



Crosby-Ironton Public Schools Superintendent Performance Review: 2025-2026

Mr. Rick Aulie

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Timeline for superintendent review process:

December 2025 or January 2026:

School Board approves the performance review plan

March 2026:

School Board conducts mid-year check-in on superintendent & school board goals (page 7)

June 2026:

School Board conducts year-end (summative) evaluation of superintendent & school board goals (page 8)

Standard 1. Governance Team				
Element 1.b. Goals and/or Strategic Plan				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals</i>	<i>Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals</i>	<i>Goals have been developed but no overall plan or alignment of resources exists</i>	<i>Goals are not developed.</i>	

Rationale:

As the Crosby-Ironton School District enters a new phase following the successful passage of the operating referendum, we are at a pivotal moment to celebrate our progress, re-commit to our values, set a clear direction for the next 3–5 years, and prove good stewards of all District resources. The district's current strategic plan is expiring, providing a timely opportunity to re-engage parents, staff, students, and all community members to develop an updated roadmap that reflects our community's aspirations for students.

Leading the facilitation of a new strategic plan aligns directly with the core responsibilities as superintendent and represents a high-impact leadership priority. By choosing this goal, I am committing to leading an inclusive, transparent, and future-focused process that strengthens community confidence and positions Crosby-Ironton Schools for continued success. The development of a new strategic plan is essential to ensuring we remain proactive, student-centered, and aligned in our mission to provide exceptional educational opportunities.

Potential Evidence

1. Timeline outlining process including groups, surveys, and more.
2. Agendas, sign-in sheets, surveys, stakeholder group notes, or summaries from community forums, staff sessions, and student input activities.
3. Copies of newsletters, website updates, community messages, presentations to the school board, or press releases used to keep stakeholders informed.
4. Compiled results
5. Versions of the mission/vision updates, priority areas, goals, action strategies, and accountability measures produced during the planning cycle.
6. Minutes from board work sessions, board packets, the superintendent's recommendation, and official board action approving the new strategic plan.

Standard 3. Communication and Community Relationships				
Element 3.e. Media				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Actively engages media; maintains professionalism with media; seeks to promote school district in media and community</i>	<i>Is cooperative with media; seeks to promote school district in media</i>	<i>Passively and reluctantly communicates with media</i>	<i>Does not communicate with community</i>	

Rationale:

Communication with the media is essential for building trust, shaping public perception, and strengthening the partnership between the school district and the community. As superintendent, proactively engaging with media outlets helps ensure accurate, timely, and positive information about district initiatives, achievements, and challenges reach the public. By intentionally promoting the success of Crosby-Ironton and highlighting student and staff accomplishments, we increase transparency, and support a culture where families, stakeholders, and community members feel informed and connected.

Potential Evidence

1. Media Communications: Crosby Courier, Brainerd Dispatch, Kare 11 segment, Cuyuna Lakes Visitor Guide,
2. District Website updates/metrics
3. Social Media, Videos
4. District Newsletters

Standard 6. Teaching and Learning				
Element 6.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Develops and supports open, productive, caring, and trusting relationships among staff</i>	<i>Encourages open, productive, caring, and trusting environment among staff</i>	<i>Haphazardly supports open, productive, caring, and trusting environment among staff</i>	<i>Culture of trust does not exist</i>	

Rationale:

As mentioned at our November 20th School Board Work Session, strengthening our Culture of Cooperation is a priority for this year. I chose this because this is an area that we (the District) must improve on, and it starts with the Superintendent. With new building and district staff leading at C-I, this element emphasizes the need for open, productive, and trusting relationships among staff, as we listen, learn, and lead. Focusing on this goal will help create a supportive work environment, improve communication, transparency, and ensure that staff feel valued and connected. By intentionally building stronger relationships, we can maintain and improve collaboration, morale, work efficiencies, and ultimately the success of our schools.

Potential Evidence

1. Staff Climate Survey mid & end of year.
2. Superintendent weekly updates, staff newsletters, or leadership communications focused on transparency and connection.
3. Formal and informal data collection measures (conversations, surveys)

Standard 7. Student Support				
Element 7.f. School Safety and Security				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities</i>	<i>Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities</i>	<i>Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills</i>	<i>No plan has been developed to assure school district buildings and grounds are safe and secure</i>	

Rationale:

Ensuring safe and secure buildings is essential to student learning, staff well-being, and community trust. A District-wide crisis plan provides clarity, consistency, and readiness. By implementing effective crisis management strategies, regularly conducting drills, and monitoring for effectiveness, the district can ensure that all staff and students understand their roles and can respond confidently in any situation. Strengthening this work is essential for maintaining a proactive safety culture and meeting our obligations to students, families, and the broader community.

Potential Evidence

1. C-I Crisis Plan
2. Safety Drill Schedule & Logs for all buildings
3. Crisis Management Training Agendas/Attendance Records for staff
4. Reports from drills or real incidents documenting effectiveness and follow-up steps
5. Meeting Minutes or Memos from collaboration with police, fire, or emergency management partners (table top exercises)

Superintendent Evaluation – Mid-Year

Goal Area 1: Governance Team: Goals and/or Strategic Plan

Evidence of progress; Comments:

Goal Area 2: Communication and Community Relationships: Media

Evidence of progress; Comments:

Goal Area 3: Teaching and Learning: Culture of Cooperation

Evidence of progress; Comments:

Goal Area 4: Student Support: School Safety and Security

Evidence of progress; Comments:

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

Superintendent Evaluation – Year-End (SUMMATIVE)

What best illustrates the superintendent's greatest strength and why?

(Summarize board's comments as a whole here)

What presented the superintendent with the greatest challenge and why?

(Summarize board's comments as a whole here)

How might the school board enhance the superintendent's strengths and assist in overcoming challenges?

(Summarize board's comments as a whole here)

Superintendent's comments:

(Superintendent places their summary comments here and/or submits a self-evaluation)

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____