

JOURNAL

ARIZONA SCHOOL BOARDS ASSOCIATION

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Stronger Together



2021 Annual Awards Showcase

Quality leadership and advocacy
for children in public schools.

OurVision

The best schools in every Arizona community.

OurMission

We cultivate excellence in locally-governed school districts.

OurKeyFunctions

Provide training and leadership development.

Represent and advocate for the diverse needs of
our membership.

Provide products and services that support district success.

OurCoreBeliefs

The basic life needs of children must be met for them to succeed.

Meeting the unique educational needs of all students must be the
foundation of our school systems.

The governance of publicly-funded schools must lie with locally-
elected and publicly-accountable governing boards.

The responsibility for student success is shared by students,
parents, governing board, district staff and the community.

Public education funding must be broad-based, stable and at
a level that assures all students are successful.

Knowledgeable and professionally trained governing board
members are fundamental for ensuring student success.

Closing the opportunity and achievement gap is a moral
and economic imperative that must be addressed to ensure
all Arizona's students are successful.

Systemic inequities must be removed so every student achieves
their fullest potential.

Officers

President Monica Trejo, Tempe ESD

President Elect James Bryce, Solomon ESD

Treasurer Desiree Fowler, Page USD

Secretary Tadeo De La Hoya, Gadsden ESD

Past President Ann O'Brien, Deer Valley USD

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Apache Judy James

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Coconino Harriett Sloan

Gila Joanne Conlin

Graham Troy Thygerson

Greenlee Bruce Lunt

La Paz Monica Timberlake

Maricopa Sophia Carrillo Dahl

Maricopa Brian Garcia

Mohave Roger Jacks

Navajo Jarrahlyn Begaye

Pima John Sparks

Pima Wendy Effing

Pinal Steve Johnson

Santa Cruz Kathleen Pasierb

Yavapai Karen McClelland

Yuma Juan Castillo

Hispanic/Native American Indian Caucus

Eva Carrillo Dong

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request a demo.**



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Decision Making — Made More Efficient, Timely, and Strategic

Now more than ever, district leaders need easy access to data-based insights that support daily decision making. Frontline Analytics' suite of tools enable K-12 education leaders to leverage their district, demographic, student, and peer data to make more informed, strategic decisions.

Comparative Analytics

formerly 5Sight

Analyze comparative data to quickly generate new insights into organizational performance

Student Analytics Lab

formerly 5Lab

Connect student data sets for new insights, reporting, and custom dashboards.

Financial Planning Analytics

formerly 5Cast

Use current GL finance data to develop and monitor budgets, create projections, and model scenarios.

Location Analytics

formerly 5Maps

Add location data to your student or operational data to analyze enrollment shifts, assess equity, and more.

Learn more about how we can help your district.

Josh Rader *Sales Director*

630.955.7602 | jrader@frontlineed.com



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We must put our students first and work stronger together

By Monica Trejo, President, ASBA Board of Directors

School board members are elected officials and policymakers. Our primary focus is to support our students and our schools. ASBA has been supporting school board members and our public schools for more than 70 years by cultivating excellence in our locally governed school districts. Arizona's school board members represent a range of different backgrounds, including professions, political ideologies, racial and ethnic backgrounds, ages (from 18 to 70+), and other attributes. ASBA members serve in rural, remote, urban and suburban school districts. We are 1,100+ school board members strong. Nationally, there are approximately 90,000 school board members.

Unlike other elected officials, school board members are unpaid, and we are the most accountable to our local communities. Every day, we encounter our constituents, including our students and their families. You will likely find us at the grocery store, local library, church or neighborhood park. When I ask school board members why they ran for an unpaid position, I encounter a variety of responses, from a parent wanting to be more involved in their child's education to a retired veteran wanting to continue to serve their country in some way. Despite the range of responses I've heard, the goal is always the same: to help make a positive difference for students.

Our schools can help improve the lives of students and their families. Overall, creating a more promising and prosperous future for all Arizonans.

For the past two years, we have been met with unprecedented challenges. As board members, we had to step up as community leaders and make difficult and critical decisions in the face of global uncertainty. Boards must continue to work effectively with their district staff, fellow board members, parents, business and

community leaders. We need to all work together to support our students. Divisive boards are detrimental to our schools and our communities. Research highlights a correlation between effective governance and student achievement.

During more difficult days, you may wonder, "Why am I still doing this?" I think it's important to remind yourself and ask, *why did you run for school board?* For me, I grew up experiencing poverty, food insecurity and even homelessness. I lacked basic stability as a child and attended public schools in rural, suburban and urban communities throughout Arizona, switching schools 10 times by the time I turned ten years old. I know what it's like to be hungry and without. It's because of my teachers, schools and their resources that I became the first in my home to graduate from high school and I am now earning my doctorate in education leadership.

Education has transformed my life and ingrained in me the importance of public education. In my career, I have served as a special education teacher, school administrator and worked in education policy. I ran for school board because I want to make a positive difference for all students, regardless of their backgrounds or where they come from because that's what public education did for me.

We need strong governance to help strengthen our public schools to support our students. Our schools can help improve the lives of students and their families, overall, creating a more promising and prosperous future for all Arizonans.

I hope you will remember why you serve and continue to help make a positive difference for all students in your communities. I appreciate your service and the sacrifices you and your families have made to support our one million Arizona students. We must continue to put our students first and work stronger together.

I am thankful to have the opportunity to serve all of you as your new ASBA president and I look forward to working with you this year to continue our critical mission of supporting our students and our schools. ■



President's Message



OUR MISSION IS

CULTIVATING EXCELLENCE IN LOCALLY-GOVERNED SCHOOL DISTRICTS

to bring about the best schools in every Arizona community.

Our Strategic Goals



Leadership Development

Develop highly effective board members and educational leaders and promote leadership opportunities beyond the board level.



Advocacy

ASBA is the most influential voice for public education.



Equity in Education

Arizona school district leaders understand equity in education and are taking action steps to ensure every student achieves their full potential.

ASBA supports the critical work in local governance

By Dr. Sheila Harrison-Williams, ASBA Executive Director



Viewpoints

School boards are perhaps the oldest incarnation of elected governance in our state, dating to the days when local residents banded together to provide for the education of their children. They have served as a success story of local cooperation and partnership between government and the community for a common purpose since before statehood. It is often said, the government closest to the people governs best. It doesn't get any closer to your neighbors than the school board. Over the past year, you have been faced with unimaginably difficult decisions and for that Arizona owes its gratitude to you.

The Arizona School Boards Association is your professional association, and we are proud to stand with you, respond to your needs and support the critical work of local governance in these times.

ASBA is Arizona's champion for local control and community-based decision making. We have been since our founding more than 70 years ago. Our allegiance is to Arizona and our commitment is unwavering for a simple reason: When local decision-making thrives and governance is strong, open and effective, students win. That means Arizona wins.

Just as it has been for decades, our job each day here at ASBA is to support Arizona school boards and the individuals who serve on them as they do the important work of engaging with and listening to all members of their communities and taking action that meets local needs and leads to excellent outcomes for their students.

What does that mean for an association of school boards like ours in today's world – and, most importantly, in today's Arizona?

First and foremost, ASBA is a service organization dedicated to meeting the ongoing, operational needs of Arizona school district governing boards in three core areas:

- Providing training and leadership development.
- Providing products and services that support district success.
- Representing and advocating for the diverse needs of our membership.

These are the reasons we were founded by a group of school board members from throughout the state back in 1949, and they remain at our core today.

Policy services is a valued example of this. ASBA model policies provide district boards the foundation necessary to operate a school system in compliance with state and federal laws and court and regulatory action. It's our privilege – and, we think, our

responsibility – to offer access to this service to our members. When school boards come together to share the cost of necessary services like these through an association like ours, more precious dollars can be put towards supporting student success. Our pricing equity model also levels the playing field, enabling small rural districts to have these same critical, top-notch services as their large urban and suburban counterparts.

Our Academy of Board Development is another excellent example – and one unlike any other available in the state. School boards

The Arizona School Boards Association is your professional association, and we are proud to stand with you, respond to your needs and support the critical work of local governance in these times.

Continued

Decision Making — Made More Efficient, Timely, and Strategic

Now more than ever, district leaders need easy access to data-based insights that support daily decision making. Frontline Analytics' suite of tools enable K-12 education leaders to leverage their district, demographic, student, and peer data to make more informed, strategic decisions.

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Location Analytics

formerly 5Maps

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Learn more about how we can help your district.

Josh Rader *Sales Director*

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have unique requirements and responsibilities. A multitude of educational opportunities, offered through the Academy of Board Development, enable board members to select and attend workshops, conferences and events at which they can build knowledge, skills and understanding in areas that are important to them as they support their communities through board service.

Advocating for a legislative, regulatory and legal environment in which local school boards have the autonomy and resources to carry out their vision for their schools and communities is another important area of our work, and it has been from the start. Today, we are focused on the pressing issues of teacher and staff shortages, capital facilities, special education, transportation, and accountability, just to name a few. Those are the issues that unite us and make joining together as an association of school boards so impactful.

From the start of the association and to this day, we also have been advocating for local control, the institution of the school board itself and the community members who are elected

or appointed to serve their communities on school boards. It's no secret that school boards have been faced with decisions in recent years that have been tougher than they ever could have imagined. At times like these, an association of school boards from around Arizona - community leaders who are learning, working, growing and advocating together around the things that unite them - is more important than ever. Standing strong together in this moment is of paramount importance to the health and well-being of our local public schools, and also to the very institution of school boards.

That brings us back to you, our members. At ASBA, we make it a practice of saying, "ASBA is *your* association." You, Arizona's school boards and school board members, are our owners. In all of this work, we never lose sight of the fact that we are an organization governed by locally elected school board members from every county in Arizona and operated for the benefit of school boards throughout Arizona.

We are *your* association, and we are here to serve you. ■



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2022 Calendar of Events

Walk-In Registration: Available day of all events for an additional \$50 fee.

June

THUR-SAT
9-11

Summer Leadership Institute
Little America, Flagstaff Registration opens
April 11 and closes May 31

September

WED-FRI
7-9

Law Conference
JW Marriott Camelback Inn, Scottsdale
Registration opens July 5 and closes Aug. 26

SATURDAY
10

Delegate Assembly
JW Marriott Camelback Inn, Scottsdale
Registration opens July 5 and closes Aug. 26

TUESDAY
20

Santa Cruz County Meeting

WEDNESDAY
21

Cochise County Meeting*
With County Director Election

THURSDAY
22

Pima County Meeting*
With County Director Election

TUESDAY
27

Yuma County Meeting*
With County Director Election

WEDNESDAY
28

La Paz County Meeting

THURSDAY
29

Mohave County Meeting

October

MONDAY
17

Maricopa County Meeting*
With County Director Election

TUESDAY
18

Yavapai County Meeting

WEDNESDAY
19

Pinal County Meeting*
With County Director Election

TUESDAY
25

Apache County Meeting*
With County Director Election

WEDNESDAY
26

Navajo County Meeting*
With County Director Election

THURSDAY
27

Coconino County Meeting

November

WEDNESDAY
2

Graham-Greenlee County Meeting*
With County Director Election

THURSDAY
3

Gila County Meeting

December

WED-FRI
14-16

**ASBA-ASA Annual Conference and
New Board Member Orientation**
JW Marriott Desert Ridge
Registration opens Oct. 17 and closes Dec. 5

Wednesday Webinars Live and Recorded

Register for ASBA webinars and obtain CEU credit for attending. Can't view the webinar live? No problem. Go ahead and register and you will receive the recording automatically by email so you can view it later. There is no cost to register. You can find all Wednesday webinars on the ASBA webpage, <https://azsba.org/events-asba/>.

Check azsba.org: Final details for each ASBA event will be posted under **Events**.

Meet ASBA's 2022 Board of Directors

ASBA is excited to introduce this year's Board of Directors to members. The Board of Directors is composed of five executive officers that make up the Executive Committee, and 17 County Directors – one for each county in Arizona, with two for Pima and Maricopa Counties due to their higher populations. The chairs of the ASBA Hispanic-Native American Indian Caucus and the ASBA Black Caucus also serve on the board of directors.

The election of secretary, treasurer and president-elect was held at the ASBA Annual Business Meeting on Thursday, Dec. 16, 2021, in conjunction with the ASBA-ASA Annual Conference. County directors were elected during county meetings by self-nomination held during September through October last year. ■

Officers



President
Monica Trejo, Tempe ESD



President Elect
James Bryce, Solomon ESD



Treasurer
Desiree Fowler, Page USD



Secretary
Tadeo De La Hoya, Gadsden ESD



Past-President
Ann O'Brien, Deer Valley USD

County Directors



Apache
Judy James



Cochise
Yulonda Boutte



Coconino
Harriett Sloan



Gila
Joanne Conlin



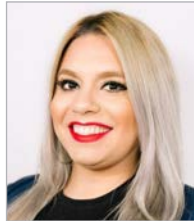
Graham
Troy Thygerson



Greenlee
Bruce Lunt



La Paz
Monica Timberlake



Maricopa
Sophia Carrillo Dahl



Maricopa
Brian Garcia



Mohave
Roger Jacks



Navajo
Jarrahlyn Begaye



Pima
John Sparks



Pima
Wendy Effing



Pinal
Steve Johnson



Santa Cruz
Kathleen Pasierb



Yavapai
Karen McClelland



Yuma
Juan Castillo

Caucus/Alliance



**Hispanic/Native
American Indian
Caucus**
Eva Carrillo Dong



**Hispanic/Native
American Indian
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**Membership
is Free**

Infoboard

Are you ready to get more involved in leading for increased equity and opportunity?



Take part in state-level dialogue and action improving the academic achievement of the students you serve. Membership in the Alliances and Caucus is open free-of-charge to all school board members interested in doing more to meet and address the specific educational needs of students of color and students in rural communities.

JOIN OUR ASBA BLACK ALLIANCE, RURAL ALLIANCE AND HISPANIC NATIVE AMERICAN INDIAN CAUCUS

Black Alliance

The Black Alliances focuses on the school board's role in improving opportunities and outcomes for Black students through activities that:

- Enhance understanding of equity in education.
- Improve service delivery to ASBA members around equity in education.
- Improve recruitment of leaders who reflect the demographics of their communities.
- Increase member access to public education allies for underrepresented students.
- Increase cultural and social competence among public education leaders and partners.

Rural Alliance

The purpose of the Rural Alliance is to strategically enhance the work of ASBA and its member boards in cultivating excellence in locally governed rural and remote school districts, with a focus on:

- Networking opportunities to encourage positive, effective relationships and collaborative efforts among leaders of rural and remote school districts.
- Ensuring representation by rural and remote leaders within the governance of the ASBA.
- Collective and strategic advocacy and member education to improve opportunities and outcomes for students in rural Arizona.

Hispanic-Native American Indian Caucus

The purpose of the HNAIC is to:

- To promote quality education for all students, focusing on the needs of Hispanic and Native American students.
- To promote positive relationships among Hispanic and Native American school boards, members of their communities, political leaders and ASBA.
- To promote legislation to improve educational opportunities for Hispanic, Native American and other students of color in public schools.
- To promote positive representation of Hispanic and Native American board members in ASBA.

Membership is free and open to any individual, regardless of their race, ethnicity, culture or origin, with a sincere desire to improve educational opportunities and outcomes for students in Arizona.

Membership is comprised primarily of school board members, however, superintendents, district staff, community and business allies may also join.

To become a member, go to the ASBA website, <https://azsba.org/about/>

Develop Customer Service Standards for Your Schools and District Departments



Book a Customer Service Training for Classified Staff

ASBA provides a customer service training that focuses on creating a welcoming environment and customer service standards using a customer-focus approach for classified school front office staff. This training is offered as a 3-hour or 2-hour format.

Measure Your District's Customer Service Standards with New Secret Shopper Service

The ASBA Secret Shopper service measures the customer service process in the school and district department setting by using a third-party individual who reports back on their experiences in a detailed and objective

way. The purpose of this service is to define areas with a potential to improve by giving feedback on how the school and district department is perceived from a customer's perspective. Organizations that use this type of service in the right way can increase customer satisfaction and improve the overall experience.

ASBA's package includes in-person visits, phone call recordings and emails to each school and district departments. This is a great new service ASBA can now offer districts that want to measure customer service around the schools and identify what areas or information needs improvement district-wide.

This Training is Available In-Person !

ASBA
Arizona School Boards Association



For more information contact:

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Five reasons to value ASBA's salary surveys

ASBA conducts two annual salary surveys designed to study district compensation and benefits. One focuses on teachers, principals and district-level administrators and the other on superintendents.

This exclusive member benefit is designed to assist in determining fair and competitive salaries for school employees.

Here are five advantages the ASBA salary surveys offer your school district:

- 1 A Competitive Position**
 ASBA's salary surveys provide information on "total" compensation that includes retirement plans, bonuses, incentives, and base salary and ensure that the information is relevant to your employee population.
- 2 Legal Compliance**
 ASBA's salary surveys provide current data on your organization's peers while maintaining confidentiality.
- 3 Investment Protection with Employees**
 Continuous benchmarking and evaluation of salary and incentive levels for existing employees can minimize turnover rates and increase district morale.
- 4 Defensible Decision Making**
 The consistent use of salary surveys helps formulate a district's overall compensation strategy and forms a foundation for plans that are internally equitable and externally competitive. Survey data provides a relevant basis for districts decisions on salary, incentives, and bonus plans when meeting with senior management and the board.
- 5 Comparable and Dependable Data**
 Given the pace of change within the economic and employment landscape, using old data puts districts at risk for lagging behind current pay trends. ASBA provides annual data each year to ensure districts have the most updated and timely information.

To view the salary surveys visit the ASBA website: <https://azsba.org/resources/salary-surveys/>
 For questions, please contact Katie Link: klink@azsba.org | 602-254-1100

JUST RELEASED!
 View the Fiscal Year 2022
 Superintendent Salary Survey
 results released to all ASBA
 members in January.

RESULTS NOW AVAILABLE

**ASBA Superintendent
 Salary Survey**

For more information:
 Steve Highlen, Executive Search Manager
 and Senior Policy Consultant
shighlen@azsba.org | 602.254.1100



Custom Virtual & On-Site Trainings

Prepare for a Summer Board Retreat

Invest In Your Team

Effective boards take time to learn and grow as a team. Summer is a great time to reflect on the past year and look forward to the year ahead. ASBA's customized board training and facilitation can help your board and leadership team move forward together.



Popular Summer Trainings

Board Self-Evaluation Part 1 & 2: Using ASBA's online self-evaluation tool, boards will be able to review evaluation results with a neutral facilitator who can help guide the conversation and build consensus around focus areas the board would like to address. Boards may choose to continue on to Part 2 of this series during which the facilitator will help the board create goals and objectives around their identified focus areas.

Board Operations & Communication Protocols: Using district policy as a guide, an ASBA facilitator will help the board establish and document agreed-upon protocols for communication with each other, staff and community. This is an opportunity for boards to ensure their practices align to their policy and are well documented to provide consistency and continuity should there be changes to the board team.

Strategic Planning (Overview): In order for your entire leadership team to participate, an ASBA facilitator will take the lead guiding the team through a review of the strategic planning process, the district's current mission, vision, values and goals, and available data. The facilitator will then assist the team in identifying strengths and needs. An additional session would be beneficial to assist the leadership team with creating a timeline for next steps including the development of strategic goals.

Team Member Style: Building good working relationships with the members of your leadership team is critical to the success of the district. In this training, members will learn about four team member styles, identify the strengths and trouble spots of their style, and gain insights on how to work with other styles on their team.

Materials by HRDQ

Let ASBA come to you!

Please contact us by email
or call **602.254.1100**

MEET OUR ASBA TRAINERS



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Julie Bacon
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2-Hour Trainings

Effective Board Meetings: This training helps your team identify ways to have productive, efficient and informative board meetings. Agenda setting, meeting norms and pacing are just a few of the topics covered in this training.

Roles and Responsibilities: Effective teams understand the roles and responsibilities of each team member. During this training, we take a deep dive into the different, yet interconnected duties of the superintendent and board.

Team Member Style: Building good working relationships with the members of your leadership team is critical to the success of the district. In this training, members will learn about four team member styles, identify the strengths and trouble spots of their style, and gain insights on how to work with other styles on their team.

Materials by HRDQ

Search Ready: This workshop is designed to help boards come to consensus on the current state and desired future state of the district in preparation for identifying criteria for a superintendent search.

Educational Equity (Overview): Student achievement is the school board's primary responsibility. With the diverse needs of students, ensuring every student is succeeding can be difficult. In this training, ASBA facilitators will cover what educational equity is (and is not) as well as introduce ASBA's Leading for Equity Framework, which provides steps boards can take to create conditions where every student can succeed.

Superintendent Evaluation Training: One of the primary responsibilities of governing boards is to evaluate the superintendent. In this training, the board and superintendent will have facilitated discussion around ASBA's new superintendent evaluation tool (or your own tool), the evaluation cycle and best practices for an evaluation that not only enhances the performance of the superintendent, but also that of your school district.

3-Hour Trainings

Board Operations & Communication Protocols: Using district policy as a guide, an ASBA facilitator will help the board establish and document agreed-upon protocols for communication with each other, staff and community. This is an opportunity for boards to ensure their practices align to their policy.

Board Self-Evaluation-Part 1: Using ASBA's online Self-Evaluation Tool, board teams review the evaluation results and identify areas of opportunity for improvement during this workshop.

Board Self -Evaluation-Part 2: This second-in-a-series workshop allows districts to review the areas of opportunity and develop an action plan with measurable goals and identify objectives to achieve those goals.

Strategic Planning (Overview): An ASBA facilitator will take the lead guiding the team through a review of the strategic planning process, the district's current mission, vision, values and goals, and available data. The facilitator will then assist the team in identifying strengths and needs. An additional session would be beneficial to create a timeline and establish strategic goals.

Have a Specific Need?

ASBA will work with your team to design a training that meets the specific needs of your board.

Board Self-Evaluation

A Look at ASBA's FREE, Online Self-Evaluation & Report

Question: Why Evaluate?

**Answer: Identify Strengths & Opportunities.
Find Common Ground. Build Your Team.**

As district leaders, we aim to provide the best educational system possible for our community. To do this, many districts engage in a process of continuous improvement. Central to this process is self-assessment. In order to identify opportunities and measure progress, we must engage in regular evaluation of ourselves and our leadership team practices. Through this process, we can also come to consensus, as a board, on what to prioritize.

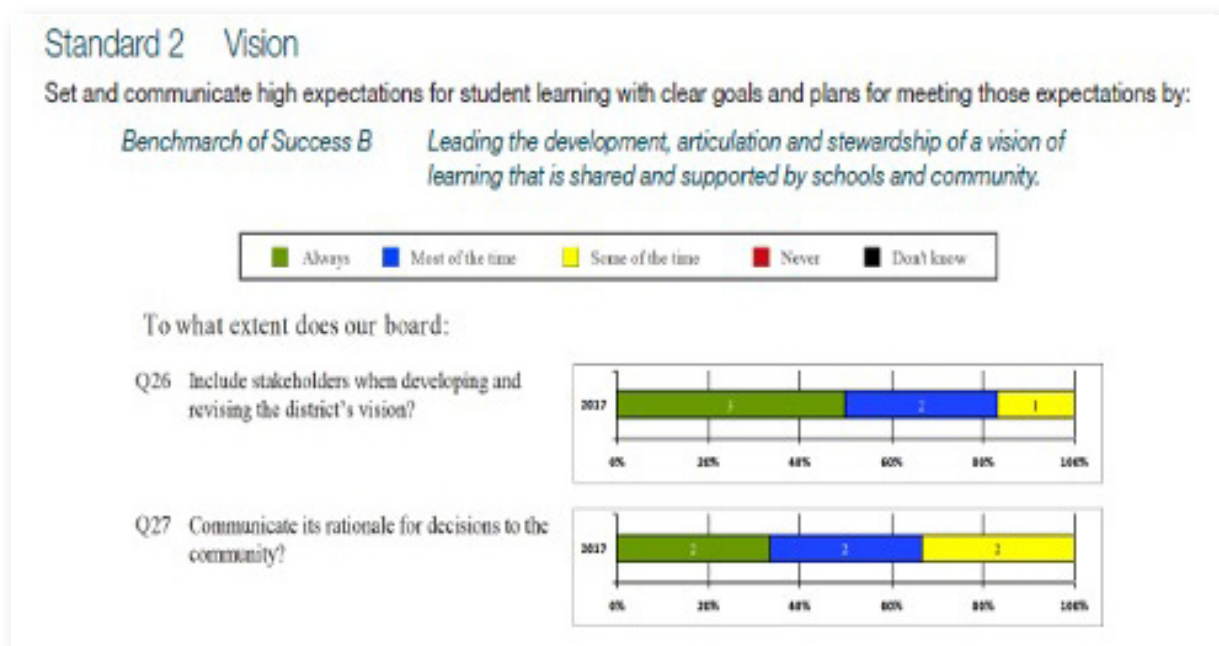
Pillars & Benchmarks

Like in education, there are standards for board leadership and benchmarks for helping us gauge our progress towards achieving those standards. ASBA's Board Self-Evaluation tool will allow you to assess your board's performance in five pillars of effective board service and identify specific areas of strength and opportunity.

The 5 Pillars of Board Service

Conduct and Ethics | Vision | Structure | Accountability | Advocacy

Example:



How ASBA's Quick, Online Self- Evaluation with **FREE** Detailed Report Works

ASBA's self-evaluation is online and takes less than 10 minutes to complete. Once the board has completed the evaluation, they will be provided with a **FREE**, detailed report which will allow the board to drill down to individual areas of strengths and opportunities by providing question-by-question results.

Get Started Today!

1. Commit to pursuing continuous improvement as a board.
2. Email nwhaley@azsba.org to request an evaluation link.
3. Have all board members and the superintendent complete the evaluation.
4. Receive your **FREE** detailed report with question-by-question results.

Maximize Your Results.

To get the most out of your report, ASBA is available to provide a facilitated conversation around your results as well as assist the board with coming to consensus on priorities for board action. This can be done in approximately 3 hours, in person or virtually, during a study session or summer retreat!



Arizona School Boards Association

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Superintendent Evaluation Tool Ready Summer 2022

An Exclusive Benefit of ASBA Membership

The Arizona School Administrators and Arizona School Boards Association have partnered to develop a comprehensive, standardized, evidence-based and flexible evaluation tool for school boards to utilize when administering the statutorily required yearly performance evaluation of the superintendent.

The goal for this project was to create a tool that is easily administered and effective. ASA and ASBA formed a diverse workgroup of superintendents and school board members from across Arizona, including urban, suburban, rural and remote districts, as well as elementary, union high school, unified, CTED and transportation districts to participate in the development of the evaluation tool.

The tool has six domains, several standards under each domain and performance indicators

for each of the standards. The standardized duties of a superintendent are included in the tool. We've also allowed the ability for board/superintendent teams to customize the tool by assigning weights to each domain, linking performance pay to the tool and creating yearly superintendent goals as part of the evaluation process.

We currently have 10 school districts participating in a pilot program to provide feedback on the tool. The tool will be available to all ASBA members in the summer of 2022 for school boards and superintendents to utilize. The tool itself will be free of charge and ASBA can provide training to boards on the tool as part of our fee-based custom training program. If you have any questions about the evaluation tool, please contact Julie Bacon at jbacon@azsba.org or by calling our office at 602-254-1100.

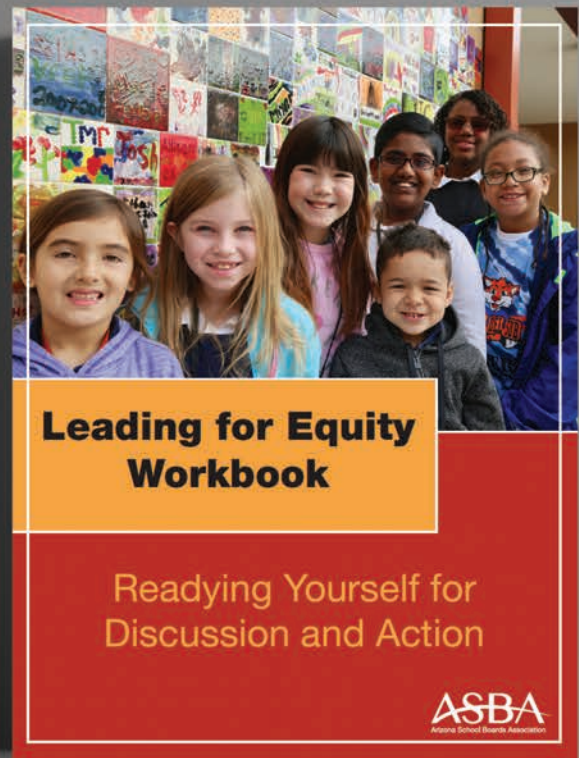
Leading for Equity Training plus workbook

The new Leading for Equity Training and supporting workbook provides opportunities for self-reflection, self-assessment and action planning.

District leaders will be provided a framework for moving the needle of educational equity while engaging in thought-provoking activities designed to assess their current efforts, opportunities and successes.

Participants will leave with a better understanding of their role in progressing education equity, as well as tools to promote this work within their district.

This curriculum can be delivered in two three-hour sessions or as a daylong, six-hour training. Available in-person and virtual.



Facilitated Discussions Around Educational Equity

ASBA facilitators will work with you to address particular educational equity, help facilitate conversations around educational equity, help facilitate conversations around equity or connect you with resources. Reach out to us to discuss your needs.



Join our #WednesdayWebinars

Can't attend live? Register for webinar and receive recording directly by email.



We are excited to offer our members **#WednesdayWebinars**. Members will have the opportunity to dig deeper into areas of Equity, Governance and Communications.

Webinars are scheduled on Wednesdays with the goal of providing two webinars per month from 4 – 5 p.m.

Webinars are live and recorded to view later if you can't attend the live session. Registration is required to view recording.

Did you know? Hourly continuing education units (CEUs) can be earned for ASBA training webinars.

ADD THESE TO YOUR CALENDAR NOW!

Equity: April 6, 4:00 pm - 5:00 pm

I am on the Ballot...Now What?: May 17, 5:00 pm - 6:00 pm

I Was Elected...Now What?: November 17, 5:00 pm - 6:00 pm

**Don't forget
to track your
CEUs when
attending our
webinars!**

Participation and credits for Academy of Board Development awards are tracked and accounted for through registration and attendance at eligible ASBA events and webinars.

Credit is based on one hour of (classroom) instruction. Credit may range from one to several hours per developmental opportunity.

Registration is complimentary. View all ASBA events and webinars on the ASBA website, <https://azsba.org/events-asba/>



It All Begins With a Conversation

Leadership | Guidance | Superintendent Search



Let ASBA Guide You in Finding the Right Superintendent

ASBA offers a wide range of search services, from full searches for a new superintendent to advertising for an interim superintendent.



Pre- and Post-Search Board Support

ASBA works with the board to identify the best process that works for them, using a flexible and customized approach that fits the district's culture. It is important to know Arizona, its politics and issues that affect education in order to find the best and most qualified leader.

Unlike other search firms, ASBA encourages the board to identify who they should interview, facilitates support including pre-and post-search sessions for the whole board, and offers a reasonable pricing model, based on ADM that affords members with exceptional value and attentive service.



What Makes ASBA Unique?

- Familiar with Arizona politics and issues that affect education.
 - Creating a search process that fits your district's culture.
 - Participation in a national network of school board association searchers.
 - Knowledge of governing board meeting notices.
 - You decide who you should interview.
 - Comparative salary and benefit survey information, gathered annually by ASBA from Arizona superintendents.
- Members of our ASBA leadership team are highly qualified and respected leaders in education. Executive searches are led by Steve Highlen, Executive Search & Senior Policy Consultant.

A Successful Track Record – Over 100 Searches in 11 Years • Contact ASBA 602-254-1100

Introducing your new Superintendent

Bringing in a new superintendent can be overwhelming. ASBA is providing a NEW SERVICE that is included in our superintendent search package!



ASBA provides the templates for your media release, introduction to your community, social media graphics and more!

Introduce a new superintendent to the community with ASBA's public relations plan

When you choose ASBA, we give you the resources to help introduce your new superintendent to the community.



DR. CORT MONROE



If you missed the webinar on "How to Introduce New District and School Leadership to the Community," view it now and download the presentation on the ASBA website, <https://azsba.org/communications/webinar-archive/>

Learn more by following ASBA searches on Linked In and Twitter for alerts on search openings and other valuable resources



AZSBA Search



@AsbaExecSearch

Get Involved With ASBA

Three ways to serve and shape the association

Your board helps determine ASBA's political agenda, bylaws and who serves on our board. All ASBA district member boards are strongly encouraged to exercise their ASBA membership rights and participate in voting. You as individual board members can get involved with ASBA as well, by sitting on a committee, joining a caucus or alliance, or running for the ASBA Board of Directors.



1. Serve on the ASBA Board of Directors

The Board of Directors is composed of five executive officers that make up the Executive Committee, and 17 County Directors – one for each county in Arizona, with two for Pima and Maricopa Counties due to their higher populations. The chairs of the ASBA Hispanic-Native American Indian Caucus and the ASBA Black Caucus also serve on the board of directors. All must be current school board members.

Executive Committee

Officers (president-elect, treasurer and secretary) are elected to one-year terms by the full membership at the ASBA Annual Meeting. Nominations for officers open in October and close November of each year. Self-nomination is accepted.

County Directors

County Directors are elected by membership within each county to two-year terms at the ASBA County meetings in the fall. Self-nomination is accepted.

2. Join or Lead a Caucus or Alliance

The chairs of the ASBA Hispanic-Native American Indian Caucus and the ASBA Black Alliance also serve on the board of directors.

Chairs are elected by Caucus/Alliance members at the Annual Caucus Business Meetings in December (even years for Hispanic-Native American Indian Caucus and odd years for the ASBA Black Alliance). There are opportunities for leadership and involvement within each of these groups.

3. Serve on a Committee

Governance Committee

The purpose of this committee is to provide annual review of ASBA's governance procedures and provide recommendations.

Finance Committee

This committee is chaired by the ASBA treasurer and composed of members of the board of directors who are appointed by the president each year. Its purpose is to review proposals and give input to the drafting of the annual ASBA budget. The committee is also responsible for the review of the association's annual Internal Revenue Service 990 Report and approval of the auditor.

Nominating Committee

This is a standing committee established in the ASBA bylaws. Its purpose is to submit a slate of officers for each "open" office (president-elect, treasurer and secretary) to the general membership to be voted on at the association's annual membership meeting in December.

Legislative Committee

This committee is a standing committee established in ASBA's bylaws. Its purpose is to assist in determining the association's political agenda by bringing recommendations to members for consideration at the Delegate Assembly. The Legislative Committee is composed of interested school board members throughout the state chosen by the president to provide leadership during the process of developing and adopting ASBA's political agenda.

Credentials Committee

Committee members serve at the Delegate Assembly and the Annual Membership Meeting. Its purpose is to verify for the presiding officer and delegates, attendance, delegate count and vote counts. The committee also performs the duties of sergeant at arms for the assembly.

Equity Committee

This committee serves as a resource to the board of directors, providing thought-leadership as requested on topics related to ASBA's continuing growth as a leader in education equity and the board's role in student achievement.

All committee members are approved each year at the Board of Directors' meeting.

To learn more about these opportunities please contact Kristi Sisk at ksisk@azsba.org or call 602-254-1100.



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District policies that are consistent with state and federal laws and regulations are the foundation of governing board and district operations. They are the bedrock upon which excellence in locally governed school districts is built. Reviewing and adopting policy is one of the chief responsibilities of the governing board. That's why the Arizona School Boards Association – the professional association for Arizona's school district governing boards – has been the provider of policy services to Arizona's school districts for more than 40 years. We are *your* association, and our job is to be laser focused on the success of your board and district.

ASBA Policy Services is operated by a staff of trusted and experienced policy experts and available to ASBA members on a subscription basis. A Policy Services subscription provides ASBA member districts with a comprehensive, cost-efficient way to ensure your District Policy Manual is in compliance with state and federal laws and regulations. We do this through a license to the ASBA Model Policy Manual® and timely Policy Advisories that are issued throughout the year, plus a range of supports designed to make policy adoption, implementation and review effective, efficient and in-tune with your local needs.

In addition to policy content, ASBA Policy Services subscribers gain access, at no additional cost, to on-call consultation with

our team of policy and governance experts; policy amendment assistance; and online publishing and hosting of the District Policy Manual through our PolicyBridge® platform. Comprehensive reviews of the District Policy Manual are recommended every four years and available for a nominal additional fee.

Our equitable pricing structure makes ASBA Policy Services affordable for every ASBA member district – from the largest school district in Arizona to the smallest, and the more than 220 in between – with the same top-notch service and support given to each.

As a Policy Services subscriber, ASBA member districts receive access to:

The ASBA Model Policy Manual®

All ASBA original policy content, including Policy Advisories as they are issued, are compiled into the ASBA Model Policy Manual®. Its purpose is to ensure member districts are in compliance with state and federal laws and regulations. Districts that subscribe to ASBA Policy Services are licensed to use the ASBA Model Policy Manual© as the basis for their own District Policy Manual.

Policy Advisories

All Policy Services subscribers also are licensed to utilize the ASBA Policy Advisories they receive throughout the year. Policy Advisories contain model policies, regulations and exhibits

developed by ASBA in response to changes to or new interpretations of state and federal laws and regulations. These are issued by ASBA to subscribing districts in a timely fashion to ensure that governing boards can adopt them into the District Policy Manual and rely on policy that is up to date.

On-Call Experts

We recognize that understanding and implementing policy can be complex and, sometimes, confusing. That's why we make our policy and governance experts available for on-call information when you need it as part of the Policy Services subscription at no additional cost. The superintendent, members of the governing board and the administrative professional supporting them may contact ASBA Policy Services at any time for information or assistance concerning specific policy matters.*

Online Hosting of the District Policy Manual

The most current version of the District Policy Manual for public access is hosted by ASBA through the PolicyBridge® platform at no additional cost. This element of ASBA Policy Services removes the burden from district staff for keeping a paper, pdf or online manual updated and also provides 24/7 public access. Posted in an electronic, web-based format, the manual is easily navigable, and available on both the district and ASBA website.

Our PolicyBridge® platform also includes timesaving editing and search functions. The editing function enables customization and electronic submission of documents to ASBA Policy Services for timely online publishing to

the District Policy Manual. The search function allows subscribing districts to compare their policies to those of other districts.

Policy Manual Reviews

ASBA advises that all districts that subscribe to Policy Services undertake a policy manual review every four years to ensure that no lapses in compliance exist. ASBA's policy services team does a comprehensive comparison of the District Policy Manual to the ASBA Model Policy Manual© to see where gaps may exist. The review also provides an opportunity for the district to consider and discuss with ASBA policy experts any changes or customizations it may want to make to make to the District Policy Manual to reflect local needs, priorities and practices.

Policy Amendment Assistance

Policy amendment assistance is available at no additional cost to assist Member Districts that are considering revision of their policies, whether in response to a Policy Advisory or at the initiative of the district to make a change that reflects local needs, priorities and practices.*

Note: We believe in local control. Policy Services subscribers may add policies to their District Policy Manuals that have not been developed by ASBA or may edit or customize ASBA developed policies in ways that significantly differ from the copyrighted policy developed and provided to subscribers by ASBA. Such policies are considered the district's own; ASBA copyright does not pertain to those policies, as the District Policy Manual will reflect.

Participation in ASBA Policy Services is subscription-based and available only to ASBA member districts. The subscription is for 48-months and licenses the district to utilize copyrighted material developed by ASBA solely during that period. Subscription fees are determined on a sliding scale based on district enrollment. Membership in ASBA is required throughout the period of the agreement.

ASBA Policy Services for charter school is also available; an associate membership in ASBA is required. Contact ASBA for details at 602-254-1100.

***Provision of such service will not constitute legal advice.**

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SCHOOL BOARD MEMBERS

223

MEMBER DISTRICTS

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Employee Handbook Service

Why should your district have an up-to-date employee handbook?



ASBA offers a model employee handbook to cover district employees' terms and conditions of employment. The purpose of an employee handbook is to advise employees of important aspects of the district's unique culture and organizational mission. It serves to communicate conditions of employment, conduct and behavior. It outlines organizational expectations along with aspects of compliance with federal and state laws and regulations.

The handbook provides employees with guidance regarding specific questions that may arise as a member of the staff. This helps defend against employment claims presented to the district, aid in organization and consistency in the workforce and provide for a common need to be informed and be a productive member of the team.

**For more information please contact:
Steve Highlen, Sr. Policy Consultant | 602.254.1100**

Please keep in mind that this is not a replacement of a district policy manual.

WHEN IT COMES TO EDUCATION

WE GET THE POINT.

- Day-to-Day Advice
- Special Education
- Board Governance
- Employment

- Regulatory Compliance
- Litigation
- Parent/Student Matters

- Open Meeting Law
- Training
- Public Records



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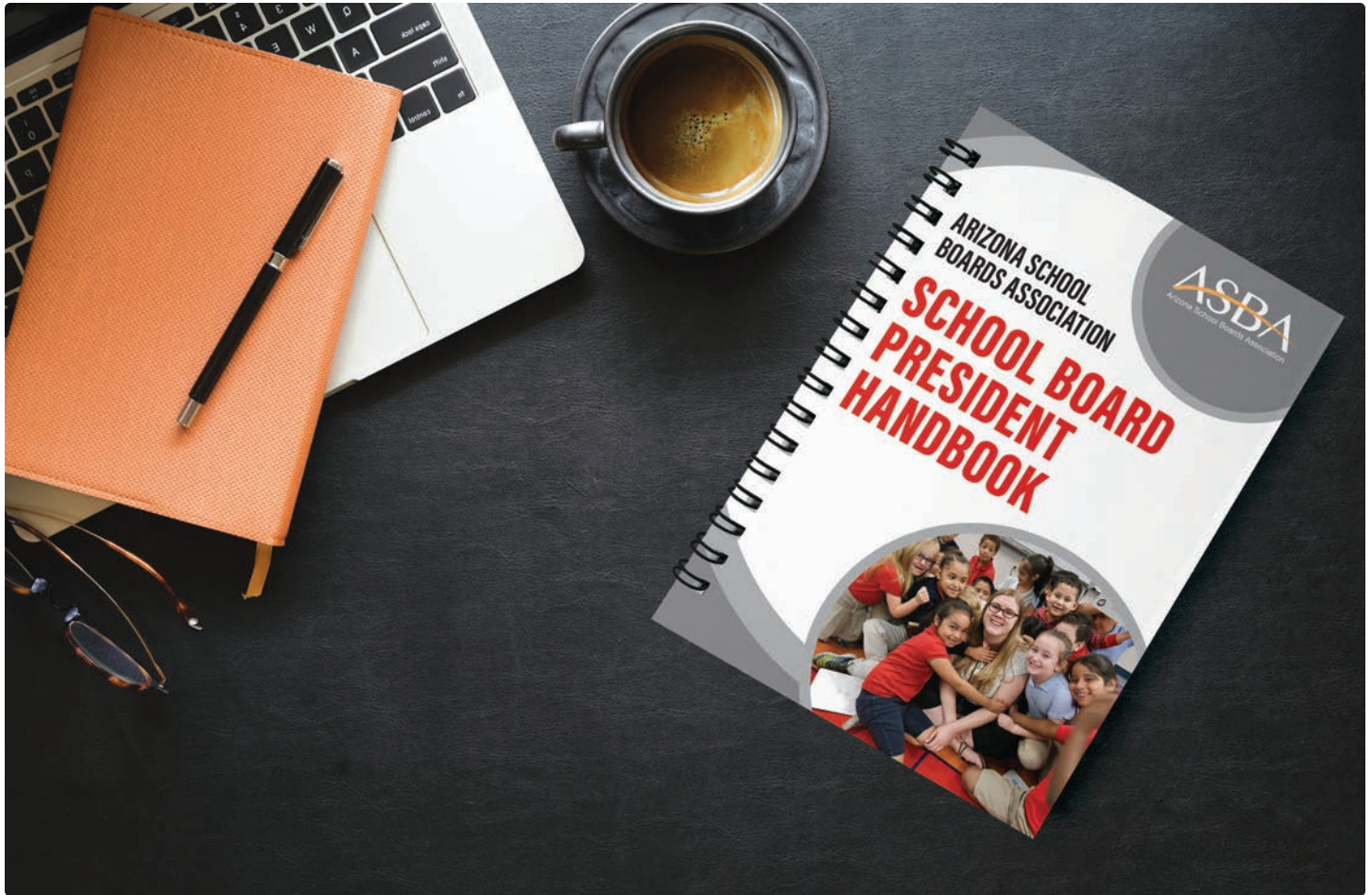


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(602) 640-9383
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School Board President Handbook



Serving as board president on a local school board is a job that comes with both great responsibilities and great rewards. ASBA developed this Board President Handbook to help members with the challenges of this important role. The handbook covers five areas that focus on the roles of the board president, effective and efficient meetings, between meetings, managing board dynamics and more.

For many board members, taking on the role will feel more natural, since they have had the opportunity to observe board meetings as a member for many years. For others, it will be a totally new adventure and, as people sometimes say, “It’s not as easy as it looks!” We hope this handbook will make it easier and your board member’s tenure as president as smooth and productive as possible.

For more information on handbooks or other services, please go to the ASBA website, azsba.org or call ASBA at 602-254-1100.



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Embracing our history, we shape the future through innovation and adaptation to provide the high-quality legal advice and practical solutions our clients expect. We strive to maintain the results, relationships, and reputation that our founding partners created. Honoring their example, we uphold the tradition of service by supporting the organizations that build the communities in which we work and live.

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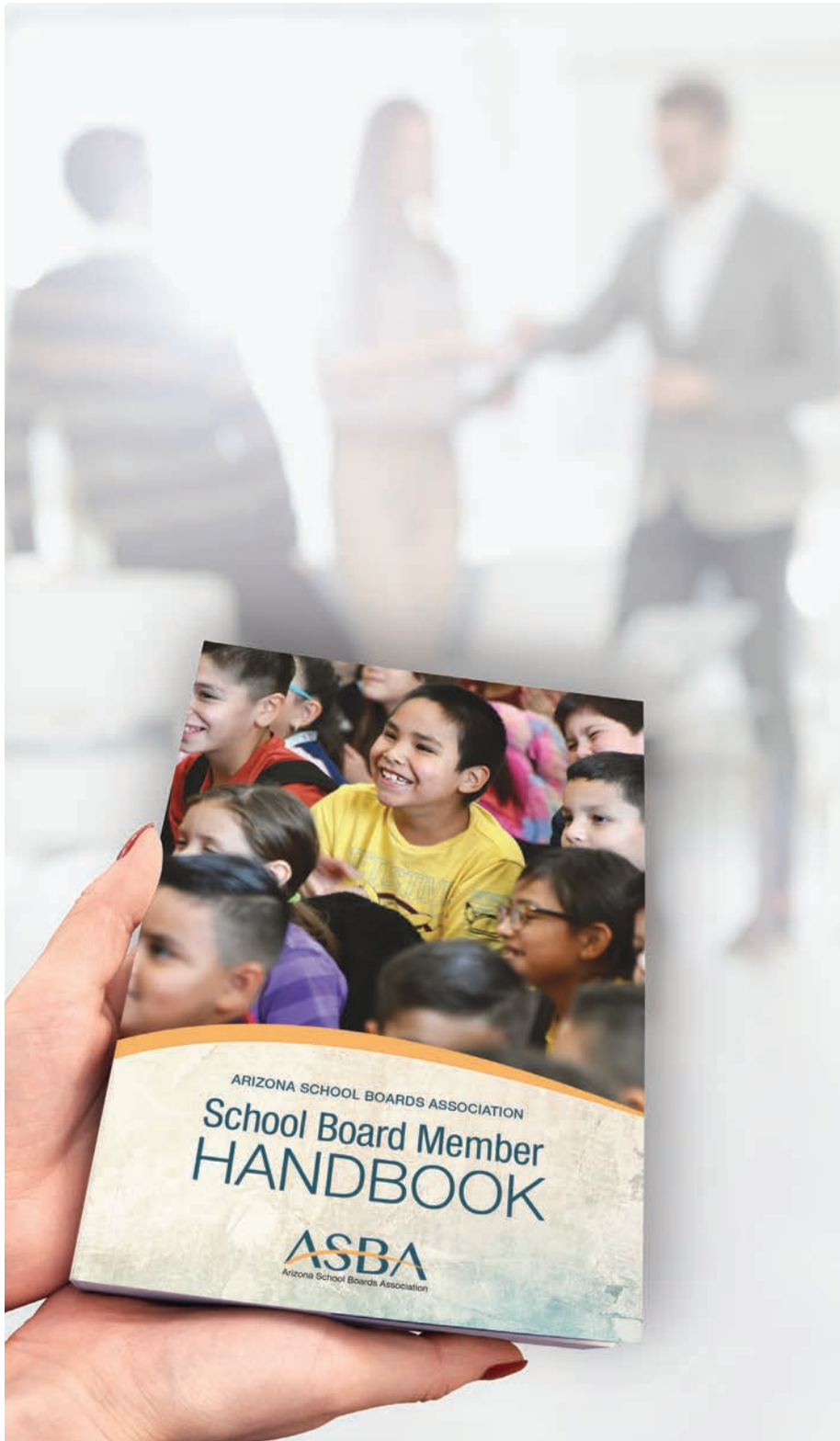
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School Board Member Handbook

New school board members receive this handbook at ASBA New Board Member Orientation, but it is a useful resource for all board members. This handbook provides information on behalf of the association along with core areas new board members will need to learn in their new role as a governing board member. The handbook covers 13 core areas, which include onboarding, legal structure of education, power and duties of the governing board, board meeting basics, policy and more.

For more information on handbooks or other services, please go to the ASBA website, azsba.org or call ASBA at 602-254-1100.





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Please note, not all GCU programs are available in all states and in all learning modalities. Program availability is contingent on student enrollment. Grand Canyon University is accredited by the Higher Learning Commission (hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education. Important policy information is available in the University Policy Handbook at <https://www.gcu.edu/academics/academic-policies.php>. The information printed in this material is accurate as of JANUARY 2022. For the most up-to-date information about admission requirements, tuition, scholarships and more, visit [gcu.edu](https://www.gcu.edu).

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Are you part of the Arizona School Administrative Professionals?

ASAP supports and offers resources to district staff who provide administrative support to governing boards and/or superintendents.

MINNIE ENCINAS



“I have made it a habit to save the emails from the ASAP group. When I have a question or just need reassurance I look back at the email threads and most of the time someone has asked the same question and I can get my question answered.”

Executive Assistant
Crane ESD

ASBA
Arizona School Board Administrators

SUSAN KERLEY



“It is so gratifying to know that participants are willing to inform, educate, and commiserate with us in our daily missions. It is a group in which I am proud and happy to be included. Thanks!”

Administrative Assistant
Grand Canyon USD

ASBA
Arizona School Board Administrators

LYNNE HOFFMAN



“Many documents utilized in this position have been shared and it is a great resource. It has also been beneficial in bringing ideas to the table when others are sharing what is going on in their respective districts.”

Executive Assistant for Governing Board/Superintendent
Page USD

ASBA
Arizona School Board Administrators

Mission & Goals

The mission of the Arizona School Administrative Professionals (ASAP) is to develop training, peer support networks and recognition programs that address common needs and concerns of school administrative professionals. This professional group was developed in consultation with governing board administrative assistants from throughout the state.

ASAP's goals are to:

- Elevate and promote professional standards, including a code of conduct.
- Mentor individuals new to the position.
- Develop a communication network that enables sharing of timely and relevant information and best practices.
- Increase awareness of the vital role of professional development in effectiveness, staff retention and job satisfaction.
- Influence and inform the content and delivery of professional development provided by ASBA to administrative professionals.

Listserv – Stay Connected!

The ASAP listserv is a resource for board and superintendent secretaries from across Arizona. This tool will enable board and superintendent administrative professionals to connect electronically with all those in the group to ask questions, share best practices and provide support to one another.

As you use the listserv, please remember:

- Questions and conversations should be “workplace” appropriate.
- The listserv will be monitored by ASBA and questions about the group can be directed to us at the below email addresses.

Events Just for You!

ASBA has designated two events annually plus a one-day workshop just for ASAP that will have sessions and topics specifically developed for board/superintendent administrative assistants. Each year the following events will have ASAP tracks with professional

development curated from a survey of administrative professionals:

- Board Operations and Leadership Training (BOLTS)
- Summer Leadership Institute (SLI)

Professional Development Recognition Program

ASAP High Five Award

To receive this designation, board secretaries, yearly, must:

- Update the district's profile in the ASBA database
- Participate in the ASAP listserv
- Register for and attend an ASAP specific webinar

ASAP Professional Development Recognition

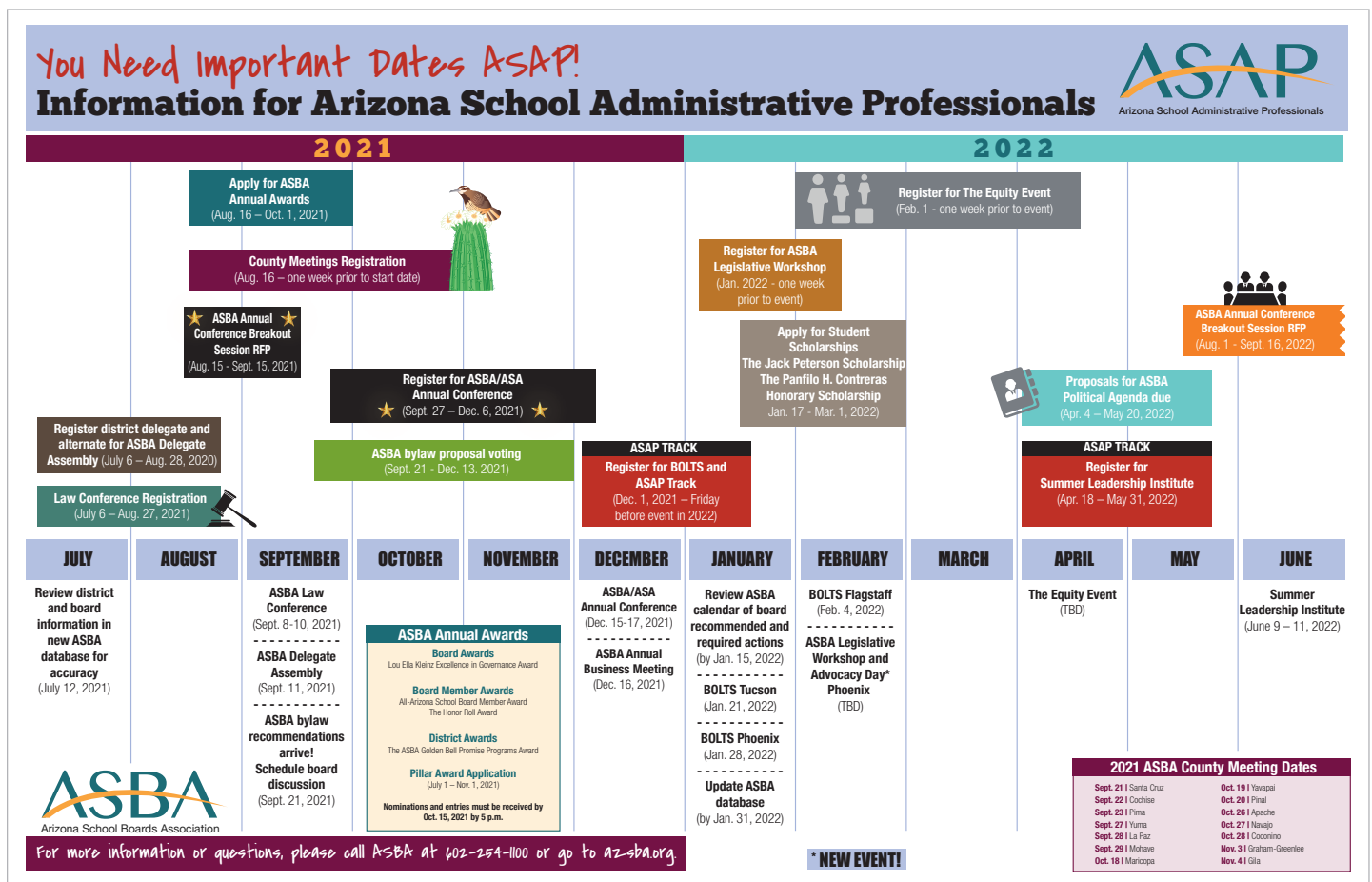
Attend ASBA events for continuing education units. Board secretaries have two categories under which they can earn CEUs:

Core Content: This content is developed specifically for board secretaries and is delivered during BOLTS and Summer Leadership Institute.

Elective Content: This includes any ASBA content not specifically designed for ASAP professionals but cannot exceed the number of hours earned in core content.

CEUs accrued and awards are presented per the following schedule:

- Level 1: 5 hours
- Level 2: 20 hours
- Level 3: 35 hours
- Level 4: 50 hours
- Level 5: 65 hours



Each year, all governing board and superintendent administrative professionals receive this important document from ASAP. Some events have been changed to virtual due to COVID-19. Please check the ASBA website for the most updated information, azsba.org/events-asba/.

Download the ASAP Annual Important Dates document and never miss an important date by visiting the ASBA website,
<https://azsba.org/resources/az-school-admin-professionals/>

2022 Political Agenda

Adopted by the ASBA Delegate Assembly | September 11, 2021

The Arizona School Boards Association represents and advocates for the diverse interests of the state’s school district governing boards and the approximately 1 million Arizona children whose education is entrusted to their care. ASBA’s legislative, regulatory and legal advocacy is based on the association’s Political Agenda. A member-developed document, the Political Agenda is discussed, debated and approved by ASBA membership at the annual Delegate Assembly. Every district member board had the opportunity to influence the yearly agenda.

2022 Priority Issues

Adequately and Equitably Fund District Schools to at Least the National Median per Pupil Funding	Preserve and Strengthen Local Control
Improve Outcomes for All Students	Require Public Accountability for Taxpayer Dollars Spent on Education

Adequately and Equitably Fund District Schools to at Least the National Median Per Pupil Funding

- Maximize state funding for nationally and locally competitive salaries to attract, recruit, and retain talented teachers and staff, including support for the AZ teacher’s academy and efforts to increase the diversity of the teaching workforce, and for difficult to fill positions.
- Revise the School Finance formula to:
 - o Provide a stable, dedicated revenue source less reliant on the general fund or annual legislative appropriation.
 - o Provide dedicated school capital funding consistent with the constitutional requirement of a general and uniform public school system.
 - o Ensure the formula addresses the unique financial needs of schools serving students in poverty and in rural & remote schools.
 - o Fund distance learning at 100%
- Fully fund full-day kindergarten and include kindergarten students in the override calculations.
- Advocate to preserve and protect the voters’ original intent of Prop 301. Protect voters’ intent in funding K-12 education and oppose legislation that attempts to supplant or divert additional voter-approved funding streams, such as Prop. 301 and Prop. 208.
- Index district additional assistance (DAA) funding for inflation.
- Provide funding for new space before existing schools exceed their maximum capacity and become overcrowded, and provide dedicated and flexible ongoing maintenance funding, including replacement of buildings that have exceeded their useful life. Advocate for capacity standards that reflect the design of instructional space.
- Eliminate unfunded mandates and administrative burdens.
- Return desegregation funding to a primary tax levy.
- Conduct an exceptional student services cost study to ensure students, including in rural or remote areas, receive adequate funding for the actual cost of their services, including early intervention.
- Adequately fund the cost of student transportation including adequate maintenance of school bus routes for rural schools.
- Provide funding for preschool programs in the K-12 funding formula.
- Reform current year funding to a system that provides districts with appropriate stable annual budgeting ability and technical reliability.
- Prorate funding over the entire school year among all public schools that a student has attended during the year.
- Provide funding to individual districts to implement locally directed school safety programs as well as student mental health and wellbeing initiatives.
- Equitably invest in technology and reliable internet access for all students.
- Provide funding for districts to implement research-based programs to address social emotional learning through mental health and well-being. Support research-based cultural proficiency and responsiveness training for school staff.
- Give all districts the authority and funding to provide affordable housing options to faculty and staff.

Preserve and Strengthen Local Control

- Ensure local control and flexibility in managing funds and programs when possible, given the Arizona constitutional requirements of a general and uniform public school system.
- Change “override/budget increase” language to better reflect what voters are being asked to support.
- Allow school districts greater flexibility in the divestiture or use of taxpayer-funded assets.
- Oppose legislative intrusion on school site budgeting decisions.
- Maintain exclusive local authority over any measure that would propose to consolidate and/or unify any number of school districts into a larger district.
- Support local board authority for student suspensions and to adopt open enrollment policies based on capacity.
- Support policy that eliminates the use of corporal punishment and “Zero Tolerance” disciplinary policies in Arizona schools.
- Amend current statute to allow school board members to use the E-Qual system in addition to in-person signatures to appear on the ballot.
- Oppose any legislation that intends to lessen or curtail the legal authority of local school boards including their authority to approve curriculum.

Improve Outcomes For All Students

- Increase the compulsory attendance age from 16 to 18 years or the attainment of a high school diploma or GED before the age of 18.
- Continue reforming English Language Learner models of instruction to increase integration of English Learners and give schools flexibility and resources to administer them.
- Fully restore 9th grade CTE/CTED eligibility and funding to allow students to explore career fields and/or certification completion.
- Allow CTEDs to serve students through age 21 regardless of graduation status.
- Support policy that recognizes, respects, and promotes teaching as a profession.
- Defend against efforts to chill the free speech rights of school employees.
- State standardized testing shall not be used for any purpose other than a year over year measurement of student growth in the tested subject. Rethink and redefine the role and purpose of standardized testing and develop meaningful assessments and other measurable outcomes.
- Support policy that protects school district employees and students from discrimination based on sexual orientation and gender identity.
- Support policy that promotes social-emotional wellness as a critical component of improving school climate, safety, and learning for all students and staff.

Require Public Accountability for Taxpayer Dollars Spent on Education

- Establish financial and academic transparency for all institutions and individuals that accept public funds.
- Repeal any program that gives public funds for private schools, vouchers (Empowerment Scholarship Accounts) and private school subsidies (Student Tuition Organizations) and prevent any future expansion.
- Require comparative classroom spending audits for school districts and all other institutions that accept public funds and define “classroom spending” as both instructional spending and student support spending.
- Enforce financial requirements and seek recovery of improperly received and/or expended public funds by charter and private schools and organizations.
- Oppose any measure that would result in fewer qualified voters from being easily able to vote or register to vote.

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ASBA Bylaw Amendment Passes

ASBA members vote for long-overdue change

Thank you to all the ASBA member districts that voted. The ASBA bylaw amendment passed in December. There were 173 districts that voted. Passage required a YES from 2/3 of ASBA's 223 district member boards and 149 YES votes were required for passage. ASBA received 154 YES votes and 19 NO votes.

The passing of this amendment created a seat on the ASBA Board of Directors so that Hispanic and Native American interests can be represented simultaneously on the board. For the last 20 years there was one seat on the ASBA Board of Directors designated for a representative of the HNAIC and it alternated every two years between Hispanic representation and Native American representation, creating gaps in representation.

This bylaw change also provides the flexibility for the HNAIC to split into two distinct groups in the future if its members so choose and allows those groups to change their names and be recognized under the new names.



NEW! 2022 Board President Cohort

listserv

A communication tool for current board presidents

The role of the board president is an important one and we know it can also be difficult. To help with that, ASBA has created a tool for 2022 board presidents from across Arizona to communicate with one another about issues facing governing boards.

The listserv will provide the opportunity for board presidents across Arizona to discuss current trends/issues and the chance

to hear the strategies that work from other board presidents.

It will also enable the sharing of best practices, impending issues and include consultation with ASBA staff, as needed. It is voluntary and we need your permission to add you to the listserv. Remember, it's for currently serving board presidents and will change with the election of new officers each year.

If you are the board president for 2022 and would like to be added to the listserv, please email Julie Bacon at jbacon@azsba.org.

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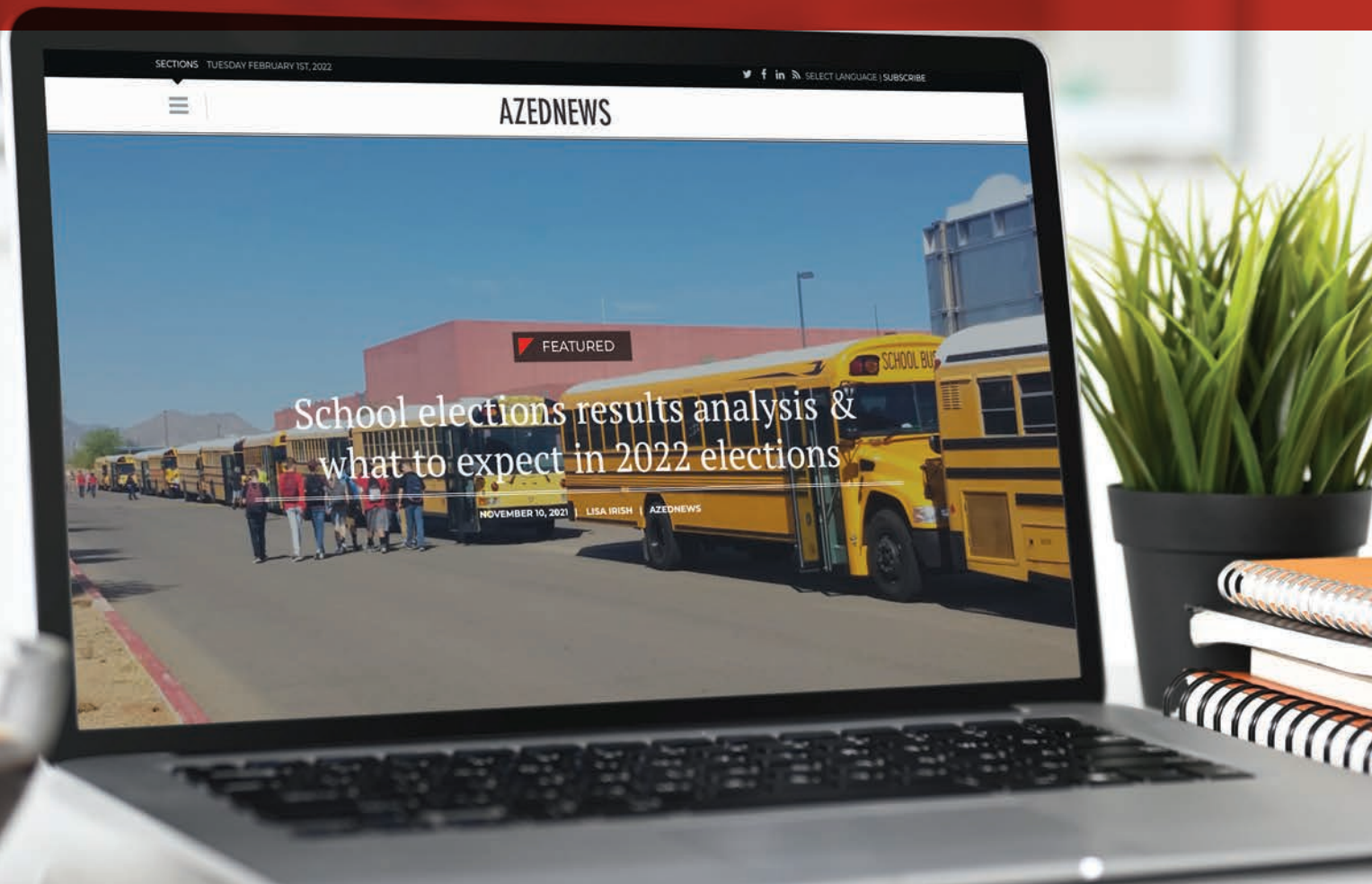
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Three different things were going on in the recent **statewide school elections results for 2021**, said **Randie Stein**, managing director of **Stifel, Nicolaus & Co., Inc.**

“On the M&O side for 2021, 23 questions, 16 of them passed, seven of them failed, and the pass percent was 70 percent. That’s right on par with what we’ve seen historically with the M&O side,” Stein said at the **Arizona Association of School Business Officials** bi-monthly meeting today in Glendale.

“On the DAA side, the pass percentage – 80% this year – is far exceeding that historical average of 59%,” Stein said. “On the bonds side, only six questions, and you’ll see that’s historically quite low. Only 50% of those questions passed whereas historically going back 2020 and prior, it’s an average of 84%,” Stein said.

Schools and education issues will remain a key focus in the 2022 elections, especially among the Republican electorate, said **HighGround Inc.’s Paul Bentz** during the same event.

To read full article go to azednews.com



Updated at 11:25 a.m. Nov. 4, 2021: See updated preliminary results in Arizona school bond, override and district additional assistance elections in this week's **predominantly mail-in elections**.

Election results remain unofficial until the three-day cure period for questionable signatures and each county canvasses the votes in the next several days.

There were **34 school issues** on the ballot in Arizona statewide, including **20 override elections, seven bond elections, four district additional assistance elections, two general M&O budget questions, and one election** to determine if Gila Bend Unified School District will join West-MEC.

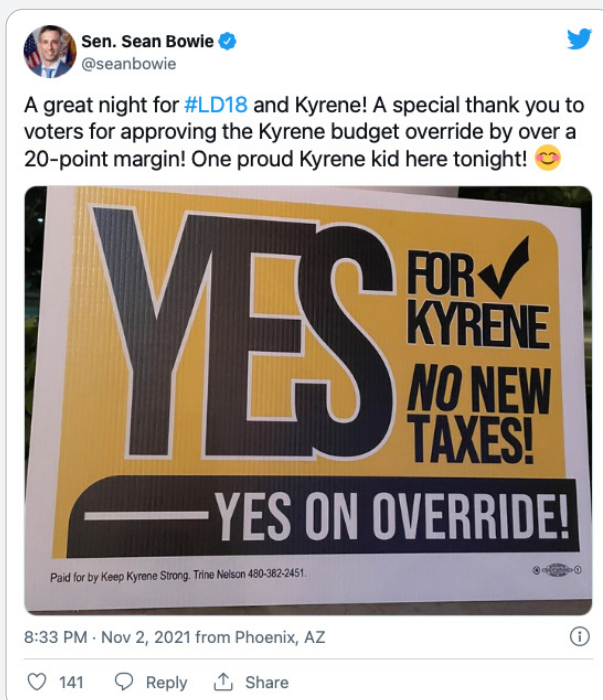
Maricopa County has by far the most school election issues on the ballot.

Click here for Maricopa County Elections Results

Voters approved continuing school district maintenance and operations budget overrides in **Arlington Elementary School District, Chandler Unified School District, Fountain Hills Unified School District, Isaac Elementary School District, Kyrene Elementary School District, Phoenix Elementary School District, Phoenix Union High School District and Roosevelt Elementary School District**, but voters voted no on continuing budget overrides in **Agua Fria Union High School District, Buckeye Elementary School District, Buckeye Union High School District, Liberty Elementary School District, and Litchfield Elementary School District**.

Voters approved bonds in **Littleton Elementary School District, Pendergast Elementary School District, and Tolleson Union High School District**, but voters voted no on bonds in **Cave Creek Unified School District, Higley Unified School District, and Queen Creek Unified School District**.

To read full article go to azednews.com





FEATURED

Declining enrollment: Where have Arizona's students gone and their funding?

MARCH 16, 2021 | LISA IRISH | AZEDNEWS

A 3.54% drop in enrollment in public district schools in the past year has led education advocates to look into where those students have gone and why as well as how that funding loss is impacting schools' budgets.

"The loss of approximately 10% of our student population, combined with the 95% funding level for remote and hybrid learning, have had a significant, almost \$5,000,000 impact upon our financial operations and overall picture this year," said **Dr. Manuel Valenzuela**, superintendent of **Sahuarita Unified School District**.

"We are weathering this year's storm largely through federal financial support. However, the uncertainty and magnitude of this budget situation create multiple contingencies and challenges for next year's budget planning," Dr. Valenzuela said.

Student enrollment in Arizona district schools dropped from 1,114,478 students in 2020 to 1,074,973 students in 2021, said **Dr. Anabel Aportela**, director of research for **Arizona Association of School Business Officials** and **Arizona School Boards Association**, who created the data maps in this story from enrollment data submitted by Arizona public schools to the **Arizona Dept. of Education**.



Dr. Manuel Valenzuela



"The enrollment loss is mostly concentrated in the elementary grades, with a small overall loss of enrollment in high school," Dr. Aportela said.

"For those districts that were losing enrollment before the pandemic, the pandemic may have accelerated the decline," Dr. Aportela said. "For others, it has stopped or reversed their growth."

Charter school enrollment grew by 11,696 students in the same time period, but that increase **does not even come close to 30%** of the 39,506 fewer students no longer enrolled in district schools.

To read full article go to azednews.com



FEATURED

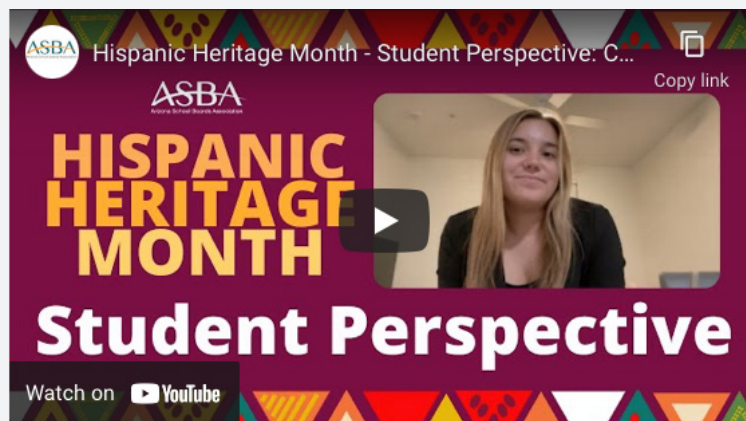
What schools can do to help Latino students impacted by policies, rhetoric

SEPTEMBER 23, 2021 | LISA IRISH | AZEDNEWS

During National Hispanic Heritage Month, it's time to move beyond learning about heroes and holidays to examine how communities have responded to policies that impact students and increased students' academic achievement by making learning more relevant to their daily lives.

When policies and anti-immigrant rhetoric impact Latino students' learning and their families' safety, schools that find ways to address trauma can create supportive, secure environments, and develop ways to connect students' experiences to their learning to increase academic growth.

ASBA Video: Hispanic Heritage Month: Cara Martinez, a student's perspective



Video shot and edited by Fatma Abid/ Arizona School Boards Association

State policies beginning in 2000, when Arizona voters passed **Prop. 203**, which eliminated bilingual education and segregated English Language Learners have impacted students' learning. Soon after, an **interpretation of state law** in 2005 charged undocumented immigrants for human trafficking for conspiring to smuggle themselves into the United States.

Arizona voters approved **Prop. 300** in 2006, which requires undocumented college students to pay out-of-state tuition. Following that, the **Legal Arizona Workers Act of 2008** requires employers to use e-Verify to validate immigration status of all new employees and can revoke or suspend business licenses of a company that knowingly hires an undocumented person.

Then in 2010, Arizona's **Senate Bill 1070** made it a misdemeanor to not carry immigration papers, made

it a crime to transport unauthorized immigrants, and obligated local police to determine immigration status during lawful stops, detentions, or arrests. The day before the law took effect, U.S. District Judge Susan Bolton issued a preliminary injunction that prevented some provisions, but a 2012 U.S. Supreme Court ruling upheld police's right to investigate the immigration status of a person stopped lawfully but said other provisions were pre-empted by federal law.

To read full article go to azednews.com

FEATURED

Advocates turn in signatures to put tax cuts that impact education funding on ballot

SEPTEMBER 28, 2021 | LISA IRISH | AZEDNEWS



U pdated 6 p.m. Sept. 28, 2021:

The **Invest in Arizona Now coalition**: urning in 600 boxes of petitions with voters signatures on them in an effort to put the flat tax, which will severely impact public education funding, on the ballot for the 2022 elections.

“I’m here to celebrate the work of our incredible volunteers statewide who just collected hundreds of thousands of signatures. We just saw them carted off on these huge pallets 600 boxes of them, and what they do is keep \$1 billion in our classrooms every single year,” said **Beth Lewis**, executive director of **Save Our Schools Arizona**.



In June, the **Arizona Legislature** approved the **2.5% flat tax** and other tax wcuts crafted by **Republican Legislative leadership** in collaboration with **Gov. Doug Ducey** that would reduce state revenues by **25%** and **severely impact funding for public schools**.

“Our classrooms can’t afford to lose a dollar, \$10, much less a billion dollars, so that’s why we spent the last three months working nonstop in the heat trying to collect these signatures, and we’re really proud of what just got done,” Lewis said.



To read full article go to azednews.com



FEATURED

Gov. Ducey signs bill to ensure students may wear tribal regalia at graduation

APRIL 21, 2021 | LISA IRISH | AZEDNEWS

Gov. Doug Ducey signed a bill yesterday into law that ensures that Arizona high school students may wear tribal regalia and culturally significant items during their graduation ceremony.

HB 2705, sponsored by former **Rep. Arlando Teller**, prohibits school district governing boards, charter school governing bodies and any public school from establishing a dress code policy that prevents students who are members of a federally recognized Indian tribe or who is eligible to be enrolled as a member of a federally recognized Indian tribe from wearing traditional tribal regalia or objects of cultural significance, including an eagle feather or eagle plume, at a graduation ceremony.

House Bill 2705 was carried forward by **Rep. Myron Tsosie** after Teller was appointed to be the deputy assistant secretary for Tribal Affairs for the U.S. Dept. of Transportation by **President Joe Biden**. The Senate gave a due pass recommendation to **HB 2705** with 24 ayes – 6 nays – and 0 not voting on April 13.

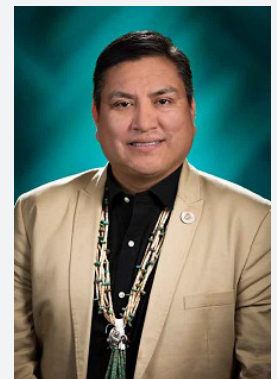
The bill grew from a 2019 discussion when Teller “and I heard from **Gila River Indian Community Gov. (Stephen Roe) Lewis**, who reached out to us and informed us several schools had banned students from wearing traditional regalia during their graduation ceremony,” said **Rep. Tsosie**, when the bill was introduced to the House Education Committee meeting on Feb. 2, 2021.



Rep. Myron Tsosie

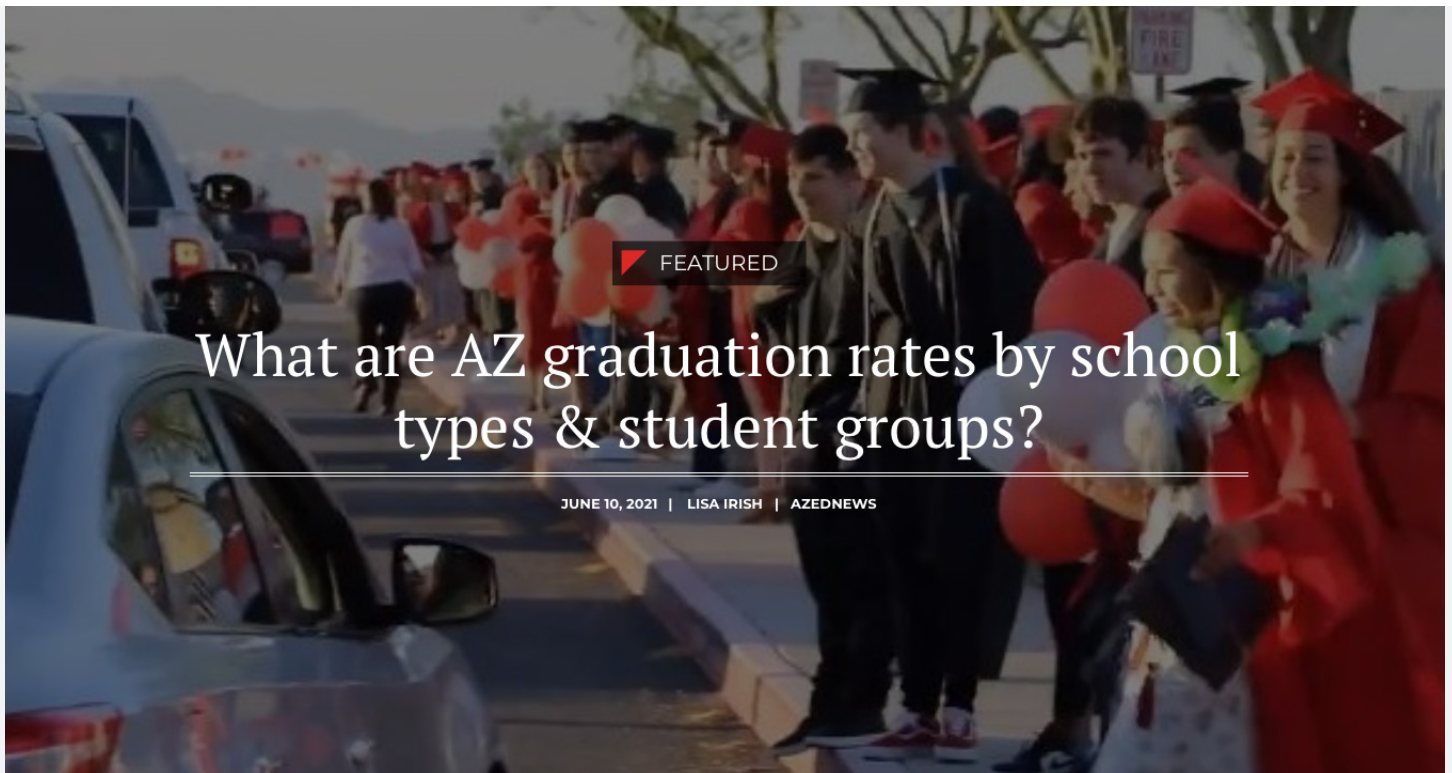
In 2019, **LaRissa Waln**, a member of the Sioux tribe and a graduating senior at Valley Vista High School in Surprise, was turned away from her high school graduation ceremony after trying to enter State Farm Stadium wearing a cap adorned with a traditional feather and beads and refusing to wear an offered plain cap and gown with her traditional clothing underneath, **The Arizona Republic reported**. Waln and her family then protested outside the graduation ceremony.

Bryan Waln, LaRissa’s father, said he asked school and district officials for an exception on a religious and cultural basis, but was denied. A school district statement said, “Our district is disappointed that this situation occurred, especially after the school discussed the expectations and met with the family in advance in an effort to resolve their concerns and offer alternative options.”



Arlando Teller, deputy assistant secretary for Tribal Affairs for the U.S. Dept. of Transportation

To read full article go to azednews.com



What are AZ graduation rates by school types & student groups?

JUNE 10, 2021 | LISA IRISH | AZEDNEWS

As high school graduation ceremonies end, a statewide analysis provides a snapshot of graduation rates for different student groups and the schools they attended.

Dr. Anabel Aportela, director of research for **Arizona Association of School Business Officials** and **Arizona School Boards Association**, analyzed data reported to the **Arizona Department of Education** for students who graduated **high school** in the **Class of 2019**, and she found that online instruction graduation rates are substantially lower than those of brick-and-mortar alternative, district and charter schools, as well as a significant gap in graduation rates for different student groups.

Overall, **88.8% of district school students graduated in 2019**, or **60,076 of the cohort of 67,667 freshmen** who started out four years earlier at all types of public district schools – traditional, online, and alternative. Meanwhile, **48.7% of charter school students graduated**, or **8,423 of the cohort of 17,290** who started out at all types of charter schools – traditional, online, alternative and alternative online, **according to Dr. Aportela's analysis**.

“Most of Arizona’s high school graduates are coming from traditional district high schools,” **Dr. Aportela** said. “The business community, which is concerned about the school to workforce pipeline, would do well to understand this and find more ways of investing in strengthening these schools.”

To read full article go to azednews.com

State Graduation Rates for Class of 2019 by Setting

Sector	Alternative		Alternative / AOI		Grand Total
	AOI	Not AOI	AOI	Not Alternative	
Charter	20.9%	31.8%	49.7%	94.3%	48.7%
District		46.0%	59.2%	90.3%	88.8%

Students in Cohort Class of 2019 by Setting

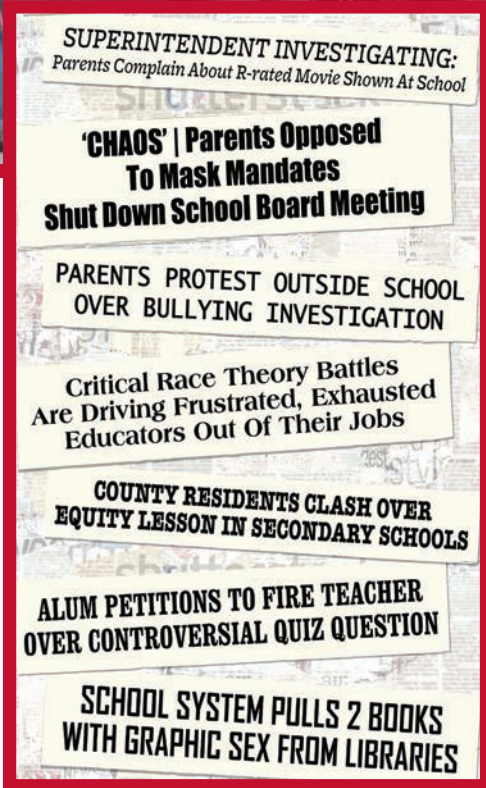
Sector	Alternative		Alternative / AOI		Grand Total
	AOI	Not AOI	AOI	Not Alternative	
Charter	3,742	7,751	660	5,137	17,290
District		1,568	1,048	65,051	67,667

Number of Four-Year Graduates, Class of 2019, by Sector



Number of Four-Year Graduates, Class of 2019, by Alternative





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2021 ANNUAL AWARDS SHOWCASE

DEC. 3-4, 2021

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Each year the Arizona School Boards Association celebrates the excellence and commitment of local governing boards and school district leadership, and recognizes exceptional educational programs statewide. In this issue, we celebrate the people and programs that were recognized for their contributions to public education in 2021.

Lou Ella Kleinz Award of Excellence

About the Award

ASBA's highest honor, the Lou Ella Kleinz Award of Excellence is presented to one governing board annually that demonstrates the most outstanding education leadership for the year. The prestigious award has been given since 1992 and is named in honor of Lou Ella Kleinz, ASBA's executive director from 1971 to 1991. Kleinz once explained what it means to serve on a governing board: **"As we pursue excellence in boardmanship, our higher moral duty is to provide effective leadership in shaping the lifelong attitudes of the young people in our communities."**



Congratulations to Cottonwood-Oak Creek Unified School District governing board members; **Eric K. Marcus**, **Mary Valenzuela**, **Neil Manzenberger**, **Mindy Bejarano** and **Janice Rollins** for being this year's Lou Ella Kleinz Award of Excellence recipient. We thank each and every one of you for your dedication and service.

All-Arizona School Board Award

About the Award

The All-Arizona School Board Award is the highest honor the Arizona School Boards Association bestows on individual governing board members. Nominated by their governing boards, the recipients are experienced board members who have demonstrated excellence in boardsmanship, a commitment to gaining knowledge of school problems, concern for students as well as staff and patrons of the district, and an ability to work with other board members.



Congratulations to this year's All-Arizona Award recipients: **Susan Serin**, Pendergast United School District; and **Theodore “Ted” Coleman**, Mountain Institute JTED.



Barbara Robey Lifetime Achievement Award

About the Award

In 2007, the Arizona School Boards Association established the Barbara Robey ASBA Lifetime Achievement Award. The award honors the service of Mrs. Robey, who, for more than three decades was a tireless servant leader and advocate for Arizona public education and the children of our state during her tenure as an ASBA employee and through her ongoing volunteerism. Mrs. Robey was the first recipient of the award. She passed away in June 2014. Since 2008, the ASBA Board of Directors has bestowed the award annually on an individual who, like Mrs. Robey, has made outstanding contributions in support of public education and who has worked towards fulfilling ASBA's mission through servant leadership over an extended period of time.



The Barbara Robey Lifetime Achievement is awarded to a devoted servant leader that supports our state's public education and the children of Arizona. This year's Annual Conference, we honored the recipients for 2020 and 2021. The **2020 award recipient** was **Dr. Timothy L. Ogle**, former ASBA Executive Director. The **2021 award recipient** was **Linda Yazzie**, Holbrook Unified School District Governing Board.



Past Barbara Robey Lifetime Achievement Award Winners

FROM TOP TO BOTTOM, LEFT TO RIGHT

Eddie Basha Jr., public education advocate and former chairman and CEO of Bashas', Inc.

Governor Jane Dee Hull, former Arizona governor

Dr. Chuck Essigs, director of governmental relations, AASBO

Cindy Matus Morris, longtime governing board member of Patagonia Elementary School District

Mike Hughes, former Mesa Unified School District governing board member and executive director of A New Leaf

Tim Carter, Yavapai County School Superintendent

Jack Peterson, former ASBA executive director

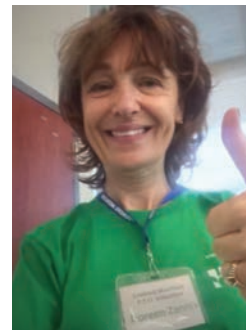
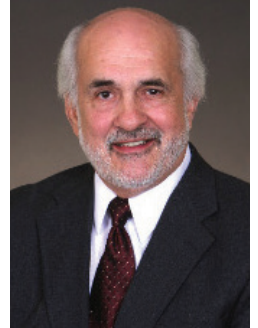
Doreen Zannis, former executive director of Support Our Schools

Carolyn Warner, former Arizona Superintendent of Public Instruction

Ruth Solomon, former legislator and educator, and member of the governing board of Pima County JTED

Charlotte Upham Patterson, longtime governing board Member of Chandler Unified School District

Jeretta Douglas, longtime governing board Member of Flowing Wells Unified School District



Total Board Award

About the Award

The Total Board Award is part of the Academy of Board Development and is granted to a governing board when at least a quorum of members has attained the level of Certificate of Boardsmanship, which requires 36 continuing education units (CEUs). The remaining members must also have earned their Certificates of Orientation.



GADSDEN ESD

Tadeo De La Hoya
Guillermo Fuentes
Luis Marquez
Gloria Torres
Rosa Varela



GANADO USD

Wanda Begay
Judy James
Francis L.T. Noble
Marcarlo Roanhorse
Teresa Sells-Gorman

Total Board Award



GLENDALE ESD

Brenda Bartels
Mike Martinez
Monica Pimentel
Sara Smith
Mary Ann Wilson

NO PHOTO AVAILABLE

AMPHITHEATER USD

Dr. Scott Baker
Vicki Cox Golder
Matthew Kopec
Deanna Day
Susan Zibrat

AVONDALE ESD

Elizabeth Canchola
Mark Gonzales
Megan Griego
Amy Lowe
Robert Vernier

BUCKEYE ESD

Richard Hopkins
Jane Hunt
Amy Lovitt
Michael Melton
Gina Ragsdale

CARTWRIGHT ESD

Anna Lynn Abeytia
Denice Garcia
Lydia Hernandez
Marissa Hernandez
Pedro Lopez

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Evelyn Counsell
Christina Eng
Dr. Laurie Hawke
Stephanie McKeever
Amy Snodgrass

CHINLE USD

Lucy Ayze
Shawna Claw
Wayne Claw
Paul Guy, Jr
Myron Tsosie

FLAGSTAFF USD

Dorothy Denetsosie
Gishie
Anne Dunno
Carol Haden
Carole Gilmore
Christine Fredericks

GLENDALE UHSD

Laura Arita
Patti Hussey
Patty Kennedy
Susan Maland
Pam Reicks

Total Board Award



McNARY ESD

Esperanza Alderete
Leona Hinton
Caroline Moody



PAGE USD

Desiree Fowler
Robert Candelaria
Sandra Kidman
Delores McKerry
Charles Weis

NO PHOTO AVAILABLE

HIGLEY USD

Michelle Anderson
Amy Kaylor
Kristina Reese
Tiffany Shultz
Jill Wilson

ISAAC ESD

Harry Garewal
Maria Guzman
Maria Hernandez
Patricia Jimenez
Rudy Santa-Cruz

KYRENE ESD

Michelle Fahy
Wanda Kolomyjec
Margaret Pratt
Kevin Walsh
Margaret Wright

MARICOPA USD

Torri Anderson
Robert Downey
AnnaMarie Knorr
Jim Jordan
Ben Owens

Total Board Award



PATAGONIA ESD

Nancy McCoy
Audrey Doles
Kathleen Pasierb
Marilyn Miller

WINSLOW USD

Marilee Ervien
Joey Hartnett
Allen Leonard
Debbie Martinez
Josephine Montoya



QUARTZSITE ESD

Nicole Collier
William Ponce
Kelly Simpson
Kathy Thevenin
Monica Timberlake

Total Board Award

NO PHOTO AVAILABLE

MESA USD

Lara Ellingson
Marcie Hutchinson
Joe O'Reilly
Jenny Richardson
Siana Sears

NATIVE

Theodore Allen
Eugene Kirk
Ambrose Shepherd
Lavina Smith
Wallace Todacheeny
Mary Tom
Shannon Tooke
Margaret Yazzie

N.A.V.I.T.

G. Scott Flake
Jerry Gloshay, Jr.
Joseph Hansen
Calvin McNeal
Randy Murph
James Newby
Robin Palmer
Robert Stoddard
Christopher Susag
Tim Westover

ORACLE ESD

Edie Crall
Camilo Gotay
Linda Lyon
Jeri Taylor
Gary Terrell

PARADISE VALLEY USD

Julie Bacon
Stephanie Brown
Nancy Case
Anne Greenberg
Susan Matura

PAYSON USD

Joanne Conlin
Audrey Hogue
Michell Marinelli
Jolynn Schinstock
Barbara Underwood

PINON USD

Bessie Allen
Maranda Bitsui
Mark Little
Ramona Nalwood
Dorothy Yazzie

RED MESA USD

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Brad Beach
Susan Faubion
Joel Kramer
John Hays
Rene Ramierz

SELIGMAN USD

Charlie Cruise
Ben Emery
Patti Foy
Cheryl James
Sandy Pritchett

SIERRA VISTA USD

Connie Johnson
Hollie Sheriff
Joy Mins
Kimberly Robinson
Yulonda Boutte

SUNNYSIDE USD

Beki Quintero
Consuelo Hernandez
Eva Carrillo Dong
Lisette Nunez
Matthew Taylor

TEMPE ESD

Allison Ewers
Charlotte Winsor
James Lemmon
Monica Trejo
Patrick Morales

ASA Superintendent of the Year Award

About the Award

The Arizona School Administrators Association's highest recognition was bestowed on five deserving district superintendents from throughout the state. Honors are awarded in three categories: Large Districts (5,000+ students), Medium Districts (between 1,000 and 5,000 students) and Small Districts (1,000 or fewer students). The awards recognize superintendents who set the standard for educational excellence and serve their students, staff, families and the community in an exemplary manner. ASA also awards an Arizona Superintendent of the Year as part of the National Superintendent of the Year Program. Congratulations to the following award recipients.



ASA Superintendent – Quincy Natay
Chinle Unified School District



Large District – Fernando Parra
Nogales Unified School District



Medium District – Scott Hagerman
Tanque Verde Unified School District



Small District – Dave Dumon
Altar Valley Elementary School District

Golden Bell Promise Program Award

About the Award

For 35 years, the Arizona School Boards Association has put the spotlight on those districts with a proven record of achieving excellence through their academic programs by awarding the prestigious ASBA Golden Bell Promise Programs Award to the educators and administrators who create and implement these programs. Programs selected to receive the Golden Bell Promise Programs Award must be student-oriented, have a significant effect on student achievement, demonstrate evidence of teacher creativity and district leadership. They must also have been in operation for at least two years. This year, we received some exceptional nominations but, understandably, far fewer than in a normal year. As a result, our awards committee chose to present a single award this year rather than awards in four categories.

Elementary – Pre-K-8



Creighton Family Engagement Center
Creighton Elementary School District



Paseo Pointe Dual Language Program
Laveen Elementary School District

Golden Bell Promise Program Award

Excellence in Collaboration



Beyond Textbooks

Vail Unified School District



Early Childhood Education (ECE) Lab

Peoria Unified School District

Arizona Educational Foundation's 2022 Teacher of the Year



Nancy Parra-Quinlan

Nancy Parra-Quinlan is the 2022 Arizona Teacher of the Year and our state's current candidate for National Teacher of the Year. She is National Board certified in Career & Technical Education in the Mesa Unified School District. She currently teaches the STEM education classes via PLTW Gateway and coaches the RoboKolts robotics team as well as the SIMI (STEM Institute for Manufacturing and Innovation). She is the director of the Aerospace Academy at Kino Junior High and volunteers with the Civil Air Patrol. She was also previously recognized as 2nd Runner Up for the National Aerospace Teacher of the Year.

Honor Roll Award

About the Award

The Honor Roll Award recognizes retiring board members who have completed at least eight years of service on their boards and who were nominated by their boards for outstanding service.

Karen Griffin

Yuma Elementary School District



Thank you to everyone who attended the

ASBA • ASA

64TH ANNUAL CONFERENCE

Arizona School Boards Association appreciates the support for public education shown by its organization business partners who are ASBA Organization Affiliate Members.

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CULTIVATING EXCELLENCE IN LOCALLY-GOVERNED SCHOOL DISTRICTS

Get out of the summer heat and cool off in Flagstaff!



Summer Leadership Institute June 9-11, 2022

This summer conference encourages school boards and superintendents to getaway together to help expand their learning on diverse leadership topics and current educational issues.

A special track for superintendent and governing board administrative professionals is also provided!

REGISTRATION OPENS APRIL 11, 2022