demonstrate its compliance with this policy with other documentation relevant to the job search.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4049
Professional Ethics

The regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education, are the minimum standards for all certificated staff members of the school district. All certified employees are responsible for reading and complying with these standards.

Adopted on: July 25, 2016

Revised on:

Reviewed on: May 9, 2022

Bill Review Schedule for 2024

January 8

Carrie

Mary

February 12

Samantha

Katie

March 11

Robin

Liz

April 8

Mary

Samantha

May 13

Katie

Liz

June 10

Robin

Carrie

July 8

Mary

Samantha

August 12

Carrie

Liz

September 9

Samantha

Katie

October 14

Robin

Liz

November 11

Mary

Carrie

December 9

Robin

Katie

Bill Review Schedule for 2025

January 13

Carrie
Mary

February 10

Samantha
Katie

March 10

Robin
Liz

April 14

Mary
Samantha

May 12

Katie
Liz

June 9

Robin
Carrie

July 14

Mary
Samantha

August 11

Carrie
Liz

September 8

Samantha
Katie

October 13

Robin
Liz

November 10

Mary
Carrie

December 8

Robin
Katie