Meet ASBA’s new Executive Director, Dr. Sheila Harrison-Williams

plus Meet your Board of Directors for 2020
Arizona School Boards Association

Quality leadership and advocacy for children in public schools.

**Officers**

President: Steven Chapman  
President Elect: Ann O’Brien  
Treasurer: Torri Anderson  
Secretary: James Bryce  
Past President: Linda Lyon

**County Directors, Caucus Leadership and NSBA Representatives**

**Apache** Judy James  
**Cochise** Keith Guin  
**Coconino** Kara Kelly  
**Gila** Barbara Underwood  
**Graham** Nick Tellez  
**Greenlee** Kelly Baker  
**La Paz** Monica Timberlake  
**Maricopa** Jill Humpherys  
**Maricopa** Traci Sawyer-Sinkbeil  
**Mohave** Beth Weisser  
**Navajo** Leroy Shingoitewa  
**Pima** John Sparks  
**Pima** John Williams  
**Pinal** Steve Johnson  
**Santa Cruz** Vacant  
**Yavapai** Karen McClleland  
**Yuma** Tadeo De La Hoya  
**Hispanic/Native American Indian Caucus** Desiree Fowler  
**Black Alliance** Kenney Denney  
**Black Council** Devin Del Palacio

**Staff**

Executive Director: Dr. Sheila Harrison-Williams  
Associate Executive Director: Tracey Benson  
General Counsel, Associate Executive Director: Chris Thomas  
Director of Business and Conferences Services: Ellen White  
Director of Communications: Heidi Otero  
Director of Governmental Relations: Chris Kotterman  
Director of Research: Dr. Anabel Aportela  
Assistant Director of Policy Services: Dr. Terry L. Rowles  
Executive Search and Senior Policy Consultant: Steve Highlen  
Policy Consultant & Staff Attorney: David DeCabooter  
Board Support and Training Specialist: Nikki Whaley  
Board Support and Training Specialist: Julie Bacon  
Government Relations Associate: Leigh Jensen  
Multimedia Communications Specialist: Brooke Martinez  
Education Reporter: Lisa Irish  
Policy Technician: Renae Watson  
Executive Assistant to the Executive Director: Kristi Sisk  
Administrative Assistant: Jolene Hale  
Administrative Assistant: Gina Moss  
Administrative Assistant: Katie Link

Address all correspondence to:  
ASBA Journal Editor  
2100 N. Central Ave., Suite 200, Phoenix, AZ 85004  
Phone: 602-294-1100; 1-800-238-4701  
editor@azsba.org; Website: www.azsba.org  
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**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.  
Systemic inequities must be removed so every student achieves their fullest potential.

Learn more at www.azsba.org
President's Message
We have the power to effect change
By Steven Chapman
ASBA President

Viewpoints
Goodbye dusty thick binder, hello productive discussion
By Dr. Sheila Harrison-Williams, ASBA Executive Director

New ASBA Board of Directors Elected for 2020
Meet Your County Directors for 2020
ASBA Names President and Vice President for Rural Alliance
What Does #MyASBA Mean to You?
Best of AZEdNews
2019 Annual Awards Showcase

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Meet the ASBA Team

**Executive Director**
Dr. Sheila Harrison-Williams
swilliams@azsba.org

**Associate Executive Directors**
Tracey Benson
tbenson@azsba.org
Chris Thomas
cthomas@azsba.org

**Board Support and Leadership Development**
Nikkie Whaley
Board Support and Training Specialist
nwhaley@azsba.org
Julie Bacon
Board Support and Training Specialist
jbacon@azsba.org

**Policy Services**
Dr. Terry L. Rowles
Assistant Director, Policy Services
trowles@azsba.org
Dr. David DeCabooter
Policy Consultant & Staff Attorney
ddecabooter@azsba.org

**Business & Conference Services**
Ellen White
Director of Business and Conference Services
ewhite@azsba.org

**Communications**
Heidi Otero
Director of Communications
hvega@azsba.org
Lisa Irish
Arizona Education News Reporter
lirish@azsba.org
Brooke Martinez
Multimedia Communications Specialist
brazo@azsba.org

**Research**
Anabel Aportela, Ph.D.
ASBA/AASBO Director of Research
aaportela@azsba.org

**Executive Support Staff**
Kristi Sisk
Executive Assistant to Executive Director
ksisk@azsba.org

**Administrative Support Staff**
Jolene Hale
Administrative Assistant
jhale@azsba.org
Katie Link
Administrative Assistant
klink@azsba.org

**Governmental Relations**
Christopher Kotterman
Director of Governmental Relations
ckotterman@azsba.org
Leigh Jensen
Governmental Relations Associate
ljensen@azsba.org

**Governmental Relations**
Renae Watson
Policy Services Technical Assistant
rwatson@azsba.org

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We have the power to effect change

By Steven Chapman, President, ASBA Board of Directors

Local governing board members have the power to effect enormous change in their community. In Arizona, nearly 1,200 individuals are elected or appointed to serve nearly 1 million public school children. Individually, you have networks of people in your own backyard who support you and your schools. You have something that over 7 million people in this state do not. A vote and influence on education policy in your immediate community. A board member can utilize their experiences, networks, and other resources to ensure that their district operates as best it can for students.

ASBA’s membership is diverse, with people of different genders, ethnicities, generations and political beliefs. Our conference and delegate assembly rooms are full of hundreds of different life experiences, career and education paths, and value systems. For all of the things I mentioned and more that make us different and unique, there is at least one important commonality we share: supporting the needs of public education.

Together, our 1,200 governing board members represent nearly 3.9 million registered voters. The ability to influence the future of Arizona is ours, if we work together. Not only do we affect policy at the local level, but we also have a shared constituency with our legislators and governor. We have the power to ensure that our legislators support the needs of Arizona students. We have a responsibility to the students in our schools now and the students to come.

You are an elected representative of your community, not a volunteer. You have influence in your community and on your board. We are an association of elected officials who can shape our state’s future. Let us work together in 2020 and every year to make Arizona’s public schools the priority they deserve to be. ASBA will help to inform and empower you with the tools and resources you need. More so than any other elected office, school board members are building the future of Arizona, one board action at a time. Let us unite, collaborate and communicate to better serve our immediate constituency, Arizona’s kids.
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Goodbye dusty thick binder, hello productive discussion

By Dr. Sheila Harrison-Williams, ASBA Executive Director

Take a moment and read these two words: strategic plan. Now close your eyes and picture one. If what comes up is a thick binder, gathering dust on a shelf next to other thick binders from five- and 10-years past, you’re not alone.

So, what’s wrong? Why does strategic planning so often fail to do what it intends to do? The purpose of strategic planning is to connect the district’s mission and vision. It is the goals that will put you on a path to achieving your vision – a literal roadmap to success.

The problem is part process and part people. Strategic plans all tend to look pretty much the same. As a teacher starting out in the Chicago public school system, these two words – strategic plan, were always used but rarely brought to life. It doesn’t matter if you’re in Chicago or Arizona, the results won’t change if the plan isn’t activated. Creating and activating a strategic plan is how you stop doing the same things and expecting a different result.

Ensuring the plan was developed with stakeholder input is also critical to success. Unfortunately, many organizations including school districts have flawed processes and are unable to get the right people at the table for a productive discussion. By encouraging individual strategic thinking and introducing fresh perspectives into the discussion, we can ensure that the solutions we arrive at are more relevant and actionable.

At ASBA, in order to “cultivate excellence in locally-governed school districts,” we must ensure we are focused on this mission, carried out through our key function areas:

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

In support of our strategic plan, developed by the ASBA Board of Directors with the executive director and staff leaders, we will be carrying out that mission through a focus on these three proposed goals.

1. Develop highly effective board members and educational leaders and promote opportunities for them to lead beyond the district level.
2. Arizona school district leaders understand equity in education and are taking action steps to ensure every student achieves to their fullest potential.
3. ASBA is the most influential voice for public education.

As ASBA grows and evolves, crucial conversations on what we can improve on and what we should continue doing as your association are necessary and must take place with the diversity of the members we serve. As your new executive director, I want to learn from you on how we can deepen member connections and ensure you believe that this is your association.

You will see #MyASBA throughout our communications this year as board members describe how ASBA has personally connected with them. Whether it’s adopting our equity framework, voting on our bylaws or getting involved on a committee or alliance, we want you to feel that ASBA is your association and represents your boards, schools, students and communities.

After 30 years of serving in public education in various roles, as a past superintendent and now executive director, I’ve learned it’s critical to have these types of conversations to ensure we are continuously improving and meeting people’s needs. Get rid of the dusty thick binder and start thinking of how ASBA can help your district and board advocate for the best schools in every Arizona community.
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In Service to Our Members

Annual Highlights 2019

Essential Foundations
Providing the services for a strong and solid base upon which boards can build.

Professional Development
Building the knowledge base and leadership and governance skills of boards and district leadership teams.
- Conferences & Events
  80+ hours of learning content were produced and presented at 26 events and through 10 webinars with 4,000+ combined registrants, including the Law Conference's largest attendance ever.
- Academy of Board Development Awards
  293 individual training awards were presented to board members to recognize hours of training received.
- NEW! Arizona School Administrative Professionals
  167 individuals joined ASBA's Arizona School Administrative Professionals (ASAP), a learning and networking community for district staff.
  ASAP members discussed 47 different board-related topics via their ASBA-supported listserv.
- 15 ASAP professional development hours were available at two ASAP events.

Board Support
Working with full boards to achieve effectiveness and peak performance.
- 215 hours of training and facilitation were delivered via 64 customized in-district trainings.
- 9,000+ miles were driven to provide training and facilitation, with half the districts served in rural and remote districts and half in urban and suburban ones.

Policy Services
Ensuring boards a basis for governance and operations that complies with laws and court rulings.
- 23 policy advisories were prepared and distributed to school district subscribers to help them remain in compliance with state and federal law.
- 23 districts engaged in complete policy reviews.

Superintendent Search Service
Providing specialized, expert support to boards throughout this critical process.
- Provided 370+ hours of on-site support and 400+ hours of off-site support in 10 superintendent searches.
- 75 percent of superintendents provided information for ASBA’s Annual Superintendent Salary Survey, a critical resource in the hiring process.

Leading & Advocating
Representing and advocating for the diverse needs of our membership.

Advocacy
Creating a statutory, regulatory and legal environment in which public schools can thrive.
- Legal
  Continued to lead and make major financial investments in the legal challenge aimed at rectifying the school capital finance system that unconstitutionally allowed billions of dollars in state funding shortfalls over the past decade.
- Legislative and Regulatory
  Presented on public policy issues and provided resources and support to dozens of allied education and community organizations.
  6,104 individuals received 97 legislative update emails.
  1,302 emails to legislators were generated through 8 ASBA action alerts.
  236 bills were tracked throughout the legislative process.
  14 live updates via Facebook Live were produced.
  2,000+ legislator voting records were distributed in August and September by Friends of ASBA, our 501c4 affiliate.

Communications
Influencing the discussion of public education and local decision-making in Arizona.
- 100+ videos that highlighted and explained ASBA news and priorities were created and shared via social media and other platforms.
- 68 ASBA AZEdNews.com original articles were published, generating 186,000+ page views, including 16,868 views for the 15-article teacher series, and 9,173 views for articles and videos on student social/emotional issues.
- An online hub on azsba.org that included ASBA’s model 2020 Census Resolution, 6 AZEdNews articles, 4 videos and 1 infographic generated 3,000+ views of our pages dedicated to encouraging a complete count for the 2020 U.S. Census.
- 224 educators from around the state applied for AZEdNews’ first teacher grants.

Leading for Equity
Elevating education equity as a moral and economic imperative and assisting district members in its pursuit.
- 25 hours of stand-alone equity training events including 5 webinars in a series were developed and delivered.
- 65 awareness generating graphics and videos that promoted equity and inclusion and celebrated diversity were created and shared via social media and other platforms through the #Equity365 campaign.
- 1 new Core Belief focused on equity was developed by the ASBA Equity Committee for members’ consideration.
- Public education leaders at 3 national events, including NSBA’s CUBE Conference and Equity Symposium, learned about ASBA’s Leading for Equity Framework through presentations by ASBA staff.
- Launched the Rural Alliance to provide greater networking and representation that supports 50+ percent of member districts.

Cultivating excellence in locally governed school districts.
New ASBA officers to serve in 2020

The election of secretary, treasurer and president-elect was held at the ASBA Annual Business Meeting on Wednesday, Dec. 18, 2019, at the J.W. Marriott Desert Ridge in conjunction with the ASBA-ASA Annual Conference.

The elected officers for 2020 are Ann O’Brien, Deer Valley Unified School District, serving as president-elect; Torri Anderson, Maricopa Unified School District, serving as treasurer; and James Bryce, Solomon Elementary School District, serving as secretary. These officers join Steven Chapman, Tolleson Union High School District, serving as president, and Linda Lyon, Oracle Elementary School District, serving as immediate past president to form the executive committee of the ASBA Board of Directors.

Thank you for voting on bylaws

In December, ASBA had 155-member districts cast votes on the bylaw amendment, the highest ever participation. While response to the amendment was overwhelmingly positive, the amendment failed to pass by only 12 votes. We appreciate all those boards that exercised their membership responsibility and cast a vote.

Members pass new core belief

Delegates from member districts also passed a new core belief put forward by the ASBA Equity Committee and recommended for approval by the ASBA Board of Directors. It reads:

Systemic inequities must be removed so every student achieves their fullest potential.
County directors elected to ASBA Board of Directors for 2020

The Arizona School Boards Association is proud to announce this year’s County Directors for each county in Arizona, with two for Pima and Maricopa Counties due to their higher populations.

Last fall, ASBA leadership hosted 14 County Meetings throughout the state. These meetings provided an opportunity for ASBA and its elected County Directors to share issues and solutions to local challenges with members of other boards in their areas.

Elections for ASBA County Directors were also held. County Directors serve two-year terms on the ASBA Board of Directors. The board is responsible for oversight of the association, including financial management, and meets at least four times a year. All board members must be current school board members.

The chairs of the ASBA Hispanic-Native American Indian Caucus and the ASBA Black Alliance also serve on the board of directors, as does any Arizona school board member who serves on the board of directors of the National School Boards Association.
ASBA names president and vice president for Rural Alliance

Congratulations to Kenney Denney of the Kirkland Elementary School District Governing Board in Yavapai County, who was unopposed for president of the ASBA Rural Alliance. Mr. Denney will serve a two-year term in that capacity. In addition, as Rural Alliance president, he will also serve on the association’s Legislative Committee and Equity Committee.

We are also excited to announce Jim Colby as vice president for the Crane Elementary School District Governing Board in Yuma County.

In December 2019, the ASBA Board of Directors formally established the ASBA Rural Alliance to enhance the work of the association and its member boards as it relates to equitably serving students in rural and remote Arizona. The purpose, priorities and activities of the Rural Alliance will be strategically aligned with those of ASBA. To that end, the Alliance will work to cultivate excellence in locally governed school districts, with a focus on:

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

More information and an online membership form can be found on the ASBA website, [azsba.org/ruralalliance](http://azsba.org/ruralalliance). There is no fee to join.

Superintendent salary survey results available

ASBA conducts two annual salary surveys designed to study district compensation and benefits for certified and administrative personnel as well as superintendents that serve students across the state. Each year, this information is designed to meet ASBA members’ need for important information to assist in determining comparable compensation for school employees across the state. These surveys have been streamlined and re-focused to better capture salary environments outside of the traditional salary schedule of credits and seniority.

The superintendent salary survey is released in the winter and the certified and administrative personnel survey is released in the spring of each year.

Once the survey results are released for each survey, an email is sent to all ASBA members, superintendents and administrative professionals with the password to enter to view the results. If you are an ASBA member and need to know the password, please contact Katie Link, klink@azsba.org to view results. More information can be found on the ASBA website, [azsba.org/annual-salary-survey/](http://azsba.org/annual-salary-survey/).
What does #MyASBA mean to you?

Throughout the 2020 school year, you will see #MyASBA throughout our communications as board members describe how ASBA has personally connected with them. Whether it’s adopting our equity framework, voting on our bylaws or getting involved on a committee or alliance, we want you to feel that ASBA is your association and represents your boards, schools, students and communities.

Here are a few school board members across the state that shared why ASBA is their ASBA. View their videos on ASBA’s Facebook and Twitter accounts or in the ASBA Connect e-newsletter.

“They give me tools, resources and events for me to learn and become a better school board member.”
Tida Garcia, Tolleson ESD

“I feel like it’s a home for school board members. It’s a community and I feel supported and I can reach out to the organization to get ideas and figure out what I’m doing in my first year as a board member.”
Andres Barraza, Tempe UHSD

“ASBA has brought me resources needed to become a better board member and helped me navigate through this wonderful journey as a board member.”
Desiree Fowler, Page, USD

“ASBA keeps you up-to-date on the laws, legislation and everything in that nature. You never feel like you’re left behind or don’t know what is going on.”
Charlotte Vass, Mobile, ESD
Rural Advocacy Day 2020

Earlier this month, colleagues from across the state met at the Capitol to focus on the needs and challenges of rural and remote public schools. Board members, superintendents and other public education advocates learned about what’s developing in the 2020 Legislative Session, met with their legislators to advocate for their school district and attended a House Education committee hearing. This was the first time ASBA initiated a day for rural and remote school board members to gather and speak to their state-level elected officials about the issues and obstacles their schools face.
2020 Political Agenda
Adopted by the ASBA Delegate Assembly | September 7, 2019

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 has the opportunity to influence the yearly agenda.

2020 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

For specific positions related to each priority issue, see opposite page.

Guiding the Political Agenda Process

DR. SHEILA HARRISON-WILLIAMS
Executive Director

STEVEN CHAPMAN
President, ASBA Board of Directors

CHRIS KOTTERMAN
Director of Governmental Relations

LEIGH JENSEN
Governmental Relations Associate

CHRIS THOMAS
General Counsel / Associate Executive Director

OUR MISSION IS TO CULTIVATE EXCELLENCE IN LOCALLY-GOVERNED SCHOOL DISTRICTS.
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.
- Revise the School Finance formula to:
  - Provide a stable, dedicated revenue source less reliant on the general fund or annual legislative appropriation.
  - Provide dedicated school capital funding consistent with the constitutional requirement of a general and uniform public school system.
  - Ensure the formula addresses the unique financial needs of schools serving students in poverty and in rural schools.
- 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.
- Accelerate full restoration of district additional assistance (DAA) funding and index for inflation.
- Provide new school construction funding at actual cost for site acquisition, design, and construction before existing schools exceed their maximum capacity and become overcrowded.
- Eliminate unfunded mandates and administrative burdens.
- Return desegregation funding to a primary tax levy.

Preserve and Strengthen Local Control

- Allow districts the option to operate individual schools for 200-day years and increase accompanying funding.
- Oppose legislative intrusion on school site budgeting decisions.
- Maintain local school board authority over any measure that would propose to consolidate and/or unify any school district.
- Support local board authority for student suspensions and open enrollment.
- Support policy that eliminates the use of corporal punishment in Arizona schools.
- Pursue legislation to confirm the confidentiality of school and district safety and security plans, programs, surveys and training.

Improve Outcomes for All Students

- Increase the compulsory attendance age from 16 to 18 years.
- Enact research-based reform of the English Language Learner model of instruction that may include primary language literacy 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/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.
- Support policy that protects school district employees and students from discrimination based on sexual orientation and gender identity.

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 “class room spending” as both instructional spending and student support spending.
- Require consistency in the recusal of a board member from a decision in which the member or the member’s employer stands to benefit financially.
- Enforce financial requirements and seek recovery of improperly received and/or expended public funds by charter and private schools and organizations.

Require Public Accountability for Taxpayer Dollars Spent on Education
ASBA is excited to continue the equity webinar series this year. Please remember to register and receive the recording directly by email to listen at your own leisure. ASBA is excited to continue the equity webinar series this year.

**03/18/2020**
12:00 p.m. – 1:00 p.m.
Advancing Equity Through Deeper Learning: Special Education Part 1 (Aided Education)

**04/15/2020**
12:00 p.m. – 1:00 p.m.
Advancing Equity Through Deeper Learning: Special Education Part 2 (Gifted Education)
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- Monthly Insider Education Emails
- Ribbon for all ASBA Conferences
- Membership Card
- Friends of ASBA Pin

Bronze $20
- Monthly Insider Education Emails
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Arizona Gov. Doug Ducey said “the State of our State is strong, and it’s only getting better,” then said his budget proposal includes new investments in K-12 public education during his speech at the Arizona Capitol today.

“In total, we’ve pumped $4.5 billion in new investments into Arizona schools. With our latest budget, that figure will rise to $6.6 billion, and we’ve done all of this without raising taxes,” Gov. Ducey said.

“In addition, an even larger investment in school counselors, cops on campus, and school safety. A stronger focus on Career and Technical Education and the trades. More money for the Arizona Teachers Academy, and Teach for America. And a full, complete and accelerated restoration of flexible funding – two years ahead of schedule,” Gov. Ducey said.

To read full article go to azednews.com.
Leaders of the Invest In Ed movement today announced a ballot initiative that would raise more than $900 million a year for Arizona public K-12 education if approved by voters in the 2020 general election.

"About an hour ago, we filed for initiative the Invest in Education Act, and we are very excited for the opportunity that we get only every two years to put in front of the voters a vision of Arizona – a very different vision for what Arizona needs to be successful than what you’re going to hear today (from the governor)," said Joe Thomas, a social studies teacher from Mesa who serves as president of the Arizona Education Association.

In August 2018, an Arizona Supreme Court ruling took a similarly named but differently worded initiative off the ballot with then Chief Justice Scott Bales noting that, "A majority of the court finds that the proposition’s description of the change in tax rate combined with the omission of any discussion of changes in indexing for inflation collectively creates a significant danger of confusion or unfairness" and finds the ballot language is inadequate by law.

At the press conference today, Marisol Garcia, a teacher from the Isaac Elementary School District who serves as vice president of the Arizona Education Association, said her son, Vicente, who has gone through Arizona public schools from kindergarten through eighth grade, has had the same experience as millions of Arizona students.

"The state allowed instability and underfunding of his education," Garcia said. "He has to be, along with every son and daughter, the priority of this state."

To read full article go to azednews.com.
Arizona Educational Foundation's 2020 Teacher of the Year Lynette Stant encourages students interested in teaching to get in the classroom and start helping students. Stant, who is Navajo, is the first Native American woman named Arizona Educational Foundation Arizona Teacher of the Year.

"Being a Native American educator is so important," said Stant, a third-grade teacher at Salt River Elementary School. "I teach in a reservation school. I know it is too valuable for those students to see teachers who look just like them."

"It's important for Native American students to see role models who look just like them so that they know they can achieve and move beyond whatever situation that they're coming from," said Stant, who has taught for 15 years at Salt River Schools in the Salt River Pima-Maricopa Indian Community, which is surrounded by Mesa, Tempe, Scottsdale and Fountain Hills.

"I grew up on a reservation school. I tell that to my students all the time," said Stant, who attended elementary school in New Mexico and elementary and high school in Tuba City in Arizona. "Just because you grow up in a reservation school does not limit you. In fact, that makes you unique and you are ready for the world."

Stant recently spoke on equity at the Arizona School Boards Association and Arizona School Administrators Annual Conference in Phoenix.

After Stant introduced herself in Navajo, she said, "Native Americans have always struggled to get an equitable education, starting way back when they were attending boarding schools and even now to the present day."

To read full article go to azednews.com.
Legislators say they’re working on plans that could adjust special education funding, affect school safety and workforce development, as well as update K-12 funding.

Over the interim, eight separate legislative work groups including teachers have examined and discussed education issues, but it’s hard to tell before the session starts in January which one is going to end up being the major issue, said Rep. Michelle Udall (R-LD 25), House Education Committee chair and House Appropriations Committee member.

“We’re going to try to talk about a lot of big issues from school facilities to funding to school safety to something called innovation zones,” said Rep. Udall, during a panel moderated by KJZZ 91.5 FM Producer Katie Campbell at the Legislative Workshop sponsored by Arizona School Boards Association on Nov. 15, 2019, in Mesa.

Legislators will also look more closely at unfunded mandates this session to make sure teachers and principals are getting extra time and fair compensation for what they’re asked to do, Rep. Udall said.

There is a lot at stake, said Rep. Aaron Lieberman (D-LD 28), House Education Committee member and House Appropriations Committee member.

“There’ll be a lot of activity and a lot of opportunities, especially because of the financial situation that the state is in,” said Rep. Lieberman during the panel. “Many people feel like this is a great time to actually start making some additional investments in education – getting district additional assistance restored and a whole set of things.”

Those other things might include investments in Pre-K and charter school reform, said Rep. Lieberman, a former teacher.

“It will be interesting to see when we get down there everything that happens,” Rep. Lieberman said.

The Joint Legislative Budget Committee has forecast a $694 million budget surplus, but most of that is one-time money, Rep Udall said.

“While it’s nice to say we’re going to do this in perpetuity, a lot of the things that you’ll see in the budget this year will be one-time,” said Rep. Udall. “You’ll see some infrastructure things. You’ll see some one-time spending on school repairs and things like that, but you probably won’t see a lot of long-term stuff unless we find a revenue stream that we can agree on.”

To read full article go to azednews.com.
Schools seeking ways to help students better understand the consequences of their actions find that restorative justice practices are making a big difference in the classroom.

"When a child comes to you with a conflict, you can either heal them or hurt them. It depends on how you respond to them. Restorative justice is a way to heal relationships and that's what matters in the end," said Arlette Tereslener, librarian and restorative justice coordinator at Desert Oasis Elementary in Tolleson Elementary School District.

Desert Oasis students can choose to go with traditional discipline for an infraction or restore the relationship they have damaged, said Principal Claudia Espinoza.

If they choose to restore the relationship, students who have a conflict meet with a mediator and talk with each other about what led up to the situation, what happened and how it made them feel.

The insight they develop into the consequences of their words and actions helps increase their empathy for each other, which helps them work together to find solutions and restore their relationship, Espinoza said.

"The students who I have worked with come in very willing to talk things out, to have a set of parameters where I get to share my side and you get to share your side, and then we get to come to an agreement," said Alana Kopp, school counselor at Desert Oasis.

They're also learning that they can have healthy relationships built on respect, and that "I don't have to be your friend, but I can be your classmate," Kopp said.

"When we get in trouble, now we can figure it out on our own," said Contrell, a student who recently began doing mediation and reached out for help continuing it. "Ms. Kopp taught us how to do it. I was proud, because I remembered what she had taught me."

How it helps in the classroom

Restorative justice practices have helped Desert Oasis sixth-grade teacher Anna Lesperance build strong relationships with her students.

"If they are having a bad day they can come and let me know so that I understand and I don't think that they're just giving attitude or acting out that day," Lesperance said. "They can come to me with anything that they have any concerns with. They're not going to be judged."

After a conference with a student and the school counselor, Lesperance said she saw positive changes in the classroom and the student's parents told her they saw the same at home.

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**Team Transitions-Communications** – In this workshop, district leadership teams develop communication protocols and norms to increase understanding, build trust and reduce conflict.

**Team Transitions-Team Member Style** - During this workshop utilizing HRDQ materials, district leadership teams identify their individual team member style, the strengths and opportunities based on their style, and discuss how the team will best function based on all the styles of the team.

**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** - In order for your entire leadership team to participate, ASBA will provide expert facilitators for your strategic planning meeting. This baseline session will give district leadership teams a starting point in their strategic planning process. Additional sessions would be beneficial to assist the district leadership team with next steps, including identifying goals for the strategic plan.

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

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**Meet our ASBA Trainers**

**Nikkie Whaley**
Board Support Training Specialist
nwhaley@azsba.org

**Julie Bacon**
Board Support Training Specialist
jbacon@azsba.org
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Robert Haws | 602.257.7976 | rhaws@gustlaw.com
Jennifer MacLennan | 602.257.7475 | maclennan@gustlaw.com
Susan Segal | 602.257.7425 | spsegal@gustlaw.com
James Giel | 602.257.7495 | jgiel@gustlaw.com
Fred Rosenfeld | 602.257.7413 | rosenfeld@gustlaw.com
Timothy Stratton | 602.257.7465 | tstratton@gustlaw.com
Shelby Exposito | 602.257.7498 | smexposito@gustlaw.com
Carrie O’Brien | 602.257.7414 | cobrien@gustlaw.com
Brittany Reed | 602.257.7963 | reed@gustlaw.com

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2019 ASBA
ANNUAL AWARDS SHOWCASE
DEC. 17-19, 2019

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 2019.
Congratulations to the Queen Creek Unified School District Governing Board 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.

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.”

Ken Brague, President
Bill Schultz, Vice President
Samantha Davis, Member
Courtney Narancic, Member
Jennifer Revolt, Member

Congratulations to the Queen Creek Unified School District Governing Board 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.
The Barbara Robey Lifetime Achievement is awarded to a devoted servant leader that supports our state’s public education and the children of Arizona. As a leader and mentor for many in public education, Yavapai County Superintendent of Schools, Tim Carter has been named the 2019 recipient of the Barbara Robey Lifetime Achievement Award. Congratulations to this year’s Barbara Robey Lifetime Achievement Award recipient.
About the Award

The Advocate of the Year Award was developed to recognize individuals who go above and beyond in advocating for the students in K-12 education. ASBA typically presents this award to a member who shows exemplary dedication to advocating on behalf of public schools, and recognizes the individual at the Legislative Workshop.

This year, ASBA presented the 2019 Advocate of the Year Award to the Capital Litigation Partners for championing capital funding needs for Arizona students. Congratulations to this year's Advocate of the Year Award winners: Arizona Education Association, Arizona School Administrators, Elfrida Elementary School District, Chino Valley Unified School District, Crane Elementary School District, Glendale Elementary School District and Ms. Kathy Knecht, Peoria resident.
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 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.

Congratulations to this year’s All Arizona Award recipients Jeanne Casteen from Creighton Elementary School District, Kevin Daily from Flowing Wells Unified School District, Richard Adler from Humboldt Unified School District, Mike Fane from Cobre Valley Institute of Technology and John Sparks from Sahuarita Unified School District.
Total Board Award

About the Award

The Total Board Award is part of ASBA’s Academy of Boardsmanship 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.

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W. John Williams
President
Robert Ethridge
Vice President
Martin Hudecek
Member
Chris Isabel
Member
Shanee Page
Member

BABOQUIVARI USD
Juan Buendia
President
Annamarie Stevens
Clerk
Ella Mae Greasewood
Member
Sylvia Hendricks
Member
Kathleen Vance
Member
Total Board Award

CHINLE USD
Paul Guy Jr
President
Lucy Ayze
Clerk
Wayne Claw
Member
Joyce Nez
Member
Myron Tsosie
Member

BISBEE USD
Carol Loy
President
Anne Littrell
Member
Erin Rhodes
Member

CEDAR USD
Iris Yessith
President
Jarrahlyn Begaye
Clerk
Toni Mina
Member

CHEVELON BUTTE ESD
Evelyn Counsell
President
Christina Eng
Vice President
Deynice Bondurant
Member

APACHE JUNCTION USD
Jodi Ehrlich
President
Cami Garcia
Vice President
Dena Kimble
Member
Christa Rizzi
Member
Chelsea Connolly
Member

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Total Board Award

CREIGHTON ESD
Jeanne Casteen
President
Angel Campos
Clerk
Amy Mcsheffrey
Member
Carla Rivera-Cruz
Member
Annette Sexton Ruiz
Member

DYSART USD
Christine A.K. Pritchard
President
Jay Leonard
Clerk
Dawn Densmore
Member
Traci Sawyer-Sinkbeil
Member
Jennifer Tanner
Member

FLAGSTAFF USD
Kara Kelty
President
Carol Haden
Clerk
Anne Dunno
Member
Christine Fredericks
Member
Carole Gilmore
Member

FLORENCE USD
Denise Guenther
President
Bob Dailey
Vice President
Steve Johnson
Member
Katrina Solis
Member
James Thomas
Member

FLOWING WELLS USD
Wendy Effing
President
Kevin Daily
Clerk
Kristine Hammar
Member
Thomas Jacobs
Member
James Love
Member
Total Board Award

GANADO USD
Teresa Sells-Gorman
President
Wanda Begay
Clerk
Judy James
Member
Christine Lynch
Member
Marcarlo Roanhorse
Member

HOLBROOK USD
Linda Yazzie
President
Olivia Jaquez
Vice President
Claudia Jackson
Member
Ferral Knight
Member
Craig Stuart
Member

FORT THOMAS USD
Myron Moses
President
Vernon Poncho
Clerk
Cohn Pat McEuen
Member
Cindy Pearson
Member
Elliott Talgo
Member

GILA BEND USD
Jesus Rubalcava
President
Elizabeth Smith
Clerk
Joanne Carpenter
Member
Herman Hoffman
Member
Patricia Riggs
Member

GLOBE USD
Jacque Cline-Sanders
President
Anna Harmon-James
Clerk
Frankie Dalmolin
Member
Frank Grice
Member
Judy Moorhead
Member
Total Board Award

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President
Richard Adler
Vice President
Corey Christians
Member
Suzie Roth
Member
Paul Ruwald
Member

MARICOPA USD
Annamarie Knorr
President
Ben Owens
Vice President
Torri Anderson
Member
Patti Coutre
Member
Joshua Judd
Member
Total Board Award

MOBILE ESD
Delores Brown
President
Patricia Blair
Member
Charlotte Vass
Member

ORACLE ESD
Jeffrey McClure
President
Jeri Taylor
Vice President
Steve Brown
Member
Linda Lyon
Member
Gary Terrell
Member
Total Board Award

PARADISE VALLEY USD
Julie Bacon
President
Nancy Case
Member
Anne Greenberg
Member
Susan Matura
Member
Sue Skidmore
Member

SAN CARLOS USD
Sherrie Harris
President
David Reede
Vice President
Katrina Talkalai
Member
Durena Thompson
Member
Joann Thompson
Member

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PEORIA USD
Monica Ceja Martinez
President
Beverly Pingerelli
Clerk
Judy Doane
Member
Cory Underhill
Member
David Sandoval
Member
Total Board Award

SANDERS USD
Marlene Apachee
President
Arnold Goodluck
Clerk
Duane Noggle
Member
Daisy Slim
Member
Anita Watchman
Member

SIERRA VISTA USD
Barbara Williams
President
Connie Johnson
Vice President
Yulonda Boutte
Member
Joy Mims
Member
Hollie Sheriff
Member

TUBA CITY USD
Ronald Begay
President
Marie B. Acothley
Member
Evelyn Kiyaani
(Recently Deceased)
Member

Saraphina Adson
Member
Lee Tsinigine
Member

NO PHOTO AVAILABLE
Total Board Award

WHITERIVER USD
Hayden Anderson
President
Candy Lupe
Vice President
Frank Johnny Endfield Jr.
Member
Leola Larzelere
Member
Michael Tate
Member

YUMA ESD
Karen Griffin
President
Barbara Foote
Clerk
Theresa Fox
Member
Cory Mayrant
Member
Irene Montoya
Member
Academy of Boardsmanship
Gold STAR Award

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.

Steven Chapman, Tolleson UHSD

Brenda Bartels, Glendale ESD
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. Each year, the Golden Bell Promise Programs Awards recognize programs that have demonstrated initiative, creativity, student achievement and educational equity.

CATEGORY | Elementary | Pre-K-8
FIRST PLACE: Legacy Community Orchard – Sacaton Elementary School District

The Legacy Community Orchard project supports the mission to engage students in the Sacaton Elementary School District to take ownership of their learning, embrace their culture and contribute to the world around them. This project focused on re-establishing a citrus orchard at the previous historical location on the Gila River Indian Community. Through the Tribal Allocation Plan, Sacaton Elementary School District has embraced an opportunity to benefit its students of today as well as all future students and the community. Congratulations to the Sacaton Elementary School District for being selected as a Golden Bell Promise Program Award Recipient.
The summer academies within the district provide a quick avenue towards personal growth and further success for middle school and high school students. This program also is a solid foundation for the students while preparing for college. Teachers from both Washington Elementary and Glendale Elementary School Districts co-teach classes with Glendale Union High School teachers in programs such as culinary, robotics, nursing and more. Congratulations to the Glendale Union High School District for being selected as a Golden Bell Promise Program Award Recipient.

Pima JTED’s Health Care programs go beyond teaching clinical skills. The instructors are the first to use ingenious tools to add compassion and empathy to the curriculum in order to develop the best health care providers that the industry can hire. This program gives students the opportunity to obtain state and national certifications in healthcare careers. The Pima JTED healthcare students have certification pass rates that range from 94 percent to 100 percent in Licensed Nurse Assistant, Medical Assistant and Physical Therapy Technician. Congratulations to the Pima JTED for being selected as a Golden Bell Promise Program Award recipient.
Golden Bell Promise Program Award

CATEGORY | Excellence In Collaboration
FIRST PLACE: Speak Up, Stand Up, Save a Life – Pendergast Elementary School District

The Speak Up, Stand Up, Save a Life Movement included over 5,000 students, counselors, law enforcement officials, business leaders, mayors, parents and education advocates who came to gather to eradicate the stigma and consequences of bullying, substance abuse, eating disorders, and to prevent teen suicide. The entire conference is a creative and unique effort designed to engage students to collaborate with other youth and make a difference in their lives, their schools and their communities. Two conferences run simultaneously, one for the students and another for the adults to learn how to understand the issues and listen to and speak with students as a support system to help them feel understood and how to seek help. Congratulations to the Pendergast Elementary School District for being selected as a Golden Bell Promise Program Award recipient.

Arizona Educational Foundation's 2020 Teacher of the Year

Lynette Stant, a third-grade teacher at Salt River Elementary School, has taught for 15 years at Salt River Schools in the Salt River Pima-Maricopa Indian Community, which is surrounded by Mesa, Tempe, Scottsdale and Fountain Hills. She became a teacher so Native American students have a role model and feel prepared to meet the challenges of college. Stant was presented with a Golden Bell Promise Award at the ASBA-ASA 62nd Annual Conference.
ASA Superintendent of the Year Award

About the Award

The Arizona School Administrators Association’s highest recognition was bestowed on four 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 this year’s award recipients

SMALL DISTRICT
Dean Slaga, Mayer USD

MID-SIZE DISTRICT
Dr. Lupita Hightower, Tolleson ESD

LARGE SIZE DISTRICT
Eric Godfrey, Buckeye UHSD

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS’ NATIONAL SUPERINTENDENT OF THE YEAR PROGRAM
Dr. Kristi Sandvik, Buckeye ESD
Student Awards

Jack Peterson Scholarship

ASBA has awarded its annual Jack Peterson Scholarship to a high-performing high school senior who plans to pursue a college degree in education. This scholarship was awarded to Paige Johnson from Antelope Union High School in Antelope Union High School District.

HNAIC Contreras Scholarship

ASBA has awarded its HNAIC Contreras Scholarship which is funded by the ASBA Hispanic Native American Indian Caucus, to one Hispanic and one Native American student who plan to pursue a post-secondary education. These scholarships were awarded to Nathan Mann from Casteel High School in the Chandler Unified School District and Issac Valenzuela from Nogales High School in the Nogales Unified School District.

ASBA’s Inspiring Youth Contest

Tolleson Union High School District and Sacaton Elementary School District won an exclusive presentation at Grand Canyon University for 50 of their districts’ students with Shane Feldman, media sensation, motivational speaker, producer, social entrepreneur and “undercover teen” and ASBA’s Annual Conference keynote speaker. A private campus tour, transportation and lunch were provided.
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1,000,000
Arizona Students

1,200
School Board Members

223
Member Districts

70
Years Proudly Serving Arizona
ASBA Student Photography Contest

ASBA named the winners of the annual ASBA Student Photography Contest, who demonstrated excellence behind the lens. Photos were judged for students in grades 9-12. The theme of the statewide student photography contest was “Arizona Outdoors.” The photos were reviewed by an esteemed panel of judges including the photography editor of Arizona Highways Magazine.

1st Place
Dylan Beattie
Sedona Red Rock High School
Sedona Oak Creek Unified School District

2nd Place
River Lynn
Williams Field High School
Higley Unified School District
Honorable Mention
Isabella Herrera
Show Low High School
Show Low Unified
School District

3rd Place (Tie)
Savana Warden
Show Low High School
Show Low Unified
School District

3rd Place (Tie)
Alyssa Haidle
Williams Field High School
Higley Unified School District

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Grand Canyon University has partnered with the Arizona School Boards Association to offer this free, can’t-miss opportunity for anyone involved in K12 education. Participants will analyze what school trauma really means and dive deeper into how to deal with trauma in K12 schools.

03/04/2020 | 3:30 p.m. – 4:30 p.m.
Systematic Approaches to Trauma Informed Education Supports

05/06/2020 | 3:30 p.m. – 4:30 p.m.
Trauma Informed Education Supports: A Legal Perspective

Register for just one or all of the following webinars at https://azsba.org/events/school-trauma-webinars/
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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.

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

For more information please contact Steve Highlen, Sr. Policy Consultant, at 602.254.1100.

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

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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

<table>
<thead>
<tr>
<th>Always</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Never</th>
<th>Don’t know</th>
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</thead>
</table>

Standard 1
Conduct and Ethics:
Provide responsible school district governance

<table>
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<th>2017</th>
<th>20%</th>
<th>20%</th>
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Standard 2
Vision:
Set and communicate high expectations for student learning with clear goals and plans for meeting those

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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:

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

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<th>Always</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Never</th>
<th>Don't know</th>
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</table>

To what extent does our board:

**Q26** Include stakeholders when developing and revising the district’s vision?

**Q27** Communicate its rationale for decisions to the 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.
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, ASBA’s Sr. Policy Consultant.

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.

Contact ASBA

602.254.1100

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Speaking on Effective Allyship
Melia Dunn, Inclusion Practitioner, Melia Dunn & Associates

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Inclusive Leaders
Who Are They? How Do You Become One?
Dr. Helen Abdali Soosan Fagan, Director of Leadership Engagement, Rural Schools Institute at University of Nebraska

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Melia Dunn, Inclusion Practitioner, Melia Dunn & Associates

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Who Should Attend?
The Equity Event is appropriate for leaders at the board, district, school and classroom levels.

azsba.org/events
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.

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

For more information please contact Steve Highlen, Sr. Policy Consultant, at 602.254.1100.

Preview how the employee handbook is organized at azsba.org/asbas-employee-handbook-services.
FEATURED EVENTS & PROGRAMS

Canyon Professional Development Subscription Models
Save time, reduce costs and build staff expertise with Canyon Professional Development. We provide professional development through inspiring opportunities and practical programs for educators, administrators and staff.

gcu.edu/CanyonPD

Making Ties Webinar: Handling School Trauma
GCU partnered with the Arizona School Boards Association to offer this free opportunity for anyone involved in K12 education. Webinar participants will analyze what school trauma really means and dive deeper into how to deal with trauma in K12 schools. There are currently four webinars scheduled for January – May 2020.

azsba.org/events

Summit on School Safety, Security and Trauma-Informed Practices
Join GCU’s Canyon Professional Development, Arizona Business and Education Coalition, Arizona School Administrators and Maricopa County Sheriff’s Office for this informative summit on May 7 – 8. This summit will focus on developing tools to improve safety and security in our schools, building community awareness on issues surrounding trauma and more.

azbec.org/events

Contact CanyonProfDev@gcu.edu for more details on upcoming events for students, teachers and administrators.
Arizona School Boards Association appreciates the support for public education shown by its organization business partners.
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