

Minutes of Governing Board Special Study & Voting Session meeting

Tuesday, February 17, 2023 @ 9:00 am
Prescott Unified School District
Governing Board

A Special Study & Voting Session meeting of the Governing Board of Prescott Unified School District was held Friday, February 17, 2023, beginning at 9:00 am in the District Office Boardroom.

All supporting documents/attachments can be found by visiting our website:

<https://www.prescottschools.com/>

This meeting was audio recorded. The audio can be accessed by visiting <https://www.prescottschools.com>

The screenshot shows the Prescott Unified School District website. The navigation bar includes links for District Info, Academics, Governing Board, Family & Community, Join PUSD, Resources, Support PUSD, Help Desk, and Emergency Info. The main header displays the district name and two buttons: DISTRICT HOME and OUR SCHOOLS. Below the header, a breadcrumb trail reads: Home > Governing Board > Governing Board > Board Meeting Agendas, Public Notices & Public Request to Speak. The page is divided into two columns. The left column, titled 'Governing Board', has a menu with 'Home', 'Meeting Schedule', and 'Board Meeting Agendas, Public Notices & Public Request to Speak' (highlighted in blue). The right column, titled 'Board Agendas & Public Notices', lists 'PUBLIC NOTICE - NOTICE OF POSSIBLE QUORUM' and 'PUBLIC REQUEST TO SPEAK'. Below these, it specifies the date 'Friday, February 17, 2023' and the meeting details: 'Special Study & Voting Session Meeting | 9:00 AM - District Office Governing Boardroom'. At the bottom of this section, there are links for 'Download Public Notice', 'Minutes', and 'Audio Recording Link'. A white arrow points upwards from the 'Audio Recording Link' text.

Board Members present:

- Vice President Andy Fraher
- Kara Woods
- Stan Goligoski
- Linda Conn
- Jane Robertson

Others present:

- Joseph W. Howard, Superintendent
- Mardi Read, Asst. Superintendent

Clark Tenney, Asst. Superintendent/Director of Human Resources
Brian Moore, Chief Financial Officer
Kelsey Secor, Director of Instructional Support
Sarah Torres, Administrative Assistant to Superintendent and Governing Board

1. **CALL TO ORDER** - Governing Board President Andy Fraher called this meeting to order at 9:00 am.

2. **OPENING CEREMONY**

2.A. Welcome - Governing Board President Andy Fraher welcomed everyone in attendance.

2.B. Pledge of Allegiance – Governing Board President Andy Fraher led the audience in the Pledge of Allegiance.

3. **APPROVAL OF AGENDA** - Governing Board President Andy Fraher

3.A. Consider approving the agenda, as presented.

RELEVANT INFORMATION: Board Policy requires the approval of the agenda.

Kara Woods moved that the Governing Board approve the agenda, as presented. Jane Robertson seconded the motion.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye and Jane Robertson voted Aye. The motion passed 5-0.

4. **INFORMATION AND DISCUSSION ITEMS**

4.A. Representatives from ASBA will provide the Governing Board with an overview of the search process, search team, scope of work, duties and responsibilities of each party, posting and application process.

Tracey Benson, ASBA Associate Executive Director shared the following presentation.



Superintendent Transitions

Executive Search Program



Superintendent Transitions

Your Search Team



Tracey Benson



Dr. Mark Joraanstad



Devin Del Palacio



Heidi Vega



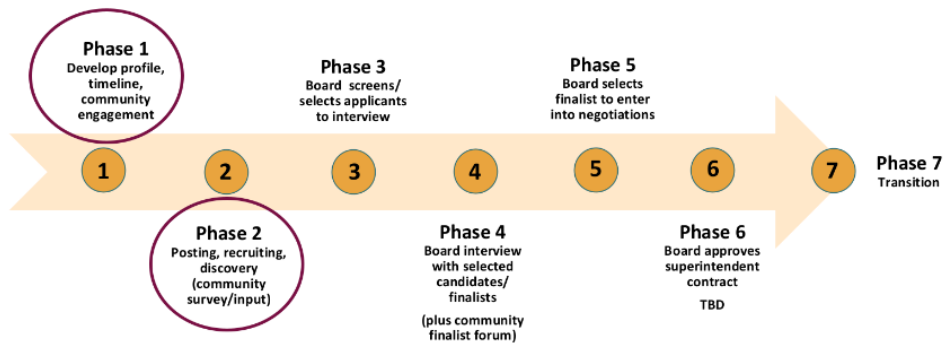
Ben Adams



Julie Bacon



Timeline: Superintendent Search / Selection



Superintendent Transitions

Roles and Responsibilities District

- ➔ Providing ASBA consultant with required information and approvals as needed by the scheduled dates: (approval of agreement including exhibits; establishing purchase order; establishing District descriptors, position profile, and District financial profile; establishing timeline)§Being present for all required meetings
- ➔ Protecting confidentiality
 - Providing ASBA with up to three additional questions for the position application
- ➔ Referring all communications with applicants and press to the ASBA consultant
- ➔ Posting all search related board meetings as prescribed by Arizona law
- Adhering to all conditions of procurement related to the search as prescribed by Arizona law
- Determining extent of community involvement
- Work directly with the Board's Attorney related to contract development and negotiations with the final candidate
- Determining final candidate and entering into contract negotiations§Securing all necessary and required documents for employment in the District including the verification for eligibility of employment, Form I-9
- ➔ Adhering to all conditions of the Agency Handbook as prepared by the Office of the Arizona Attorney General related to the Arizona Open Meeting Law



Superintendent Transitions

Roles and Responsibilities ASBA

- ➔ Consulting with the Board throughout the superintendent search process
- Creating a mutually agreed upon timeline
- Conduct an online community survey
- Completing a profile for screening and interviewing
- Advertising the vacancy
- Compiling online applications as outlined
- Answering inquiries and corresponding with applicants
- Arranging and conducting applicant screening
- Scheduling and arranging interviews
- Conducting community meeting
- Completing background checks on candidates selected to interview
- Facilitating candidate interviews with the Board
- Following acceptance of contract, provide all application documents to District
- Post-hire, providing up to three (3) hours of training with the new Superintendent and the Board (further training may be scheduled by agreement at an additional cost)
- ➔ Responding to all media inquiries§Protecting confidentiality



Superintendent Transitions

Questions



5. ACTION ITEMS

5.A. **STUDY AND VOTING SESSION** - If a member of the public wishes to speak to one of the following voting items, please complete and return exhibit BEDH-E, Public Request to Speak (<https://www.prescottschools.com/Page/558>) to Sarah Torres, Administrative Assistant to the Governing Board prior to the study and voting session of the agenda.

For items with the potential to have many speakers, the overall speaking time may be adjusted by the Governing Board. Speakers will be called to speak in the order in which they signed up, first come, first served.

Requests to speak that are emailed will also be first come, first served. Email requests can be sent to sarah.torres@prescottschools.com at any time.

Mr. Steve Salomone, Prescott resident spoke to Study and Voting item 5A.

Governing Board Members, PUSD District Administration and representatives from ASBA had discussion on each of the following Study & Voting Session items. Documents were displayed on the projector screen and have been added here for reference. These discussions can be heard in their entirety on the audio recording link located on the PUSD website.

5.A.1. The Governing Board will discuss and may consider approving a timeline for the superintendent search process.

Stan Goligoski moved that the Governing Board approve a timeline for the superintendent search process, Kara Woods seconded the motion.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye, and Jane Robertson voted Aye. The motion passed 5-0



**PRESCOTT UNIFIED SCHOOL DISTRICT
SUPERINTENDENT SEARCH TIMELINE***

TIMELINE & KEY MILESTONES	DATES <small>(To be determined by the governing board and consultant)</small>
<p>SELECTION OF ASBA TO LEAD SEARCH</p> <ul style="list-style-type: none"> ASBA selected, based on RFQ, as the district's retained search firm Approval of search agreement Approval of board president as signor 	<p align="center">Jan. 27, 2023</p>
<p>Meeting 1: ORIENTATION, TIMELINE, COMMUNITY INVOLVEMENT AND POSTING</p> <p><i>The process officially kicks off with an overview of the search process and approval the timeline and aspects of community and staff involvement. PLUS... approval of the posting document and application questions.</i></p> <p>Information item (open session):</p> <ul style="list-style-type: none"> Overview of the search process, search team, scope of work, duties and responsibilities of each party, posting and application process <p>Action items (open session): Consideration and approval of</p> <ul style="list-style-type: none"> Timeline (some dates may be flexible) Aspects of community and staff involvement, specifically a community and staff survey and a community and/or staff finalists forum Review and approval of District-specific questions for application (ASBA provides Board with sample questions/themes for the application process) Review and approval of advertising/posting document (including salary range) 	<p align="center">Feb. 17, 2023 <small>(special meeting)</small></p>

District's Attorney Board President contacts District's attorney to advise of search schedule and need for assistance with contract negotiations	
Community/Staff Notice District administration will establish avenues and dates for communication to the community and staff regarding community involvement in the process inclusive of the e-survey and community/leadership/ meetings	
Application Period OPENS (open for 4 weeks)	Feb. 21, 2023
Application Period CLOSES	March 21, 2023
DISCOVERY <i>The purpose of the discovery phase, which occurs between Meeting 1 and Meeting 2, is to provide the data and information that will enable ASBA to develop a Leadership Profile. The Leadership Profile, which will be considered and approved by the board at Meeting 2, is utilized throughout the process. It informs the position announcement and posting and is also used by the governing board to screen applicants and develop interview question themes and selection tools for candidates and finalists.</i> Community and Staff Survey (if desired)	
Community and Staff Survey opens (by noon)	Feb. 21, 2023
Community and Staff Survey closes (at noon)	March 6, 2023
<ul style="list-style-type: none"> • ASBA provides district with results of survey • District disseminates results to individual Board members 	
Community and Staff Forum (up to two; if desired)	
Consultant calls to individual board members	Feb. 20 - March 5, 2023
Meeting 2: SEARCH UPDATE AND LEADERSHIP PROFILE INFORMATION Information items (open session): <ul style="list-style-type: none"> • Update on search status • Board reviews survey results and other components of community and staff input (that will further contribute to the leadership profile) 	March 7, 2023 (regular meeting)

<p>Meeting 3: APPLICANT SCREENING/CANDIDATE SELECTION</p> <p>Executive Session:</p> <ul style="list-style-type: none"> ASBA facilitates Board review of applicants Board considers applicants to invite for first interview <p>Information items:</p> <ul style="list-style-type: none"> Discuss interview question themes <p>Action items (open session):</p> <ul style="list-style-type: none"> Approval of applicants to invite for first interview Review and consider interview process for first interview 	<p>Week of March 27, 2023 (March 31, 2023, recommended)</p>
<p>Post meeting:</p> <ul style="list-style-type: none"> ASBA notifies all applicants ASBA checks references on candidates to be interviewed 	
<p>Meeting 4: FIRST-ROUND INTERVIEWS</p> <p>Executive Session:</p> <ul style="list-style-type: none"> ASBA facilitates Board interviews with candidates ASBA facilitates Board discussion of candidates <p>Action items (open session):</p> <ul style="list-style-type: none"> Board may offer two or more applicants an opportunity to interview a second time (Board names finalists) Board reviews schedule for final interview process, and process for community meeting with finalists (if desired) <p>Post meeting:</p> <ul style="list-style-type: none"> ASBA notifies finalists of interview schedule and background check process ASBA begins formal background checks 	<p>Week of April 3, 2023 (April 7, 2023, recommended)</p>
<p>Meeting 5: FINALIST INTERVIEWS, FORUM & SELECTION</p> <p>Executive Session 1:</p> <ul style="list-style-type: none"> ASBA facilitates finalist interviews with Board <p>Community Finalist Forum (optional)</p> <ul style="list-style-type: none"> ASBA facilitates community meeting with finalists <p>Executive Session 2:</p> <ul style="list-style-type: none"> ASBA facilitates Board discussion of finalists 	<p>Week of April 17, 2023 (April 18, 2023 recommended)</p>

Action item (open session): <ul style="list-style-type: none"> Board may consider offering to enter into contract negotiations with a specific finalist for the position of District Superintendent 	
POST SELECTION Governing board engages district counsel in contract development and negotiations	
Board names new Superintendent <i>(Held in Open Session of Governing Board)</i>	
Introduction of new Superintendent to the community	
New Superintendent begins duties	Determined in contract
ASBA facilitates a transition dialogue session with new Superintendent and Governing Board	Session held within six months of the superintendent's start date

*This timeline may be adjusted with the agreement of both parties.

5.A.2. The Governing Board will discuss and may consider approving an Online Superintendent Leadership Qualities Community Survey as a component of the Superintendent Search Process to gain input from the community and staff on the Leadership Profile.

Linda Conn moved that the Governing Board approve an Online Superintendent Leadership Qualities Community Survey as a component of the Superintendent Search Process to gain input form the Community and Staff on the Leadership Profile. Kara Woods seconded the motion.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye, and Jane Robertson voted Aye. The motion passed 5-0

Welcome

Welcome to the ASBA Leadership Qualities Survey for the XX XX School District. (Bienvenido a la Encuesta de Cualidades de Liderazgo de ASBA para el Distrito Escolar de XXXX)

The Governing Board is seeking staff and public input concerning the leadership qualities desired in the new leader for the district. Your assistance is greatly appreciated. Information collected will be used by the Board & ASBA Search Consultant for the applicant screening and interviewing. Please note that comments submitted on this survey need to focus on the position of superintendent. Submissions that include inappropriate language and/or are critical of a specific individual may be removed from the final report. The deadline for responding is Day, Month XX, 20XX at 12:00 (noon) Arizona time.

(La Junta Directiva está buscando personal y las aportaciones del público respecto de las cualidades de liderazgo deseado en el nuevo líder del distrito. Su ayuda es muy apreciada. La información recogida será utilizada por la Junta y ASBA Acesor de búsqueda para utilizar para el siguiente screening y entrevistas. Tenga en cuenta que los comentarios enviados en esta encuesta deben centrarse en el puesto de superintendente. Las presentaciones que incluyan lenguaje inapropiado y/o critiquen a una persona específica pueden eliminarse del informe final. El plazo para responder es el día xx de mes de 20XX a las 12:00 del mediodía en tiempo Arizona.

This survey does not collect nor report personal information.

(Esta encuesta no recoge ni reporta información personal.)

Let's begin! (Comencemos!)

* 1. My relationship to the district: [You may select up to three]. (Mi relación con el Distrito es la siguiente: [Usted puede seleccionar hasta tres respuestas.]

- I work for the district (Yo trabajo para el Distrito)
- A family member is a student in the district (Un miembro de mi familia es estudiante en el Distrito)
- I am a former employee of the district (Soy un ex empleado(a) del Distrito)
- I am a board member for the district (Soy un miembro de la Mesa Directiva del Distrito)
- I am a current student in the district (Soy un estudiante actual en el Distrito)
- I am a former student in the district (Soy un ex estudiante del Distrito)
- I am a community member without a family member in the district (Soy miembro de la comunidad sin un miembro de la familia en el Distrito)
- My child(ren) attended a school in this district in the past. (Mi hijo(s)/hijas asistió(asistieron) en el pasado a una escuela en este Distrito)
- Other (please specify) (Otro, por favor especifique)

On the next page you will be shown eight (8) different types of leadership skills. For each, select the two (2) you feel are most critical for the success of your next Superintendent. (En la siguiente página se le mostrarán ocho (8) diferentes tipos de habilidades de liderazgo. Para cada uno, seleccione las dos (2) que son más críticas para el éxito de su próximo superintendente.)

Desired Competencies

* 2. Leadership Skills:

Please choose only TWO items that you feel are the most important for your district. (Por favor escoja DOS cualidades que usted considera son las más importantes para su Distrito.)

- Has experience evaluating and reorganizing staff, revising procedures, and implementing policy changes to improve efficiency. (Tener experiencia en la evaluación y reorganización del personal, revisión de procedimientos, e implementación de cambios en las políticas para mejorar la eficiencia.)
- Has experience motivating staff and students, improving morale and generating enthusiasm. (Tener experiencia para motivar al personal y a los estudiantes, mejorar la moral y generar entusiasmo.)
- Has motivated others to assume leadership roles. (Saber motivar a los demás para que asuman papeles de liderazgo.)
- Has successfully effected change in spite of some reluctance on the part of staff. (Llevar a cabo los cambios exitosamente a pesar de algunas dudas por parte de personal.)
- Has used innovative means or has ideas of ways to solve problems without new resources - creative. (Usar medios innovadores o tener ideas sobre las maneras de resolver problemas sin nuevos recursos - ser creativo(a).)
- Successfully delegates authority and responsibility and holds staff accountable. (Delegar exitosamente la autoridad y la responsabilidad y responsabilizar al personal.)
- Leads but is willing to pitch-in to help at any level in the organization. (Dirigi pero estar dispuesto(a) a dar una mano para ayudar en cualquier nivel de la organización.)
- Can successfully get unmotivated or under-performing staff to resign or re-engage. (Poder lograr exitosamente que el personal desmotivado o con bajo rendimiento renuncie o vuelva a comprometerse.)
- Identify another leadership skills trait. (Describa a continuación otra cualidad sobre las destrezas de liderazgo.)

* 3. Academic Programs:

Please choose TWO items that you feel are the most important for your district. (Por favor escoja DOS cualidades que usted considera son las más importantes para su Distrito.)

- Is familiar with and/or has successful experience with education reform requirements including college & career readiness. (Estar familiarizado(a) y/o tener una experiencia exitosa con los requisitos de la reforma educativa, incluyendo la preparación para la universidad y una carrera profesional.)
- Successful experience in curriculum adoption and implementation that meets or exceeds state standards. (Tener una experiencia exitosa en la adopción e implementación del plan de estudios que satisfaga o excede las normas académicas estatales.)
- Data-driven and understands importance of data collection and analysis. (Basarse en la información y entender la importancia de la recopilación y el análisis de datos.)
- Has experience leading a school or district where student achievement has been increasing. (Tener la experiencia de haber dirigido una escuela o un distrito en el que el rendimiento académico de los estudiantes haya sido incrementado.)
- Ability to plan and implement continuous improvement and organizational improvement in all academic areas. (Tener la capacidad para planificar e implementar el mejoramiento continuo y el mejoramiento organizativo en todas las áreas académicas.)
- Evidence and experience in moving district/school to higher achievement levels prior to mandates of state or federal agencies. (Tener la evidencia y la experiencia para lograr el avance de un distrito/escuela hacia niveles de rendimiento académico más altos antes de recibir el mandato de las agencias estatales o federales.)
- Possesses a keen mission to raise student achievement for all students in district/school. (Poseer una misión ingeniosa para incrementar el rendimiento académico de todos los estudiantes en el distrito/escuela.)
- Identify another academic program trait. (Describa a continuación otra cualidad sobre el programa académico.)

* 4. Board-Superintendent Relations.

Please choose only TWO items that you feel are the most important for your district. (Por favor escoja DOS cualidades que usted considera son las más importantes para su Distrito.)

- Communicates transparently and with candor with all stakeholders. (Comunicarse de manera transparente y con franqueza con todos los partes interesadas.)
- Can motivate the board to maintain its leadership role as the responsible party for education in the district. (Poder motivar a la Mesa Directiva para que mantenga su papel de liderazgo como la parte responsable para la educación en el Distrito.)
- Can implement a program of board-district goal setting and long range planning. (Poder implementar un programa a fin de establecer las metas para la Mesa Directiva y el Distrito y planificar a largo plazo.)
- Child centered advocate for learning who demonstrates beliefs that all children can learn and inspires others with this belief. (Abogar por el aprendizaje centrado en los niños, que demuestre la convicción de que todos los niños pueden aprender, e inspirar a los demás con esta convicción.)
- Understands and implements board policy and administrative procedures (regulations). (Entender e implementar las normas de la Mesa Directiva y los procedimientos administrativos (reglamentos).)
- Provides options and recommendations for the board, accepts board directives and implements. (Proveer opciones y recomendaciones para la Mesa Directiva; aceptar e implementar las directrices de la Mesa Directiva.)
- Effectively communicates decisions made by the governing board. (Comunicar eficazmente las decisiones tomadas por la Mesa Directiva.)
- Works equitably with all board members and provides ample opportunities for board input for agendas and meetings. (Trabajar equitativamente con todos los miembros de la Mesa Directiva y proveer amplias oportunidades para recomendaciones ó puntos de vista para las agendas y reuniones de la Mesa Directiva.)
- Identify another relationship-based trait. (Describa a continuación otra cualidad basada en la relación):

* 5. Communications and Community Engagement.

Please choose TWO items that you feel are the most important for your district. (Por favor escoja DOS cualidades que usted considera son las más importantes para su Distrito.)

- Has successfully engaged the public, the media and support groups. (Lograr exitosamente la participación del público, los medios de comunicación y los grupos de apoyo.)
- Has excellent speaking skills with large and small groups. (Tener excelentes habilidades para comunicarse con grupos grandes y pequeños.)
- Has experience in bringing diverse special interest groups together. (Tener experiencia en reunir a diversos grupos con intereses especiales.)
- Has skill in facilitating group activities and staff/community forums. (Tener habilidad para facilitar Has successful experience in conflict resolution. (Tener una experiencia exitosa en la resolución de conflictos.)
- Is the face of the school district through involvement in community activities outside of the school. (Ser la imagen del distrito escolar a través de la participación en actividades comunitarias fuera de la escuela.)
- Is known as a good listener. (Ser conocido(a) como una persona que sabe escuchar.)
- Creates opportunities for strategic partnerships. (Crear oportunidades para sociedades estratégicas.)
- Possesses excellent writing skills (memos, policies, newsletters, blogs, etc. .) (Poseer excelentes habilidades de redacción (notas, normas, boletines informativos, blogs, etc..))
- Identify another communication-based trait. (Describa a continuación otra cualidad basada en la comunicación):

*** 6. Staff Development:**

Please choose TWO items that you feel are the most important for your district. (Por favor escoja DOS cualidades que usted considera son las más importantes para su Distrito.)

- Can coordinate contract negotiations and administer bargaining agreements. (Poder coordinar las negociaciones de contratos y administrar los acuerdos de negociación.)
- Has demonstrated skill in supervising employees at all levels. (Haber demostrado habilidad en la supervisión de empleados en todos los niveles.)
- Has developed a program for staff evaluation and corrective action/improvement plans. (Haber desarrollado un programa para la evaluación del personal y planes de acción correctiva/mejoramiento.)
- Has experience developing and coordinating professional staff development programs. (Tener experiencia en desarrollar y coordinar programas para el desarrollo profesional del personal.)
- Has successfully recruited, selected and retained highly qualified staff. (Haber reclutado, seleccionado y retenido exitosamente al personal altamente calificado.)
- Knows and practices effective personnel policies and procedures. (Conocer y practicar las normas y procedimientos para el personal eficiente.)
- Knowledgeable about non-discriminating regulations at the state and federal level. (Estar bien informado(a) de los reglamentos sobre la no discriminación a nivel estatal y federal.)
- Identify another staff development trait. (Identificar otro rasgo desarrollo personal.)

*** 7. Decision-Making:**

Please choose TWO items that you feel are the most important for your district. (Por favor escoja DOS cualidades que usted considera son las más importantes para su Distrito.)

- Can "live with" decisions regardless of how difficult they were to make. (Poder "sobrellevar" las decisiones sin importar qué tan difícil haya sido tomarlas.)
- Decision-making style places emphasis on board involvement. (El estilo en la toma de decisiones pone énfasis en la participación de la Mesa Directiva.)
- Can integrate research data into the decision-making process. (Poder integrar los datos de la investigación en el proceso de la toma de decisiones.)
- Has established a strong and effective management team - coordinates decision-making with other administrators. (Haber establecido un equipo de administración estable y capaz - coordinar la toma de decisiones con otros administradores.)
- Carries out the district vision that reflects community values and beliefs to guide the educational programs. (Realizar la visión del Distrito que refleja los valores y convicciones de la comunidad para guiar los programas educativos.)
- Reacts positively in highly stressful situations. (Reaccionar positivamente en situaciones altamente estresantes.)
- Includes parents, staff, community members, & students as appropriate in the development of recommendations. (Incluir a los padres de familia, miembros del personal, miembros de la comunidad y estudiantes conforme sea apropiado, en el desarrollo de las recomendaciones.)
- Identify another decision-making trait. (Describa a continuación otra cualidad sobre la toma de decisiones.)

*** 8. Operations, Support Services and Facilities:**

Please choose TWO items that you feel are the most important for your district. (Por favor escoja DOS cualidades que usted considera son las más importantes para su Distrito.)

- Is an advocate for change. (Ser un(a) defensor(a) para el cambio.)
- Has efficiently managed the operation of a school or district. (Haber manejado eficientemente el funcionamiento de una escuela o un distrito.)
- Has managed an effective program for supervision of buildings and grounds. (Haber manejado un programa eficaz para la supervisión de los edificios y terrenos escolares.)
- Supports use of technology in the classroom and across the district. (Apoyar el uso de la tecnología en el salón de clases y en todo el distrito.)
- Knows how to organize and operate an effective, efficient transportation program. (Saber cómo organizar y operar un programa de transporte eficaz y eficiente.)
- Knows how to organize and operate an effective, efficient, break-even food services program. (Saber cómo organizar y operar un programa de servicios alimenticios eficaz, eficiente, sin tener pérdidas.)
- Knows how to plan for energy conservation and other operational programs. (Conocer cómo hacer planes para la conservación de la energía y otros programas operacionales.)
- Knows procedures for assessing and improving district operations in all support areas. (Conocer los procedimientos para evaluar y mejorar las operaciones del distrito en todas las áreas de servicios de apoyo.)
- Knows the steps involved in planning new or remodeled facilities and/or dealing with school construction. (Conocer los pasos involucrados en la planificación de instalaciones nuevas o remodeladas y/o en relación con la construcción de escuelas.)
- Identify another operational trait. (Describa a continuación otra cualidad sobre las operaciones.)

* 8. Operations, Support Services and Facilities:

Please choose TWO items that you feel are the most important for your district. (Por favor escoja DOS cualidades que usted considera son las más importantes para su Distrito.)

- Is an advocate for change. (Ser un(a) defensor(a) para el cambio.)
- Has efficiently managed the operation of a school or district. (Haber manejado eficientemente el funcionamiento de una escuela o un distrito.)
- Has managed an effective program for supervision of buildings and grounds. (Haber manejado un programa eficaz para la supervisión de los edificios y terrenos escolares.)
- Supports use of technology in the classroom and across the district. (Apoyar el uso de la tecnología en el salón de clases y en todo el distrito.)
- Knows how to organize and operate an effective, efficient transportation program. (Saber cómo organizar y operar un programa de transporte eficaz y eficiente.)
- Knows how to organize and operate an effective, efficient, break-even food services program. (Saber cómo organizar y operar un programa de servicios alimenticios eficaz, eficiente, sin tener pérdidas.)
- Knows how to plan for energy conservation and other operational programs. (Conocer cómo hacer planes para la conservación de la energía y otros programas operacionales.)
- Knows procedures for assessing and improving district operations in all support areas. (Conocer los procedimientos para evaluar y mejorar las operaciones del distrito en todas las áreas de servicios de apoyo.)
- Knows the steps involved in planning new or remodeled facilities and/or dealing with school construction. (Conocer los pasos involucrados en la planificación de instalaciones nuevas o remodeladas y/o en relación con la construcción de escuelas.)
- Identify another operational trait. (Describa a continuación otra cualidad sobre las operaciones.)

*** 9. Budget and Finance.**

Please choose TWO items that you feel are the most important for your district. (Por favor escoja DOS cualidades que usted considera son las más importantes para su Distrito.)

- Has successful experience in planning, managing and evaluating annual budgets. (Tener una experiencia exitosa en la planificación, administración y evaluación de un presupuesto anual.)
- Can propose & implement ways to restore financial stability to a district with financial problems. (Poder proponer e implementar maneras para restaurar la estabilidad financiera de un distrito con problemas financieros.)
- Can explain how to develop and implement budgeting and accounting control procedures. (Poder explicar cómo desarrollar e implementar la elaboración de un presupuesto y los procedimientos de control contable.)
- Can explain how to establish recommendations for appropriate levy or bond issues. (Poder explicar cómo establecer las recomendaciones para recaudar impuestos de manera apropiada o emisiones de bonos.)
- Can forecast revenue shortfalls and enrollment changes. (Poder pronosticar la insuficiencia de ingresos y los cambios en la matriculación.)
- Can review a budget printout and note irregularities and areas of potential future concern. (Poder revisar una copia impresa del presupuesto y notar las irregularidades y las áreas de potencial preocupación en el futuro.)
- Can describe how to supervise purchasing, payroll and other fiscal matters. (Poder describir cómo supervisar las compras, la nómina y otros asuntos fiscales.)
- Identify another budget/finance trait. (Describe a continuación otra cualidad sobre el presupuesto/finanzas.)

TEMPLATE School District Community Superintendent Search Survey (Updated Feb 2022)

Final Page

* 10. What do you consider to be the two or three most significant **STRENGTHS** of the district? (¿Cuáles considera usted que son los dos ó tres puntos fuertes más significativos del Distrito?)

* 11. What do you consider to be the two or three most significant **CHALLENGES OR ISSUES** facing the district? (¿Cuáles considera usted que son los dos ó tres desafíos ó problemas más significativos que enfrenta el Distrito?)

Press the SUBMIT button below to complete your survey. (Presione el botón ENVIAR abajo para completar su encuesta.)

Thank you for sharing your feedback with us! (¡Gracias por compartir sus comentarios con nosotros!)

5.A.3. The Governing Board will discuss and may consider approving additional elements of community involvement in the search process, such as a finalist forum facilitated by ASBA.

Stan Goligoski moved that the Governing Board approve additional elements of community involvement in the search process, such as a finalist forum facilitated by ASBA. Linda Conn seconded the motion.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye and Jane Robertson voted Aye. The motion passed 5-0.

5.A.4. The Governing Board will discuss and may consider approving the position announcement to be published on the ASBA website. This announcement will include a district profile, community profile, position profile, position salary range, district financial information, timeline and process.

Linda Conn moved that the Governing Board approve the position announcement to be published on the ASBA website. This announcement will include a district profile, community profile, position profile, position salary range, district financial information, timeline and process. Kara Woods seconded the motion.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye and Jane Robertson voted Aye. The motion passed 5-0.



The Governing Board of the Prescott Unified School District announces a search for a new District Superintendent. Qualified applicants are invited to apply for this exceptional opportunity.

Prescott Unified School District Profile

Our Community

Located in the beautiful mile-high city of Prescott, Arizona, Prescott Unified School District No. 1 is 96 miles northwest of Phoenix and 90 miles southwest of Flagstaff. Approved in 1868, prior to Arizona statehood, it is the first school district in Arizona. Prescott Unified School District educates 4,000 students, offering an early childhood center, three K-4 schools, one 5-6 school, one 7-8 middle school and one 9-12 high school.

PUSD is a learning community built on a foundation of excellence more than a century old. The district provides the skills that every child will need to become a strong citizen, valued employee, entrepreneur or leader of tomorrow. Proud to be a "Kids at Hope" district, we believe that "Every Child, Every Day" matters.

The district provides extraordinary opportunities through a variety of programs and challenging curriculum. Its standardized test scores exceed county, state and national averages, and students have access to programs and services to meet their individual needs. Unique course offerings and programs include Air Force JROTC; career and technical education; French, Spanish and German language courses; dual enrollment with Yavapai College; state and national award-winning athletics, music and arts programs; gifted education; character education; and farm-to-school and outdoor habitat education.

Scenic Prescott is the county seat of Yavapai County with a growing population of 47,000+ citizens. With over 800 buildings on the National Register of Historic Places as well as the self-proclaimed world's oldest rodeo, historic Whiskey Row, and the New Year's Eve Boot Drop, Prescott is a tourist mecca in Arizona attracting art lovers, outdoors-types, retirees, history-buffs and anyone looking for a quality vacation or attractive residence. With institutions of higher education and several school districts in the Quad Cities of Prescott, Dewey Humboldt, Prescott Valley and Chino Valley, the area is home to over 100,000 Arizonans. Its varied mountain and lake scenery and moderate climate attract travelers year-round.

Our Vision Statement

Prescott Unified School District educates students to be confident, lifelong learners prepared to achieve their full potential in a complex, interconnected world.

Our Mission Statement

- Providing extraordinary opportunities through a variety of programs and challenging curriculum.
- Uniting the PUSD family of students, staff and community members through positive relationships.
- Supporting exceptional staff through on-going individualized professional development.
- Developing a highly educated, civic-minded and productive community, one student at a time.

Our Strategic Plan Goals

Student Achievement: Unify curriculum, instruction and assessment processes to increase student achievement.

Culture: Deliberately set and lead school/district culture through positive relationships.

Community and Stakeholder Relationships: Develop partnerships, support and input systems for district direction and initiatives.

Enrollment: Meet the educational needs of the community to optimize enrollment.

Resource Accountability: Maximize resources to provide the best education for our students.

Our Students

Prescott USD serves approximately 4,000 students in preschool through 12th grade.

Demographically our student population is:

Asian	2.4%
Black	1.8%
Hispanic	1.2%
Native American	3%
White	91%

PUSD works to ensure all its graduates are:

Globally Aware

Strong Communicators

Fair and Ethical

Financially

Knowledgeable

Creative

Artistic

Healthy

Goal Oriented

Honest

Problem Solvers

Organized

Respectful

Independent

Collaborative

Technologically Savvy

Hard workers

Persistent

Lifelong Learners

Active Community Members and Citizens

Critical Thinkers
College and Career Ready
Confident
Empathetic and Compassionate

District Operational Information

Personnel

In FY 2023, the district has 249 certified teachers and administrators and 180 classified administrators and staff.

Budget and Finance (FY 2023)

Primary Tax Rate: 2.3569
Secondary Tax Rate: 0.1767
Maintenance and Operation Budget: \$ 30,607,052
Unrestricted Capital Budget: \$ 2,626,870
Average Salary of All Teachers: \$45,765*
*excludes Prop. 301 or extra duty stipends

Our Governing Board

Andy Fraher	President
Stan Golligowski	Vice President
Kara Woods	Member
Linda Conn	Member
Jane Robertson	Member
Miranda Adams	Student Representative
Elle Long	Student Representative

Position Profile

The Prescott Unified School District Governing Board seeks an experienced leader with high standards, personal integrity and good moral character. The successful candidate will be a highly energetic education professional who has a strong background in teaching and educational leadership and possesses the skills necessary to continue the District's commitment to excellence, while focused on improvement of opportunities and outcomes. The Board is also interested in a selecting a leader committed to maintaining a strong teaching staff while attracting families and students.

The Governing Board understands that candidates are likely to possess traits and skills in varying degrees and seeks an individual who demonstrates the "best fit" for the position and the community.

Position Requirements

These are the minimum requirements for the position of Superintendent.

- Five (5) years' teaching experience in a public school system
- Master's Degree from an accredited university
- Three (3) years' Principal or building-level administrator experience
- District-level administrative experience at a cabinet level position

- Current Arizona Superintendent Certificate or ability to attain one
- Fingerprint verification from the state of Arizona

Preferred Experience, Credentials and Skills

In addition to the position requirements, the Governing Board seeks a Superintendent who:

- Holds a Doctorate Degree from an accredited university.
- Demonstrates excellent interpersonal skills that facilitate accessibility to staff, parent, and community members.
- Is enthusiastic about student-centered programs and activities, is committed to the growth of every child as a student and is a person who has been successful in the implementation and development of programs that meet the needs of every child.
- Is committed to the well-being and academic success of all students.
- Has experience in curriculum planning and instruction, and in coordinating or directing staff development.
- Is knowledgeable of current Arizona standards, assessment protocols and educational statutes.
- Models high expectations and holds others to the same standards in accountability, honesty, integrity, accessibility, involvement and commitment to the District and community.
- Has experience and knowledge in school law, finance, fiscal planning, federal programs, grant writing, and district operations such as facilities, transportation, and food service.
- Values staff opinions and ideas and engages staff and community in the development of District goals.
- Displays a passionate vision of education for the future.

Salary and Contract

The salary range for this position is \$140,000 to \$160,000. The actual salary for the successful candidate, to be determined during contract negotiations, will be based on experience and professional preparation. Benefits include health insurance and possibly other items negotiated.

Search Timeline

To receive consideration, an applicant's file must be completed and filed with the Arizona School Boards Association, who has been retained by the Prescott Unified School District Governing Board for the search, by noon Arizona time March 21, 2023. Incomplete and or late applications will not be considered. Once the position is closed no alterations or additions to the application or submitted materials can be made.

Each candidate and finalist will visit the district at his/her expense to be interviewed by the Governing Board. Governing Board members may visit the communities of finalists as part of the final selection process.

Vacancy Announced (12:00 p.m. AZ time)	Feb. 21, 2023
Deadline for Applications (12:00 p.m. AZ time)	March 21, 2023
Applicant Screening with Governing Board	Week of March 27, 2023
Candidate Interviews (Subject to change)	Week of April 3, 2023

Finalist interviews and Community Forum <i>(Subject to change)</i>	Week of April 17, 2023
Governing Board Enters into Contract Negotiation <i>(Subject to change)</i>	TBD
Announcement of New Appointment: <i>(Subject to change)</i>	TBD
Incoming Superintendent Assumes Duties: <i>(or as mutually agreed)</i>	July 1, 2023, or as determined by contract

Dates may be adjusted as determined by the Governing Board and ASBA

Additional Information

For additional information about the District and the community:

District website:

<https://www.prescottschools.com/>

Arizona Department of Education Website:

<https://azreportcards.azed.gov/districts/detail/4466>

About the Search Firm

Prescott Unified School District Governing Board has engaged the services of the Arizona School Boards Association to direct a search for qualified candidates. ASBA is a private, nonprofit, nonpartisan organization based in Phoenix, Arizona, with a proud 73-year history serving Arizona school districts. During that time, ASBA has grown to become Arizona's leader in advocacy and support for public education, the state's more than 220 school districts and their governing boards, and the approximately 1 million students they serve.

ASBA's mission is to cultivate excellence in locally governed school districts. Assisting boards through one of the most important decisions they will make, recruitment and selection of a superintendent, is central to this work. We also carry out our mission by providing leadership development, legislative and legal advocacy, policy development, and board training and facilitation. ASBA is recognized as the state's authority on school district leadership, board governance and the critical role of the board-superintendent leadership team in district and student success. Our executive search team, based at ASBA's headquarters in central Phoenix, specializes in meeting the unique needs of public-school districts and their governing boards.

Inquiries

All inquiries related to this search are to be directed to Dr. Mark Joraanstad, Search Consultant, at mjoraanstad@gmail.com, or Tracey Benson, ASBA Associate Executive Director and Search Administrator, at tbenson@azsba.org or 602-254-1100.

The Prescott Unified School District is an Equal Opportunity Employer.

For information related to Equal Opportunity Employment:

<https://www.dol.gov/sites/dolgov/files/ofccp/regs/compliance/posters/pdf/eeopost.pdf>

Prescott Unified School District
Superintendent Salary Information
February 17, 2023



This information from the ASBA Salary Survey, FY2022

Definitions:

- Rural and Remote- Not connected with either a large or moderately sized city
- Rural- Fringe of moderately sized city
- Urban- Moderately sized city
- Suburban/Urban- fringe of large city
- Urban- Large city

District Size ADM 2,501-5,000

Average Base Salary	All AZ USD	\$150,000
Average Base Salary	Pinal	\$143,000
Average Base Salary	Pima	\$170,000
Average Base Salary	Yuma	\$140,000
Average Base Salary	Maricopa	\$130,000
Average Base Salary	AZ Rural	\$160,000
Average Base Salary	AZ Urban-Moderate	\$153,000

Performance Pay Among AZ Superintendents

20%	None Received
20%	Received 5%
16%	Received 3%
18.6%	Received 6-10%
8%	Received 2%
6.67%	Received 4%

5.A.5. The Governing Board will discuss and may consider incorporating specific questions into the application process for the position of District Superintendent.

**Prescott Unified School District No.1
Superintendent Search
February 17, 2023**



Potential Custom Questions for Application (Up to 3 Available)

As a reminder here are the ones already included by ASBA.

- List and briefly describe your prior school leadership positions.
- Have you ever been bought out of a contract or put on administrative leave? If yes, please explain.
- Why are you interested in leading the Prescott Unified School District as the next Superintendent?
- Why are you a "good fit" for the Prescott Unified School District Superintendent position?

(All responses are limited to 200 words or less.) The following have been used by other Arizona districts.

1. Describe your management/leadership style.
2. What areas/programs within the Prescott Unified School District do you believe the Superintendent and Governing Board need to focus on to generate further refinement?
3. How would you build stakeholder consensus for change you believe is important and necessary?
4. Describe your experience in school finance.
5. What is your philosophy of education?

Potential Themes

Board Relations
Change Management/Leadership
Financial Management
Instructional Leadership
School Safety
Staff Recruitment and Retention
Staff and Community Relations
Strategic Planning
Student Achievement

Andy Fraher moved that the Governing Board approve incorporating specific questions into the application process for the position of District Superintendent. Kara Woods seconded the motion.

Andy Fraher voted Aye, Stan Goligoski voted Aye, Kara Woods voted Aye, Linda Conn voted Aye and Jane Robertson voted Aye. The motion passed 5-0.

6. ADJOURNMENT – Hearing no objections, Governing Board President adjourned the meeting at 11:55 am.

Sarah A. Torres, Governing Board Secretary