

**Cozad Community Schools
Board of Education Special Meeting
Wednesday, October 16, 2024 5:00 PM
Office of the Superintendent**

Mission: Cozad Community Schools, in partnership with family and community, prepares students to be successful lifelong learners through quality education.

Vision: Cozad Creates Success

Values - Guiding Principles

Respect - Trust, appreciate, celebrate, value, act with urgency

Integrity - Do the right thing, deliver highest quality instruction and practice full accountability

Teamwork - Teamwork at all levels districtwide, recognize and celebrate, have fun and enjoy

Innovation - Positive attitude, open to new ideas,

Courage - Embrace change and take calculated risk, encourage others, communicate directly with respect

1. BOARD OF EDUCATION REGULAR MEETING 5:00 P.M.

1.1. Call to Order, Roll Call

1.2. Pledge of Allegiance

1.3. Nebraska Open Meeting Law, Publication of Meeting

This meeting has been preceded by advance notice and is hereby declared to be in open session. A current copy of the Nebraska Open Meetings Act is posted on the West wall of the meeting room.

Notice of this meeting was given in advance by publication in the Cozad Local and posted on the Cozad Community Schools website and at the District Office, Cozad Post Office and Wilson Public Library. Notice of this meeting was also given in advance to all members of the Board of Education. The order of agenda items may be changed when deemed necessary.

The board may choose to enter closed (executive) session to discuss any matter for which closed (executive) session is lawful and appropriate.

2. PUBLIC COMMENT

The Board of Education invites you to offer comments during the public comments portion of the agenda.

We have _____ speakers who have signed up to speak. We will allow ___ minutes per speaker for a total of _____ minutes.

During the public comment portion of this meeting, those who have signed up need to be allowed to speak without interruption for the time allotted by the Board. We understand that people may have strong feelings about the issues they come to speak about. We ask that you respect the opinions of all who speak and that you refrain from applause, conduct that interferes with the Board meeting, or other outbursts during the presentations. Offensive language, vulgar personal attacks, or hostile conduct will not be tolerated. If the Board President determines any statement or comment constitutes offensive language, a vulgar personal attack, or hostile conduct, then the Board President will rule the person out of order, and the person forfeits any remaining time. You should be further advised that there is no legal protection for any comments that are made, including slanderous comments. Each person should choose their words carefully.

The Board is not obligated to respond to public comments or questions because such dialogue could violate the Open Meetings Act.

During the meeting, including during public comment, comments, outbursts, or interruptions from the audience will not be tolerated. After public comment, the Board will conduct its business. Remember that this is a public meeting, not a meeting of the public. Individuals wishing to speak must do so during public comment. Any attendee who chooses to interrupt Board business will be deemed out of order and may be asked to leave. Refusal to do so may result in removal.

The board needs to be allowed to conduct our business in this public setting uninterrupted. Any questions or concerns that arise from this meeting can be addressed via phone or email to the administration or Board after the meeting has concluded.

If the subject of your public comment is related to a particular student or staff member, we ask that you not mention the student or staff member by name in the public session. The Board has a complaint procedure in policy, and the Board will not respond to or consider any complaints unless and until an individual follows the complaint policy.

As a reminder, under the Open Meetings Act, the Board of Education is legally obligated to require any member of the public desiring to address the Board to identify himself or herself, including an address and the name of any organization you may represent. As a result, please state and spell your first and last name, state your current address, and let us know if you are here representing any particular organization before you begin your public comment.

It is now _____ p.m. Our first speaker _____

3. **JOHN BAYLOR ACADEMIC PRESENTATION**

4. **NASB WORKSHOP WITH MARCIA HERRING**

Superintendent Goal Planning

5. **SUPERINTENDENT EVALUATION TOOL**



Cozad Community Schools

SUPERINTENDENT EVALUATION

Dr. Dan Endorf, Superintendent of Schools

Cozad Community Schools Superintendent Evaluation Table of Contents

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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 the district 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 a clear understanding of the district vision and establishes a process to engage stakeholders in sustaining that vision, ensuring alignment with the expectations of staff, students, and the community for continuous student success.		<i>Displays a limited or incomplete understanding of the district's vision, lacking alignment in key areas and stakeholders are minimally involved, and their input is not regularly sought or incorporated.</i>	<i>Demonstrates a clear understanding of the district vision, a structured process to engage stakeholders is in place but engagement may be limited or inconsistent.</i>	<i>Fully understands and embraces the district vision, annually engages stakeholders to provide opportunities for meaningful input and active participation fostering dedicated support and commitment.</i>	
I c.	Proactively identifies, clarifies, and addresses barriers to ensure the successful advancement of the mission, vision, and strategic plan.		Barriers to the mission, vision, and strategic plan are either not identified or identified reactively.	Barriers are identified with some anticipation, but the process may not be fully systematic or initiative-taking.	Barriers are consistently identified early through an initiative-taking and systematic approach, allowing for timely intervention.	

Standard I. Mission, Vision, and Goals		Rating:
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.		
Board Comments:	Superintendent Comments:	
<i>If a goal has been established for a performance indicator(s) listed above, please include the goal.</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 Goals and Updates ▪ CCS 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 laws and NDE 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(s) listed above, please include the goal.</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 leads district-wide organizational efforts to ensure fiscal accountability by strategically allocating, aligning, and investing resources to support high-quality instruction and enhance learning outcomes 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.	Delivers accurate financial forecasting and regularly updates the board with historical and current budget data to monitor revenue, budget management, and expenditures effectively.		<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 NDE rules 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 the annual audit and presents the findings to the board for thorough review and oversight.		<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>	
III e.	Develops, presents, and adheres to an Annual Budget Development Timeline that includes monthly board retreats to discuss up-to-date budget information, provide timely updates, and support the design and proposal of budget line items.		The timeline is either incomplete or lacks key elements, such as milestones and deadlines. The timeline is presented late or with minimal clarity, limiting the board's ability to engage.	The timeline is well-developed, is generally adhered to, though minor deviations occur, and most information is clearly communicated to the board in a timely manner.	A comprehensive and detailed timeline is developed, ensuring actions are clearly defined, understood, and presented on schedule facilitating board engagement and informed budget decision-making.	

III f.	Establishes a clear budget process to be adopted by the board and consistently followed with fidelity each year.		Budget process is loosely defined, lacking clear guidelines or timelines. Limited board involvement; process is adopted informally or with minimal input.	Budget process is clearly defined but may lack some specificity in guidelines or timelines. The board formally adopts the process with moderate input or review.	Budget process is fully defined with detailed guidelines, timelines, and steps, easily understood by all. The board fully adopts the process after thorough input, review, and discussion, ensuring full alignment.	
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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(s) listed above, please include the goal.</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 organizational and cultural leadership by promoting accountability, equality, inclusive engagement, and advocacy for both staff and students while fostering a positive and supportive learning environment district wide.

	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
IV a.	Ensure evaluations of CCS district administrators, certified, and classified staff members are conducted with fidelity, in compliance with legal requirements and board policy, and provide an annual report to the board on the progress and completion of these evaluations.		<i>The 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>Progress is systematically monitored and regularly recomunicated to the board through detailed updates on evaluation processes across the district throughout the current school year.</i>	
IV b.	Dedicates time to engage administrators in professional development activities that foster a culture of openness and collaboration, engages staff in monthly meetings to share information, and analyzes outcomes through quarterly surveys to inform planning for improvement throughout the school year.		Limited evidence to model how the superintendent is engaging administrators to develop and foster a culture of openness and collaboration among staff members.	<i>Some evidence of measures to engage administration in the development and growth of a culture of openness and collaboration, but it is not consistently reported to the board to validate purposeful progress.</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 presented to the board to report measurable progress.</i>	

IV c.	Utilizes a variety of formal and informal methods to actively engage internal and external stakeholders, as well as community partners, in updating and sustaining the district's strategic plan initiatives that prioritize a positive culture of improvement and foster the growth of instructional practices and student success.		<i>Stakeholders have minimal opportunities to provide input; engagement efforts lack diversity, potentially missing key perspectives and input is rarely integrated into the process leading to a disconnection.</i>	<i>Feedback is collected through some mechanisms, but the process may lack thoroughness or clarity leaving stakeholders unaware how their contributions are not fully understood.</i>	<i>Identifies the information needs of stakeholder groups and communicates in a timely and effective manner.</i>	
IV d.	Support and actively promote the growth and effectiveness of the board's governance and oversight role.		<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>	
IV e.	Fosters and exemplifies a culture of accountability by encouraging transparent communication between the administration and the board, thereby supporting informed decision-making, and facilitating measurable improvement and growth within the district's culture.		<i>Limited efforts to encourage transparent communication, informed decision-making lacks adequate data and input to ensure a cohesive understanding of value and accountability.</i>	<i>Some efforts to foster accountability are present, but consistency and clarity may be lacking causing doubt in transparency and little to no progress in the improvement and growth of the district's culture.</i>	<i>Consistent and open communication is maintained, with all relevant information and data shared by the administration to promote the engagement of the board in purposeful decision-making and governance.</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:

If a goal has been established for a performance indicator(s) listed above, please include the goal.

Goal statement:

Performance Indicator:

Evidence of Progress:

Artifacts that may serve as evidence of performance:

- 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 delivers educational leadership by ensuring resources are aligned with and support best practice in instruction and the implementation of curriculum and programs designed to ensure all students achieve 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>Long-term goals reflect the high priority needs in the district and assures the board that the district is committing the time and resources needed 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 data validates 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>Data collection and analysis ensures systems are in place to support continuous improvement initiatives across the district, while regular Board Meeting updates affirm and validate high expectations and demonstrate a return on investment in professional development, alignment of curriculum, best practice assessment, and academic accountability.</i>	

V c.	Ensures the district's curriculum review policy establishes a comprehensive and systematic process for reviewing and revising all instructional content, incorporating a research-based analysis of the curriculum aligned with district-adopted academic standards before submission for board approval.		<i>The review process is unstructured and lacks a comprehensive design for integration into administrative guidelines, missing essential components, research-based analysis, and input from the appropriate staff curriculum committee.</i>	The review process adheres to administrative guidelines but fails to encompass all instructional content areas. Additionally, it lacks a robust research-based analysis, and staff involvement is limited, resulting in insufficient time to align with district-adopted academic standards.	<i>The review process adheres to administrative guidelines, is fully comprehensive, addressing all instructional content areas, incorporates robust research-based analysis, involvement of staff curriculum committees, and revisions are thoroughly aligned with district-adopted academic standards.</i>	
V d.	Ensures the district adopts an instructional framework to support effective instructional leaders in every classroom, provides professional development to support skills and knowledge to integrate into instruction, aligns the framework to the district teacher evaluation and evaluates the fidelity and integration into daily instruction districtwide.		<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 WPS students attain individual goals and success.</i>	
V e.	Ensures the adopted curriculum is accompanied by up-to-date scope and sequence/curriculum maps, providing staff with the necessary tools to effectively prepare students for success.		<i>Scope and sequence and/or curriculum maps are not complete and readily accessible to staff. The board does not receive updates on the district's progress to resolve this deficiency.</i>	<i>Scope and sequence and/or curriculum maps are generally aligned with curriculum, though updates do not occur following the review and revision of curriculum and the board is not provided the opportunity to review.</i>	<i>Curriculum maps are fully developed, regularly updated, actively used by staff, and presented to the board for review following scheduled review and updates.</i>	

V f.	Utilizes data analysis to support improvement and growth of instruction and learning through district interventions of support to ensure student success.		<i>Limited or inconsistent data is presented to the board to provide evidence of improvement and growth of instruction and student academic success.</i>	<i>Some data collection and analysis are conducted, but findings are not informing efforts to improve instruction and learning, and the board receives inconsistent updates.</i>	<i>Robust data collection and analysis systems are in place, to support continuous improvement initiatives and informed decision-making across the district and data reports are provided to the board on a scheduled and consistent manner.</i>	
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Standard V. Educational Leadership		Rating:
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.		
Board Comments:	Superintendent Comments:	
<i>If a goal has been established for a performance indicator(s) listed above, please include the goal.</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 ▪ Scope and Sequence/Curriculum Map Board Presentations ▪ Other 		

Standard VI. Community Relations

Objective: The superintendent acts as a community ambassador, building strong relationships through active engagement with community partners, local and state government officials, business leaders, and post-secondary institutions to foster a positive and collaborative working environment.

	Performance Indicator	Not (1) Demonstrated	Developing (2)	Proficient (3)	Accomplished (4)	Rating
VI a.	Establishes and maintains a strong, visible presence in district schools and the broader community to gain insight into strengths and needs, while fostering productive relationships.		<i>Minimal presence in district schools and the community; interactions are infrequent or inconsistent.</i>	<i>Regular presence in schools and community events, though visits may lack strategic purpose or focus.</i>	<i>Maintains a consistent, strategic, and impactful presence in both schools and the community, actively engaging with stakeholders.</i>	
VI b.	Communicates key information clearly and promptly, ensuring timely and effective dissemination.		<i>Information is not always provided through appropriate or effective channels, leading to missed or misunderstood communications.</i>	<i>Information is generally clear, though occasionally lacks an understanding of opportunities to engage to foster a positive school-community partnership.</i>	<i>Information is consistently communicated with clarity, ensuring all recipients fully understand the key messages.</i>	
VI c.	Maintains regular and transparent communication with parents and the community regarding the school district's needs, priorities, and student progress and success.		<i>Communication lacks transparency; stakeholders feel uninformed or disconnected from district priorities and decisions.</i>	<i>Regular communication occurs, but some transparency is still needed as stakeholders still have questions or concerns about decision-making process.</i>	<i>Consistently engages in frequent communication with parents and the community, ensuring timely updates on key issues.</i>	
VI d.	Annually supervises the development and design of the District Annual Report for board review and distribution to the community.		<i>Content lacks depth or clarity; essential information may be missing or poorly presented.</i>	<i>Content is generally clear and relevant, though it may benefit from additional detail or organization.</i>	<i>Report is consistently developed and delivered on schedule, allowing for board review prior to community distribution.</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>	

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:

If a goal has been established for a performance indicator(s) listed above, please include the goal.

Goal statement:

Performance Indicator:

Evidence of Progress:

Artifacts that may serve as evidence of performance:

- District Annual Report
- Membership and participation with civic, community, and local/state organizations
- Partnerships and initiatives established to provide resources and support for the benefit of WPS
- Community Engagement Summary and Reports
- Examples of communication with parents and stakeholders
- Other

Superintendent Evaluation Summary

<i>Standard of Performance</i>	<i>Standard Rating Value</i>	<i>6-Member Board Rating Value</i>	<i>Board Member Rating</i>	<i>Supt Rating</i>
Standard I: Mission, Vision, and Goals	12	72		
Standard II: Policy	16	96		
Standard III: Budget Planning and Management	24	144		
Standard IV: Organizational Leadership and Culture	20	120		
Standard V: Educational Leadership	24	144		
Standard VI: Community Relations	20	120		
Total Rating:	116	696		

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	e	f	a	b	c	d	e	a	b	c	d	e	f	a	b	c	d	e	
#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:

6. **ADJOURNMENT**

* **Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

*****Action Item:** The board reserves the right to take action on any item on the board agenda.