

***Proposed agenda items received 24 hours before the scheduled meeting will be added to the agenda at the meeting.**

**TENTATIVE
REGULAR MEETING
BOARD AGENDA**

**March 11, 2024
7:30 PM**

1. Call Meeting to Order
2. Public Comment
3. Reports and Information from Administration
 - 3.A. Superintendent's Report
 - 3.B. Principal Report
 - 3.C. Building and Grounds Report
4. Action Items (Discuss, Consider, May take action on the following)
 - 4.A. Routine Business - Consent Agenda
 - 4.A.1. Excuse Absent Board Members (as necessary)
 - 4.A.2. Minutes
 - 4.A.3. Treasurers Report
 - 4.A.4. Claims
 - 4.B. Accept the resignation of Mrs. Marti Potadle at the end of the 2023-24 school year.
 - 4.C. Approve the teaching contract for Mrs. Brittney Moody for the 2024-2025 school year.
 - 4.D. Approve the teaching contract for Mr. Bren Shatto for the 2024-2025 school year.
5. Discussion: Superintendent Evaluation Tool & Legislative Update.
6. Future Meeting Dates
7. Adjournment

2023-24 Calendar Changes – Updated February 29, 2024

Semester 1:

None

Teacher Days – 92.75

Secondary Student Days – 86.13

Elementary Student Days – 84.63

Elementary Hours – $84.63 \times 6.75 = 571.25$ hours

Secondary Hours – $86.13 \times 6.97 = 600.33$ hours

Semester 2:

January 8th – No School, Weather

January 9th – No School, Weather

January 10th – 10:00 a.m. Late Start, Weather

January 12th – No School, Weather

January 15th – No School, Weather

January 16th – No School, Weather

January 17th – No early dismissal, gained .25 days

January 18th – 1 hour early dismissal at 2:30 p.m.

January 19th – No School, Weather

February 16th – No School for students, Funeral/Teacher Workday

Teacher Days – 35.125

Secondary and Elementary Student Days – 31.505

Elementary Hours – $31.505 \times 6.75 = 212.66$ hours

Secondary Hours – $31.505 \times 6.97 = 219.59$ hours

Total Student Hours (through February 29, 2024)

Total Elementary Hours: $571.25 + 212.66 = 783.91$ hours

Total Secondary Hours: $600.33 + 219.59 = 819.92$ hours

1080 hours required for secondary

1032 hours required for elementary



Lyons-Decatur Northeast Schools

400 S. 5th Street PO Box 526

Lyons, NE 68038-0526

Phone Number: 402-687-2363

Superintendent Board Report

March 11, 2024

1. I have attached a report on our current hours and days for the 2023-2024 school year.
2. We have handed out the teacher contracts for 2024-2025 and they are due back on March 15th.
3. I plan to make a calendar change on Thursday, April 18th with a 12:00 p.m. dismissal due to the JH Cougar Track Meet. Next year I built this into the calendar.
4. We have a few openings for the 2024-2025 school year. We are currently looking for a bus route driver, head volleyball coach, and paraprofessional. I will provide an update of the ELA position at the meeting.

Jim is scheduled to review the bills for April and April is scheduled for May.

Suggested List of Motions

March 11, 2024

(Open Meetings Act rules posted on the north wall of the library)

_____ opened the meeting at _____ P.M.

1. It was moved by _____, seconded by _____

To approve the Consent Agenda items:

1. Excuse Absent Board Members (if necessary)
2. Minutes
3. Treasurers Report
4. General Fund Claims
5. Lunch Fund Claims
6. Special Building Fund Claims

Roll Call: Aye: _____ Nay: _____

2. It was moved by _____, seconded by _____

accept the resignation of Mrs. Marti Potadle at the end of the 2023-24 school year.

Roll Call: Aye: _____ Nay: _____

3. It was moved by _____, seconded by _____

approve the teaching contract for Mrs. Brittney Moody for 2024-2025.

Roll Call: Aye: _____ Nay: _____

4. It was moved by _____, seconded by _____

approve the teaching contract for Mr. Bren Shatto for 2024-2025.

Roll Call: Aye: _____ Nay: _____

Discussion: Superintendent Evaluation Tool, Legislative Update

_____ adjourned the meeting at _____ P.M.

Principal Board Report- March 2024

A. Calendar - Upcoming Events

Music Chili Feed	March 12th
4th-6th grade assembly	March 18th
Dental Hygiene Program @ LDNE	March 19th
Early Dismissal/ Teacher Inservice	March 20th
State Speech	March 21st
Junior's taking ACT	March 26th
Sophomores taking the Pre-ACT	March 27th
Early Dismissal @ 2:00	March 28th
Easter Break No School	March 29-April 1
State FFA	April 3rd-5th
State FBLA	April 11th-13th
Prom	April 13th
LDNE NSCAS DATES	April 8-12th
Cougar Invite	April 18th

A. Professional Development

- February 27th: Brenda Totten, Joni Hegge and Melissa Wakeley attended the SPED School Improvement Conference on Inclusion at ESU3 in Omaha
- February 28th: All staff received inservice given by ESU2 on Child Abuse/ Reporting
- February 26th and 27th- Mrs. Seagren attended a High Ability Learner conference.

B. Parent Teacher Conference Attendance:

Elementary: 96% of parents attended conferences (last year was 90%)

Secondary: 37% of parents attended -

C. School Activities

- On February 21st, the 1st and 6th grade students enjoyed STEM activities presented by Matthew Smith of Olsson Engineering. 1st grade students had fun creating bubble blowers and the 6th grade students built structures out of toothpicks and marshmallows that were then tested to withstand a simulated earthquake. A huge thanks to Mr. Swanson for helping to get this set up!
- Cougar Culture: On March 4-6, PK-6 celebrated Read Across America
- The elementary students are selling plants through April 3rd. Plants will arrive on May 2nd and will be distributed at the school.

D. Secondary Activities:

- **State Wrestling:**
 - Kennedy Blevins and Alizabeth Whitley competed at the State Wrestling Meet.
- **LDNE Conference Speech Results:**
 - Kaylin 3rd in entertainment
 - Alexander 5th in persuasive
 - Chance humorous champion!
 - Aubrey and Miriel 5th in duet
 - Braden and Chance 2nd in duet
 - Colten, Brayden, Braden, Chance and Sydney 5th in OID
 - Aubrey A, Aubrey L, Linden and Miriel 4th in OID
- **Science Research:**
 - 7th and 8th graders are finishing up their research projects. Their science fair is on the 14th. High school students are about to present at many different competitions.
- **FFA Results:**

Lyons-Decatur Northeast FFA 2023-24 Results

State Proficiency Results

Agricultural Research, Integrated Systems

Samantha Roth Gold, State Finalist, _____ in the state

Specialty Animal

Alexander Timm Gold, State Finalist, _____ in the state

Swine Production Entrepreneurship

Linden Anderson Gold, State Finalist, _____ in the state

Swine Production Placement

Jake Christiansen Gold, State Finalist, _____ in the state

Turf Grass Management

Tate Simonsen Gold, State Finalist, _____ in the state

Turf Grass Management	Brayden Hegge	Gold (4)
Beef Production Entrepreneurship	Aubrey Lauritsen	Silver
Beef Production Entrepreneurship	Avery Bacon	Silver
Vegetable Production	Eli Schlichting	Silver
Beef Production Entrepreneurship	Masen Olsen	Bronze
Outdoor Recreation	Miriel Brokaw	Bronze
Swine Production Entrepreneurship	Sydney Olsen	Bronze

State Agriscience Fair Results

Agriscience Fair: Animal Systems Division 4

Cameron Maryott/Karsen Olsen

Silver

Agriscience Fair: Environmental/Natural Resource Systems Division 3

Bennett Anderson

State Finalist, _____ Place

Agriscience Fair: Food Products and Processing Systems Division 3

Kwyntin Kampa

State Finalist, _____ Place

Agriscience Fair: Food Products and Processing Systems Division 4

Linden Anderson/Eric Hart

State Finalist, _____ Place

Agriscience Fair: Plant System Division 4

Josh Mendez/Ryan Tuttle

State Finalist, _____ Place

State FFA Honor Choir

Miriell Brokaw, Colten Miller, Tate Simonsen



Boyd Jones Construction
 950 South 10th Street, Suite 100
 Omaha, Nebraska 68108
 P: (402) 553-1804
 F: (402) 561-7705

Project: 21-047 Lyons-Decatur Northeast School
 400 South 5th Street
 Lyons, Nebraska 68038

O.A.C. Meeting Minutes: Meeting #29

Meeting Date Feb 15, 2024 **Meeting Time** 1:00 AM - 3:00 PM Central Time (US & Canada)

Meeting Location 400 South 5th street, Lyons, NE 68038 (Media Center)

Overview Bi-Weekly OAC Meeting

Notes null

Attachments

Scheduled Attendees

Name	Company	Phone Number	Email	Attendance
Scott Brown	Boyd Jones Construction Company	P: (402) 550-1788	sbrown@boydjones.biz	Present
Chris Hartley	Boyd Jones Construction Company	P: (402) 553-1804	chartley@boydjones.biz	Present
Brandon Jackson	Boyd Jones Construction Company	P: (531) 239-0025	bjackson@boydjones.biz	Present
Melinda Lattig	Clark & Enersen, Inc.	P: 402-477-9291	melinda.lattig@clarkenersen.com	Absent
Michael Ripp	Clark & Enersen, Inc.	P: 402-477-9291	michael.ripp@clarkenersen.com	Present
Tim Ripp	Clark & Enersen, Inc.	P: 402-477-9291	tripp@clarkenersen.com	Absent
Hannah Schafers	Clark & Enersen, Inc.	P: 402-477-9291	hannah.schafers@clarkenersen.com	Present
Lindsey Beaudette	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020	P: (402) 687-2363	lbeaudette@lyonsdecaturschools.org	Present
Chad Brehmer	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020		chadbrehmer@lyonsdecaturschools.org	Present
Evan Myers	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020		evanmyers@lyonsdecaturschools.org	Present
Corey Peterson	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020		coreypetersen@lyonsdecaturschools.org	Present
Weston Swanson	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020		wswanson@lyonsdecaturschools.org	Present
Brenda Totten	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020		btotten@lyonsdecaturschools.org	Present

Name	Company	Phone Number	Email	Attendance
Jolene Troutman	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020		jolenetroutman@lyonsdecaturschools.org	Present

SAFETY AND SITE SECURITY

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
1.1	1	Safety and Separation				Open
Description Discuss any Owner related or construction related safety items or concerns.						
Official Documented Meeting Minutes No additional Items discussed						

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
1.2	1	Site Security				Open
Description Discuss any site security concerns.						
Official Documented Meeting Minutes No additional Items discussed						

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
1.3	1	Hazards				Open
Description Discuss any current hazards on site						
<ul style="list-style-type: none"> • Equipment operation 						
ALL SITE VISITORS MUST BE ESCORTED BY A BOYD JONES SUPERVISOR						
Official Documented Meeting Minutes No additional Items discussed						

SCHEDULE AND COORDINATION

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
2.1	1	3-Week Look-Ahead Schedule	Chris Hartley (Boyd Jones Construction Company)			Open
Description Discuss 3-week look-ahead schedule						
Manhours since last OAC: 2,557 Manhours logged to date: 60,515						

<p>Attachments Copy of Lyons - Three Week Schedule #3 (2_12_24) (version 1).xlsb.pdf</p>
<p>Official Documented Meeting Minutes Chris H. went over 3-week look ahead schedule.</p> <p>No additional Items discussed</p>

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
2.2	21	Overall Schedule	Scott Brown (Boyd Jones Construction Company) Chris Hartley (Boyd Jones Construction Company)			Open
<p>Description Discuss any overall schedule concerns</p>						
<p>Official Documented Meeting Minutes No additional Items discussed</p>						

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
2.3	1	Owner-Furnished Materials or Services				Open
<p>Description Discuss any Owner-Furnished materials or services that are pertinent to the schedule at this time.</p>						
<p>Official Documented Meeting Minutes Representatives from City of Lyons were present for first hour of meeting to discuss logistics of relocating power pole on east side of school addition.</p>						

RFIs

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status																								
3.1	1	RFI Log	Brandon Jackson (Boyd Jones Construction Company)			Open																								
<p>Description Review current RFI Log for outstanding items and RFI's that have been closed since last meeting. \</p>																														
<table border="1"> <thead> <tr> <th>#</th> <th>Initiated At</th> <th>Subject</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>201</td> <td>2/14/2024</td> <td>Location of Learning Common's Light Fixtures</td> <td>Closed</td> </tr> <tr> <td>200</td> <td>2/13/2024</td> <td>Paint On West Commons Wall</td> <td>Closed</td> </tr> <tr> <td>199</td> <td>2/5/2024</td> <td>Wall Tile Clarification</td> <td>Closed</td> </tr> <tr> <td>198</td> <td>2/2/2024</td> <td>Hollow Metal Frames Paint Color</td> <td>Closed</td> </tr> <tr> <td>179</td> <td>12/11/2023</td> <td>Existing Water Line to Existing Locker rooms</td> <td>Open</td> </tr> </tbody> </table>							#	Initiated At	Subject	Status	201	2/14/2024	Location of Learning Common's Light Fixtures	Closed	200	2/13/2024	Paint On West Commons Wall	Closed	199	2/5/2024	Wall Tile Clarification	Closed	198	2/2/2024	Hollow Metal Frames Paint Color	Closed	179	12/11/2023	Existing Water Line to Existing Locker rooms	Open
#	Initiated At	Subject	Status																											
201	2/14/2024	Location of Learning Common's Light Fixtures	Closed																											
200	2/13/2024	Paint On West Commons Wall	Closed																											
199	2/5/2024	Wall Tile Clarification	Closed																											
198	2/2/2024	Hollow Metal Frames Paint Color	Closed																											
179	12/11/2023	Existing Water Line to Existing Locker rooms	Open																											

Official Documented Meeting Minutes

#198- Clark Enerson Confirmed that weight room door frame is to be painted to match adjacent wall on weight room side of frame. All other frames are to be painted as indicated in RFI 198.

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
3.2	1	Potential RFIs				Open
<p>Description Discuss any potential RFI: - Expantion Joint at Existing Parapet Openings 104C.2 and 100.2 Owner Equipment Data Rack</p>						
<p>Official Documented Meeting Minutes Boyd Jones briefly upcoming RFI's, Lindsey B. said to to change data rack so it is the data rack that Jeff Clark (School IT) wants.</p>						

SUBMITTALS

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status								
4.1	1	Submittal Log				Open								
<p>Description Review Open submittals in Architect's BIC or Contractors BIC</p> <table border="1" data-bbox="180 1024 1455 1163"> <thead> <tr> <th>#</th> <th>Title</th> <th>Issue Date</th> <th>Ball In Court</th> </tr> </thead> <tbody> <tr> <td>10 14 23-5</td> <td>Exterioir Signage Samples (Resubmittal)</td> <td>02/15/2024</td> <td>Lattig, Melinda (Clark & Enersen, Inc.) Ripp, Michael (Clark & Enersen, Inc.)</td> </tr> </tbody> </table> <p>UPCOMING SUBMITTALS- Metal Panel 2 Sample Wood Wall (Sample and Shop Drawings) Interior Rated Aluminum Door (160.1)</p>							#	Title	Issue Date	Ball In Court	10 14 23-5	Exterioir Signage Samples (Resubmittal)	02/15/2024	Lattig, Melinda (Clark & Enersen, Inc.) Ripp, Michael (Clark & Enersen, Inc.)
#	Title	Issue Date	Ball In Court											
10 14 23-5	Exterioir Signage Samples (Resubmittal)	02/15/2024	Lattig, Melinda (Clark & Enersen, Inc.) Ripp, Michael (Clark & Enersen, Inc.)											

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
4.2	1	Submittal Questions				Open
<p>Description Discuss if there are any questions about any products to be submitted.</p>						

CHANGES TO WORK

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
5.1	1	ASIs, PRs, PCOs, COs				Open
Description Discuss any pertinent ASIs, PRs, PCOs, or COs.						
Attachments PCO LOG LDNE 02_15_2024.pdf						

ADDITIONAL ITEMS NOTED

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
6.1	1	Miscellaneous Discussion Items				Open
Description Open discussion: -LVT -Existing Locker Room's Water Source						

These meeting minutes are believed to be an accurate reflection of those items discussed and the conclusions that were reached during the referenced meeting.
 Please contact Boyd Jones Construction if there are any discrepancies or questions with the content of these minutes.



Boyd Jones Construction
 950 South 10th Street, Suite 100
 Omaha, Nebraska 68108
 P: (402) 553-1804
 F: (402) 561-7705

Project: 21-047 Lyons-Decatur Northeast School
 400 South 5th Street
 Lyons, Nebraska 68038

O.A.C. Meeting Agenda: Meeting #30

Meeting Date Feb 29, 2024 **Meeting Time** 1:00 AM - 3:00 PM Central Time (US & Canada)

Meeting Location 400 South 5th street, Lyons, NE 68038 (Media Center)

Overview Bi-Weekly OAC Meeting

Attachments

Scheduled Attendees

Name	Company	Phone Number	Email
Scott Brown	Boyd Jones Construction Company	P: (402) 550-1788	sbrown@boydjones.biz
Chris Hartley	Boyd Jones Construction Company	P: (402) 553-1804	chartley@boydjones.biz
Brandon Jackson	Boyd Jones Construction Company	P: (531) 239-0025	bjackson@boydjones.biz
Melinda Lattig	Clark & Enersen, Inc.	P: 402-477-9291	melinda.lattig@clarkenersen.com
Michael Ripp	Clark & Enersen, Inc.	P: 402-477-9291	michael.ripp@clarkenersen.com
Tim Ripp	Clark & Enersen, Inc.	P: 402-477-9291	tripp@clarkenersen.com
Hannah Schafers	Clark & Enersen, Inc.	P: 402-477-9291	hannah.schafers@clarkenersen.com
Lindsey Beaudette	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020	P: (402) 687-2363	lbeaudette@lyonsdecaturschools.org
Chad Brehmer	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020		chadbrehmer@lyonsdecaturschools.org
Evan Myers	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020		evanmyers@lyonsdecaturschools.org
Corey Peterson	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020		coreypetersen@lyonsdecaturschools.org
Weston Swanson	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020		wswanson@lyonsdecaturschools.org
Brenda Totten	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020		btotten@lyonsdecaturschools.org
Jolene Troutman	Lyons-Decatur Northeast Schools, aka Burt County School District 11-0020		jolenetroutman@lyonsdecaturschools.org

SAFETY AND SITE SECURITY

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
1.1	1	Safety and Separation				Open
Description Discuss any Owner related or construction related safety items or concerns.						

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
1.2	1	Site Security				Open
Description Discuss any site security concerns.						

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
1.3	1	Hazards				Open
Description Discuss any current hazards on site						
<ul style="list-style-type: none"> • Equipment operation 						
ALL SITE VISITORS MUST BE ESCORTED BY A BOYD JONES SUPERVISOR						

SCHEDULE AND COORDINATION

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
2.1	1	3-Week Look-Ahead Schedule	Chris Hartley (Boyd Jones Construction Company)			Open
Description Discuss 3-week look-ahead schedule						
Manhours since last OAC: 2,715 Manhours logged to date: 63,230						
Attachments Lyons - Three Week Schedule #3 (2_26_24) (version 1).xlsb.pdf						

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
2.2	21	Overall Schedule	Chris Hartley (Boyd Jones Construction Company) Scott Brown (Boyd Jones Construction Company)			Open
Description Discuss any overall schedule concerns						

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
2.3	1	Owner-Furnished Materials or Services				Open
Description Discuss any Owner-Furnished materials or services that are pertinent to the schedule at this time.						

RFIs

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status																				
3.1	1	RFI Log	Brandon Jackson (Boyd Jones Construction Company)			Open																				
Description Review current RFI Log for outstanding items and RFI's that have been closed since last meeting. \																										
<table border="1"> <thead> <tr> <th>#</th> <th>Initiated At</th> <th>Subject</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>205</td> <td>2/27/2024</td> <td>Tile In Kitchen Janitorial Closet</td> <td>Closed</td> </tr> <tr> <td>204</td> <td>2/20/2024</td> <td>Vertical Expansion Joints at New Edition</td> <td>Open</td> </tr> <tr> <td>203</td> <td>2/19/2024</td> <td>Opening 100.2 and 104C.2</td> <td>Closed</td> </tr> <tr> <td>202</td> <td>2/16/2024</td> <td>Owner Equipment Data Rack</td> <td>Closed</td> </tr> </tbody> </table>							#	Initiated At	Subject	Status	205	2/27/2024	Tile In Kitchen Janitorial Closet	Closed	204	2/20/2024	Vertical Expansion Joints at New Edition	Open	203	2/19/2024	Opening 100.2 and 104C.2	Closed	202	2/16/2024	Owner Equipment Data Rack	Closed
#	Initiated At	Subject	Status																							
205	2/27/2024	Tile In Kitchen Janitorial Closet	Closed																							
204	2/20/2024	Vertical Expansion Joints at New Edition	Open																							
203	2/19/2024	Opening 100.2 and 104C.2	Closed																							
202	2/16/2024	Owner Equipment Data Rack	Closed																							

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
3.2	1	Potential RFIs				Open
Description Discuss any potential RFI: New Openings/Electrical Refeed @ Northeast Corner of Existing Gym. Tile/Wall Finish @ Kitchen Sliding Class Door Opening						

SUBMITTALS

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status				
4.1	1	Submittal Log				Open				
Description Review Open submittals in Architect's BIC or Contractors BIC										
<table border="1"> <thead> <tr> <th>#</th> <th>Title</th> <th>Type</th> <th>Issue Date</th> </tr> </thead> </table>							#	Title	Type	Issue Date
#	Title	Type	Issue Date							

114000-4	Custom Stainless	Shop Drawing	02/27/2024
08 32 13-5	Sliding Glass Doors- Color Sample	Sample	02/29/2024

UPCOMING SUBMITTALS-
Interior Graphic Samples

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
4.2	1	Submittal Questions				Open
Description Discuss if there are any questions about any products to be submitted.						

CHANGES TO WORK

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
5.1	1	ASIs, PRs, PCOs, COs				Open
Description Discuss any pertinent ASIs, PRs, PCOs, or COs.						
Attachments LDNE PCO Log.pdf						

ADDITIONAL ITEMS NOTED

No.	Mtg Origin	Title	Assignment	Due Date	Priority	Status
6.1	1	Miscellaneous Discussion Items				Open
Description Open discussion: -LVT Color Pattern Redesign In New Addition						

The Board of Education of the Lyons-Decatur School District No. 20 met in regular session on Monday, February 12, 2024, in the Secondary Library. Notice of the meeting was given in advance thereof by publishing notice in the Lyons Mirror-Sun designated method for giving notice. Meeting notices were also posted at the Superintendent's office and on the school website. Notice of the meeting was given in advance to all members and agenda was communicated in the notice to the board of this meeting. All proceedings hereinafter were taken while the convened meeting was open to the attendance of the public. Present were Archer, Bacon, Brehmer, Christiansen, Miller, Myers, Petersen, Troutman (arrived 5:32 p.m.), and Vlach. The open meeting laws are posted on the library wall.

Posted Locations: Lyons-Mirror Sun, lyonsdecaturschools.org, front door of the school.

Posted Date: 2/1/24

Lisa Christiansen opened the meeting at 5:03 p.m.

Marcia Herring from NASB lead a discussion on updating the LDNE superintendent evaluation tool.

Superintendent Report: A report on our current days and hours was presented to the board, we have missed 6.25 days of school so far this year. We attended the P2T board meeting in West Point on January 31st and received a budget and curriculum update. The East Husker Conference met on February 7th, Twin River is leaving the conference and invites were sent to Ponca, Wakefield, and Logan View to join. The incumbent filing deadline is February 15th. We are having a retirement open house for Brenda Sears on Wednesday, February 14th to celebrate her 26 years in the district.

The Building and Grounds Committee met for our bi-weekly meetings with Clark & Enersen and Boyd Jones on January 18th and February 1st and the board of education was able to take a tour of the construction area.

Principal Report: Professional development time over the last month was spent on Title 1, the 21st Century Grant, Special Education, and data. There are many activities and events happening throughout the school, please check the website and social media for updates. Highlighting specific areas like the LDNE STEM Research, the Patriots Pen, speech, wrestling, basketball, bowling, band, choir, and FFA.

It was moved by James Vlach, seconded by Jaime Bacon, to approve the consent agenda. Roll Call. Archer: Aye, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Aye, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye
Aye: 9, Nay: 0

It was moved by James Vlach, seconded by Evan Myers, approve the teaching contract for Ms. Amanda Stuhr for 2024-2025. Roll Call. Archer: Aye, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Aye, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye
Aye: 9, Nay: 0

It was moved by Jolene Troutman, seconded by Corey Petersen, approve the 2024-2025 school calendar. Roll Call. Archer: Aye, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Aye, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye
Aye: 9, Nay: 0

It was moved by Evan Myers, seconded by Jolene Troutman, to enter into executive session at 6:31 PM to discuss negotiations. Roll Call. Archer: Aye, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Aye, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye
Aye: 9, Nay: 0

It was moved by Jaime Bacon, seconded by Evan Myers, to come out of executive session at 6:38 PM. Roll Call. Archer: Aye, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Aye, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye
Aye: 9, Nay: 0

It was moved by James Vlach, seconded by Jaime Bacon, to offer the elementary principal contract to Brenda Totten for the 2024-2025 school year. Roll Call. Archer: Aye, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Aye, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye
Aye: 9, Nay: 0

It was moved by Evan Myers, seconded by Leah Miller, to offer the secondary principal contract to Weston Swanson for the 2024-2025 school year. Roll Call. Archer: Aye, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Aye, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye
Aye: 9, Nay: 0

It was moved by Jaime Bacon, seconded by Chad Brehmer, to approve the amendment to the 2023-2025 superintendent contract. Roll Call. Archer: Aye, Bacon: Aye, Brehmer: Aye, Christiansen: Aye, Miller: Aye, Myers: Aye, Petersen: Aye, Troutman: Aye, Vlach: Aye
Aye: 9, Nay: 0

The next regular board meeting will be Monday, March 11th at 7:30 p.m.

Lisa Christiansen closed the meeting at 6:46 p.m.

I the undersigned, secretary of the School District of Lyons-Decatur Northeast, in the County of Burt, in the State of Nebraska, hereby certify that all of the subjects included in the foregoing proceedings were contained in the agenda for the meeting, kept continually current and available for inspection at the office of the secretary, located in the main office of the school, Lyons Center, except those items of an emergency nature added at the meeting by motion and roll call vote, that such subjects were contained in said agenda for at least 24 hours prior to said meeting that said minutes of the Board of Education of the School District of Lyons-Decatur Northeast in the County of Burt, State of Nebraska were in written form and available for inspection by the public within 24 hours and prior to the next convened meeting of said body; that all news media

requesting notification concerning meeting of said body were provided advance notification of the time and place of said meeting and subjects to be discussed at said meeting.

Secretary, Board of Education

ATTEST:

President, Board of Education

Treasurer's Report

At the close of business February 29, 2024.

Cash Balance on January 31, 2024 -1,755.84

Receipts for February 2024

Burt County	\$ 373,183.63
Other County	\$ 45,279.16
Computers	\$ 100.00
State of NE - SPED	\$ 102,868.00
State of NE - Perkins	\$ 7,500.00
NEA Foundation Science Grant	\$ 4,181.00
State of NE - ESSR III Summer grant	\$ 24,728.00
O-C Sped Transportation	\$ 5,104.10
State of NE - Title I	\$ 23,271.00
State Aid	\$ 42,436.00
Misc	\$ 151.74
Interest	\$ 3.87

Total Receipts	\$ 628,806.50
Account Transfers	\$ (161,000.00)
Disbursements	\$ 466,486.25

Cash Balance as of February 29, 2024 -435.59

Outstanding Checks/deposits \$ 2,436.18

Ending Bank Balance as of February 29, 2024 \$ 2,000.59

SAVINGS BALANCE Beginning: 1,038,386.57 ENDING BALANCE \$1,202,355.11

Beth Doht

Treasurer

COMBINED ACCOUNT BALANCES
Depreciation, Employee Benefit Fund, Bond, Special Building, and Student Fee
Fund
As of February 29, 2024

DEPRECIATION FUND

Balance \$117,598.81

EMPLOYEE BENEFIT FUND

Balance \$19,529.50

BOND FUND

Balance \$475,114.51

SPECIAL BUILDING FUND

Balance \$1,175,666.74

NE Liquid Assets Balance \$9,132,424.66

STUDENT FEE FUND

Balance \$0

TOTAL OF COMBINED ACCOUNTS \$10,920,334.22

GENERAL REIMBURSEMENT FUND

Checking account \$6,566.40

ACTIVITY FUND

Balance \$107,727.59

Treasurer's Report
LUNCH FUND
At the close of Business February 29, 2024

Cash Balance January 31, 2024	\$66,857.97
Receipts for February	\$24,844.44
Disbursements for February	\$29,448.93
Cash Balance February 29, 2024	\$62,253.48
Ending Bank Balance February 29, 2024	\$62,253.48

Expenditures for March 2024

Payroll	\$ 8,194.87
Accounts Payable	\$ 19,107.20
Total	\$ 27,302.07

Check #	Vendor Name	Invoice	Description	Amount
Checking	1			
Checking	1 Fund: 01	GENERAL FUND		
27777	A/C DEPT BLUE CROSS BLUE SHIELD OF NE	02240305BCBS	RB INS GROUP #100665	1,116.14
			Vendor Total:	1,116.14
27778	ACTIVITY FUND	20240301AF	ADVISOR FEE	71.00
			Vendor Total:	71.00
27779	AFP WEST CORPORATION	1423	SECURITY MONITORING	374.00
			Vendor Total:	374.00
27780	ANDERSON, KEVIN	20240229ANDE K	MILEAGE	171.52
			Vendor Total:	171.52
27781	APPEARA	0943917	SUPPLIES	342.90
27781	APPEARA	0948157	SUPPLIES	58.96
27781	APPEARA	S0944938	SUPPLIES	21.40
			Vendor Total:	423.26
27782	B&H PHOTO-VIDEO	221353018	NEA FOUND. GRANT SUPPLIES	4,682.16
			Vendor Total:	4,682.16
27783	CHRISTENSEN ELECTRIC LLC	6172	LIGHT	154.59
			Vendor Total:	154.59
27784	CITY OF LYONS	20240210CITY	UTILITIES	17,720.12
			Vendor Total:	17,720.12
27785	CLASSIC CLEAN CARWASH	20240301CLAS SIC	VAN WASHES	86.00
			Vendor Total:	86.00
27786	CLEARFLY	INV591365	PHONE SERVICE	130.22
27786	CLEARFLY	SBN110683	PHONE SERVICES	130.22
			Vendor Total:	260.44
27787	CNA AUTO SERVICES	69302	BUS 15 DIESEL EXHAUST	55.20
27787	CNA AUTO SERVICES	69303	BUS #20 EXHAUST FLUID	55.20
27787	CNA AUTO SERVICES	69325	BUS 15 FOG LIGHT	796.22
27787	CNA AUTO SERVICES	69326	BUS 10 STOP ARM	1,858.28
27787	CNA AUTO SERVICES	69335	RED MINI VAN SERVICE	96.02
27787	CNA AUTO SERVICES	69426	VAN #4 SERVICE, SHOCK ABSORBERS	863.13
			Vendor Total:	3,724.05
27788	CREATIVE XPRESSIONS	20186	STEM SHIRTS	274.00
			Vendor Total:	274.00
27789	DIODE TECHNOLOGIES	12824	REPAIR AG BLDG CONTROLLER	1,000.00
			Vendor Total:	1,000.00
27790	DOHT, ELIZABETH	20240229DOHT	MILEAGE/SUPPLIES	157.03
			Vendor Total:	157.03
27791	EAKES OFFICE SOLUTIONS	INV527348	EGOLD FAX	38.99
			Vendor Total:	38.99
27792	EDUCATIONAL SERVICE UNIT #2	SPED2023-3	SPED SERVICES	54,774.81
			Vendor Total:	54,774.81
27793	EDUCATIONAL SERVICE UNIT #2	INDY 2023-3	BD INSTRUCTION	9,361.32
			Vendor Total:	9,361.32
27794	FIRST NATIONAL BANK OF OMAHA	20240229PAWS	SUPPLIES	1,060.72
			Vendor Total:	1,060.72
27795	FIRST NATIONAL BANK OMAHA	20240229GF	GOOGLE VOICE, AMAZON	250.88
			Vendor Total:	250.88
27796	FRANCISCAN HEALTHCARE	20240229FRAN C	PT SERVICES	1,675.16
27796	FRANCISCAN HEALTHCARE	20240229STFR AN	DOT COLLECTIONS	90.00
27796	FRANCISCAN HEALTHCARE	66000035449	DOT COLLECTION	30.00
			Vendor Total:	1,795.16

Check #	Vendor Name	Invoice	Description	Amount
27797	GENERAL REIMBURSEMENT FUND	20240229GENE	STATE WRESTLING MEALS	120.00
		RALRE		
			Vendor Total:	120.00
27798	HIGHTREE, DEBRA	20240201HIGH	TPT SUPPLIES	100.00
			Vendor Total:	100.00
27799	HIRERIGHT LLC	P1211880	DOT SCREENINGS	38.55
			Vendor Total:	38.55
27800	HOLIDAY INN EXPRESS	20240220WRES	STATE WR ROOMS	3,028.00
		TLING		
			Vendor Total:	3,028.00
27801	HOME DEPOT PRO, THE	788026169	VAC BAGS	13.08
27801	HOME DEPOT PRO, THE	788026177	VAC BAGS	11.48
			Vendor Total:	24.56
27802	HOMETOWN LEASING	20240301HTL	COPIER LEASE	691.87
			Vendor Total:	691.87
27803	J W PEPPER & SONS, INC	366162103	DMC MUSIC	29.99
27803	J W PEPPER & SONS, INC	366177970	MUSIC	96.74
27803	J W PEPPER & SONS, INC	366213185	MUSIC	22.50
			Vendor Total:	149.23
27804	JENSEN PLUMBING & HEATING	20240207JENP	REPAIR LEAK	80.00
		L		
27804	JENSEN PLUMBING & HEATING	20240222JENS	CLEAN SEWER, BOILER	393.12
		PL		
			Vendor Total:	473.12
27805	JOSTENS INC	33007309	DIPLOMA COVERS	438.15
27805	JOSTENS INC	33281045	GOWN RENTAL	475.00
27805	JOSTENS INC	33281728	GOWN RENTAL	100.00
			Vendor Total:	1,013.15
27806	KNAAK, BRUCE	20240229KNAA	MILEAGE	136.68
		K		
			Vendor Total:	136.68
27807	LYONS MIRROR SUN	260871	NOTICES	84.99
27807	LYONS MIRROR SUN	261109	LEGAL NOTICE	14.09
			Vendor Total:	99.08
27808	LYONS SAVEMORE MARKET	20240301SAVE	SUPPLIES	82.11
		MORE		
			Vendor Total:	82.11
27809	MATHESON TRI-GAS, INC	52310640	AG SUPPLIES	452.36
			Vendor Total:	452.36
27810	MOSAIC	20240131MOSA	TRANSITION SERVICES	6,760.00
		IC		
27831	MOSAIC	FEB-24	TRANSITION SERVICES	9,181.25
			Vendor Total:	15,941.25
27811	MOSYLE MANAGER	2474873	DEVICE LICENSES	14.68
			Vendor Total:	14.68
27812	MY CENTRAL SUPPLY	3530	PAPER TOWELS	299.85
27812	MY CENTRAL SUPPLY	3562	HAND SOAP	262.86
			Vendor Total:	562.71
27813	NEBRASKA AGRICULTURAL EDUCATORS ASSOC	2425NAEA	PROF FEE	275.00
			Vendor Total:	275.00
27814	NEBRASKA.GOV	8186514	DRIVERS LIC SCREEN	15.00
			Vendor Total:	15.00
27815	OAKLAND LUMBER LLC	8082	PLYWOOD	143.39
			Vendor Total:	143.39
27816	OMNIFY BENEFITS	845300	FSA FEE	40.00
			Vendor Total:	40.00
27817	ONE SOURCE	2022147119	BACKGROUND CHECKS	37.00

Check #	Vendor Name	Invoice	Description	Amount
27817	ONE SOURCE	2022149070	BACKGROUND CHECK	37.00
			Vendor Total:	74.00
27818	OPC DIRECT.	1110837	TOILET TISSUE	684.68
			Vendor Total:	684.68
27819	PITNEY BOWES GLOBAL FINANCIAL	3318701152	POSTAGE MACHINE RENT	252.54
			Vendor Total:	252.54
27820	PITNEY BOWES INC	20240301POST	POSTAGE	300.00
			Vendor Total:	300.00
27821	PLUNKETT'S PEST CONTROL	8435550	PEST CONTROL	57.73
			Vendor Total:	57.73
27822	QUILL CORPORATION	36684594	TONER	140.89
27822	QUILL CORPORATION	36947244	SUPPLIES	54.78
27822	QUILL CORPORATION	36999819	TONER	146.99
27822	QUILL CORPORATION	37090395	SUPPLIES	26.99
27822	QUILL CORPORATION	37098374	SUPPLIES	34.90
27822	QUILL CORPORATION	37102026	SUPPLIES	62.57
			Vendor Total:	467.12
27823	RAY'S MIDBELL MUSIC	10791010	REPAIRS	235.67
			Vendor Total:	235.67
27824	SCOTT'S HARDWARE	268413	SUPPLIES	1.39
			Vendor Total:	1.39
27825	STEINY'S GENERAL STORE	20210301STEI NY	SUPPLIES	137.19
			Vendor Total:	137.19
27826	TIME MANAGEMENT SYSTEMS, INC	305073	FEBR OVERAGE	6.50
			Vendor Total:	6.50
27827	TOMKA, KENNY	20231231TOMK A	MILEAGE TO PARENT	229.99
			Vendor Total:	229.99
27828	TOTTEN, BRENDA	20240229TOTT EN	MILEAGE/TRAVEL EXP	359.02
			Vendor Total:	359.02
27829	VERIZON WIRELESS	9956904992	JET PACKS	50.46
			Vendor Total:	50.46
27830	WESTSIDE COMMUNITY SCHOOLS	20241221WEST SIDE	HOMEBOUND SERVICES	1,395.00
			Vendor Total:	1,395.00
			Fund Total:	125,148.22
			Checking Account Total:	125,148.22

<u>Checking</u>		2			
Checking	2	Fund: 08	SPECIAL BUILDING FUND		
1237	BOYD JONES CONSTRUCTION CO.	20240227BJC	CONSTRUCTION SERVICES	1,074,045.71	
			Vendor Total:	1,074,045.71	
1238	CLARK & ENERSEN	23	ARCHITECTURE SERVICES	14,047.95	
			Vendor Total:	14,047.95	
			Fund Total:	1,088,093.66	
			Checking Account Total:	1,088,093.66	

<u>Checking</u>		6			
Checking	6	Fund: 06	SCHOOL LUNCH FUND		
9672	AMAZON CAPITAL SERVICES	16LF-HC1T- 6XGN	SUPPLIES	85.99	
			Vendor Total:	85.99	
9673	CASH-WA DISTRIBUTING	14097575	FOOD	1,822.53	
9673	CASH-WA DISTRIBUTING	14105443	FOOD	585.00	
9673	CASH-WA DISTRIBUTING	14112888	FOOD	549.77	
9673	CASH-WA DISTRIBUTING	14121335	FOOD	821.69	

<u>Check #</u>	<u>Vendor Name</u>	<u>Invoice</u>	<u>Description</u>	<u>Amount</u>
			Vendor Total:	3,778.99
9674	CRETE NEWS, THE	182183	SUPPLIES	164.00
			Vendor Total:	164.00
9675	HILAND DAIRY FOODS COMPANY LLC	0446399	FOOD	461.13
9675	HILAND DAIRY FOODS COMPANY LLC	0446453	FOOD	525.53
		02/2024		
9675	HILAND DAIRY FOODS COMPANY LLC	0446512	FOOD	246.82
		02/2024		
9675	HILAND DAIRY FOODS COMPANY LLC	0446569	FOOD	479.88
		02/2024		
9675	HILAND DAIRY FOODS COMPANY LLC	0446657	FOOD	204.25
		2/2024		
9675	HILAND DAIRY FOODS COMPANY LLC	0446718	FOOD	512.87
		02/2024		
9675	HILAND DAIRY FOODS COMPANY LLC	0446770	FOOD	420.01
		02/2024		
9675	HILAND DAIRY FOODS COMPANY LLC	0446771	FOOD	11.30
		02/2024		
9675	HILAND DAIRY FOODS COMPANY LLC	0446830	FOOD	478.57
		02/2024		
9675	HILAND DAIRY FOODS COMPANY LLC	0446888	FOOD	420.09
		02/2024		
			Vendor Total:	3,760.45
9676	HOBART SALES AND SERVICE	OC101471	SERVICE	351.73
			Vendor Total:	351.73
9677	LYONS SAVEMORE MARKET	03012024	HLF FOOD	894.82
			Vendor Total:	894.82
9678	PHILLIPS, WENDY	1374	REFUND	5.65
			Vendor Total:	5.65
9679	SYSCO FOOD SERVICES	561477722	food	2,828.15
9679	SYSCO FOOD SERVICES	561481767	food	20.08
9679	SYSCO FOOD SERVICES	561489587	food	2,460.63
9679	SYSCO FOOD SERVICES	561501827	food	2,005.55
9679	SYSCO FOOD SERVICES	561513961	food	2,672.34
9679	SYSCO FOOD SERVICES	561524356	food	78.82
			Vendor Total:	10,065.57
			Fund Total:	19,107.20
			Checking Account Total:	19,107.20

Net Payroll	199,867.62
Employee Deductions	82,805.30
District SS/Medicare	21,290.56
District Health/Life/HSA	69,266.57
District Retirement	<u>25,710.37</u>
PAYROLL	\$ 398,940.42
ACCOUNTS PAYABLE	<u>\$ 125,148.22</u>
TOTAL GENERAL FUND EXPENDITURES	\$524,088.64
SPECIAL BUILDING EXPENDITURES	\$1,088,093.66
LUNCH FUND	\$ 27,302.07

Secretary, Board of Education

ATTEST:

President, Board of Education

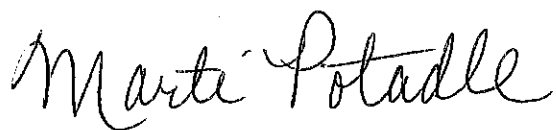
February 18, 2024

Dear Lyons-Decatur Northeast Administration and School Board,

This letter represents my official notice of retirement from my position as 3rd grade classroom teacher with the Lyons-Decatur Northeast School District at the end of the 2023-2024 school year.

I have enjoyed teaching with many of the wonderful educators at Lyons-Decatur Northeast. I was lucky enough to be able to teach at the Decatur school for 8 years in 4th grade before coming to Lyons. I will always appreciate the experience, knowledge, and friendships I gained during the 34 years of my 36 years in education here.

Sincerely,

A handwritten signature in cursive script that reads "Marti Potadle". The signature is written in black ink and is positioned above the printed name.

Marti Potadle

TEACHER CONTRACT
LYONS-DECATUR NORTHEAST SCHOOL

THIS CONTRACT made by and between the school District of *Lyons-Decatur Northeast School*, No. 20 in the County of *Burt*, in the State of Nebraska, Hereinafter referred to as "District" and **Brittney Moody**, legally qualified teacher, hereinafter referred to as "Teacher."

WITNESSETH: That the Board of Education of the District hereby agrees to employ the Teacher above named in the schools of the district for the school year, which shall begin on or about **August 1, 2024**, and end on or about **May 23, 2025**, and shall consist of **185** days of service including at least **180** teaching days and that the Teacher hereby agrees to accept such employment at a salary of **\$62,730** and under the following conditions.

VIZ: 12 MA

Extra Duty Units May Be Assigned

FIRST: The salary of the Teacher shall be payable in **12** equal installments. The first installment shall be payable on the **20th day of September 2024**, and the remaining installments shall be payable on the **20th** day of each month thereafter.

SECOND: The Teacher hereby agrees to be governed by the policies of the Board of Education of the District and that the teaching duties to be performed by him/her under this contract shall be subject to assignment of the Superintendent of the District with the approval of the Board of Education of the District; and further agrees to devote full time, during days of school to his/her position in all respects, to diligently and faithfully perform the assigned duties as Teacher to the best of his/her professional ability.

THIRD: In addition to the teaching duties set forth herein, the Teacher may be assigned such "extra duty" assignments as defined from time to time by the parties of this agreement which shall be upon such terms and conditions and at such additional stated rate of compensation as the Teacher and the District may from time to time agree upon.

FOURTH: This contract may be canceled or amended by a majority of the members of the school board during the school year for any of the followings reasons: (a) upon cancellation, termination, revocation or suspension of the teacher certificate by the State Board of Education; (b) breach of any of the material provisions of this contract; (c) for any reason set forth in this contract; (d) incompetency; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) immorality, or (i) physical or mental incapacity. Cancellation or amendment under this contract shall be governed by the provisions of *79-12,130 R.R.S.*

FIFTH: That upon termination of this contract for just cause, or upon the release of the Teacher from this contract, the compensation paid or to be paid hereunder shall be an amount which bears the same ratio to the yearly salary herein specified as the number of days of service to the date of such termination bears to **185** days of service. Any unearned fractional portion of an installment paid but not earned prior to termination of the contract shall be refunded by the Teacher.

SIXTH: There shall be no penalty for release or resignation by the Teacher from this contract; provided no resignation shall become effective until the close of the school year unless accepted by the Board of Education of the district and the Board shall fix the time at which the resignation is to take effect.

SEVENTH: This contract shall conform to the regulations governing deductions from the above stated compensation with reference to withholding tax, Social Security and teachers retirement. Other deductions may be withheld as agreed to by the parties to this contract.

EIGHTH: The Teacher hereby affirms that he/she is not under contract with another School Board or Board of Education within this state covering a part or all of the same time of performance as is contemplated by this agreement. The Teacher further affirms that at the beginning of the term of this contract and throughout the term of this contract he/she holds or will hold a valid Nebraska Teaching Certificate. It is understood and agreed that this contract is not valid until the teacher certificate, as herein listed, is registered in the office of the county superintendent of schools in this county and that the Teacher shall not be compensated for any services performed prior to the date of registration of this certificate.

NINTH: Terms and conditions set forth in this agreement shall be subject to such wages and conditions of employment as may, from time to time, be mutually agreed upon by and between the board and teachers or a duly recognized collective bargaining agent for said teachers, and said agreement, when reduced to writing and executed by the parties, shall be deemed to be included herein by reference and shall become a part hereof.

TENTH: Hereafter, this contract may be continued by a separate, annual written "Renewal Agreement" which shall incorporate all the provision hereof by reference, except as stated in such Renewal Agreements or renewal contracts must be executed by the teacher and delivered to the Superintendent of Schools or the Secretary of the Board of Education of the District within fifteen (15) calendar days of receipt thereof from the district. Said Renewal Agreement or renewal contract shall not be offered to the Teacher prior to March 15th. Contract renewal, amendment, termination or cancellation shall also be subject to the requirements of *Sections 79-12,131 through 79-132,134 R.R.S.* and any other applicable state statutes.

ELEVENTH: The failure to return a signed copy of the contract or renewal agreement to the Superintendent of Schools or Secretary of the Board of Education of the District on or before **March 8, 2024, at 4:00 P.M.** shall constitute a rejection by the Teacher of the offer of employment.

TWELFTH: Other Contract Terms: **1) A release from this contract will be granted only upon the hiring of a suitable replacement.**

Executed _____, 2024

Teacher

Executed _____, 2024

School District of *Lyons-Decatur Northeast School*
No. 20
County of *Burt*

Attest:

Secretary



NASB STANDARD SUPERINTENDENT EVALUATION





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.</p> <p><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></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. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <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.						
	<p>Provide evidence to support your choices above.</p> <p><i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <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.						
	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"> • 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.						
	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"> • 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.						
	<p>Provide evidence to support your choices above.</p> <p>*Suggested supplemental evidence for this standard includes but is not limited to:</p> <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.</p> <p><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?	





Superintendent Goals

This component of the evaluation tool may contain a changing list of annual goals from year to year for the board to provide feedback on.





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)





NASB
BOARD STANDARDS
SELF-ASSESSMENT
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.

Marcia R. Herring, NASB Director of Board Leadership
mherring@NASBonline.org

Katie Corfield, NASB Board Leadership Evaluation and Assessment Specialist
kcorfield@NASBonline.org

1.800.422.4572



The NASB Board Leadership Department advocate for the board-superintendent leadership team to subscribe to the highest level of professional and personal conduct and performance. Therefore, the Board Governance Standards provide a framework to support and guide leadership. The components of effective board governance and leadership are supported by best practice and the Iowa Lighthouse research. The NASB Board Standards also provide shared understanding of what constitutes effective governance and validate and affirm the importance of the school board’s role to support student success.

The standards encourage boards to focus on student learning as the board’s primary responsibility. For many school boards, these standards will reinforce current practice. For others, the standards enable the board to identify areas of need the board must align to developed goals to measure growth. The Association advocates for all boards to embrace the standards and engage in assessing the performance of the board according to the identified benchmarks and performance indicators.

NASB BOARD GOVERNANCE STANDARDS

Effective board standards are intended to be used by the board as a common framework to support and guide school board governance, and to promote student growth and achievement.

Boards that lead with purpose understand the impact of their actions and,

- *Recognize and follow the proper roles and responsibilities of the board*
- *Adopt and commit to the mission, vision, and goals of the school district*
- *Review, update, and adopt policy to support decision-making*
- *Adhere to board adopted operating protocols and procedures*
- *Engage stakeholders with the intent to communicate and partner for the benefit of education*

BOARD SELF-ASSESSMENT AND TEAM BUILDING

A board that aspires to operate effectively will periodically engage in some form of self-assessment. Conducting a self-assessment is an opportunity for the board to evaluate how well it is functioning as a body while enabling the board-superintendent leadership team to determine areas of improvement to operate more effectively in the future. It is important that expectations and standards on how to improve the team’s practices and behaviors are clearly articulated during this process.

NASB BOARD LEADERSHIP ONLINE SURVEY SERVICE

The role of the Association will be to administer the NASB Board Self-Assessment on behalf of the board. Board Leadership staff will:

- Work collaboratively with the board to define an assessment timeline (this is typically a ten-day timeline)
- Distribute the link to the board to complete the self-assessment
 - *Note: The Board Self-Assessment 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 board feedback
- Develop an Executive Summary highlighting board strengths and areas of need
- Distribute the assessment reports to the board president

Note: A sample report is included on page 9 of this handbook.

Returning districts will be given a comparative Board Self-Assessment 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.

NASB BOARD STANDARD SELF-ASSESSMENT

Utilizing a Likert Scale, please review the Board Governance Standards, Benchmarks for Success and Performance Indicators. (*NASB Likert Scale: Always, Sometimes, Rarely, Never, Unsure*)

Board Member Well-Being

Performance Indicators:

1. What word would you use to describe the climate of the board:
(i.e., Collaborative; Empowering; Productive; Purposeful; Safe; Supportive; Critical; Fearful; Secretive; Self-Preservation; Unproductive):
2. What word would you use to describe your general frame of mind following a board meeting:
(i.e., Active; Determined; Inspired; Proud; Concerned; Distressed; Frustrated; Upset)
3. Please assess the following statements:
 - a. Communication among board members is **respectful**.
 - b. Communication among board members is **effective**.
 - c. I am well informed.
 - d. My voice is heard.
4. Consider the dynamic between you and other **members of the board** and assess the following statements:
 - a. I can be myself.
 - b. My differences are embraced.
 - c. My opinions are valued.

Standard I: MISSION, VISION, and GOALS

Benchmark for Success: The board annually reviews the district’s vision and mission statements, adopting board and district goals to support the mission.

Performance Indicators:

1. The board includes stakeholders and the community in the development and revisions of the district’s mission, vision, and goals.



2. The board aligns the mission and vision to drive planning, decision-making, and evaluation of district operations and progress.
3. The board adopts a strategic plan or district goals to support the progress and growth of student learning.
4. The board meeting agenda aligns discussion and action items to the goals/strategic plan.
5. The board continually monitors the district plan and progress of goals and outcomes.
 - A. *What areas of strength did you identify within this standard? Why?*
 - B. *What are the areas within this standard that the board needs to improve and grow?*

Standard II: POLICY GOVERNANCE

Benchmark for Success: The board continuously reviews, revises, and develops policies and procedures to ensure accountability focused on growth and student achievement.

Performance Indicators:

1. The board is committed to a defined process to ensure regular review, revision, and adoption of board policies.
2. The board's process of reviewing, revising, and adopting board policies ensures alignment with the district's mission, vision, and goals.
3. The board completes a full review of the policy manual within a one-to-three-year period of time.
4. When developing and updating policies, the board considers recommendations from the superintendent and administrators.
5. The board ensures board policies are accessible to the public.
6. The board follows an adopted policy for referring patrons with questions, concerns, comments, or feedback to the appropriate personnel.
7. The board evaluates the superintendent's implementation of policy as one factor in the superintendent's annual evaluation.
8. The board reviews and approves the contents of the District Annual Report.
 - A. *What areas of strength did you identify within this standard? Why?*
 - B. *What are the areas within this standard that the board needs to improve and grow?*

Standard III: COMMUNITY ENGAGEMENT

Benchmark for Success: The board establishes effective communications with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.

Performance Indicators:

1. The board engages the community to build understanding and support for public education and the school district.
2. The board seeks input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) when setting goals.
3. The board maintains a cohesive communications plan to inform and educate the community on district issues.



4. The board ensures that a district report is provided to patrons annually.
 - A. *What areas of strength did you identify within this standard? Why?*
 - B. *What are the areas within this standard that the board needs to improve and grow?*

Standard IV: ACCOUNTABILITY and STUDENT ACHIEVEMENT

Benchmark for Success: The board continuously monitors the progress of district goals utilizing data to support growth and promote shared accountability for maximizing student achievement.

Performance Indicators:

1. The board engages in discussion related to the state standards and district assessments.
2. The board sustains an adopted curriculum review policy to require scheduled review and updates of district curriculum in all curricular areas.
3. The board reviews student achievement data to support the identification of priorities and allocation of resources.
4. The board promotes continuous staff development and mentoring to support a highly effective staff.
5. The board seeks input from staff to develop and grow instruction and learning.
6. The board reviews data to monitor and assess the progress of student learning.
 - a. Data may include:
 - i. ACT Scores
 - ii. NSCAS
 - iii. MAP Data
 - iv. Other
7. Is there a process in place for the superintendent to hold staff accountable to implementing the school improvement plans in each building?
8. Who are the underrepresented minority groups in your school district?
9. Has the district intentionally engaged stakeholders who are members of the underrepresented minority groups?
10. What are the district initiatives that address diversity, equity, and inclusion with students and staff?
11. What are the barriers to more equitable outcomes?
 - A. *What areas of strength did you identify within this standard? Why?*
 - B. *What are the areas within this standard that the board needs to improve and grow?*

Standard V: ADVOCACY

Benchmark for Success: The board advocates for children, public education, learning, and equity to support improved student achievement for all students.

Performance Indicators:

1. The board follows an adopted policy for communicating with state senators the district's questions, concerns, comments, or feedback regarding proposed legislation.



2. The board adopts an advocacy calendar and belief statements to align your advocacy efforts before, during, and after the annual Legislative Session.
3. The board maintains legislative awareness and communications with area schools, local and state representatives, and stakeholders regarding potential and/or proposed legislation.
4. The board and superintendent attend the Legislative Issues Conference and engage with NASB as a support system during the Legislative Session.
5. A board appoints an advocacy committee to benefit and facilitate effective communication between the district and the state senator(s).
6. At the close of the Legislative Session, the board analyzes the work and effectiveness of the district's advocacy role during the session.
 - A. *What areas of strength did you identify within this standard? Why?*
 - B. *What are the areas within this standard that the board needs to improve and grow?*

Standard VI: DISTRICT RESOURCES

Benchmark for Success: The board aligns and manages district resources in a responsible manner to meet goals and to promote growth of student achievement.

Performance Indicators:

1. The board adopts a fiscally responsible annual budget that is aligned with the district's mission, vision, and goals.
2. The board considers a budget that is aligned to the strategic plan and/or goals.
3. The board receives monthly budget reports including comparison data to monitor budget management and expenditures.
4. The board ensures the superintendent's financial recommendations align with the district's mission and goals and allocate budget resources accordingly.
5. The board reviews and adopts a master facility plan to support a safe and effective learning environment districtwide.
6. The board authorizes an annual audit of all the district's financial records.
 - A. *What areas of strength did you identify within this standard? Why?*
 - B. *What are the areas within this standard that the board needs to improve and grow?*

Standard VII: BOARD OPERATIONS

Benchmark for Success: The board ensures meetings are effective, efficient, and orderly, focused on policy, proper board governance, and conduct.

Performance Indicators:

1. The board has adopted the NASB Code of Conduct, and it reaffirms the policy each January.
2. The board bases all decisions on what is in the best interest of students.
3. The board recognizes the success of staff and students.
4. The board treats all individuals, including fellow board members, staff, students, and community members with trust and respect.
5. The board understands and complies with the Nebraska Open Meetings Law.



6. The board adopts policy and communicates with the public regarding public participation at board meetings.
7. The board's actions and attitude elicit community trust and respect.
8. Each board member honors board decisions even when the vote is not unanimous.
9. Each board member refrains from making commitments on behalf of the board.
10. Each board member respects the confidential information shared in closed session.
11. The board conducts an effective, annual self-assessment.
12. The board sets goals following the self-assessment.
13. Board meetings are focused on student achievement, clearly aligned with the district's goals & priorities, and celebrate the success of the district.
 - A. *What areas of strength did you identify within this standard? Why?*
 - B. *What are the areas within this standard that the board needs to improve and grow?*

Standard VIII: BOARD – SUPERINTENDENT RELATIONS

Benchmark for Success: The board and superintendent establish and sustain a professional and collaborative working relationship to support and advocate for growth and student achievement.

Performance Indicators:

1. The board evaluates the superintendent's performance based upon defined expectations in the job description and has any mutually identified goals.
2. The board works with the superintendent to achieve mutual trust and commitment to each other through teamwork and clear communications.
3. The superintendent's job description states expectations, clarify authority, is consistent with policy, and is reviewed by the board regularly and revised as needed.
4. The superintendent's contract renewal and deadline process are clear, and the board and superintendent honor the appropriate dates of the contract.
5. The board and superintendent demonstrate collaborative problem solving and decision-making.
6. The board and superintendent share responsibility for the orientation of new board members.
7. Using policy, the board delegates authority to the superintendent to manage district operations and implement policy.
8. The board provides clear expectations for the superintendent's performance and evaluate accordingly.
9. The board thoughtfully consider the superintendent's recommendations prior to making decisions.
 - A. *What areas of strength did you identify within this standard? Why?*
 - B. *What are the areas within this standard that the board needs to improve and grow?*

Standard IX: PROFESSIONAL DEVELOPMENT

Benchmark for Success: The board and superintendent participate in continuous and appropriate training and professional development to build shared knowledge and values.

Performance Indicators:



1. Each board member regularly participates in board development opportunities.
2. The board participates in professional development regarding board-superintendent relations.
3. The board's participation in professional development leads to mutual trust, teamwork, and clear communications between the board and superintendent.
4. The Association provides the support needed to grow in your role as a board member related to:
 - a. Board Meeting Protocols and Procedures
 - b. Superintendent Evaluation
 - c. Board Self-Assessment
 - d. Board Role/Responsibilities
 - e. Onboarding Board Members
 - f. Committees
 - g. Advocacy
 - h. Policy
 - i. Community Engagement
 - j. Strategic Planning
5. What can the Association do to better meet your needs as a board?
 - A. *What areas of strength did you identify within this standard? Why?*
 - B. *What are the areas within this standard that the board needs to improve and grow?*

Conclusion:

- A. From your perspective as a board member, what is the district's greatest student need district?
- B. Are there areas about the board's culture/climate that you have not had the opportunity to address in the above questions?



NASB BOARD SELF-ASSESSMENT SAMPLE REPORT:



Nebraskaland Public Schools Board Self-Assessment 2024



©2024 Nebraska Association of School Boards. All rights reserved.

1

Collective Standard Averages *(listed highest to lowest)*

- 4.88 - Standard IV: Accountability and Student Achievement
- 4.50 - Standard IX: Professional Development
- 4.42 - Standard V: Advocacy
- 4.28 - Standard I: Mission, Vision, and Goals
- 4.10 - Standard II: Policy Governance
- 4.00 - Standard VI: District Resources
- 4.00 - Standard VIII: Board-Superintendent Relations
- 3.96 - Standard III: Community Engagement
- 3.72 - Standard VII: Board Operations

Averages range from 1.00-5.00 with averages closer to 5.00 indicating strengths and averages closer to 1.00 indicating areas for growth.

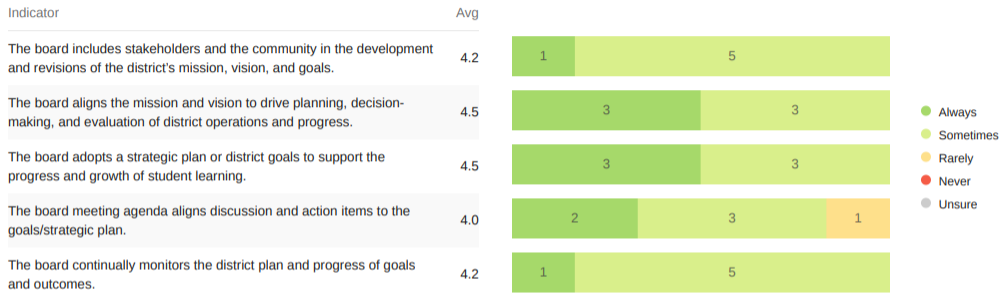
©2024 Nebraska Association of School Boards. All rights reserved.

3



Standard I: Mission, Vision, and Goals

Benchmark for Success: The board annually reviews the district's vision and mission statements, adopting board and district goals to support the mission.



Values are as follows: Always - 5 Sometimes - 4 Rarely - 2 Never - 1 Unsure - 3

What areas of strength did you identify within this standard? Why?

Donec elit interdum elementum sodales, atque accusamus tempus dapibus pellentesque maecenas sit odio.

Eget sed sit augue fringilla at primis magna! Vitae? Et.

Eros lectus massa odio velit per. Vitae suspendisse vivamus magna purus auctor.

Et elit rutrum. Pharetra? Elit! Ipsum natoque platea vivamus eget.

Sed! Dictumst molestie orci sit cursus fringilla? Tempora molestie ab.

Venenatis. Aenean felis accusamus lorem, laoreet eleifend natoque integer dapibus cras. Convallis per.

What are the areas within this standard that the board needs to improve and grow?

Ullamcorper porta praesent? At! Mauris auctor natoque ac. Duis temporibus rutrum ultrices eleifend. Leo.

Rhonus blandit atque natoque accusan dictumst sollicitudin cursus! Aliquam morbi rhonus dolor potenti? Lacus.

Phasellus lacus elementum risus diam. Aenean mauris odio dignissim justo vel.

Montes porttitor, leo justo risus diam tellus viverra, quis quam.

Eleifend viverra eget orci accusan praesent tempora magna dui vivamus sed dui accusamus iaculis? Fusce.

Dolorem tempus ultrices, ante ultrices proin aliquet. Commoda. Rutrum magna urna.

FOLLOWING THE BOARD SELF-ASSESSMENT, THE BOARD WILL:

- 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.



Lyons-Decatur Northeast Schools

SUPERINTENDENT EVALUATION

Lindsey Beaudette, Superintendent of Schools

Lyons-Decatur Northeast Schools

Superintendent Evaluation

Table of Contents

Standard I. Mission, Vision, and Goals	Page 2
Standard II. Policy	Page 4
Standard III. Budget Planning and Management	Page 6
Standard IV. Organizational Leadership and Culture	Page 8
Standard V. Educational Leadership	Page
10	
Standard VI. Community Relations	Page 12
Superintendent Evaluation Summary	Page 15
Superintendent Evaluation Board Rating Summary	Page 15
Superintendent Evaluation Goals	Page 16

Standard I. Mission, Vision, and Goals
Objective: 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 Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
I.a.	Working collaboratively with the board, uses varied sources of information and analyzes data to shape a mission, vision, and goals with high measurable expectations for staff and students.		<i>Long-term goals are defined to support instruction and learning. The board does not receive progress updates.</i>	<i>Adopts a strategic plan for the district. Provides periodic updates to the board.</i>	<i>Develops, adopts, and implements a strategic plan to support the improvement and growth of instruction and learning for all students. Monitors the progress and success of the plan and provides monthly updates to the board.</i>	
I.b.	Demonstrates understanding of the superintendent’s vision while establishing a means to involve stakeholders in sustaining the vision that supports staff, students, and community expectations for improving education.		<i>Utilizes a limited group of stakeholders to develop a district improvement plan targeting only short-term goals.</i>	<i>Provides progress updates to the board and community through monthly board meetings.</i>	<i>Annually engages diverse stakeholders in ways that builds shared understanding and the analysis of the progress of the strategic plan and updates the plan following feedback from stakeholders.</i>	
I.c.	Identifies, clarifies, and proactively addresses barriers to ensure the progress and success of the mission, vision, and strategic plan.		<i>Depends on distributed leadership to identify and address challenges.</i>	<i>Empowers administration with the responsibility of identifying barriers which enables the superintendent to determine how the district will respond to the identified needs.</i>	<i>Utilizes data to support progress of the mission, vision, and strategic plan resulting in improved instruction and learning.</i>	

Standard I. Mission, Vision, and Goals Objective: 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.		Rating:
Board Comments:	Superintendent Comments:	

If a goal has been established for a performance indicator listed above, please include the goal in this space.

Goal statement:

Performance Indicator:

Evidence of Progress:

Artifacts that may serve as evidence of performance:

- District Strategic Plan Goals and Updates
- LDNE Strategic Plan Progress Analysis Reports
- Board Committee Minutes
- District and Building Administrator Meeting Agenda
- Board Meeting Agenda/Minutes
- Other

Standard II. Policy						
Objective: The superintendent works collaboratively with the board to define, update, and adopt policy.						
	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
II.a.	Ensures policies, handbooks, and administrative guidelines are current and implemented with integrity and consistency.		<i>Leads board through the review of policy changes and updates following the Legislative session.</i>	<i>Utilizes a policy service to review and update the policy manual annually for the board.</i>	<i>Adopted monthly process that ensures the board reviews and updates policies and handbooks aligned to State law and rules and regulations.</i>	
II.b.	Ensures the district is following local, state, and federal law and rules-regulations.		<i>Understands the importance of compliance and verifies the status of the district with administration.</i>	<i>Promotes the importance of district compliance with local, state, and federal laws, rules, and regulations.</i>	<i>Aligns the Annual Board Calendar to include timely updates and reports to inform the board and validate the district is following local, state, and federal law, rules, and regulations.</i>	
II.c.	Confirms Administrative Guidelines are in place to support administrators' enforcement of policy, decision-making, and effective leadership districtwide.		<i>Understands the need for District Administrative Guidelines.</i>	<i>Demonstrates awareness of the need for defined District Administrative Guidelines to support district leadership and enforcement of policy, rules, and regulations. Provides board updates on progress in this area.</i>	<i>Regularly presents evidence of District Administrative Guidelines to the board for review through the board's policy review and adoption process.</i>	
II.d.	Oversees a fair and equitable conflict management process to support students, families, staff, and administrators.		<i>Articulates knowledge of strategies for constructively addressing conflict.</i>	<i>Creates processes to support administrators to equip them to build consensus, communicate, and resolve conflict.</i>	<i>Presents evidence of a defined conflict resolution process to support administrators and to equip them to build consensus, communicate, and resolve conflict.</i>	

Standard II. Policy		Rating:
Objective: The superintendent works collaboratively with the board to define, update, and adopt policy.		
Board Comments:	Superintendent Comments:	
<i>If a goal has been established for a performance indicator listed above, please include the goal in this space.</i>		
Goal statement: Performance Indicator: Evidence of Progress:		
Artifacts that may serve as evidence of performance: <ul style="list-style-type: none"> ▪ District adopted policy review process/calendar ▪ Policy Committee Minutes ▪ District Administrative Guidelines ▪ Board Meeting Agendas/Minutes ▪ Other 		

Standard III. Budget Planning and Management

Objective: The superintendent provides organizational leadership district-wide to ensure fiscal accountability by allocating, using, and investing district resources to support effective instruction and improved learning for all students.

	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
III.a.	Ensures the board and administrative budget planning process aligns resources to district needs, mission, vision, and the strategic plan.		<i>Aligns resources to district needs.</i>	<i>Aligns resources based upon immediate needs but does not include the needs and priorities of the strategic plan and the impact of planning.</i>	<i>Strategically aligns the annual budget to the needs and priorities and the vision and strategic plan goals while considering the impact of planning for the future.</i>	
III.b.	Provides effective financial forecasting and updates the board with historical and current budget data to monitor revenue and budget expenditures.		<i>Updates the finance committee monthly.</i>	<i>Informs the board with appropriate information as needed.</i>	<i>Provides the board with multiple years of historical data, monthly spending analysis, and comparison analysis to prior year</i>	
III.c.	Expends and manages the district budget in accordance with the board adopted budget, policy, and applicable state/federal laws and regulations.		<i>Relinquishes fiscal responsibility to the Finance Director to manage district budget, planning, and management.</i>	<i>Ensures the Director of Finance manages district resources and budget as adopted by the board.</i>	<i>Oversees and monitors staff, district spending, planning and management of the budget in accordance with policy, laws, and regulations.</i>	
III.d.	Ensures the district completes an annual audit and presents the findings to the board.		<i>Consistent discrepancies in the annual audit and financial controls.</i>	<i>Dependent upon the annual audit to identify improvements to financial controls.</i>	<i>Promotes appropriate financial controls and conducts an annual audit by outside firm.</i>	

Standard III. Budget Planning and Management Objective: The superintendent provides organizational leadership district-wide to ensure fiscal accountability by allocating, using, and investing district resources to support effective instruction and improved learning for all students.		Rating:
Board Comments:	Superintendent Comments:	
<i>If a goal has been established for a performance indicator listed above, please include the goal in this space.</i>		
Goal statement: Performance Indicator: Evidence of Progress:		
Artifacts that may serve as evidence of performance: <ul style="list-style-type: none"> ▪ Board Adopted Budget ▪ Monthly Budget Reports ▪ Quarterly Expenditure Updates ▪ Annual District Audit ▪ Management and Investment of Alternative Resources [ESU Funding, Grants, ESSER funds, etc.] ▪ Long-Term Facility Plan ▪ Financial Policies ▪ Financial Forecasting Data ▪ Other 		

Standard IV. Organizational Leadership and Culture

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

	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
IV.a.	Provide proper supervision and evaluation of LDNE District Administrators. Ensure administrators, certified, and classified staff members receive an appropriate evaluation and annually report to the board when completed.		<i>Evaluation system and processes are in place but not fully in compliance and inconsistent with accreditation and state law.</i>	<i>Advocates for and creates a collaborative system that empowers distributed leadership responsibilities to complete appropriate evaluation of staff.</i>	<i>Enforces procedures for required management and evaluation of staff to ensure responsible leadership and management of human resources. Reports to the board annually on the status and compliance of the district.</i>	
IV.b.	Devotes time and resources to establishing and sustaining a professional culture of openness and collaboration, engagement, sharing of information, analyzing outcomes, and planning for improvement.		<i>No process for engaging stakeholders, does not accept input when setting goals.</i>	<i>Accepts suggestions and input from staff but does not engage and allow staff to voice their concerns and aspirations for improving learning for their students.</i>	<i>Committed to importance of developing and sustaining a professional culture and positive working conditions while keeping staff informed and engaged with timely and complete communication.</i>	
IV.c.	Designs and utilizes various forms of formal and informal communication with all stakeholder groups.		<i>Communicates necessary information to relevant staff and stakeholders.</i>	<i>Holds principals and district leaders accountable for implementing communication throughout the district.</i>	<i>Identifies the information needs of stakeholder groups and communicates in a timely and effective manner.</i>	
IV.d.	Support, facilitate, and encourage the work and development of the board.		<i>Understands the relationship and dynamic between board and superintendent. Does not encourage growth in the board governance role or board-superintendent participation in professional development opportunities.</i>	<i>Maintains communication with board members to provide necessary information. Periodically attends local board development activities.</i>	<i>Works effectively with the board to develop a shared understanding of the board and superintendent roles. Leads and manages the district per board policy. Routinely attends NASB activities/workshops alongside board members.</i>	

Standard IV. Organizational Leadership and Culture Objective: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff.		Rating:
Board Comments:	Superintendent Comments:	
<i>If a goal has been established for a performance indicator listed above, please include the goal in this space.</i>		
Goal statement: Performance Indicator: Evidence of Progress:		
Artifacts that may serve as evidence of performance: <ul style="list-style-type: none"> ▪ Conflict Resolution Process ▪ Leadership Development Plan ▪ Professional Development Plan ▪ On-Boarding and Mentoring Program for all staff ▪ Hiring Protocols and Procedure ▪ Review of teacher evaluation policy and administrator’s evaluation tool ▪ Personnel Policies ▪ Documentation of completed evaluations ▪ Other 		

Standard V. Educational Leadership

Objective: The superintendent provides educational leadership ensuring resources align and support best practice for instruction and implementation of curriculum and programs designed to ensure all students attain success.

	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
V.a.	Ensures the curriculum, instruction, and assessments utilized in the district aligns to the mission, vision, and beliefs of the school district.		<i>Demonstrates understanding that student learning is the fundamental purpose of the district and highlights how the district monitors continuous improvement.</i>	<i>School Improvement goals reflect the high priority needs in the district and assures the board that the district has committed the time and resources to align curriculum and standards to support continuous improvement.</i>	<i>Engages the board in updates referencing data, curriculum, instructional programming, professional development, interventions, and strategies utilized to ensure and validate growth and continued school improvement.</i>	
V.b.	Ensure high expectations for student learning supports decision-making, aligned curriculum to academic standards, and the district documents continuous improvement.		<i>Demonstrates understanding of student academic accountability but fails to present data to validate continuous improvement.</i>	<i>District continuous improvement analysis and progress is presented annually to the board.</i>	<i>Board Meeting updates emphasize the importance of high expectations for students, alignment of curriculum, best practice assessment, and academic accountability.</i>	
V.c.	Ensure district adopted curriculum and the framework for instruction is based upon current research, data, and best practice.		<i>Curriculum is not a priority of the district and professional development specific to the instructional framework is limited.</i>	<i>Staff professional development plan includes opportunities for staff to review curriculum and grow skills and knowledge of the instructional framework.</i>	<i>Board Meeting updates and committee work validate the adoption of curriculum and instructional framework is in place providing differentiated and personalized instruction to support student needs.</i>	
V.d.	Oversees the evaluation, development, and implementation of curriculum and programs designed to ensure all students attain individual goals and support the education standards of the district.		<i>Minimal understanding of the current curriculum and program needs to support changes and the education standards of the district.</i>	<i>Depends upon the administrative structure and accountability of building leaders to advocate for change to ensure students have access to curriculum and programs to support the education standards of the district.</i>	<i>Demonstrates leadership capacity to assist administrators in guiding data-driven decision-making and change to ensure LDNE students attain individual goals and success.</i>	

Standard V. Educational Leadership Objective: The superintendent provides educational leadership ensuring resources align and support best practice for instruction and implementation of curriculum and programs designed to ensure all students attain success.		Rating:
Board Comments:	Superintendent Comments:	
<i>If a goal has been established for a performance indicator listed above, please include the goal in this space.</i>		
Goal statement: Performance Indicator: Evidence of Progress:		
Artifacts that may serve as evidence of performance: <ul style="list-style-type: none"> ▪ District Strategic Plan – Progress Analysis Report ▪ School Improvement Goal updates ▪ Curriculum Review Cycle ▪ Student performance data and goals ▪ Instructional Model Adoption/Professional Development Plan ▪ Other 		

Standard VI. Community Relations

Objective: The superintendent serves as a community ambassador fostering a positive working relationship through connections and engagement with community partners, local and state government officials, business leaders, and post-secondary organizations.

	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
VI.a.	Establishes a visible presence in district learning centers and the community at-large.		<i>Visible but not necessarily approachable by staff and community members.</i>	<i>Visible and approachable by staff and community members.</i>	<i>Visible and approachable by staff and community members. Attends a variety of district and community events.</i>	
VI.b.	Effectively communicates key public information in a timely and effective manner.		<i>Is available to stakeholders but does not effectively communicate information in a timely and effective manner.</i>	<i>Communicates with stakeholders.</i>	<i>Actively communicates and works to provide alternative means of communicating in a timely and effective manner.</i>	
VI.c.	Engages in regular and open two-way communication with families and the community about the school district, needs, priorities, and accomplishments.		<i>Accepts suggestions and input but does not seek it. Does not engage community in strategic planning.</i>	<i>Accepts input and engages community in strategic planning.</i>	<i>Actively seeks input, creates opportunities to gather input prior to setting goals.</i>	
VI.d.	Maintains a presence in the community to understand the strengths and needs and develop productive relationships.		<i>Does not actively promote the district. Speaks adequately in public.</i>	<i>Projects a positive image of the district. Well spoken.</i>	<i>Projects a positive image always; serves as a district ambassador. Articulate, knowledgeable, and well-spoken.</i>	
VI.e.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.		<i>Is available to special interest groups.</i>	<i>Sustains communication with special interest groups.</i>	<i>Effectively works to maintain communication with special interest groups to address concerns and opinions.</i>	
VI.f.	Communicates district student progress to parents on a scheduled basis.		<i>Accepts parental input but fails to seek it. Does not engage parents in strategic planning.</i>	<i>Accepts parent input and engages parents in district strategic planning.</i>	<i>Actively seeks parental input, creates opportunities for parent involvement, and seeks input when setting goals.</i>	

Standard VI. Community Relations Objective: The superintendent serves as a community ambassador fostering a positive working relationship through connections and engagement with community partners, local and state government officials, business leaders, and post-secondary organizations.		Rating:
Board Comments:	Superintendent Comments:	
<i>If a goal has been established for a performance indicator listed above, please include the goal in this space.</i>		
Goal statement: Performance Indicator: Evidence of Progress:		
Artifacts that may serve as evidence of performance: <ul style="list-style-type: none"> ▪ District Annual Report ▪ Membership and participation with civic, community, and local/statement organizations ▪ Partnerships and initiatives established to provide resources and support for the benefit of LDNE ▪ Community Engagement Summary and Reports ▪ Examples of communication with parents and stakeholders ▪ Other 		

Standard of Performance	Standard Rating Value	6-Member Board Rating Value	Board Member Rating
Standard I: Mission, Vision, and Goals	12	72	
Standard II: Policy	16	96	
Standard III: Budget Planning and Management	16	96	
Standard IV: Organizational Leadership and Culture	16	96	
Standard V: Educational Leadership	16	96	
Standard VI: Community Relations	24	144	
Total Rating:	100	600	

Superintendent Evaluation Board Rating Summary

Board Member	Standard I Mis/Vis/Goals			Standard II Policy				Standard III Budget Plan/Mgmt				Standard IV Organizational Ldrshp				Standard V Educational Ldrshp				Standard VI Community Relations				Board Total
	a	b	c	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	
#1																								
#2																								
#3																								
#4																								
#5																								
#6																								
Standard Total																								

Board Superintendent Evaluation Comments:

Superintendent Evaluation Comments:

Superintendent Evaluation Goals

The goal form should be completed by the superintendent following the self-assessment process. The goals, as well as activities, outcomes, and timeline, will



be reviewed by the local board prior to the beginning of work on the goals. No more than four (4) goals should be established for a single school year; it is not appropriate for the superintendent to have a goal for each standard.

Standard	Topic	Goal	Action Steps/Strategies	Outcome	Timeline
Standard I Mission/Vision/Goals					
Standard II Policy					
Standard III Budget					
Standard IV Organizational Ldrshp					
Standard V Educational Ldrshp					
Standard VI Community Relations					

Superintendent signature:

Date:

Board President signature:

Date:



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.

Marcia R. Herring, NASB Director of Board Leadership

mherring@NASBonline.org

Katie Corfield, NASB Board Leadership Evaluation and Assessment Specialist

kcorfield@NASBonline.org

1.800.422.4572

TABLE OF CONTENTS

NASB Superintendent Evaluation System	Page 4
Superintendent Evaluation Outline	Page 5
NASB Superintendent Online Evaluation System	Page 6
NASB Standard Superintendent Evaluation Instrument	Page 9
NASB Standard Superintendent Job Description	Page 18
NASB Standard Superintendent Evaluation Sample Report	Page 23
Following the Superintendent Evaluation	Page 25

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/>)*

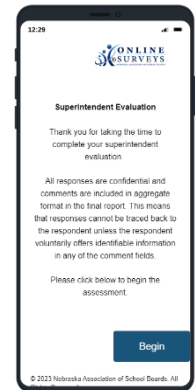
NASB SUPERINTENDENT ONLINE EVALUATION SYSTEM

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)
- ✓ 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: The Superintendent Evaluation survey is accessible by computer, smart phone, and other mobile devices for ease of completion

Note: A sample report is included on pages 23-24 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.						
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"> • 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

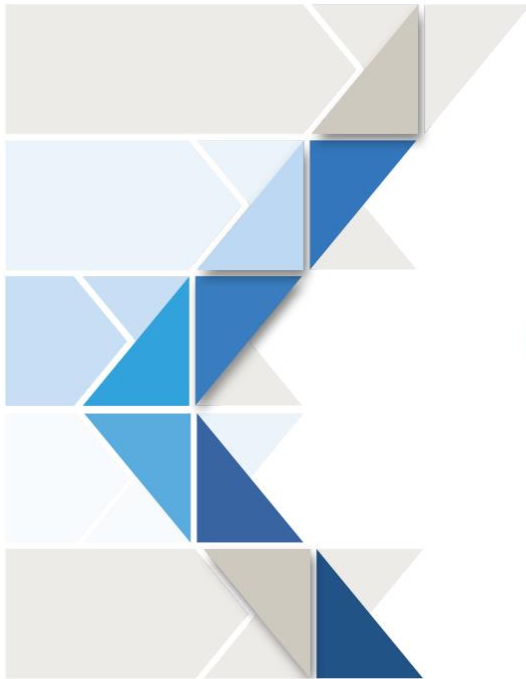
Standard IX. Strategic Plan

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 2024



© 2024 Nebraska Association of School Boards. All rights reserved.

1

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

2024

- 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)*

2024

- 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)*

© 2024 Nebraska Association of School Boards. All rights reserved.

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

Mi nulla sapien in aliquet pede laoreet consequat tempora tempora.

Curabitur dictumst sit blandit tincidunt venenatis? Cursus phasellus vivamus natoque quis placerat.

Nunc, turpis ridiculus interdum non duis nulla fermentum in. Augue a cursus culpa.

Donec. Culpa. Ridiculus platea leo! Et ultricies rutrum aliquet, blandit vulputate et dapibus eros.

Gravida sagittis montes suscipit sagittis ullamcorper arcu, sollicitudin porttitor rutrum in dignissim dolor, primis.

Tempus cras accumsan malesuada. Convallis accusamus gravida suspendisse magnis fusce. Cursus primis, dolor.

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?

Imperdiet dolorem proin. Tempora volutpat molestie pharetra eu, vestibulum tellus duis! Augue pharetra.

Integer pretium! Id augue dolorem tempor eu molestie dignissim ipsum.

At facilisi, elementum! Per consequat. Ultrices pede mattis dictumst commodo duis sodales bibendum magna.

Consectetur augue aenean et suscipit facilisi ac sollicitudin per nunc malesuada nulla mattis! Sem, platea.

Nulla, interdum quis proin gravida sollicitudin platea aenean metus nec.

Vitae platea ab laoreet massa velit. Tempora! Vulputate wisi commodo dictumst et placerat ultrices.

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.