Learn how to be part of the Leadership Lab Class in June 2018!
Quality leadership and advocacy for children in public schools.

Our Vision

The best schools in every Arizona community.

Our Mission

We cultivate excellence in locally-governed school districts.

Our Key Functions

Provide training and leadership development.
Represent and advocate for the diverse needs of our membership.
Provide products and services that support district success.

Our Core Beliefs

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.

Learn more at www.azsba.org
President’s Message
Will you lead with me in 2018?
By Linda Lyon
ASBA President

Viewpoints
Together, we will accomplish more
By Dr. Timothy Ogle,
ASBA Executive Director

Leadership Lab

New ASBA officers elected for 2018

Board Self-Evaluation Tool
Why Keep Education Local
2017 ASBA Annual Awards Showcase
Equity Event
Best of AZEDNews

ASBA Organization Business Partners
Will you lead with me in 2018?

By Linda Lyon, President, ASBA Board of Directors

I fervently believe the circumstances of a child’s birth should not dictate their success in life. I believe we all owe each child the opportunity to “be all they can be.”

I was afforded this opportunity by my parents and countless public school educators around the country, and in Department of Defense schools overseas. My father was a Green Beret, and we moved a lot. Moving can be hard on children, especially when they move from Massachusetts to Texas, to Panama, all in one grade.

Thankfully, public schools were there for me at each location, and even though I didn’t know it at the time, locally-elected governing board members were leading the way.

Those who know me might not be surprised that a favorite saying of mine during my 22-year Air Force career was, “Lead, follow or get the hell out of the way.”

We are responsible for setting the tone and the expectations for ourselves and our districts.

We are responsible for voicing their concerns and advocating for their needs. If you haven’t yet signed up for the Legislature’s Request to Speak or ASBA’s Capitol Impact systems, do it now to enable a crescendo of voices that cannot be ignored. You can do both on the ASBA website, azsba.org/alis/.

To those who aren’t sure you are ready to lead, or those who are interested in having a wider impact, I encourage you to enroll in our new Leadership Lab to strengthen your skills. And remember, good leaders must also be good followers. As school board members, our authority comes only when we act as a team. This means sometimes each of us must follow…to actually lead.

Our students deserve fully funded classrooms. Our teachers deserve a living wage. And our taxpayers deserve to get what they are paying for.

For the sake of our children and the future we leave them, failure, is simply not an option.

Look out 2018, here we come!
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Together, we will accomplish more

By Dr. Timothy Ogle, ASBA Executive Director

As we move into 2018, this is the perfect time to reflect, appreciate and celebrate the accomplishments we as an association have been able to achieve. I am proud to be part of an association with such courageous leadership. As school board members, you contribute to changing the culture and quality of life by building a better state for the students attending public schools across Arizona.

Last year, we were successful in moving the needle forward by spearheading and coordinating the state court filing of a lawsuit to address dramatic underfunding of school capital, creating original research which was published and utilized to articulate ASBA’s positions before legislators, the governor’s office and the State Board of Education, including the A-F Task Force, and influenced discussion and action on topics including results-based funding and vouchers.

Our aggressive statewide media relations and original stories reported by ASBA’s Arizona Education News Service (AZEdNews.com) led to heightened reporting on vouchers and the teacher shortage. And let’s not forget the report released by ASBA and AASBO on student support and classroom spending, which reframed district spending priorities, rivaling the Arizona Auditor General report on classroom spending, and the new online advocacy system we implemented to target and amplify the voice of members across the state. These are very important successes that should be celebrated, but the work is never done.

This is a good time to look forward and continue to innovate and redefine our services to the K-12 community. In 2018, ASBA will continue to work with full boards to achieve effectiveness and peak performance by providing the new online ASBA Board Self-Evaluation, and related support and facilitation services.

We also recognize that individual board members need our assistance to overcome challenges and increase effectiveness to reach their full potential as leaders. ASBA will be introducing the ASBA Leadership Lab, an exclusive year-long opportunity for individual board members to explore and grow their leadership potential.

We have come so far together! What I have come to know in my years as a former teacher, principal, curriculum director, lobbyist and superintendent is that organizational change only comes from within. Together, we will accomplish more. We will continue to advocate for a long-term plan to better meet the needs of all K-12 students attending a public district school from state leaders to fully fund education, and implement the changes we need in public education to ensure that students can succeed in Arizona.

We encourage you to read our ASBA Annual Highlights for 2017, (beginning on page 7) which outlines this past year’s highpoints and department updates.
The AdvancED Improvement Network (AIN) is the largest global resource for innovative and transformative school improvement.

Membership in AIN provides your institution access to the AdvancED Continuous Improvement System. This powerful framework allows you to personalize your school improvement journey.

Use the System to:

» Effectively measure student engagement
» Collect and analyze stakeholder feedback
» Regularly assess the overall quality of your institution
» Develop a customized plan for improvement

Further demonstrate and promote your institution’s commitment to continuous school improvement with:

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» STEM Certification
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Global Telephone: +1 678.392.2285, ext. 6963
Annual Highlights 2017

In service to our members, ASBA works toward the best schools in every community by cultivating excellence in locally governed school districts.

#keepitlocal
In Service to Our Members

- Building the knowledge base and leadership and governance skills of board members
- Working with full boards to achieve effectiveness and peak performance
- Creating opportunities year-round to discuss and challenge barriers to student success
- Creating a statutory, regulatory and legal environment where public schools can thrive
- Influencing the discussion of public education and local decision-making in Arizona
- Providing the services for a solid base upon which boards can build
- Providing leadership to benefit partner organizations in Arizona and around the nation

Leadership Development

Building the knowledge base and leadership and governance skills of board members

Workshops, conferences and events experienced an overall record high attendance – a 6 percent increase from the prior year – because of relevant and engaging topics, from civil discourse to data-informed decision-making, and highly regarded and nationally prominent keynote speakers, including Peg Tyre, Rosalind Wiseman and Steve Pemberton.

The foundational New Board Member Orientation was provided to more incoming board members than ever before – a 50 percent increase over the 2015 orientation.

The ASBA Leadership Lab, an exclusive year-long opportunity for individual board members to explore and grow their leadership potential, was developed for 2018 rollout.

The STAR – Superior Training Accomplishment & Recognition – Award was introduced to recognize exceptional individual commitment to professional development, and four individuals received the Gold STAR for more than 600 hours of training.

Working toward the best schools in every community by cultivating excellence in locally governed school districts.
#keepitlocal
Board Support & Services

Working with full boards to achieve effectiveness and peak performance

As needed, on-call consultation and support on policy, governance and legal matters were provided to an average of 12 school districts per day.

The new online ASBA Board Self-Evaluation was piloted, and related support and facilitation services were developed (available to all members in early 2018).

A board support and field services specialist was added to the staff team to work with individual boards desiring to overcome challenges or increase effectiveness to reach their full potential.

Leading for Equity

Creating opportunities year-round to discuss and challenge barriers to student success

The inequitable impacts to low-income and rural students, and students of color were central to lobbying efforts on key issues, including vouchers, results-based funding and A-F school letter grades.

Keynote speakers at ASBA’s largest conferences focused on issues of equity, access, opportunity and restorative justice.

Equity was embedded as criteria for the ASBA Golden Bell Promise Program Awards and Annual Conference breakout sessions.

The Equity Challenge was introduced and workshopped at The Equity Event as a framework for board, leadership teams and the community to engage in six essential topics.

A full-day pre-conference on “Deep Equity” was attended by more than half of all attendees at The Equity Event.
Legislative & Legal Advocacy

Creating a statutory, regulatory and legal environment where public schools can thrive

ASBA spearheaded and coordinated the state court filing of a lawsuit to address dramatic underfunding of school capital.

Member districts’ interests were monitored and represented on over 300 bills at the State Legislature, with the guiding principles of local control and enhanced funding.

A new online advocacy system was implemented to target and amplify the voice of members.

Timely communications throughout legislative session informed members and assisted them with their advocacy efforts for public schools, which impacted outcomes on education funding and challenged efforts to expand vouchers.

Original research was published and utilized to articulate ASBA’s positions before legislators, the governor’s office and the State Board of Education, including the A-F Task Force, and to influence discussion and action on topics including results-based funding and vouchers.

Communications

Influencing the discussion of public education and local decision-making in Arizona

Aggressive statewide media relations and original stories reported by ASBA’s Arizona Education News Service (AZEdNews.com) led to heightened reporting on vouchers and the teacher shortage.

A report released by ASBA and AASBO on student support and classroom spending reframed district spending priorities, rivalling the Arizona Auditor General report on classroom spending.

Graphics, videos and messages designed for social media, housed in an online resource center on azsba.org, gave members and other public education advocates tools to exponentially increase their reach in sharing facts and information.
Essential Foundations

Providing the services for a solid base upon which boards can build

Superintendent Searches

Comprehensive superintendent search services were provided to more districts than any other search entity and at a lower cost.

Re-engineered pre- and post-search board modules were introduced to both get the search process and the new superintendency off to a solid start.

Policy Services

Thirty-five policy advisories were issued on changes to state and federal law.

Functional enhancements to PolicyBridge led to greater efficiency in local policy management.

Regional policy workshops reached 250 district-level staff.

Employee handbook service launched as a valuable resource to complement policy services.

Health Insurance

Health insurance was provided to 164 districts, covering nearly 30,000 individuals, through the ASBA Insurance Trust (ASBAIT).

A State & National Resource

Providing leadership to benefit partner organizations in Arizona and around the nation

Legal and research resources were provided to other education partner organizations, including the Arizona Association of School Business Officials, Arizona School Personnel Administrators Association, Arizona School Administrators, Arizona Career and Technical Educators, Arizona Council of School Attorneys, Arizona School Public Relations Association, Arizona Schools Now and Expect More Arizona.

Staff and officers presented before national audiences to share data and expertise on legal, legislative, communications and equity topics.

Working toward the best schools in every community by cultivating excellence in locally governed school districts.
#keepitlocal
ASBA is in sound financial standing to support current programs and services. The charts below illustrate the source of ASBA revenues and how dollars were spent in FY 2017.

**Actual Revenues for Fiscal Year 2017**

- Membership Dues: 18.8%
- Conferences/Workshops: 24.6%
- Policy Services: 21.4%
- Rent: 10.5%
- Insurance Income: 2.4%
- Other Revenue: 22.3%

**Actual Expenses for Fiscal Year 2017**

- Salaries/Benefits: 49.3%
- Workshops/Conferences: 4.7%
- National Dues: 6.4%
- Purchased Professional Svcs.: 6.1%
- Prof. Development, Dues, Travel: 4.0%
- Occupancy Cost: 24.0%
- Operating Costs: 1.3%

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**Working toward the best schools in every community by cultivating excellence in locally governed school districts.**

#keepitlocal
What makes the ASBA Learning Lab so unique?
• An intensive, highly interactive, relevant and authentic group learning experience.
• Every Leadership Lab graduate will emerge with an actionable Leadership Growth Plan.
• The curriculum covers a range of pertinent social and public policy issues that impact public education.
• All learning sessions are led by a diverse faculty and facilitated by the ASBA Leadership Lab staff.

Who should apply?
School board members who are curious, reflective, ambitious, open, flexible, committed to positive change, and, above all, believe the success of public education is the cornerstone for building Arizona’s future.
In addition, participants must:
• Be currently serving members of an ASBA member district governing board.
• Have completed ASBA’s New Board Member Orientation (may be completed concurrently).
• Be willing to complete the homework and reading necessary to prepare for each session.

What is the time commitment?
With the exception of the orientation and VIP event, each Learning Lab session will be a full day on Friday (9 a.m. – 4 p.m.), with an optional group dinner, and a half-day Saturday (9 a.m. – 1 p.m.). Participants must attend all sessions.

We go on field trips!
To enable authentic learning experiences, sessions will be held in a variety of locations throughout Arizona that relate to the topics covered.

What is the cost?
The cost of this yearlong, 50 CEU program, including all curricular materials, plus snacks and lunch each day, is $950 per person. Participants are responsible for travel and lodging costs (at a reduced ASBA rate), as well as optional Friday night dinners.

What is the timeline?
March 2018: Applications available
April 2018: Applications due and Inaugural Leadership Lab Class selected
June 2018: Orientation and welcome event with VIP guest (in conjunction with Summer Leadership Institute)
September 2018: Second session
November 2018: Third session
January 2019: Fourth session
May 2019: Fifth and final session
June 2019: Graduation (at Summer Leadership Institute) and mixer with Leadership Lab Class II

For questions please contact Julie Bacon at jbacon@azsba.org
www.azsba.org
Meet ASBA’s officers elected for 2018

The election of secretary, treasurer and president-elect was held at the ASBA Annual Business Meeting at 10:50 a.m. on Thursday, Dec. 14, 2017, at the Biltmore Conference Center in Phoenix in conjunction with the ASBA-ASA Annual Conference. Seventy-eight school board delegates attended the meeting to cast their votes.

The elected officers for 2018 are: Lawrence Robinson (Roosevelt ESD), president-elect; Steven Chapman (Tolleson UHSD), treasurer; and Ann O’Brien (Deer Valley USD), secretary. The elected officers will join Linda Lyon (Oracle ESD), 2018 president to form the executive committee of the ASBA Board of Directors.
Seventeen county directors and the presidents of ASBA’s two caucuses join with the executive committee officers to form the ASBA Board of Directors. Directors represent each county and are elected to two-year terms at ASBA County Meetings. Caucus presidents serve two-year terms and are elected by caucus membership.

The board is responsible for oversight of the association, including financial management, and meets at least four times a year. All must be current school board members of the National School Boards Association.

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<th>County</th>
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<td>Devin Del Palacio</td>
<td>Tolleson UHSD</td>
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<td>HNAIC Caucus</td>
<td>Patrick Morales</td>
<td>Tempe ESD</td>
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The ASBA Board is a continuing-education program designed to equip board members with the knowledge and techniques necessary to support gains in student achievement, develop policies and practices, engage the community as an advocate for public-school education, and provide responsible district governance in support of your role on the district’s leadership team.

We know highly-effective leadership teams are laser-focused on the work that produces the greatest and best outcomes for students. Data proves that these highly effective boards are committed to individual board training. ASBA’s Academy of Board Development program celebrates this dedication by providing developmental opportunities that are rich in content, regular in frequency, and available in a variety of formats.

ASBA provides you opportunities to attend workshops, conferences, webinars, in addition to immersing yourself in eLearning options and on-site district-based training.

Professional development opportunities support the following objectives:

- To gain knowledge and to practice new behaviors needed for better boardsmanship.
- To recognize your commitment toward ongoing professional development.
- To promote a well-rounded leadership approach.

Hourly credit can be earned for the following types of activities:

- ASBA workshops, conferences, webinars, podcasts and eLearning modules.
- ASBA facilitated board trainings.
- Developmental opportunities hosted by ASBA-recognized groups, such as NSBA, ASA, AASA, ASBO, ABEC, CUBE and ADE.

Participation and credits for the Board Academy awards are tracked and accounted for through registration and attendance at ASBA and ASBA-recognized events.

Members can also obtain professional development hours by attending non-ASBA events, conferences and sessions that most accurately reflects the ASBA core curriculum.

All information can be found on the ASBA website > Services & Resources > Academy of Board Development, http://azsba.org/learning-center/academy-of-board-development/.
CERTIFICATES AND AWARDS

Certificate of Orientation
Requires attendance at ASBA’s New Board Member Orientation (NBMO). This gateway one-day training is a pre-requisite for receiving all other Academy awards.
Conducted annually at the ASBA/ASA Annual Conference in December.
Recognition of this accomplishment will be provided at your annual County Meeting.

Certificate of Boardsmanship
Requires attaining 36 hours of ASBA-approved professional development.
Recognition of this accomplishment will be provided at your annual County Meeting.

Associate of Boardsmanship
Requires attaining 60 hours of ASBA-approved professional development.
Recognition of this accomplishment will be provided at your annual County Meeting.

Master of Boardsmanship
Requires attaining 84 hours of ASBA-approved professional development.
Recognition of this accomplishment will be provided at your annual County Meeting.

Superior Training Accomplishments & Recognition (STAR) Awards
In honor of the diversity within our state, the STAR awards are presented close to your home at your local County Meeting which are held in the fall each year.
Awards are presented to members who continue in their quest for ongoing professional development.
- Copper – 150 hours
- Turquoise – 300 hours
- Silver – 450 hours
- Gold – 600 hours
Upon request, your ASBA County Director or other representative of ASBA will attend a local governing board meeting and present the award for local recognition of the board member’s accomplishments.

Total Board Boardsmanship Award
Granted to a board when:
1. At least a quorum of members has attained the level of a CERTIFICATE OF BOARDSMANSHIP,
2. And the remainder of the board members have earned the CERTIFICATE OF ORIENTATION, granted as a result of completing New Board Member Orientation.

A plaque will be presented to the board as a whole at the ASBA/ASA Annual Conference in December.

Participants in the ASBA Board program will receive a certificate, plaque or pin upon completion of each level within the awards system. Awards will be determined annually based upon credits earned prior to July 1 each year.
Board Self-Evaluation
A Look at ASBA’s NEW, Online Self-Evaluation Tool

Why Self-Evaluate?
Student achievement, however that is defined by your district, is at the heart of why school boards exist. In Arizona, local communities get to decide what the path to success will look like via their locally elected school boards. While there is no one-size-fits-all strategy to ensure student achievement, the research is clear: school boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in lower-achieving districts. Annual self-evaluation allows you as a board to assess how well you are exhibiting the characteristics of an effective board and where there may be opportunities for improvement.

The 5 Pillars of Board Service
ASBA’s self-evaluation tool will allow you to assess your board’s performance in five pillars of effective board service.
Conduct and Ethics | Vision | Structure | Accountability | Advocacy

Your Results: Two Options
After your board and superintendent have completed the online self-assessment, your responses will be tabulated and two different reports created.

Option 1: The basic report provides a snapshot of your board’s health by providing your results in each of the five pillars: Conduct and Ethics, Vision, Structure, Accountability and Advocacy – as a single score for each.

FRAMEWORK FOR GOVERNANCE: AGGREGATE DATA
Your Results

Option 2: The detailed report provides question-by-question results that are grouped into “Benchmarks of Success” for each of the pillars. This allows your team to drill down deeper to pinpoint specific areas of opportunity for growth and improvement within each pillar.

Standard 2 Vision

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Benchmark of Success B Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.

Ready To Self-Evaluate?

Step 1 Commit to pursuing continuous improvement as a board.

Step 2 Contact ASBA’s Nikkie Whaley, nwhaley@azsba.org for a link to the self-evaluation.

Step 3 Have all board members and the superintendent complete the online self-evaluation.

Step 4 Choose your report and review your results.

- The basic and detailed options.
- The detailed report is available to ASBA member districts for a nominal fee, which includes an in-person review and facilitated conversation of your evaluation results with an ASBA board support specialist. Contact ASBA for details.
2018 ASBA Journal

Calendar of Events

March

22-23 Thu – Fri
The Equity Event Phoenix

April

7-9 Sat – Mon
NSBA Annual Conference
San Antonio, Texas

May

28 Mon
Memorial Day

June

7-9 Thur – Sat
Summer Leadership Institute
Little America, Flagstaff

September

5-7 Wed – Fri
ASBA Law Annual Conference

8 Sat
ASBA Delegate Assembly

October

8 Mon
Columbus Day

November

12 Mon
Veterans’ Day (Observed)

TBA
ASBA/AASBO/ASA Legislative Workshop

22-23 Thu – Fri
Thanksgiving (Observed)

December

12 Wed
New Board Member Orientation/Pre-Conference TBD

13-14 Thur – Fri
ASBA/ASA Annual Conference

25 Tue
Christmas (Observed)

DO YOU CHECK THE ASBA WEBSITE?
www.azsba.org

Final details for each ASBA event will be posted under Events.
WHY IS Keep Education Local IMPORTANT?

Because democracy rests on having respect for the judgement of ordinary people. People chosen by the communities they serve. When it comes to education in Arizona, that means locally-elected and appointed school board members.

Because preserving local decision-making for our neighborhood schools – the choice of 85% of Arizona families – is the key to meeting the diverse needs of our students.

Because now is the time to reassert our leadership to KEEP EDUCATION LOCAL.

That means advocating for flexibility in funding and against mandates and restrictions that tie the hands of local leaders, and working with boards to ensure strong and effective local governance squarely focused on student success in every community every day. And it means telling the stories of student success that flow directly from local decision-making to legislators and policy makers to parents to community members and influencers.

Follow ASBA’s #KeepItLocal campaign this year and share your stories on how local control has helped your school community succeed on Facebook and Twitter.
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 2017.
The Lou Ella Kleinz Excellence in Governance Award 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 boardsmanship, our higher moral duty is to provide effective leadership in shaping the lifelong attitudes of the young people in our communities.”

Pendergast ESD

The Lou Ella Kleinz Excellence in Governance Award is the highest honor the Arizona School Boards Association bestows on a governing board. The Pendergast Elementary School District governing board was presented with ASBA’s annual Excellence in Governance Award for demonstrating the most outstanding educational leadership in 2017. Members of the Pendergast ESD board are Jose Arenas, Senator Martin Quezada, Hilda Ortega-Rosales, Ruben Gutierrez and Susan Serin.

In 1885, the Pendergast School District was established in a farming community serving 100 students in one school. The educational philosophy was firmly rooted in the belief that the school board, community, staff and parents must act as a “family,” providing the academic, social and emotional support necessary to nurture capable, independent young minds.

Now, the district provides excellent educational opportunities for approximately 10,200 students on 12 campuses. Each school has its own unique and innovative programs designed to meet individual needs of the whole child and ensure student success. The board works collaboratively with the administration to focus on strong academic achievement and focused schools.

The Pendergast Elementary School Board promotes family involvement by supporting and engaging the families in many activities at the schools and at the district level. The board believed that the district needed to review the ways it served the needs of the West Valley community, a highly underserved population. Supporting the creation of a Pendergast Community Center, this inclusive facility brings together health and wellness, fitness, social services and educational organizations focused on meeting the comprehensive needs of families.

This extraordinary governing board sees the vision of the district and makes each decision in the best interest of the students. Congratulations to this year’s Lou Ella Kleinz Excellence in Governance winners.
The Barbara Robey Lifetime Achievement is awarded to a devoted servant leader that supports our state’s public education and the children of Arizona. Known as the leader of Arizona’s “Fab Five,” this Republican was not afraid of bucking her party to support the things she believed in, including funding public education. As governor, advocate and a force for unity, Governor Jane Dee Hull has been named the 2017 recipient of the Barbara Robey Lifetime Achievement Award.

Governor Hull served as House Majority Whip, Speaker of the House and Secretary of State, and became the governor with the resignation of Fife Symington in 1997. In her first budget as Governor in 1998, Governor Hull sought a 2 percent funding increase for public schools – the first such increase since 1991. She was elected in her own right the following year, and served until 2003. Jane Hull was the first woman formally elected as Governor of Arizona. In every one of her budgets as governor, there was an increase to K-12 public education funding.

ASBA is proud to recognize this year’s recipient for being the initiator and creator of Proposition 301 which was referred to the Legislature in June 2000, passed by voters in November of that year, and has since generated $696.3 million dollars for Arizona public schools. In order to pass Proposition 301, Governor Hull marshaled the education and business communities and public education supporters in the Legislature in a Summer Special Session.

In Prop. 301, she championed a return to statutorily required inflation funding – from the state’s general fund – which had been a mainstay from 1981 to 1992. Prop. 301 also created a significant funding source for teachers in the Classroom Site Fund, which is funded by a six-tenths of a cent sales tax, and proceeds from interest on the corpus of the state land trust.

Governor Hull also ensured the implementation and funding of a new school capital funding program, Students FIRST, which occurred after the Roosevelt v. Bishop litigation. She appointed members to the new School Facilities Board and charged them with coming up with state standards for school facilities. Once those standards were created, she made sure funding was in the budget for new school construction and building renewal.

A positive voice for Arizona students and schools, Governor Jane Dee Hull has dedicated her entire career to improving public education. Congratulations to this year’s Barbara Robey Lifetime Achievement Award recipient.
This year, ASBA presented the 2017 Advocate of the Year Award to Support our Schools AZ. The advocates of SoS AZ collectively awakened a grassroots army of volunteers dedicated to supporting and preserving public education. ASBA is proud to recognize them collectively as ASBA’s 2017 Advocate of the Year.
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 boardmanship, 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.

Denise Guenther, Florence Unified School District

Denise Guenther has been a great leader on the school governing board for eight years in the Florence Unified School District. She is committed to a vision of high expectations for student achievement with the implementation of clear goals and has a strong belief that all students can be successful, regardless of their educational or socioeconomic background. Denise does an outstanding job of keeping the community informed of challenges and progress on a regular basis. She believes in the district’s mission of KIDSFIRST, and that all decisions made by the board and administration must be decisions that are best for kids. She has been a part of San Tan Eats, a monthly food truck event, instrumental in the creation of Military and First Responder Appreciation Night, and supported the district’s Retiree Community Engagement Program, encouraging retirees to interact with schools and students. Denise’s support has allowed the district to offer rigorous tracks in high schools including an International Baccalaureate World School, a STEM Diploma Program, an AP Capstone School, a STEM Academy, and, under her direction, a STEAM pre-school and daycare center. She understands the importance of having clear and collaborative relationships from the bottom to the top.
Franceen Gregovich-Benton, Cobre Valley Institute of Technology

Franceen Gregovich-Benton was appointed in 2001 and has been a dedicated board member since the inception of Cobre Valley Institute of Technology, the first rural JTED. Under Franceen’s leadership, Cobre Valley petitioned Gila County for start up funds in the first year of the district’s formation. She has served as president and clerk various times throughout the four terms on the board. She helped established a Cobre Valley office and presence with the Gila Community College and encouraged the superintendent to explore additional satellite offices to provide additional opportunities for students. One of Franceen’s major contributions to the school district is always promoting Cobre Valley to the public and parents to encourage students and staff involved in programs. She is an advocate of equity by always ensuring the superintendent and staff consider student needs to get and ensure they all have materials needed to successfully complete their programs. With over 16 years under her belt as school board member, one can definitely say Franceen is a community leader and prime example of giving back to her community.

Karen McClelland, Sedona-Oak Creek United School District

Karen McClelland has served on the Sedona-Oak Creek Unified School District governing board since 2002. Four terms later and still going strong, she continues to advocate for the best public education experience for all students in her district. Karen has also served on the ASBA Board of Directors from 2007 to 2010 and was named ASBA’s Advocate of the Year in 2012. This year, she is also earning a Gold Star pin for completing 600 hours of board development. Karen has also served on the Governance Committee and Legislative Committee for ASBA. Her commitment to the board, staff, students, district and community reflects her excellence in boardsmanship. She continually exhibits strong advocacy skills and is well-trained on policy and legislative issues that impact public schools. It is in the most challenging situations that Karen exhibits her strongest leadership skills.

Denyice Bondurant, Chevelon Butte Elementary School District

Once a teacher, always a teacher! Denyice Bondurant is a leader who has found herself in many different environments where her talents are needed in the Chevelon Butte Elementary School District. Before serving on the school board, Denyice felt a calling to be of service to high school students. She went back to college for a teaching certification and taught English for many years in the Gilbert Unified School District. She enjoyed her time as a teacher in helping form educated and inspired students ready for the real world. She has served on the board for more than five years and has brought a strong educational and business background to the governing board team. She expects high standards and patiently works with others to meet them. Denyice continues to listen to stakeholder concerns seeking calm and trust, knowing that the answer lay in systemic best practices as defined by ASBA. She was elected to the governing board to serve the Blue Ridge community where she lives and now serves the Chevelon Butte Elementary School District, serving two communities across “The Rim.”
Total Board Award

About the Award

The Total Board Award is part of the Board Academy 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.

Catalina Foothills Unified School District
(NO PHOTO AVAILABLE)

EILEEN JACKSON, President
AMY BHOLA, Vice President
AMY KRAUSS, Member
CAROLE SIEGLER, Member
DOUG HADLEY, Member

Crane Elementary School District

DAN C. FARAR
President
JIM COLBY
Clerk
BRENNA PAULIN
Member
SARAH CLARIDGE
Member
TERRE CATANZARO
Member

Creighton Elementary School District

JEANNE CASTEEN
President
AMY McSHEFFREY
Clerk
ANNETTE SEXTON RUIZ
Member
CARL ZARAGOZA
Member
DONNA YOUNG
Member
Deer Valley Unified School District
KIMBERLY FISHER
President
JENNY FRANK
Vice President
ANN O’BRIEN
Member
ANN ELIZABETH ORDWAY
Member
DARCY TWEEDY
Member

Flowing Wells Unified School District
KEVIN DAILY
President
GERALD LONG
Clerk
JAMES LOVE
Member
THOMAS JACOBS
Member
WENDY EFFING
Member

Fort Thomas Unified School District
(NO PHOTOS AVAILABLE)

Gando Unified School District
(NO PHOTOS AVAILABLE)
Gila Bend Unified School District
JESUS RUBALCABA
President
ELIZABETH SMITH
Clerk
PATRICIA RIGGS
Member
ERIKA AMEZCUA
Member
HERMAN HOFFMAN
Member

Glendale Elementary School District
MARY ANN WILSON
President
JAMIE ALDAMA
Clerk
BRENDA BARTELS
Member
MONICA PIMENTEL
Member
SARA SMITH
Member

Glendale Union High School District
(NO PHOTO AVAILABLE)
PATTY KENNEDY, President
PAM REICKS, Clerk
ANDREW PULCIPHER, Member
PATTI HUSSEY, Member
SUSAN MALAND, Member
Isaac Elementary School District
PATRICIA JIMENEZ
President
MARIA GUZMAN
Clerk
CATHERINE RIVERA
Member
ERNIE CONTRERAS
Member
RUDY SANTA-CRUZ
Member

Osborn Elementary School District
(NO PHOTO AVAILABLE)
KATIE PAETZ, President
SAMUEL RICHARD, Clerk
MAXINE RADTKE, Member
SUE CORBIN, Member
YLENIA AGUILAR, Member

Parker Unified School District
(NO PHOTO AVAILABLE)
RANDY HARTLESS, President
DOLORES FERRIS, Clerk
AMELIA FLORES, Member
DEANNA BEAVER, Member
MARLON SHORT, Member

Pinon Unified School District
TOMMY McCABE III
President
JOHANSEN LaPAHE
Vice President
ALICE LaPAHE
Member
BEISSIE ALLEN
Member
PHYLIS TACHINE
Member
Sahaurita Unified School District

JOHN SPARKS
President
THOMAS MURPHY
Clerk
DALIA ZIMMERMAN
Member
KRIS HAM
Member
SHARI LOWELL
Member

Sierra Vista Unified School District

DEBRA SCOTT
President
CONNIE JOHNSON
Vice President
BARBARA WILLIAMS
Member
MARGE CARRITHERS
Member
YULONDA BOUTTE
Member

Tolleson Union High School District
(NO PHOTO AVAILABLE)

CORINA MADGUGA, President
DEVIN DEL PALACIO, Vice President
DR. KINO FLORES, Member
FREDDIE VILLALON, Member
STEVEN CHAPMAN, Member

Tuba City Unified School District
(NO PHOTO AVAILABLE)

RONALD BEGAY, President
MARY WORKER, Clerk
EVELYN KIYAANI, Member
LEE TSINIGINE, Member
MARIE B. ACOTHLEY, Member
About the Award

The ASBA Board of Directors developed the Academy of Boardsmanship to recognize the hard work of board members who take advantage of professional development opportunities to prepare themselves to be informed board members in a variety of board development curriculum areas. Academy of Boardsmanship Awards are given to recognize both the individual board members for the hours of commitment they make and to also recognize their local school board and district for providing board members with this opportunity. ASBA presented awards to dedicated board members who have reached the recognition highest level – the Gold STAR Award. This award is presented to members who continue their quest for ongoing professional development by attaining 600 hours.

Gold STAR (600 hours)

MARTIE PAYNE,  
Palominas Elementary School District  
LINDA YAZZIE,  
Holbrook Unified School District  
CYNTHIA MATUS-MORRIS,  
Patagonia Elementary School District  
KAREN MCCLELLAND,  
Sedona-Oak Creek Unified School District

About the Award

The Honor Roll Award recognizes retiring board members who were nominated by their boards for outstanding service.

Honor Roll Award

MARY JONDROW,  
Pima County Joint Technical Education District
Four years ago, the Maricopa Unified School District Governing Board approved a new “blended learning program” for 50 students in grades 6-8. The goal of this program was to focus on a personalized learning approach for all students. Today, the program has increased in size at Maricopa Wells Middle School to 180 students and six teachers, as well as duplicating the program at Desert Wind Middle School with 135 students and four teachers, with a total number of 315 middle school students enrolled at both schools. In addition, all classrooms at Santa Rosa Elementary School in grades 3, 4, and 5 serve 169 students in blended classrooms, with a one-to-one student/laptop ratio. From improved AZMerit test scores to state and national student competition awards, to the development of life-long learners, Maricopa Unified School District used one-to-one technology, project-based learning and student-informed learning plans to achieve growth and personal success for middle school students.

Golden Bell Promise Program Award

About the Award

For 34 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.

CATEGORY | Elementary | Pre-K – 8

FIRST PLACE: Blending Learning Program
Maricopa Unified School District
Golden Bell Promise Program Award

CATEGORY | High School | Grades 9-12
FIRST PLACE: Cognitive Return to Exertion Program
Sahuarita Unified School District

Cognitive Return to Exertion began with the implementation of a pilot program within the Sahuarita Unified School District. This program, also called CoRTEx for short, recognizes that concussions will occur in students and that a comprehensive education, testing and post-incident approach for education, analysis, support and treatment are necessary, but not currently available in Southern Arizona. CoRTEx is used to manage students’ successful return to participation in school after sustaining a concussion, as well as providing information that can be used to safely make return-to-play (RTP) decisions. Since piloting the CoRTEx protocol in April 2014, the team has actively managed 225 students with diagnosed or suspected concussion. The Sahuarita Unified School District is committed to educating stakeholders on managing the effects of concussions and expanding the CoRTEx program to a higher level in the new few years.

CATEGORY | Joint Technical Education District/ Career Technical Education | Grades 9-12
FIRST PLACE: The Bioscience Program
Sunnyside High School, Sunnyside USD

Career and Technical Education courses are designed to prepare students for both college and industry. The bioscience program at Sunnyside High School, in the Sunnyside Unified School District, does precisely that. By aligning strong academic standards with industry expectations, students earn both high school and college credit as well as valuable industry experience. When students enroll in this program, they are signing on for a real experience conducting DNA barcoding for a number of local non-profit organizations. The class is organized around small groups, allowing the instructor to challenge those with stronger knowledge and assist those who are having difficulty understanding. Sunnyside continues to positively support the bioscience program with professional development for staff, sustaining community and business partnerships, and obtaining various grants that will continue to impact the lives of students and future scientists.
The Volunteer in Paradise program recruits and supports community volunteers who provide regular academic assistance and mentoring to students in the Paradise Valley Unified School District. Co-founded by one of the district’s governing board members, the VIP program volunteers, called VIPs, bring talent and dedication to this innovative, homegrown program that was intentionally constructed to allow teachers to harness the personal and professional background of their volunteers. VIPs return year after year to afford critical support to the same educator, and also serve as ambassadors for PV Schools. This program also incorporates the VIP College Corps, which engages community college and university students to provide instructional support and positive role models for students while contributing to a robust teacher preparation program. Through the VIP College Corps, 20-30 Paradise Valley Community College students are placed in six to eight self-contained English Language Development classrooms every semester. This program provides academic intervention hours equivalent to 9.5 full-time para educators valued at $235,249 dollars annually. The district is on track to have close to 100 VIPs by the end of the 2017-18 school year, and more than 250 college students have completed at least one semester of VIP College Corps, with the majority completing two or more semesters.

Nominate Your Program for 2018

For more than three decades, ASBA 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 Program Award to the educators and administrators who create and implement these programs.

Awards are presented in four categories: Elementary (pre-k through grade 8), High School (grades 9-12), and District-wide Curriculum Delivery and Accountability.

Nominations will be open late Aug. and due Oct. 26, 2018.
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.

Small District
Sean Rickert, Pima USD

Mr. Rickert of Pima Unified School District has such a trust and solid relationship with his board that they encourage him to be the voice of rural schools throughout Arizona. He has brought stability and continuity to the administrative leadership to the Pima Unified School District. Under Mr. Rickert’s steady and strong leadership, Pima Unified consistently performs high on state evaluations. Pima High School has a very strong CTE program and surpasses the state of Arizona in its rigor. Mr. Rickert meets with all of his staff every year to plan the K-12 collaboration and common goals, then meets with each school’s personnel to plan goals and objectives specific to their grade levels. Mr. Rickert’s involvement speaks for itself. He attends the majority of ASA functions, is a member of the AASA executive board and traveled with them to Washington, D.C. to advocate for Arizona’s schools. He has organized and participated in panel discussions at ASA as well as other state organizations meetings.

Mid-Size District
Jerry Jennex, Globe USD

Mr. Jerry Jennex, superintendent of the Globe Unified School District, has a positive relationship with the board and strives to maintain appropriate and timely communication. Board members know that Mr. Jennex has an open door and will often come in to discuss concerns, seek answers and visit. He maintains focus on achieving board approved goals. He works continually to improve community relations. He positively represents GUSD in many different community groups including The Community Partnership Panel, the Globe-Miami Pool Committee, Globe-Miami Alumni Association, and the BHP Community Reference Group. Mr. Jennex also serves at a state level as the ASA president-elect. He is seen at almost all school events supporting students and teachers. He is also an avid supporter of community events and graciously donates time to events that assist children in the community. Under Mr. Jennex’s direction, the district received the Certificate of Achievement for Excellence in Financial Reporting for the past two years. He has focused on retaining and recruiting teachers and is successful at focusing on a “grow our own” teacher pool. This year Globe Unified hired seven local non-traditional teachers, developed a teacher-leader team to grow future administrators and partnered with the Arizona State University to develop classified staff into teachers.
ASA Superintendent of the Year Award

Large District
Dr. David Baker, Flowing Wells USD

Dr. David Baker, superintendent of the Flowing Wells Unified School District, recognizes that each board member serves out of the desire to contribute to the greater good. Consequently, he strives to empower them and to facilitate their connection to the community. For example, this past summer, Dr. Baker conducted interviews with the board to learn their stories and motivations, which he spotlighted during an opening assembly. As a community leader, Dr. Baker strives to serve as a liaison between Flowing Wells and the larger Tucson community. Dr. Baker is committed to providing all students, regardless of demographic background, significant opportunities to reach their potential. To achieve this, he maintains strong relationships with local businesses, faith communities, philanthropic organizations and political entities to advocate for the district and public education. He meets with new teachers individually and strives to know every employee by name. His philosophy that “individuals will strive to reach their fullest potential when given an opportunity” is manifested on an ongoing basis in his approach to schooling.

American Association of School Administrators’ National Superintendent of the Year Program
Dr. Doug Wilson, Marana USD

Dr. Doug Wilson has served as the superintendent of Marana Unified School District since July 2008. As the chief administrative officer for the district, he manages the day-to-day operations and the growth and development of the school district. His philosophy has always been to “do what's best for the kids.” Dr. Wilson has served in a variety of capacities throughout the community, including president of the Arizona School Administrators Superintendents Division, Arizona Interscholastic Association and the Arizona Coalition for Educational Excellence. Dr. Wilson led the initiative for community support through the passage of the district’s approved $125 million capital improvement bond and several maintenance & operations budget overrides. Marana is one of the few districts in the surrounding area, to maintain free full-day kindergarten and full-time master level counselors at all schools. The Marana Unified School District does an amazing job of providing meals and snacks for students during the school week and on weekends when school is in session. The missing piece was whenever the district was on break, students were on their own. Dr. Wilson made it his goal to address that issue by developing a mobile food truck, that the district could also provide healthcare for children. Under his leadership, Marana has made the changes necessary to ensure high-quality educators while preserving the spirit of trust, reflection and collaboration that is necessary to truly impact educator practice for the benefit of students.
Jack Peterson Scholarship

ASBA has awarded its annual Jack Peterson Scholarships to high-performing high school seniors who plan to pursue college degrees in education. These scholarships were awarded to Ana Karen Mendoza Ramirez from Washington High School in Glendale Union High School District and Stephanie Hernandez from Sahuarita High School in the Sahuarita Unified School District.

Student scholarship winners Ana Karen Mendoza Ramirez and Stephanie Hernandez were presented with their awards by executive director of ASBA Dr. Tim Ogle.

ASBA•ASA 60th Annual Conference
Sharpen your expertise in gifted education, instructional technology and many other diverse disciplines that are essential for success in today’s schools.

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Undergraduate and Graduate Programs in Education and Leadership

For more information, visit gcu.edu/ASBA
ASBA Student Photography Contest Winners

ASBA named the winners of the annual ASBA Student Photography Contest, who demonstrated excellence behind the lens. Photos were judged in two categories: one for students in grades K-8 and for students in grades 9-12. The theme of the statewide student photography contest was “Arizona Outdoors.”

9-12 CATEGORY
1st place
Kylee Yitts, Williams Field High School, Higly Unified School District

9-12 CATEGORY
2nd place
Alyssa Housley, Walden Grove High School, Sahuarita Unified School District

9-12 CATEGORY
3rd place
Cole Brooks, Campo Verde High School, Gilbert Public Schools
9-12 CATEGORY
Honorable Mention
Camryn Maloszak, Walden Grove High School, Sahuarita Unified School District

9-12 CATEGORY
Honorable Mention
Cristian Guillen, Independence High School, Glendale Union High School District

9-12 CATEGORY
Honorable Mention
Devanie Gurney, Campo Verde High School, Gilbert Public Schools
9-12 CATEGORY
Honorable Mention
Hailey Alvey, Campo Verde High School, Gilbert Public Schools

9-12 CATEGORY
Honorable Mention
Lucy Song, Mountain View High School, Mesa Public Schools

9-12 CATEGORY
Honorable Mention
Jared Garde, Campo Verde High School, Gilbert Public Schools

K-8 CATEGORY
1st Place
Thomas Montanez, Patagonia Elementary, Patagonia Elementary School District
Adequately and Equitably Fund Public Schools

- Provide additional state funding for nationally competitive salaries to attract, recruit and retain talented teachers.
- Revise the School Finance formula to:
  - Provide a stable revenue source less reliant on the general fund or annual legislative appropriation;
  - Fund the implementation and ongoing costs of AZ standards, assessments and technology;
  - Allow districts the option to operate individual schools for 200-day school years and increase accompanying funding to 8% from 5% to improve student achievement;
  - Establish statewide poverty weights within the school funding formula.
- Fully fund full-day kindergarten and include kindergarten students in the override calculations.
- Renew, expand and improve Prop 301.
- Sufficiently fund market competitive salaries for all non-teaching staff.
- Provide adequate ongoing resources to comply with at least minimum school facility standards to ensure school district equipment and facilities are adequately maintained.
- Restore district additional assistance (DAA) reductions.
- Enact policy that does not unduly discourage local investment in school facilities.
- Eliminate unfunded mandates and administrative burdens.
- Fully fund JTEDs.
- Protect desegregation funding from any cuts or modifications.
- Provide greater equity in funding and access for exceptional student services within the public-school system.
- Adequately fund the cost of student transportation.
- Provide funding for preschool programs.

Uphold, Preserve, and Strengthen Local Control

- Maximize local control and flexibility in managing funds and programs.
- Allow school districts greater flexibility in the divestiture of property to address population and course needs.
- Change “override/budget increase” language to better reflect what voters are being asked to support.
- Oppose legislative intrusion on school site budgeting decisions.

Improving Student Outcomes

- Support policy that recognizes and respects teaching as a profession.
- Increase the compulsory attendance age from 16 to 18 years.
- Enact research-based reform of the English Language Learner model of instruction to improve student achievement that does not segregate English Language Learners from English speaking peers, integrates reading, writing and oral language instruction and incorporates multiple assessment measures to demonstrate English proficiency.
- Fully restore 9th grade CTE/JTED eligibility and funding to allow students to explore career fields and/or certification completion.
- Allow JTEDs to service students through the age of 21.
Accountability to Taxpayers

- Establish financial and academic transparency for all institutions that accept public funds.
- Repeal any program that gives public funds for private schools, ESAs & STOs or 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.
- Reform current year funding to a system that provides districts with appropriate stable annual budgeting ability and technical reliability.

ASBA's position on issues is based on the association's political agenda, which is discussed, debated and approved by ASBA membership at the annual Delegate Assembly in September.

Every district member board has the opportunity to influence the yearly agenda. The association’s Legislative Committee, composed of interested school board members from throughout the state, provides leadership throughout the process of developing and adopting the political agenda.
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Go to [azsba.org/advocacy/legislative](http://azsba.org/advocacy/legislative), if you would like to receive specific information about your legislative district, and make sure to provide your home address when you sign up.
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. ASBA is the only member organization that represents every school district in Arizona, and has access to all school leaders.

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, Sr. Policy Consultant.

A Successful Track Record – Over 90 Searches in 7 Years

Contact ASBA
602.254.1100
Equity Event 2018
March 22-23 | Sheraton Crescent Hotel, Phoenix

Eric L. Motley, Ph.D., is executive vice president at the Aspen Institute, a national, nonpartisan forum for values-based leadership. Motley will share the story of his journey, which took him from an Alabama town founded by slaves to becoming an Oval Office special assistant to President George W. Bush. He also has recounted his story in the recently published book “Madison Park: A Place of Hope,” which chronicles his experience of self-determination, hope and the American dream.

Knowing what you know, where do you go? Dr. Kevin Kumashiro, an internationally recognized expert on educational policy, school reform, teacher preparation, and educational equity and social justice, guide attendees through concrete steps in this thought-provoking, action-inspiring session. Dr. Kumashiro also will provide capstone remarks to close out The Equity Event: “Everything You Wanted to Know about Change, but Were Afraid to Ask.”

Angela Hughey, Executive Director, One Arizona, and the non-profit she co-founded turned understanding to statewide action through the “Open for Business to Everyone” coalition in the first quarter of 2014 in response to SB1062 by focusing on the moral and economic imperative for equity, diversity and inclusion. The powerful lessons she learned are relevant to school district leaders, too.

Sneak Preview of Topics

PLUS...Taking Your District’s Equity Pulse
What Are Your Equity Opportunities?
What Story Does Your Data Tell?
Are You Communicating a Reflection of Reality?

NEW – Breakout Wheel:
The Practice of Equity
Rotate through four sessions designed to build practical knowledge and skills for equity action and impact at the board level.

• Making It Stick: Framing Equity Goals and Lenses
• Policy: Adopting and Implementing for Equity
• Budget: Putting Your Dollars Where Your Priorities Are
• Advocacy for Equity: Understanding Issues and Strategies

Registration Fee
Member district registration fee is $295/person. Non-member fee is $300/person. The fee includes all online conference materials, two continental breakfasts, two lunches and a reception. Registration and payment must be received by Friday, March 9, 2018.

REGISTER NOW!    azsba.org/equityevent
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in partnership with the Alliance and SCIP

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WHERE BREAKING EDUCATION NEWS BREAKS FIRST!
District schools used majority of Prop. 123 money to pay teachers more, hire more teachers (+ Infographic)

Arizona school districts are using the majority of dollars they received from the settlement of a lawsuit with the state to address the teacher shortage crisis by paying teachers more and hiring more teachers, according to a recent analysis.

Ninety percent of the funds districts have received as a result of the passage of Prop. 123 have gone to either teacher salaries and benefits or hiring teachers, said Dr. Anabel Aportela, director of research and analysis for Arizona Association of School Business Officials and Arizona School Boards Association.

Districts are employing “1,791 more teachers and the average salary has gone up by a little over $2,000,” Aportela said.

Prop. 123 has generated $491.5 million in more funding for public K-12 district and charter schools since its passage, according to Aportela’s research.

District schools have received $241.2 million, or 49 percent, while charter schools have received $250.3 million, or 51 percent, Aportela said.

“Teachers were not the only ones who had salary freezes during the recession and afterward,” so some districts also gave raises to employees in 22,000 instructional and teacher support positions, 2,100 principals and assistant principals, 700 district office directors and 304 superintendents and assistant superintendents, Aportela said.

The percentage of Prop. 123 funds that went toward teacher pay at charter schools is not known, Aportela said. Charter schools are not required to provide the same level of reporting on expenditures as school districts.
While Prop. 123 dollars are making an impact, reductions in other areas continue to stress district budgets.

When Prop. 123 took effect in fiscal year 2016, there were several other changes in public K-12 education funding that reduced the potential impact of Prop.123 by at least $175 million, Aportela said.

The cut in district additional assistance went from $239 million the previous year to $352 million in fiscal 2016, and the move to current year funding has cut money for district schools by $30 million, Aportela said.

“Rural school districts are the ones that are losing the most enrollment as a percentage of their population, so they’re being hit hardest by current year funding,” Aportela said. “They’re also the ones least likely to pass a bond or an override, which is adding pressure to salaries in rural areas.”

“For districts that are not able to pass a bond, the capital needs are much greater than for a district that is able to pass a bond. That’s going to have an impact on what kind of salary increases districts can give to teachers and other staff,” Aportela said.

Teacher calls governor out on support for education (+ Video)

Second-grade teacher Alexis Aguirre from the Osborn Elementary School District called Governor Doug Ducey out on his support for education at the AZSchools Now news conference on Thursday at the Arizona State Capitol.

“I decided to become a teacher because of the impact teachers made in my life,” said Aguirre, who teaches at Encanto Elementary School in Phoenix. “Our jobs are incredibly difficult. Our students suffer sometimes from homelessness or special needs that we have to address in the classroom, because we don’t have the support that our school wishes they could give us.”

If our school board had the money in the budget, they would pay teachers more, said Aguirre, who was honored as the 2017 Esperanza Latino Teacher Award by Chicanos Por La Causa for her impact on the future generation.

“If our principals had the money, they would hire more teachers aides, they would hire more bus drivers, they would hire more counselors, but the money’s just not there,” Aguirre said.

At the news conference, Aguirre held up her check from her school district with the 1.6 percent bonus for teachers that the governor and legislature approved last year.

“This is my check. So after years of not getting a significant raise, teachers were given a one-time stipend raise for the year. It’s $402,” Aguirre said. “So obviously, this is not what the governor has been saying he’s going to do, supporting educational funding. This is not proof that he’s really taken into consideration what our kids need, what our teachers need, what our districts need. It’s not enough by any means.”

In contrast, the governor awarded raises of up to 20 percent to 44 of his staff members over that past two and a half years and the governor’s Department of Administration gave at least 245 employees pay raises that average 18 percent, according to an article in The Arizona Republic.

“Real educational funding is going to be long-term, it’s going to be sustainable, it’s going to go beyond us teachers to support staff, our students, our buildings. There’s so much that needs to be fixed in our state right now, and this is not, this is not it,” Aguirre said.
Many Arizonans say the state's public schools need increased funding, but few agree on where to find the money.

Arizona legislators and Gov. Doug Ducey could tap these 10 revenue sources to re-invest $1 billion in sustainable, permanent and equitable funding for K-12 public schools, according to AZ Schools Now.

AZ Schools Now, a coalition of business, faith and education groups, presented these options that would also support Arizona Education Progress Meter goals to fuel students’ success and eliminate the teacher shortage crisis, during a news conference today at the Arizona State Capitol.

Eliminating tax credits for private and public schools, issuing bonds for new school construction instead of paying cash up front, redirecting results-based funding going to A-rated schools and halting individual and corporate tax cuts scheduled to take effect this year are some of the ideas presented by the coalition of 15 organizations focused on the next steps to invest in Arizona's public schools.

This weekend, Senate President Steve Yarbrough, R-Chandler (District 17), who sponsored the law that lets corporations “give what they would otherwise owe the state in income taxes to organizations that provide scholarships for private schools,” said he's willing to consider a cap now that the amount has topped $74 million a year, according to a Capitol Media Services article.

Revenue from corporate taxes dropped from 8.3 percent of total revenue in fiscal year 2008 to 5.1 percent of total revenue in fiscal year 2018, according to the Joint Legislative Budget Committee’s Fiscal year 2018 appropriations report – FY 2008 to 2018 “Then and Now” Comparisons.

“There is $500 million less in corporate income tax revenue in 2018 than was generated in 2008, and that definitely has a negative impact on the general fund,” said Dr. Anabel Aportela, director of research and analysis for Arizona Association of School Business Officials and Arizona School Boards Association.

However, that reduction in corporate income tax revenue is not all the result of tax cuts, because there are other reasons why a corporation would pay less in taxes, Aportela said.

“We can't properly fund education (or any other program for that matter) if we continue to cut taxes for corporations and provide tax credits for the wealthy,” said Beth Simek, president of Arizona Parent Teacher Association.

Corporate tax cuts and Student Tuition Organization tax credits remove resources from the state general fund that could be used to help fund public schools, said Dawn Penich-Thacker, communications director for Save Our Schools Arizona.

“Private corporations worth billions of dollars pay zero property taxes in Arizona and special interests enjoy tax loopholes totaling millions of dollars each year. Yet, Gov. Ducey says the state can’t afford to pay teachers or fund classrooms, and that’s simply false,” Penich-Thacker said. “If corporations and special interests were made to pay even minimal taxes to the state the same way we regular people do, Arizona would not have the education funding crisis we face today.”
Public education advocates and legislators are looking closely at the impact that a host of state tax credits have on K-12 education funding as the next legislative session approaches.

While many districts rely on the dollars they collect annually from individual taxpayers through tax credit donations to their schools, advocates hope to one day eliminate the need for such a funding mechanism.

In fiscal year 2017, which ended in June, $440 million in taxes owed by individuals and corporations that would have gone into the state general fund were not collected because of tax credit programs, said Richard Stavneak, director of the Joint Legislative Budget Committee, a nonpartisan group that works for the Legislature. Stavneak spoke before a group of 300 public school leaders last month.

Between 2016 and 2017, tax credits grew by 10 percent, Stavneak said.

Public education advocates argue that tax credits impact the state budget by limiting revenues in the general fund, which directly affects the money available to fund public K-12 education and other priorities.

“Arizona lawmakers have cut taxes and/or increased tax credits every year but one since 1990, costing the general fund. At the same time, our public schools are receiving more than a billion dollars less per year than a decade ago,” said Julie Erfle, spokeswoman for AZ Schools Now. The group represents volunteers, teachers, parents, school board members, faith-based leaders and children’s advocates who are focused on the next steps to reinvest in Arizona’s public schools.

“Continuing the status quo of additional tax cuts or credits is bad for Arizona students and our economic future,” Erfle said. “That is why AZ Schools Now has rejected all proposals to increase or expand tax cuts or credits and has advocated in favor of reforming and/or ending various tax credits.”

Legislators are pushing for change, as well.

“It’s a simple math problem. You can't take away dollars and then expect to get more funding,” said Rep. Reginald Bolding, D-Phoenix (District 27), an advocate for increased funding for public schools.

Bolding was one of six Republican and Democrat legislators who spoke at the same gathering of education leaders last month.

Public schools received $46 million through a tax credit program for individuals and married couples filing jointly last year; however, that amount represents only 10.5 percent of total tax credits. Corporate and personal tax credits for donations to private school tuition organizations represent the largest share, at $161 million, or 36.6 percent. Corporate tax credits for research and development accounted for the second highest share at $109 million, or 25 percent.

Tax credit donations are really important, and they are used to supplement many extracurricular programs for students, said Dr. Heather Cruz, assistant superintendent of Litchfield Elementary School District.

“Adjusting funding to not rely so heavily on tax credits – that would be amazing. Any money that goes to tax credits gets taken out of the general fund, so it's a hard balance. If we would fund public schools appropriately, we wouldn’t have to have tax credits,” Dr. Cruz said.

“Tax credit donations help all our kids,” said Denise Guenther, president of the governing board of Florence Unified School District. “They really help fund some of the extracurricular activities that the district cannot fund at this time as much as we would like to.”

Read full article at www.azednews.com
Underfunding of federally mandated special education services for public school students, coupled with a growing number of students with more severe disabilities, is straining general classroom spending in Arizona’s public schools.

The state’s formula funding for special education is now $79 million less than what district and charter schools spend to provide the services required under the federal Individuals with Disabilities Education Act, according to a recent analysis by Dr. Anabel Aportela, director of research for Arizona Association of School Business Officials and Arizona School Boards Association.

Statewide, special education expenditures exceed $1 billion and have increased 8 percent since 2013, Aportela said.

Aportela’s analysis examined state maintenance and operations revenues and expenditures, the special education teacher portion of Classroom Site Fund expenditures and Federal IDEA revenues and expenditures, but excluded expenditures paid through other federal funds such as Impact Aid and special education transportation costs, which can be significant.

Not adequately funding special education forces districts to make cuts to general education programs, said Dr. Chuck Essigs, a former special education teacher who is director of governmental relations for Arizona Association of School Business Officials.

“Districts have no choice but to fund special education programs since they are mandated by state and federal law; therefore, the only place that districts can make cuts are in non-special education programs,” Essigs said.

That impacts classroom spending, because you have to come up with money that isn’t there to pay for therapists, or bus aides or school bus service for special education students, Aportela said.

“When is that money going to come from? Your general operations, so you’re going to increase class sizes, you hire fewer teachers and you don’t have raises for teachers,” Aportela said.

The dollars in the classroom debate

Public education advocates contend that the underfunding of special education impacts all public school students and also creates public misconceptions about how schools are using their resources.

When the Arizona Auditor General’s report claimed classroom spending in Arizona decreased this year, its narrow focus did not take into account support services and legally-mandated special education that are key to students’ learning.

The auditor’s report, released March 1, focuses on spending on instruction as the barometer of support for Arizona students. A broader definition the governor, Legislature and Arizona public school leaders agreed upon in the 2015 budget includes instruction, instructional support and student support services.

That broader definition includes reading and math intervention specialists, media specialists, librarians, counselors, social workers, nurses, psychologists and speech, occupational and physical therapists in that total.

Why and how are costs rising?

Another critical factor is the increase in state and local special education expenditures for services, which rose 32 percent from 2007 to 2015 for Arizona district and charter schools, according to data provided to the Arizona Department of Education.

While the number of Arizona district and charter school students enrolled in special education has remained flat at 11.5 percent since 2013, a change in the types of students’ disabilities may account for this increase in costs, Aportela said.

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