



## Clarkdale-Jerome School District #3

1615 Main Street

Clarkdale, Arizona 86324

Phone (928) 634-5035 – Fax (928) 639-0917

“Every Student, Every Day, Preparing for Tomorrow”

### **NOTICE OF PUBLIC MEETING OF THE GOVERNING BOARD OF CLARKDALE-JEROME ELEMENTARY SCHOOL DISTRICT #3**

Notice is hereby given that the Governing Board of the Clarkdale-Jerome Elementary School District #3 will convene during a meeting open to the public on Wednesday, December 20, 2023 at 1:00 pm for a Work-Study Session in the Clarkdale Ladies Lounge, located at 39 N Ninth St., Clarkdale, AZ 86324.

**Topic: CJSB Board Work Study Session**

**Time: December 20, 2023 01:00 PM Arizona**

### **WORK STUDY SESSION AGENDA**

On December 20, 2023, Amy Castellanos, Director of Leadership Development and Lynne Bondi, Policy Analyst from the Arizona School Board Association facilitated a three hour board study session with the Clarkdale Jerome School Board. This session focused on Board Operations, Communication Protocol and the Superintendent Evaluation tool. The agenda for the meeting was as follows:

- I. Welcome and Introduction
- II. Board Operations – Roles and Responsibilities

#### **Board Operations:**

This training is designed for the board and superintendent team to assist with their communication practices. It is particularly helpful when a new superintendent is hired, or a new board member joins the team. ASBA facilitated a conversation around the following topics focusing on what the current policy states, what the current practices are and what practices need to be established or modified to build consensus and establish protocols that the governance team (board and superintendent) can abide by. To begin this process, the ASBA facilitator reviewed the stages of team formation, the roles and responsibilities of the board and the superintendent. Some important foundational concepts to remember in this discussion are below:

- All teams will go through the five stages of team development. These stages are forming, storming, norming, performing and adjourning. Each stage can be expected and there are specific needs in that stage. Understanding these stages and the needs of the group during the stages are key to forming a high functioning school board.
- The board has one employee: the superintendent and the superintendent has one boss: the board (collectively). This means that board members should not direct the actions of any other staff in the district and should work through the superintendent. It also means that the board supervises the superintendent. Individual board members do not have the authority to direct

the superintendent without the will of the majority. While individual board members may make requests for information or suggestions, the superintendent has the authority to refer any projects or requests that may take significant time back to the board to determine if it is needed.

- The board determines the “what” and the superintendent determines the “how.” The board works to set the vision and values of the district and establishes key goals for the district, in consultation with the superintendent. The superintendent determines how to go about meeting these goals. In short, the board views things from the 30,000-foot level while the superintendent looks after the day-to-day.
- The board and superintendent are the senior leadership team for the district and set the standard for positive, collaborative relationships. The board/superintendent relationship suffers when one or the other tries to overtake the responsibilities of the other. The team should work together to identify one another’s key values and leadership style, acknowledge others’ points of view even if you do not agree, and assume positive intent in all interactions.
- Ultimately, the board is responsible for ensuring students are succeeding. While success can be measured in many ways, effective boards ask questions to ensure that the policies, goals and budgets they adopt are being implemented in a way that supports students and outcomes. Educational Equity, or the fair allocation of resources based on student need, is a necessary component of student achievement to ensure every student has what they need for successful outcomes.

### III. Supporting Policy

### IV. Communication Protocols

#### **Board Communications:**

ASBA facilitated a brief discussion about communication protocols. The superintendent and board members stated that they felt the communication protocols were sound and they did not think there was a need to dive into deeper discussion. The following areas were reviewed for clarity among the group.

1. Emergency Communications
2. Future board agenda items
3. Board/Community Communications (Including “K” policies around concerns/complaints received by board members)

### V. Superintendent Evaluation Tool Review

#### **Superintendent evaluation**

The group discussed the Superintendent evaluation tool offered by ASBA, discuss the governing board’s role/responsibilities in the evaluation process and identify next steps to the annual superintendent evaluation.

ASBA facilitator identified hiring of the superintendent as one of the most important responsibilities of the school board. The superintendent carries out the governing board and community vision for the school’s success, nurtures the overall health of the district and, ultimately, ensures growth in student success and well-being. The facilitator also described the impact of an insightful evaluation to ensure the superintendent is effective and successful in carrying out the mission and vision of the district. Superintendent evaluations that are rooted in evidence-based practices and commonly understood outcomes allow the district to continually improve. American Association of School Administrators captures the essence of this evaluation

**process best by stating:**

**“No matter the specific position, evaluation needs are basic:  
the need for thoughtful, thorough and fair evaluation  
based on performance and designed to encourage improvement  
in both the person being evaluated and the school district.”**

**American Association of School Administrators  
The Superintendents Association**

**AASA Whitepaper: Evaluating the Superintendent (2010)**

**Annual evaluation of the superintendent is not just best practice it is also required by Arizona law (A.R.S. §15-503) and addressed in district policy CBI.**

**The superintendent and board members did a brief walk through of the superintendent evaluation. The facilitators used specific metrics to explain how the evaluation tools works and what evidence can best support each domain of the tool. The facilitator emphasized that the there should be no more than three pieces of data used as evidence in any given standard. This tool is fully customizable and the district will be able to use the tool at their discretion. The group agreed to review and revise policy, as necessary, around the evaluation process in an upcoming board meeting.**

VI. Closing

**The following next steps were identified in this meeting:**

- 1. Review and revise policy as necessary around the evaluation process**
- 2. Set study session to define terminology and agree upon terms.**
- 3. Revisit superintendent and district goals**