

# Nevis Superintendent Evaluation: 2025-26

*(second draft – October 6, 2025)*

## FORM 1: Standards and Elements identified to guide expectations:

### **STANDARD #2: School District Finances**

- **ELEMENT 2.d. Bond and Levy**
  - **Examples of Evidence:**
    - Actively engages in budget workshops and financial training and collaborates with the district finance team to develop foundational knowledge of levy and bond funding strategies.
    - Demonstrates understanding of the district's fiscal status, immediate operational needs, and long-term strategic goals through clear, data-informed reports and presentations to the board and stakeholders.
    - Effectively partners with ICS and the board to plan levy and bond campaigns, ensuring timely execution of key milestones such as committee formation, public informational sessions, and voter communication materials.

How can the board support the superintendent in performing as "Highly Effective" in this element? The board will:

- **Support Learning:**  
Ensure the superintendent has access to training and mentorship to build knowledge and confidence in school finance, bonds, and levies.
- **Plan Proactively:**  
Participate in board work sessions on finance, enrollment, and funding needs to support shared understanding and informed decision-making.
- **Align with District Goals:**  
Work with superintendent to make sure levy and bond plans support the district's long-term goals, including student success, equity, safety, and facilities.

## **STANDARD #3: Communication and Community Relationship**

- **ELEMENT 3.f. Visibility and Approachability**

- **Examples of Evidence:**

- Creates and promotes opportunities for staff and community feedback, including surveys and exit interviews, to gather input and improve engagement.
    - Regularly attends a diverse range of school and community events, demonstrating consistent and visible presence across the district.
    - Maintains an active, professional, and engaging presence on social media to connect with and inform the community.
    - Shares community engagement highlights and personal reflections in board updates, demonstrating insights gained from interactions and how they inform leadership decisions.

How can the board support the superintendent in performing as “Highly Effective” in this element? The board will:

- **Promote Accessibility:**

Support the superintendent’s open-door approach by sharing information and encouraging community engagement.

- **Model Engagement:**

Help create a welcoming culture by showing respect and building positive relationships with each other, staff, families, and the community.

- **Provide Constructive Feedback:**

Offer feedback during board work sessions and the superintendent’s mid-year review related to visibility, community engagement, and responsiveness.

## **STANDARD #5: Human Resources**

- **ELEMENT 5.c. Delegation of Duties**
  - **Examples of Evidence:**
    - Maintains documented leadership team responsibilities that reflect intentional delegation of key tasks with clear expectations, aligned to each member's expertise and growth goals.
    - Conducts routine check-ins to provide guidance, resources, and constructive feedback, supporting staff development and leadership growth without micromanaging.
    - Creates and promotes opportunities for staff feedback, such as surveys, to gather input and enhance engagement and empowerment.

How can the board support the superintendent in performing as “Highly Effective” in this element? The board will:

- **Encourage Shared Leadership:**  
Support the superintendent in giving staff responsibility to lead and make decisions.
- **Promote Staff Growth:**  
Back efforts to help staff build leadership and problem-solving skills through coaching and teamwork.
- **Support the Leadership Team:**  
Show trust in the superintendent’s team by respecting their roles and recognizing their work.

## **STANDARD #8: Ethical and Inclusive Leadership**

- **ELEMENT 8.b. Interactions with Staff, Students, and Community**
  - **Examples of Evidence:**
    - Establishes a regular schedule for reviewing and discussing district policies with the board to ensure fairness, equity, and a respectful work environment for all students, staff, and families, including clear processes for communicating updates and monitoring implementation.
    - Creates and encourages opportunities for staff and community feedback—such as surveys and listening sessions—to gather input on trust in leadership, perceptions of fairness, and the overall respectfulness and inclusivity of the work environment.
    - Consistently models transparent, two-way communication through regular emails, newsletters, and other channels to promote openness, build trust, and support a respectful and inclusive district culture.

How can the board support the superintendent in performing as “Highly Effective” in this element? The board will:

- **Promote Fairness and Respect:**  
Support the superintendent in keeping district policies fair and respectful for all students, staff, and families.
- **Encourage Open Communication:**  
Support the superintendent in building trust with staff by promoting honest, respectful, and two-way communication, including listening to others.
- **Model Respect and Inclusion:**  
Show the board’s commitment to treating everyone with respect and making space for all voices to be heard.

**Superintendent Professional Development Goal:**

As a first-time superintendent, my goal is to deepen and expand my comprehensive understanding and effectiveness in all facets of the superintendent's role through targeted professional learning and leadership development. This includes building capacity in key areas such as negotiations, strategic communication, special education law, school finance, ethics and professional conduct, community engagement around tax and funding issues, and promoting equity and inclusive leadership development for all students and staff.

**Objective:**

To engage in ongoing professional learning experiences that enhance my leadership effectiveness across all areas of the superintendent's responsibilities. This includes developing a strong foundational knowledge of school district finances through focused training aligned with Standard 2: School District Finances, while also continuing to grow in related areas such as communication, legal compliance, ethical leadership, community relations, and inclusive leadership practices.

Examples of evidence (*Superintendent will refine and identify these*):

**Timeline for superintendent performance review process:**

**September TBD, 2025, TIME** – school board work session to finalize goals/elements and set board goals

**September/October TBD, 2025, TIME** – school board approves the goals and performance review plan

**January TBD, 2026** – conduct mid-year (formative) evaluation

**May/June TBD, 2026** – conduct year-end (summative) evaluation

## **FORM 2: Superintendent Evaluation – Mid-Year (FORMATIVE)**

### **STANDARD #2: School District Finances**

- **ELEMENT 2.d. Bond and Levy**

Evidence of progress; Comments:

1. Documented school finance training, workshops, and MASBO membership.
2. Collaboration with PTMA for financial solutions including funding mechanisms, referendum partnership, Truth and Taxation presentation, and partner in Community Financial Advisory Committee.
3. Working with Lori Christensen from ICS to plan and prepare for 2026 referendum.
4. Annual review of Strategic Plan with DLT, School Board, and CFAC teams.
5. Strategic Plan aligned with CACR and 2025-2026 Goals
6. Referendum progress: Oct.-Dec Gathered input from staff, students, and community through meetings, surveys, and 1:1 interviews, work sessions with Board and ICS for planning and strategy, DLT meetings with ICS to determine top priorities. Jan. architect will develop concepts and PTMA will determine tax impact for a 3 question approach. Ranae will organize a community/parent referendum action team.

Is the board making progress on their supportive goal?

### **STANDARD #3: Communication and Community Relationship**

- **ELEMENT 3.f. Visibility and Approachability**

Evidence of progress; Comments:

1. ThoughtExchange survey and google survey was created as an introduction and guiding tool for transitioning into the superintendent role in Nevis.
2. Exit interviews are held for every person leaving the district including teachers, paras, cooks, bus drivers, etc.
3. Open door policy
4. Attends field trips, athletics and activities, and participates in classroom activities, and rotate lunch with students and staff
5. Created core admin team weekly check in meetings as well as monthly DLT (district leadership team) meetings to promote communication and strategic and collaborative leadership.
6. Professional facebook and instagram pages along with updated Superintendent Message on the district website to engage with the community.

7. Present a superintendent report at each board meeting to highlight student achievement and staff excellence!
8. Friday Notes are emailed to staff and the school board weekly with updates and news. The board is kept informed of any urgent concerns as they arise.
9. Organized a staff holiday party to build a culture of celebration and community that included all district 308 employees.
10. Prepare Letters to the Editor to inform the community of facilities needs, and positive events at the school.

Is the board making progress on their supportive goal?

#### **STANDARD #5: Human Resources**

- **ELEMENT 5.c. Delegation of Duties**

Evidence of progress; Comments:

1. Maintain notes and expectations of tasks weekly from core admin team meetings.
2. Evaluate and coach staff and empower them to lead in their roles.
3. Evaluate and adjust systems to more efficiency and connectedness. For example, staff development team should align with CACR and Strategic Plan and collaborate with CEU committee as needed.
4. Implement a Budget Committee and enhance the Policy Committee by reviewing all board policies and meet quarterly instead of annually. This will begin in Feb/Mar.
5. Plan for future staffing with potential retirements, and building needs.

Is the board making progress on their supportive goal?

#### **STANDARD #8: Ethical and Inclusive Leadership**

- **ELEMENT 8.b. Interactions with Staff, Students, and Community**

Evidence of progress; Comments:

1. Create a Policy Committee that meets quarterly. Communicate to the Board, staff and families via social media, Boardbook, and/or handbooks and website.
2. Weekly emails are sent to staff and board members for transparent communication. Letters to the editor submitted and published to introduce myself and inform the public on the upcoming referendum.

3. Pam Lindow Scholarship Committee, Nevis Area Women's Club Member, Hubbard in Prevention Team, Home visits with school neighbors, Holiday Party for Nevis District at Iron Horse, Pam Lindow gold tournament participant, Muskie Days 5K participant, and Northwoods triathlon participant, met with local church leaders to plan for crisis as well as space for learning activities.
4. Intent to hold listening sessions and meet in community, like at the senior center, to provide factual information regarding the upcoming referendum.

Is the board making progress on their supportive goal?

**Superintendent Professional Development Goal:**

Evidence of progress; Comments: Training in the following areas have occurred between Jul-Jan.

1. Negotiations
2. School finance
3. Phase I, II, III, IV, and V of Board Basics; Learning to Lead
4. Budget Planning and Revising
5. Special Education Law
6. MASBO AI Cohort
7. MSBA/NW Service Coop weekly leadership google meets
8. Women in Leadership Cohort
9. Great Start New Superintendent Cohort
10. MASA Fall Conference
11. MSBA Fall Conference
12. MASBO Fall Conference
13. MSBA Winter School Board Leadership Conference
14. Mentor meetings (monthly) with Kevin Weller and Sue Chase
15. Met with MREA Executive Director
16. Organizational Meeting
17. Consulting with Dr. Parks as needed
18. Strategic Planning
19. NW Service Coop. Leadership Network Fall and Winter (legislative updates)

Registered for the following:

February: MASBO Institute

April: MASBO Institute and Certification in School Finance

Evaluation Period: July 1, 2025 to January 27, 2026

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Board Chair's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **FORM 3: Superintendent Evaluation – Year-End (SUMMATIVE)**

### **STANDARD #2: School District Finances**

#### **ELEMENT 2.d. Bond and Levy**

<b>Element 2.d. Bond and Levy Campaigns</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities</i>	<i>Helps school board develop community engagement strategies that build support for levies and bonds</i>	<i>Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner</i>	<i>Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns</i>	

**Evidence/Comments:**

### **STANDARD #3: Communication and Community Relationship**

#### **ELEMENT 3.f. Visibility and Approachability**

<b>Element 3.f. Visibility and Approachability</b>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible and approachable by members of the community; attends many and varied events</i>	<i>Is visible and approachable by community; attends some events.</i>	<i>Attends few events and is seldom approachable by community</i>	<i>Is neither visible nor approachable by community</i>	

**Evidence/Comments:**

## STANDARD #5: Human Resources

### ELEMENT 5.c. Delegation of Duties

Element 5.c. Delegation of Duties *				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills</i>	<i>Delegates responsibility to appropriate staff</i>	<i>Is reluctant to place much authority or decision-making with key staff</i>	<i>Tightly controls decisions made within administrative team</i>	

*\*Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.*

### Evidence/Comments:

## STANDARD #8: Ethical and Inclusive Leadership

### ELEMENT 8.b. Interactions with Staff, Students, and Community

Element 8.b. Interactions with Staff, Students, and Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information</i>	<i>Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships</i>	<i>Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships</i>	<i>Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships</i>	

### Evidence/Comments:

**Superintendent Professional Development Goal: TBD**

4 Highly Effective	3 Effective	2 Developing	1 Ineffective

**Evidence to support this goal: (List below)**

**Comments:**

**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: \_\_\_\_\_