

OSBORN SCHOOL DISTRICT NO. 8
GOVERNING BOARD MEETING
May 14, 2024

Public Hearing – 5:30 P.M.
Doors Open at 5:15 PM

A public hearing will be held for the purpose of discussion of revisions of the 2023-24 Budget

STAFF RECOGNITION immediately following the Public Hearing

A Celebration for Retirees, Years of Service and You Make the Difference Recipients

Regular Meeting – immediately following the Staff Recognitions
CONSISTENT WITH THE REQUIREMENT OF A.R.S. §38-431.02, NOTICE OF THIS
MEETING HAS BEEN POSTED. LOCATION OF THE MEETING IS:

THE OSBORN DISTRICT OFFICE
1226 WEST OSBORN ROAD
PHOENIX, AZ 85013

The Governing Board finds that it is in the best interests of the District and its community to conduct its public meeting both in person with socially distanced seating and through technological access in order to serve the public purpose of assisting with the minimization of the potential spread of COVID19. With these provisions in place, members of the public may attend in person, via Youtube Livestream. Access to the livestream is found [here](#)

This month's Call to the Public will be modified to comply with CDC guidelines on social distancing due to COVID-19. The public will be able to listen to the meeting live through livestream. An Osborn employee will read the Call to the Public comments received via email. Any communication received in Spanish, will be translated and read to the members of the Governing Board in English. The comments in their entirety will be presented to the Governing Board in writing. You may also present a live Call to the Public if you are attending in person or on the Youtube Livestream. An individual wishing to address the Governing Board using technological access must email their message or request to speak live to lnye@osbornsd.org by 12:00pm on Tuesday, May 14, 2024.

Agendas are available at least 24 hours prior to each meeting in the District Office at 1226 West Osborn Rd., Monday through Friday between the hours of 7:30 a.m. and 4:30 p.m. One or more Board members may attend telephonically. Board members attending telephonically will be announced at the meeting. The board may vote to recess into an executive session for the purpose of obtaining legal advice from the board's attorney on any matter listed on the agenda pursuant to ARS 38-431.03(A)(3). Accommodations for individuals with disabilities, including alternative format materials, sign language interpretation, and assistive listening devices are available upon 72 hours' advance notice through the Office of the Superintendent 602-707-2002. To the extent possible, additional reasonable accommodations will be made available within the time constraints of the request.

I. Call to Order

II. Pledge of Allegiance

III. District Celebrations and Announcements

1. 20, 25 and 30 year Employee Recognition
2. Retiree Recognition
3. You Make the Difference Award Recognition

- 4. Campus beautification projects—100+ trees on 6 campuses
- 5. PDG Grand Awards

IV. Consent Agenda – Approval of Items since April Meeting

- A. Ratification of Accounts Payable Vouchers
- B. Ratification of Payroll Vouchers
- C. Board Minutes
 - 1. April 16, 2024 Regular Meeting
- D. Approval of Personnel Items
 - 1. New Employees
 - 2. Extra Duty Contracts
 - 3. Employment Changes/Additions
 - 4. Resignations
 - 5. Terminations
 - 6. Retirements
 - 7. Leaves of Absence
- E. Donations
- F. Expenditure and Revenue Report
- G. Student Activities Statement of Revenue and Expenditures
- H. Disposal
- I. Approval of the Renewal of the Employee Staffing Services Agreement with ESI
- J. Approval of the Renewal of the Host School Agreement with International TeachAlliance, a program of ESI
- K. Recommendation to approve the NEW job description for a Positive Behavior Intervention and Support (PBIS) Assistant

V. Call to the Public

VI. Board Presentation

VII. Administrative Reports since April Meeting

- A. Administrative Reports—Principals and district office administrators submit progress reports on work completed in their school/department as well as upcoming events. Principal reports are also sent to parents to improve communication. Board members may comment.
- B. Suspension Report for the Month of April
- C. Student Absence Report for the month of April
- D. Substitute Teacher Report for month of April
- E. Enrollment Report

VIII. Action Items

- A. Adoption of Resolution Opposing HCR 2060 by the Arizona Legislature
- B. Approval and second review of ASBA Policy Revisions:
 - BEDB Agenda
 - BGC-R Policy Revision and Review
 - BGE Policy Communications and Feedback
 - BGE-R Policy Communications and Feedback
 - CCB-R Line and Staff Relations
 - CFD School Based Management
 - EB-R Environmental and safety Program
 - EBAA Reporting of Hazards/Warning Systems
 - EBC Emergencies
 - ECB Building and Grounds Maintenance
 - EEAA Walkers and Riders

EEAE-R	Bus Safety Program
GBEF	Staff Use of Digital Communications and Electronic Devices
GDC	Support Staff Leaves and Absences
IHA	Basic Instructional Program
IKF	Graduation Requirements
IMA	Teaching Methods
IMA-R	Teaching Methods
JFABDA	Admission of Students in Foster Care
JH	Student Absences and Excuses
JHD	Exclusions and Exemptions from School Attendance
JIH	Student Interrogations, Searches and Arrests
JJE	Student Fund-Raising Activities
JK-EA	Student Discipline
KB-EB	Parental Involvement in Education
KEC	Public Concerns/Complaints about Instructional Resources

- C. Discussion/Approval of Priorities for the [2025 ASBA Political Agenda](#)
- D. Approval of Revision to the 2023/24 School District Annual Expenditure Budget
- E. Approval to exceed 2023/24 M&O Budget Subsections
- F. First Reading of Policy DCA Management of Capital Reserves (General Fund Reserves)
- G. FY2025 Budget Committee Recommendations
- H. Approval of FY25 Placement Pay Schedules

Information/Discussion Items

IX. Board Development

- A. [NSBA CUBE Annual Conference](#) October 28-30, 2024 in Las Vegas, NV (early bird rates through July 19)

X. Reflections/Feedback on Meeting

Reflections on the business of this meeting. Governing Board members may comment on how reflections align to Board goals.

XI. Future Agenda Items

XII. Adjournment

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – I/II

Agenda Item

Call to Order Pledge of Allegiance/School Presentation/Land Acknowledgement

For Board: Action Discussion Information

Osborn School District Land Acknowledgement

Arizona is home to 22 tribal nations. Osborn School District is situated on the homelands of the Akimel O’odham and Piipaash People. Osborn School District recognizes the original inhabitants of these lands and recognizes they still reside throughout the City of Phoenix. We recognize their wisdom, impact, and generosity toward us. Osborn School District is surrounded by the original Salt River canals that were constructed by the ancestral Sonoran Desert people, the Huhugam. These canals created a livelihood for the people and are still in use today. We acknowledge the modern indigenous people that inhabited this area as well as their Sonoran Desert ancestors, the Huhugam.

[Osborn Land Acknowledgement Video](#)

Background –

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

Information Only

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – III

Agenda Item

District Celebrations and Announcements

For Board: Action Discussion Information

Background –

1. 20, 25 and 30 year Employee Recognition
2. Retiree Recognition
3. You Make the Difference Award Recognition
4. Campus beautification projects—100+ trees on 6 campuses
5. PDG Grand Awards

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

Information Only

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
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Agenda Item Number – IV-A

Agenda Item

Ratification of Accounts Payable Vouchers

For Board: Action Discussion Information

Background –

The following worksheets reflects Accounts Payable warrants processed through the County Treasurer for district liabilities.

A.R.S. §15-321.G requires that, “An order on a county school superintendent for a salary or other expense shall be signed by a majority of the governing board. An order for salary or other expense may be signed between board meetings if a resolution to that effect has been passed prior to the signing at a regular or special meeting of the governing board and the board ratifies the order at the next regular or special meeting of the governing board.”

Legal

A.R.S. §15-321.G

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board ratify payment of FY24 Accounts Payable Vouchers from April 1 through April 30, 2024.

Moved _____ Seconded _____ P/F

Osborn School District No. 8
Summary of FY24 Accounts Payable Vouchers Processed
4/1/24 through 4/30/24

Fund Title	Fund #	Total
M & O	1	270,298.73
P301 Base Pay	11	0.00
P301 Performance Payout	12	0.00
Instructional Improvement fund	20	0.00
Title I	100	6,689.48
Title I	101	0.00
Title I Targeted Support & Improvement	115	0.00
Title I Targeted Support & Improvement	116	0.00
Title IIA - Improving Teacher Quality	140	-39.52
Title IIA - Improving Teacher Quality	141	0.00
TITLE IV-SAFE & DRUG FREE BASIC	160	4,463.67
Title IV- Safe & Drug free basic	161	0.00
21st Century (Enc, Sol)	162	3,768.20
21st Century (CL, LV, OMS)	163	8,291.62
Title III	190	0.00
Title III	191	0.00
Emergency Immigrant Funding	196	0.00
Title VII - Indian Ed	200	0.00
Idea - Basic	220	15,809.26
ARRA - IDEA BASIC	221	0.00
Idea - Preschool Grant	222	0.00
Idea Edisa	223	0.00
Idea Edisa-1 Implementation	224	0.00
ARP-Idea Preschool	227	0.00
ARP- IDEA BASIC	228	0.00
JOHNSON-O'MALLEY	230	0.00
JOHNSON-O'MALLEY	231	0.00
Education for Homeless Children	280	0.00
Education for Homeless Children	281	0.00
ARRA-ED For Homeless	283	0.00
ARP-Homeless I	284	0.00
Medicaid Reimb	290	0.00
PRE School Dev GRANT	320	0.00
AZ PRIME GRANT	321	18,850.00
Pre School Dev - Start - Up	322	0.00
ESSER CARES	326	0.00
Acceleration Academy Grant	327	0.00
ENROLLMENT STABILIZATION GRANT	328	0.00
HQEL	333	13,022.24
ESSER/CARES ROUND II	336	0.00
ACCELERATION ACADEMIES	337	0.00
ESSER ROUND III	346	336.67

TIF GRANT - ASU	352	0.00
FED ED INNOVATION RESEARCH GRANT	364	0.00
Scoppes - Counseling Grant	376	0.00
Arts in Education	377	0.00
ARP - HOMELESS II ENTITLEMENT	383	1,003.81
ARP - Homeless I Grant	384	0.00
Race To The Top	396	0.00
GIFTED	450	0.00
RESULT BASED FUNDING	457	0.00
AZ Transportation Modernization	465	417,836.07
EARLY LITERACY GRANT	472	0.00
OIE RISE GRANT	475	0.00
VW BUS SETTLEMENT	476	0.00
FEMININE HYGIENE	478	0.00
Safe Schools	480	0.00
School Emergency Readiness	485	0.00
Arts ED GRANT	492	4,165.33
TREES FOR SCHOOL GRANT	494	1,733.31
Sch PI-Sales/Leas Over 1 YR	500	0.00
School Plant Sales	502	0.00
School Plant 1 Year/Less	505	0.00
Food Service	510	76,888.06
Civic Center	515	0.00
Community School	520	355.93
Community School Montessori	521	8,398.15
Auxiliary Operations	525	0.00
Extra Curr Tax Fees CR	526	129.67
Gift and Donations	530	58,357.92
Fingerprint	540	42.00
Insurance Proceeds	550	0.00
Textbooks	555	0.00
LITIGATION RECOVERY	565	0.00
Indirect Costs	570	12,648.72
Unemployment Insurance	575	0.00
Insurance Refund	585	0.00
Unrestrict Capital Outlay	610	100,428.01
Bond Building funds	630	1,105.00
Energy & Water Savings	665	0.00
SFB BUILDING RENEWAL	691	0.00
Student Activities	850	0.00
Employee Insurance Fund	855	803.46
		<u>\$1,025,385.79</u>

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

The Osborn Community advances the full potential of every child by developing emotional intelligence and academic excellence.

Agenda Item Number – IV-B

Agenda Item

Ratification of Payroll Vouchers

For Board: Action Discussion Information

Background –

The following worksheets reflects payroll warrants processed through the County Treasurer for employee salaries and payroll liabilities.

A.R.S. §15-321.G requires that, “An order on a county school superintendent for a salary or other expense shall be signed by a majority of the governing board. An order for salary or other expense may be signed between board meetings if a resolution to that effect has been passed prior to the signing at a regular or special meeting of the governing board and the board ratifies the order at the next regular or special meeting of the governing board.”

Legal

A.R.S. §15-321.G

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board ratify payment of 2023/24 Payroll Vouchers processed from April 1 through April 30, 2024.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of Payroll Vouchers 4/1/24 thru 4/30/24

<u>Voucher number</u>	<u>Fund</u>	<u>Total</u>
Maintenance & Operation	001	1,303,526.96
Proposition 301	011	141,452.01
Proposition 301	012	0.00
Instructional Improvement Fund	020	5,265.22
	71	0.00
Title I Disadvantaged Grant	100	54,125.29
	101	0.00
	115	0.00
	116	0.00
Title I Focus School	117	0.00
Title IIA	140	2,270.19
	141	0.00
	160	1,067.44
	161	0.00
	162	4,762.72
21st CCLC Grant	163	9,333.89
Title III	190	4,025.60
Title III	191	0.00
Title VII-Indian Ed	200	4,319.84
IDEA - General Entitlement Grant	220	71,751.94
	221	0.00
IDEA-Preschol Grant	222	2,777.59
	223	0.00
AZ Tech Assistive Technology	227	0.00
	228	0.00
Johnson O'Malley	230	2,879.92
	231	0.00
McKinney Vento	280	0.00
	281	0.00
	283	0.00
Medicaid Reimbursement Fund	290	22,091.54
Preschool Developmental Year 1	320	0.00
AZ Prime Grant	321	25,233.34
	326	0.00
	327	0.00
	333	30,763.17
	336	0.00
	335	0.00
	337	0.00
	346	188,844.74
ASU - TIF Grant	352	0.00

	364	0.00
SCOPPEs-Counseling Grant	376	0.00
Arts in Education Grant	377	0.00
	387	0.00
	457	10,339.78
	472	7,649.83
	475	0.00
	478	0.00
	480	26,645.36
	482	0.00
	483	0.00
Plant Fund	505	0.00
Food Service Fund	510	108,331.31
Civic Center	515	9,056.09
Community Schools	520	13,463.82
	521	18,560.20
Auxiliary Operations	525	0.00
Extra Curr Tax Fees	526	522.77
Gifts & Donations	530	23,166.76
Indirect Costs Fund	570	24,649.23
Intergovernmental Agreement	955	0.00
	610	0.00
	630	0.00
		<u>\$ 2,116,876.55</u>

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – IV-C-1

Agenda Item

Approval of Governing Board Minutes

For Board: Action Discussion Information

Background –

Approval is requested for the minutes of the following meetings:

1. April 16, 2024 Regular Meeting

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve the Governing Board minutes as presented.

Moved _____ Seconded _____ P/F

The Regular Meeting of the Osborn School District Governing Board was called to order at 5:32 PM by Board President Ed Hermes.

Edward Hermes, Board President
Luis Peralta, Board Clerk
Violeta Ramos, Board Member- absent
Leanne Greenberg, Board Member
Rhiannon Ford, Board Member
Dr. Michael Robert, Superintendent

Pledge of Allegiance/School Presentation/Land Acknowledgement

The land acknowledgement was read by President Hermes followed by the pledge led by Montecito students.

Chief Officer for Learning and Equity and Montecito Administrator Mrs. Potter-Davis shared a short presentation updating members on learning taking place in the Montessori classrooms. Students Zeppelin, Harmony, Lawson, Luna, Harlow, Rose, Bruno and Bonellie then shared what they enjoy about being a Montecito Monarch.

District Celebrations and Announcements

Mrs. Potter-Davis recognized Spread L.O.V.E. award recipients:

Integrity- Tere Obrochta
Equity- Jill Singh
Joy- Maria Pacheco
Growth- Itzel Garcia
Relationships- Katrina Roberts and Magali Santillano

A short break was called at 5:54 PM.

The meeting resumed at 6:01PM.

Consent Agenda

- A. Ratification of Accounts Payable Vouchers
- B. Ratification of Payroll Vouchers
- C. Board Minutes
 - 1. March 19, 2024 Regular Meeting
 - 2. April 2, 2024 Work Study
- D. Approval of Personnel Items
 - 1. New Employees
 - 2. Extra Duty Contracts
 - 3. Employment Changes/Additions
 - 4. Resignations
 - 5. Terminations
 - 6. Retirements
 - 7. Leaves of Absence
- E. Donations
- F. Expenditure and Revenue Report
- G. Student Activities Statement of Revenue and Expenditures
- H. Disposal

- I. Renewal of IGA including First Amendment with the Arizona Assessment Collaborative (AzAC)
- J. Approval of Renewal of the IGA with Greater Phoenix Educational Management (GPEMC) and Arizona Management Council (AZEMC) for 2023-2028
- K. Recommendation to approve the revised job description for Director of Student Services
- L. Approval of out of state travel for Cory Alexander and Kayla LaLone to attend the School Nutrition Association Annual National Conference July 13-17 in Boston Massachusetts.
- M. Approval of Renewal of Lease Renewal with Sounds Academy
- N. Approval of IGA with the MCSS Office for Election Services
- O. Recommendation to approve the revised job description for Special Education Master Teacher
- P. Teacher
- Q. Approval of Job Description of Preschool Master Teacher
- R. Approval of new position - Anticipated - Foundational Literacy Coach (grant-funded)

Mrs. Greenberg requested to pull item K from consent.

Dr. Robert asked that item C also be pulled.

At 6:02 Mrs. Ford returned to the meeting.

Mr. Peralta motioned to approve. Mrs. Greenberg seconded. Motion carried 4-0

Mr. Peralta aye
Mrs. Greenberg aye
Mr. Hermes aye
Mrs. Ford aye

Dr. Robert explained that Mrs. Ford's name was omitted from the April 2nd minutes showing she was present at the meeting and that her name should be added to show she was present.

Mr. Hermes motioned to approve. Mrs. Ford seconded. Motion carried 4-0

Mr. Peralta aye
Mrs. Greenberg aye
Mr. Hermes aye
Mrs. Ford aye

Mrs. Greenberg requested changing the educational requirement to a masters degree and changing the requirement to have an admin certificate to preferred. A short discussion followed.

Mrs. Greenberg motioned to edit the Director of Student Services description to include a masters degree as a requirement and admin license as a preference in addition to leadership experience as a preference. Mrs. Ford seconded. Motion carried 4-0

Mr. Peralta aye
Mrs. Greenberg aye
Mr. Hermes aye
Mrs. Ford aye

Call to the Public

Utilizing Diana Vargas as a translator, parent Zury Escobar expressed concern about the needs of her special needs son not being met. She said she has made a complaint both with the State and the Department of Education and was told she should first bring her concerns to the Governing Board. She hopes by doing so the issue will be resolved.

Board Presentation

Maintenance/Transportation Department

Director of Maintenance and Transportation Sam Garcia provided an overview of the number of staff in each department and of district projects. He shared that he has appreciated the way the grounds are maintained prior to joining Osborn and credited the grounds crew and the pride they take in what they do to keep the grounds beautiful.

Mrs. Greenberg suggested that in the future it would be nice to consider establishing routes for in district students that attend Montecito.

Admin Reports

No comments.

Action Items

Approval of First Review of ASBA Policy Revisions:

BEDB	Agenda
BGC-R	Policy Revision and Review
BGE	Policy Communications and Feedback
BGE-R	Policy Communications and Feedback
CCB-R	Line and Staff Relations
CFD	School Based Management
EB-R	Environmental and Safety Program
EBAA	Reporting of Hazards/Warning Systems
EBC	Emergencies
ECB	Building and Grounds Maintenance
EEAA	Walkers and Riders
EEAE-R	Bus Safety Program
GBEF	Staff Use of Digital Communications and Electronic Devices
GDC	Support Staff Leaves and Absences
IHA	Basic Instructional Program
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IMA	Teaching Methods
IMA-R	Teaching Methods
JFABDA	Admission of Students in Foster Care
JH	Student Absences and Excuses
JHD	Exclusions and Exemptions from School Attendance
JIH	Student Interrogations, Searches and Arrests
JJE	Student Fund-Raising Activities
JK-EA	Student Discipline

KB-EB Parental Involvement in Education
KEC Public Concerns/Complaints about Instructional Resources

Dr. Robert stated that the item was ajenized incorrectly stating the item should have read second read as these policies were already reviewed at the March meeting. The item will be brought back to the Board in May for a second review and approval.

Approval of E-rate Vendor Selection 2024

Mrs. Toscano said that after issuing an RFP the recommendation is to award Logicalis and Wyebot. Total savings to the district if awarded will be \$36,316.90.

Mrs. Ford moved to approve. Mr. Peralta seconded. Motion carried 4-0.

Mr. Hermes aye
Mr. Peralta aye
Mrs. Greenberg aye
Mrs. Ford aye

Approval of initiation of performance pay to preschool employees for Quality First formal assessment outcomes

Mrs. Sotomayor said that as part of Quality First incentives the district would like to institute a practice of providing incentive funds for the teacher and co-teacher who earn 4 stars for their preschool classroom. She said she is seeking a \$500 incentive pay for the 2 teachers who have achieved this adding that the funding comes from Quality First.

Mrs. Ford moved to approve. Mrs. Greenberg seconded. Motion carried 4-0.

Mr. Hermes aye
Mr. Peralta aye
Mrs. Greenberg aye
Mrs. Ford aye

Reduction in Force Support Staff

Dr. Robert said that the district has already reviewed and experienced administrator loss and that classified and classified exempt positions have now been reviewed. The elimination of ESSER funds and declining enrollment has led to the recommendation of the reduction of positions that include EL Parapro as well as the elimination of positions at the district office.

Mrs. Toscano reviewed that although 31.9 positions are being eliminated 15.8 positions being retained. She explained that 31.9 is not representative of 32 staff losing their jobs, that some of the positions have been eliminated through attrition or otherwise over the last few years

A short discussion about the elimination of 5 sub positions that were added with ESSER funds took place.

Dr. Robert said that the loss of positions is combination of sun setting of ESSER funds and declining enrollment.

Mrs. Ford moved to approve. Mr. Peralta seconded. Motion carried 4-0.

Mr. Hermes aye
Mr. Peralta aye
Mrs. Greenberg aye
Mrs. Ford aye

Approval of Issuance of classified exempt and classified notices of appointment

Dr. Woodland stated that with approval the notices of appointment will be issued.

Mr. Peralta moved to approve. Mrs. Greenberg seconded. Motion carried 4-0.

Mr. Hermes aye
Mr. Peralta aye
Mrs. Greenberg aye
Mrs. Ramos aye
Mrs. Ford aye

To Consider and, if Deemed Advisable, to Adopt a Resolution

Authorizing the Issuance and Sale of School Improvement Bonds of the District Report

Mrs. Toscano shared that with approval this will be the first issuance will be in the amount of 30 million dollars and meets all requirements.

Mrs. Greenberg moved to approve. Mrs. Ford seconded. Motion carried 4-0.

Mr. Hermes aye
Mr. Peralta aye
Mrs. Greenberg aye
Mrs. Ford aye

Board Development

10th Annual Teacher Leadership Summit June 19-20, 2024

Members will let Ms. Nye know if they would like to attend.

Reflections

Mrs. Ford shared her enjoyment of her recent school tours and shared her positive experiences from the sites.

Mrs. Greenberg enjoyed seeing the students and expressed her frustration about the reduction in force. She said she knows the difficulty of having to fill in for someone and hopes to see education funded at a higher level.

Mr. Peralta expressed his joy in seeing the students and seeing them reading their comments and thanked everyone who works with them.

Thanking Dr. Robert for all of his work at Montecito Mr. Hermes shared his excitement about the growth and programs at Montecito. He said that when he became a member of the Board during COVID the school was only minimally utilized calling the changes phenomenal.

Dr. Robert said it was nice to end with a wonderful piece about the bond sale. He said he was grateful to the community that made it possible and counts on members to make fiscal decisions that are in the best interest of the students. He also appreciated seeing the seeing and the staff who are building something beautiful for the future and for Mrs. Kelly Hatcher for her work at Montecito.

Future

Mrs. Greenberg

- Schedule a Work Study to provide an overview of the strategic plan to see where we are what's left to do
- Follow up with the parent who spoke during Call to the Public

Adjournment

President Hermes declared the meeting adjourned at 7:09 PM.

Minutes submitted by:

Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

Luis Peralta, Board Clerk

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
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Agenda Item Number – IV-D-1-7

Agenda Item

Approval of Personnel Items

For Board: Action Discussion Information

Background –

Per attached list.

Note: Due to HIPPA laws (Health Insurance Portability & Accountability Act) regarding privacy of health information, we do not include letters from individuals requesting FMLA because their medical conditions are mentioned in their letters. This information must be held confidential. Board members will simply know from the usual monthly listings that it is an FMLA request and understand that such requests are made due to one’s own personal illness or injury or a close family members’ illness or injury or the birth or adoption of a child, etc.

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve the Resignations/Terminations/Retirements and Employment/Changes/Additions as presented.

Moved _____ Seconded _____ P/F

NAME

PROGRAM

AMOUNT

PRE-APPROVAL ADDENDUM TO CONTRACT

NAME

PROGRAM

AMOUNT

Delgado, Cristina	Student Council Mentor/Teacher 8/7/23-5/23/25	\$1,000.00
Garcia, Itzel	DL Curric Planning and Devlpt. 5/28-6/10/24	\$1,600.00
Ramirez, Rocio	DL Curric Planning and Devlpt. 5/28-6/10/24	\$1,920.00
Sanchez, Nayely	Student Council Mentor/Teacher 8/7/23-5/23/25	\$1,000.00
Potter-Davis, Aubree	Montessori Administrator 1/8-5/24/24	\$3,500.00

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

The Osborn Community advances the full potential of every child by developing emotional intelligence and academic excellence.

Agenda Item Number – IV-E

Agenda Item

Donations-

For Board: Action Discussion Information

Background –

Donor	Donation	Location	Estimated Value
Kurt Molyneux	Fishing Equipment	Fish and Wildlife Room- Longview	\$200.00

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve the list of Donations as presented.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

The Osborn Community advances the full potential of every child by developing emotional intelligence and academic excellence.

Agenda Item Number – IV-F

Agenda Item

Expenditure and Revenue Report

For Board: Action Discussion Information

Background –

Attached is a summary fund status for all current district funds in accordance with Board Policy DBI that states, *“In order to determine if budgeted expenditures are in keeping with the adopted budget, a monthly report of expenditures and revenues shall be presented to the Board.”*

Any over expenditure in a major subsection of the maintenance and operation budget shall require Board approval.”

Legal

A.R.S. 15-905

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

For information only

Moved _____ Seconded _____ P/F

Osborn School District

Board Exp & Revenue Report

From Date: 4/1/2024

To Date: 4/30/2024

Fiscal Year: 2023-2024

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
001.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$2,245,986.06)	(\$9,982,439.28)	\$9,982,439.28	\$0.00	\$9,982,439.28	0.00%
001.000.0000.2000.000.000.0000	Undesignated	\$0.00	\$24.03	\$536.02	(\$536.02)	\$0.00	(\$536.02)	0.00%
001.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$706,764.10)	(\$7,538,672.93)	\$7,538,672.93	\$0.00	\$7,538,672.93	0.00%
001.000.0000.6000.000.000.0000	EXPENDITURES	\$22,667,985.48	\$1,580,297.42	\$15,347,189.22	\$7,320,796.26	\$4,571,589.06	\$2,749,207.20	12.13%
	FUND: MAINTENANCE AND OPERATION - 001	\$22,667,985.48	(\$1,372,428.71)	(\$2,173,386.97)	\$24,841,372.45	\$4,571,589.06	\$20,269,783.39	89.42%
010.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$165,960.87)	(\$1,659,608.70)	\$1,659,608.70	\$0.00	\$1,659,608.70	0.00%
	FUND: CLASSROOM SITE FUND - 010	\$0.00	(\$165,960.87)	(\$1,659,608.70)	\$1,659,608.70	\$0.00	\$1,659,608.70	0.00%
011.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$7,979.04)	(\$64,308.45)	\$64,308.45	\$0.00	\$64,308.45	0.00%
011.000.0000.6000.000.000.0000	EXPENDITURES	\$2,408,799.00	\$142,631.47	\$1,311,600.20	\$1,097,198.80	\$415,419.94	\$681,778.86	28.30%
	FUND: P301 BASE PAY - 011	\$2,408,799.00	\$134,652.43	\$1,247,291.75	\$1,161,507.25	\$415,419.94	\$746,087.31	30.97%
012.000.0000.6000.000.000.0000	EXPENDITURES	\$2,263,684.00	\$0.00	\$0.00	\$2,263,684.00	\$0.00	\$2,263,684.00	100.00%
	FUND: P301 PERFORMANCE PAY - 012	\$2,263,684.00	\$0.00	\$0.00	\$2,263,684.00	\$0.00	\$2,263,684.00	100.00%
020.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$290.24)	(\$2,412.06)	\$2,412.06	\$0.00	\$2,412.06	0.00%
020.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$88,639.36)	\$88,639.36	\$0.00	\$88,639.36	0.00%
020.000.0000.6000.000.000.0000	EXPENDITURES	\$130,000.00	\$5,265.22	\$47,363.55	\$82,636.45	\$15,185.22	\$67,451.23	51.89%
	FUND: INSTRUCTIONAL IMPROVEMENT FUND - 020	\$130,000.00	\$4,974.98	(\$43,687.87)	\$173,687.87	\$15,185.22	\$158,502.65	121.93%
100.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$484,402.29)	\$484,402.29	\$0.00	\$484,402.29	0.00%
100.000.0000.6000.000.000.0000	EXPENDITURES	\$1,153,863.70	\$60,814.77	\$611,823.24	\$542,040.46	\$163,510.71	\$378,529.75	32.81%
	FUND: TITLE I - 100	\$1,153,863.70	\$60,814.77	\$127,420.95	\$1,026,442.75	\$163,510.71	\$862,932.04	74.79%
101.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$641,043.55)	\$641,043.55	\$0.00	\$641,043.55	0.00%
101.000.0000.6000.000.000.0000	EXPENDITURES	\$1,454,410.95	\$0.00	\$108,787.76	\$1,345,623.19	\$0.00	\$1,345,623.19	92.52%
	FUND: TITLE I - 101	\$1,454,410.95	\$0.00	(\$532,255.79)	\$1,986,666.74	\$0.00	\$1,986,666.74	136.60%
110.000.0000.6000.000.000.0000	EXPENDITURES	\$1,707.92	\$0.00	\$0.00	\$1,707.92	\$0.00	\$1,707.92	100.00%
	FUND: TITLE ID - NEGLECTED OR DELINQUENT - 110	\$1,707.92	\$0.00	\$0.00	\$1,707.92	\$0.00	\$1,707.92	100.00%
115.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$2,572.00)	\$2,572.00	\$0.00	\$2,572.00	0.00%
115.000.0000.6000.000.000.0000	EXPENDITURES	\$50,106.66	\$0.00	\$0.00	\$50,106.66	\$0.00	\$50,106.66	100.00%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 115	\$50,106.66	\$0.00	(\$2,572.00)	\$52,678.66	\$0.00	\$52,678.66	105.13%
116.000.0000.6000.000.000.0000	EXPENDITURES	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 116	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
140.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$83,254.56)	\$83,254.56	\$0.00	\$83,254.56	0.00%
140.000.0000.6000.000.000.0000	EXPENDITURES	\$143,776.29	(\$6,791.67)	\$103,720.71	\$40,055.58	\$45,330.50	(\$5,274.92)	-3.67%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 140	\$143,776.29	(\$6,791.67)	\$20,466.15	\$123,310.14	\$45,330.50	\$77,979.64	54.24%
141.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$140,979.18)	\$140,979.18	\$0.00	\$140,979.18	0.00%
141.000.0000.6000.000.000.0000	EXPENDITURES	\$346,486.37	\$0.00	(\$4,776.51)	\$351,262.88	\$0.00	\$351,262.88	101.38%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 141	\$346,486.37	\$0.00	(\$145,755.69)	\$492,242.06	\$0.00	\$492,242.06	142.07%
160.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$29,768.63)	\$29,768.63	\$0.00	\$29,768.63	0.00%
160.000.0000.6000.000.000.0000	EXPENDITURES	\$95,886.60	\$5,531.11	\$60,481.82	\$35,404.78	\$24,272.60	\$11,132.18	11.61%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 160	\$95,886.60	\$5,531.11	\$30,713.19	\$65,173.41	\$24,272.60	\$40,900.81	42.66%
161.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$83,882.15)	\$83,882.15	\$0.00	\$83,882.15	0.00%

Osborn School District

Board Exp & Revenue Report

From Date: 4/1/2024

To Date: 4/30/2024

Fiscal Year: 2023-2024

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
161.000.0000.6000.000.000.0000	EXPENDITURES	\$184,629.38	\$0.00	\$18,626.83	\$166,002.55	\$0.00	\$166,002.55	89.91%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161	\$184,629.38	\$0.00	(\$65,255.32)	\$249,884.70	\$0.00	\$249,884.70	135.34%
162.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$332,202.14)	\$332,202.14	\$0.00	\$332,202.14	0.00%
162.000.0000.6000.000.000.0000	EXPENDITURES	\$300,000.00	\$8,547.90	\$118,421.18	\$181,578.82	\$48,977.87	\$132,600.95	44.20%
	FUND: 21ST CENTURY (ENC, SOL) - 162	\$300,000.00	\$8,547.90	(\$213,780.96)	\$513,780.96	\$48,977.87	\$464,803.09	154.93%
163.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$328,701.60)	\$328,701.60	\$0.00	\$328,701.60	0.00%
163.000.0000.6000.000.000.0000	EXPENDITURES	\$420,000.00	\$17,625.51	\$153,733.48	\$266,266.52	\$32,550.46	\$233,716.06	55.65%
	FUND: 21ST CENTURY (CL, LV, OMS) - 163	\$420,000.00	\$17,625.51	(\$174,968.12)	\$594,968.12	\$32,550.46	\$562,417.66	133.91%
190.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$18,583.69)	\$18,583.69	\$0.00	\$18,583.69	0.00%
190.000.0000.6000.000.000.0000	EXPENDITURES	\$70,747.77	\$4,025.60	\$47,805.10	\$22,942.67	\$12,122.20	\$10,820.47	15.29%
	FUND: TITLE III - 190	\$70,747.77	\$4,025.60	\$29,221.41	\$41,526.36	\$12,122.20	\$29,404.16	41.56%
191.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$10,529.74)	\$10,529.74	\$0.00	\$10,529.74	0.00%
191.000.0000.6000.000.000.0000	EXPENDITURES	\$111,426.45	\$0.00	\$0.00	\$111,426.45	\$0.00	\$111,426.45	100.00%
	FUND: TITLE III - 191	\$111,426.45	\$0.00	(\$10,529.74)	\$121,956.19	\$0.00	\$121,956.19	109.45%
200.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$27,303.32)	\$27,303.32	\$0.00	\$27,303.32	0.00%
200.000.0000.6000.000.000.0000	EXPENDITURES	\$35,595.00	\$4,319.84	\$40,077.46	(\$4,482.46)	\$14,545.09	(\$19,027.55)	-53.46%
	FUND: TITLE VII - INDIAN ED - 200	\$35,595.00	\$4,319.84	\$12,774.14	\$22,820.86	\$14,545.09	\$8,275.77	23.25%
220.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$556,422.65)	\$556,422.65	\$0.00	\$556,422.65	0.00%
220.000.0000.6000.000.000.0000	EXPENDITURES	\$1,130,009.75	\$82,713.21	\$719,930.02	\$410,079.73	\$211,907.06	\$198,172.67	17.54%
	FUND: IDEA - BASIC - 220	\$1,130,009.75	\$82,713.21	\$163,507.37	\$966,502.38	\$211,907.06	\$754,595.32	66.78%
221.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$641,786.01)	\$641,786.01	\$0.00	\$641,786.01	0.00%
221.000.0000.6000.000.000.0000	EXPENDITURES	\$1,075,132.01	\$0.00	\$0.00	\$1,075,132.01	\$0.00	\$1,075,132.01	100.00%
	FUND: IDEA BASIC - 221	\$1,075,132.01	\$0.00	(\$641,786.01)	\$1,716,918.02	\$0.00	\$1,716,918.02	159.69%
222.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$19,751.05)	\$19,751.05	\$0.00	\$19,751.05	0.00%
222.000.0000.6000.000.000.0000	EXPENDITURES	\$29,517.50	\$2,777.59	\$23,085.03	\$6,432.47	\$4,208.42	\$2,224.05	7.53%
	FUND: IDEA - PRESCHOOL GRANT - 222	\$29,517.50	\$2,777.59	\$3,333.98	\$26,183.52	\$4,208.42	\$21,975.10	74.45%
223.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$9,818.64)	\$9,818.64	\$0.00	\$9,818.64	0.00%
223.000.0000.6000.000.000.0000	EXPENDITURES	\$29,886.42	\$0.00	\$0.00	\$29,886.42	\$0.00	\$29,886.42	100.00%
	FUND: IDEA EDISA - 2 Training - 223	\$29,886.42	\$0.00	(\$9,818.64)	\$39,705.06	\$0.00	\$39,705.06	132.85%
226.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$23,922.39)	\$23,922.39	\$0.00	\$23,922.39	0.00%
	FUND: ESS- High Cost Claims - 226	\$0.00	\$0.00	(\$23,922.39)	\$23,922.39	\$0.00	\$23,922.39	0.00%
227.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$8,745.75)	\$8,745.75	\$0.00	\$8,745.75	0.00%
227.000.0000.6000.000.000.0000	EXPENDITURES	\$11,872.68	\$0.00	\$2,695.46	\$9,177.22	\$0.00	\$9,177.22	77.30%
	FUND: ARP- IDEA PRESCHOOL - 227	\$11,872.68	\$0.00	(\$6,050.29)	\$17,922.97	\$0.00	\$17,922.97	150.96%
228.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$104,896.29)	\$104,896.29	\$0.00	\$104,896.29	0.00%
228.000.0000.6000.000.000.0000	EXPENDITURES	\$110,067.72	\$0.00	\$39,454.31	\$70,613.41	\$0.00	\$70,613.41	64.15%
	FUND: ARP- IDEA BASIC - 228	\$110,067.72	\$0.00	(\$65,441.98)	\$175,509.70	\$0.00	\$175,509.70	159.46%
230.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$14,483.99)	\$14,483.99	\$0.00	\$14,483.99	0.00%
230.000.0000.6000.000.000.0000	EXPENDITURES	\$30,469.26	\$2,879.92	\$31,859.69	(\$1,390.43)	\$9,696.76	(\$11,087.19)	-36.39%

Osborn School District

Board Exp & Revenue Report

From Date: 4/1/2024

To Date: 4/30/2024

Fiscal Year: 2023-2024

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	FUND: JOHNSON-O'MALLEY - 230	\$30,469.26	\$2,879.92	\$17,375.70	\$13,093.56	\$9,696.76	\$3,396.80	11.15%
231.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$6,144.78)	\$6,144.78	\$0.00	\$6,144.78	0.00%
231.000.0000.6000.000.000.0000	EXPENDITURES	\$28,238.78	\$0.00	\$0.00	\$28,238.78	\$0.00	\$28,238.78	100.00%
	FUND: JOHNSON-O'MALLEY - 231	\$28,238.78	\$0.00	(\$6,144.78)	\$34,383.56	\$0.00	\$34,383.56	121.76%
280.000.0000.6000.000.000.0000	EXPENDITURES	\$29,828.93	\$0.00	\$0.00	\$29,828.93	\$0.00	\$29,828.93	100.00%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 280	\$29,828.93	\$0.00	\$0.00	\$29,828.93	\$0.00	\$29,828.93	100.00%
281.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$6,328.49)	\$6,328.49	\$0.00	\$6,328.49	0.00%
281.000.0000.6000.000.000.0000	EXPENDITURES	\$31,676.78	\$0.00	\$4,483.49	\$27,193.29	\$0.00	\$27,193.29	85.85%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 281	\$31,676.78	\$0.00	(\$1,845.00)	\$33,521.78	\$0.00	\$33,521.78	105.82%
283.000.0000.6000.000.000.0000	EXPENDITURES	\$60,261.77	\$0.00	\$0.00	\$60,261.77	\$0.00	\$60,261.77	100.00%
	FUND: ARRA - EDUCATION FOR HOMELESS CHILDREN - 283	\$60,261.77	\$0.00	\$0.00	\$60,261.77	\$0.00	\$60,261.77	100.00%
284.000.0000.6000.000.000.0000	EXPENDITURES	\$41,072.80	\$0.00	\$0.00	\$41,072.80	\$0.00	\$41,072.80	100.00%
	FUND: ARP - HOMELESS I - 284	\$41,072.80	\$0.00	\$0.00	\$41,072.80	\$0.00	\$41,072.80	100.00%
290.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$23,459.64	\$211,231.30	(\$211,231.30)	\$0.00	(\$211,231.30)	0.00%
290.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$2,851.95)	(\$29,610.14)	\$29,610.14	\$0.00	\$29,610.14	0.00%
290.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$22,091.54	\$218,813.14	(\$218,813.14)	\$41,142.94	(\$259,956.08)	0.00%
	FUND: MEDICAID REIMB - 290	\$0.00	\$42,699.23	\$400,434.30	(\$400,434.30)	\$41,142.94	(\$441,577.24)	0.00%
321.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$53,105.68	\$205,361.26	(\$205,361.26)	\$71,406.63	(\$276,767.89)	0.00%
	FUND: AZ PRIME grant - 321	\$0.00	\$53,105.68	\$205,361.26	(\$205,361.26)	\$71,406.63	(\$276,767.89)	0.00%
326.000.0000.6000.000.000.0000	EXPENDITURES	\$102,163.82	\$0.00	\$0.00	\$102,163.82	\$0.00	\$102,163.82	100.00%
	FUND: ESSER CARES - 326	\$102,163.82	\$0.00	\$0.00	\$102,163.82	\$0.00	\$102,163.82	100.00%
333.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$147,668.00)	\$147,668.00	\$0.00	\$147,668.00	0.00%
333.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$43,785.41	\$348,170.57	(\$348,170.57)	\$247,797.65	(\$595,968.22)	0.00%
	FUND: HQEL - 333	\$0.00	\$43,785.41	\$200,502.57	(\$200,502.57)	\$247,797.65	(\$448,300.22)	0.00%
336.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$2,890,146.78)	\$2,890,146.78	\$0.00	\$2,890,146.78	0.00%
336.000.0000.6000.000.000.0000	EXPENDITURES	\$4,751,065.08	\$0.00	\$1,206,702.14	\$3,544,362.94	\$0.00	\$3,544,362.94	74.60%
	FUND: ESSER / CARES ROUND II - 336	\$4,751,065.08	\$0.00	(\$1,683,444.64)	\$6,434,509.72	\$0.00	\$6,434,509.72	135.43%
337.000.0000.6000.000.000.0000	EXPENDITURES	\$54,291.14	\$0.00	\$0.00	\$54,291.14	\$0.00	\$54,291.14	100.00%
	FUND: ACCELERATION ACADEMIES GRANT - 337	\$54,291.14	\$0.00	\$0.00	\$54,291.14	\$0.00	\$54,291.14	100.00%
346.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$8,631,363.71)	(\$8,631,363.71)	\$8,631,363.71	\$0.00	\$8,631,363.71	0.00%
346.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$193,723.99	\$2,028,294.39	(\$2,028,294.39)	\$577,267.54	(\$2,605,561.93)	0.00%
	FUND: ESSER ROUND III - 346	\$0.00	(\$8,437,639.72)	(\$6,603,069.32)	\$6,603,069.32	\$577,267.54	\$6,025,801.78	0.00%
364.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$114.60	(\$114.60)	\$953.02	(\$1,067.62)	0.00%
	FUND: FED ED INNOVATION RESEARCH GRANT - 364	\$0.00	\$0.00	\$114.60	(\$114.60)	\$953.02	(\$1,067.62)	0.00%
383.000.0000.6000.000.000.0000	EXPENDITURES	\$74,142.66	\$1,003.81	\$1,416.48	\$72,726.18	\$218.60	\$72,507.58	97.79%
	FUND: ARP - HOMELESS II ENTITLEMENT GRANT (FOR FUND 283) - 383	\$74,142.66	\$1,003.81	\$1,416.48	\$72,726.18	\$218.60	\$72,507.58	97.79%
384.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$23,619.91)	\$23,619.91	\$0.00	\$23,619.91	0.00%

Osborn School District

Board Exp & Revenue Report

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To Date: 4/30/2024

Fiscal Year: 2023-2024

- Subtotal by Collapse Mask
 Include pre encumbrance
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 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
384.000.0000.6000.000.0000.0000	EXPENDITURES	\$41,072.80	\$0.00	\$277.88	\$40,794.92	\$0.00	\$40,794.92	99.32%
	FUND: ARP - HOMELESS I GRANT (FORMELY FUND 284) - 384	\$41,072.80	\$0.00	(\$23,342.03)	\$64,414.83	\$0.00	\$64,414.83	156.83%
387.000.0000.6000.000.000.0000	EXPENDITURES	\$17,244.00	\$0.00	\$0.00	\$17,244.00	\$0.00	\$17,244.00	100.00%
	FUND: Dyslexia Grant - 387	\$17,244.00	\$0.00	\$0.00	\$17,244.00	\$0.00	\$17,244.00	100.00%
450.000.0000.6000.000.000.0000	EXPENDITURES	\$2,064.28	\$0.00	\$0.00	\$2,064.28	\$0.00	\$2,064.28	100.00%
	FUND: GIFTED - 450	\$2,064.28	\$0.00	\$0.00	\$2,064.28	\$0.00	\$2,064.28	100.00%
457.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$994.47)	(\$8,890.92)	\$8,890.92	\$0.00	\$8,890.92	0.00%
457.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$10,339.78	\$106,660.72	(\$106,660.72)	\$28,493.90	(\$135,154.62)	0.00%
	FUND: RESULTS BASED FUNDING - 457	\$0.00	\$9,345.31	\$97,769.80	(\$97,769.80)	\$28,493.90	(\$126,263.70)	0.00%
465.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$3,750.58)	(\$33,531.46)	\$33,531.46	\$0.00	\$33,531.46	0.00%
465.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$417,836.07	\$418,836.07	(\$418,836.07)	\$982,246.37	(\$1,401,082.44)	0.00%
	FUND: AZ TRANSPORTATION MODERNIZATION GRANT - 465	\$0.00	\$414,085.49	\$385,304.61	(\$385,304.61)	\$982,246.37	(\$1,367,550.98)	0.00%
472.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$581.25)	(\$5,196.63)	\$5,196.63	\$0.00	\$5,196.63	0.00%
472.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$94,497.85)	\$94,497.85	\$0.00	\$94,497.85	0.00%
472.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$7,649.83	\$77,220.68	(\$77,220.68)	\$12,611.20	(\$89,831.88)	0.00%
	FUND: EARLY LITERACY GRANT - 472	\$0.00	\$7,068.58	(\$22,473.80)	\$22,473.80	\$12,611.20	\$9,862.60	0.00%
475.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$11,553.54)	\$11,553.54	\$0.00	\$11,553.54	0.00%
475.000.0000.6000.000.000.0000	EXPENDITURES	\$60,313.51	\$0.00	\$21,901.01	\$38,412.50	\$238.48	\$38,174.02	63.29%
	FUND: OIE RISE GRANT - 475	\$60,313.51	\$0.00	\$10,347.47	\$49,966.04	\$238.48	\$49,727.56	82.45%
478.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$6,940.00)	(\$6,940.00)	\$6,940.00	\$0.00	\$6,940.00	0.00%
478.000.0000.6000.000.000.0000	EXPENDITURES	\$7,180.00	\$0.00	\$6,940.00	\$240.00	\$0.00	\$240.00	3.34%
	FUND: FEMININE HYGIENE GRANT - 478	\$7,180.00	(\$6,940.00)	\$0.00	\$7,180.00	\$0.00	\$7,180.00	100.00%
480.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$127,264.82)	\$127,264.82	\$0.00	\$127,264.82	0.00%
480.000.0000.6000.000.000.0000	EXPENDITURES	\$476,565.00	\$26,645.36	\$311,389.80	\$165,175.20	\$74,093.77	\$91,081.43	19.11%
	FUND: SAFE SCHOOLS - 480	\$476,565.00	\$26,645.36	\$184,124.98	\$292,440.02	\$74,093.77	\$218,346.25	45.82%
483.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$16,865.05	(\$16,865.05)	\$0.00	(\$16,865.05)	0.00%
	FUND: STATE TUTORING - 483	\$0.00	\$0.00	\$16,865.05	(\$16,865.05)	\$0.00	(\$16,865.05)	0.00%
492.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$4,165.33	\$4,165.33	(\$4,165.33)	\$50,335.52	(\$54,500.85)	0.00%
	FUND: ARTS ED GRANT - 492	\$0.00	\$4,165.33	\$4,165.33	(\$4,165.33)	\$50,335.52	(\$54,500.85)	0.00%
494.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$1,733.31	\$1,733.31	(\$1,733.31)	\$5,378.63	(\$7,111.94)	0.00%
	FUND: TREES FOR SCHOOL GRANT - 494	\$0.00	\$1,733.31	\$1,733.31	(\$1,733.31)	\$5,378.63	(\$7,111.94)	0.00%
500.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$1,204.61)	(\$23,596.48)	\$23,596.48	\$0.00	\$23,596.48	0.00%
500.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	(\$250.50)	(\$316.50)	\$316.50	\$0.00	\$316.50	0.00%
500.000.0000.6000.000.000.0000	EXPENDITURES	\$495,000.00	\$0.00	\$0.00	\$495,000.00	\$0.00	\$495,000.00	100.00%
	FUND: SCH PL-SALE/LEAS OVR 1 YR - 500	\$495,000.00	(\$1,455.11)	(\$23,912.98)	\$518,912.98	\$0.00	\$518,912.98	104.83%
502.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$193.90)	(\$1,611.37)	\$1,611.37	\$0.00	\$1,611.37	0.00%
502.000.0000.6000.000.000.0000	EXPENDITURES	\$80,000.00	\$0.00	\$0.00	\$80,000.00	\$0.00	\$80,000.00	100.00%
	FUND: SCHOOL PLANT SALES - 502	\$80,000.00	(\$193.90)	(\$1,611.37)	\$81,611.37	\$0.00	\$81,611.37	102.01%

Osborn School District

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510.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$4,481.02)	(\$55,118.04)	\$55,118.04	\$0.00	\$55,118.04	0.00%
510.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$285.00)	(\$1,305,178.74)	\$1,305,178.74	\$0.00	\$1,305,178.74	0.00%
510.000.0000.6000.000.000.0000	EXPENDITURES	\$2,750,000.00	\$188,351.03	\$1,681,147.68	\$1,068,852.32	\$340,410.52	\$728,441.80	26.49%
	FUND: FOOD SERVICE - 510	\$2,750,000.00	\$183,585.01	\$320,850.90	\$2,429,149.10	\$340,410.52	\$2,088,738.58	75.95%
515.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$2,211.31)	(\$50,251.96)	\$50,251.96	\$0.00	\$50,251.96	0.00%
515.000.0000.6000.000.000.0000	EXPENDITURES	\$120,000.00	\$9,056.09	\$78,462.98	\$41,537.02	\$14,735.90	\$26,801.12	22.33%
	FUND: CIVIC CENTER - 515	\$120,000.00	\$6,844.78	\$28,211.02	\$91,788.98	\$14,735.90	\$77,053.08	64.21%
520.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$990.66)	(\$4,886.15)	\$4,886.15	\$0.00	\$4,886.15	0.00%
520.000.0000.6000.000.000.0000	EXPENDITURES	\$206,393.60	\$13,819.75	\$148,718.33	\$57,675.27	\$33,493.93	\$24,181.34	11.72%
	FUND: COMMUNITY SCHOOL - 520	\$206,393.60	\$12,829.09	\$143,832.18	\$62,561.42	\$33,493.93	\$29,067.49	14.08%
521.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$2,697.00)	(\$29,150.50)	\$29,150.50	\$0.00	\$29,150.50	0.00%
521.000.0000.6000.000.000.0000	EXPENDITURES	\$235,899.64	\$26,958.35	\$194,706.18	\$41,193.46	\$61,881.65	(\$20,688.19)	-8.77%
	FUND: COMMUNITY SCHOOL - MONTESSORI - 521	\$235,899.64	\$24,261.35	\$165,555.68	\$70,343.96	\$61,881.65	\$8,462.31	3.59%
525.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$1,019.79)	(\$29,883.65)	\$29,883.65	\$0.00	\$29,883.65	0.00%
525.000.0000.6000.000.000.0000	EXPENDITURES	\$30,000.00	\$0.00	\$3,831.81	\$26,168.19	\$12,935.87	\$13,232.32	44.11%
	FUND: AUXILIARY OPERATIONS - 525	\$30,000.00	(\$1,019.79)	(\$26,051.84)	\$56,051.84	\$12,935.87	\$43,115.97	143.72%
526.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$1,496.96)	(\$13,597.96)	\$13,597.96	\$0.00	\$13,597.96	0.00%
526.000.0000.6000.000.000.0000	EXPENDITURES	\$300,000.00	\$652.44	\$12,875.44	\$287,124.56	\$1,929.38	\$285,195.18	95.07%
	FUND: EXTRA CURR TAX FEES CR - 526	\$300,000.00	(\$844.52)	(\$722.52)	\$300,722.52	\$1,929.38	\$298,793.14	99.60%
530.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$4,384.35)	(\$311,276.78)	\$311,276.78	\$0.00	\$311,276.78	0.00%
530.000.0000.6000.000.000.0000	EXPENDITURES	\$250,000.00	\$81,524.68	\$597,999.29	(\$347,999.29)	\$169,306.75	(\$517,306.04)	-206.92%
	FUND: GIFTS AND DONATIONS - 530	\$250,000.00	\$77,140.33	\$286,722.51	(\$36,722.51)	\$169,306.75	(\$206,029.26)	-82.41%
540.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$73.08)	(\$856.46)	\$856.46	\$0.00	\$856.46	0.00%
540.000.0000.6000.000.000.0000	EXPENDITURES	\$10,500.00	\$42.00	\$1,264.00	\$9,236.00	\$1,186.00	\$8,050.00	76.67%
	FUND: FINGERPRINT - 540	\$10,500.00	(\$31.08)	\$407.54	\$10,092.46	\$1,186.00	\$8,906.46	84.82%
550.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$77.35)	(\$642.79)	\$642.79	\$0.00	\$642.79	0.00%
550.000.0000.6000.000.000.0000	EXPENDITURES	\$30,500.00	\$0.00	\$0.00	\$30,500.00	\$0.00	\$30,500.00	100.00%
	FUND: INSURANCE PROCEEDS - 550	\$30,500.00	(\$77.35)	(\$642.79)	\$31,142.79	\$0.00	\$31,142.79	102.11%
555.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$43.09)	(\$358.07)	\$358.07	\$0.00	\$358.07	0.00%
555.000.0000.6000.000.000.0000	EXPENDITURES	\$16,500.00	\$0.00	\$0.00	\$16,500.00	\$111.08	\$16,388.92	99.33%
	FUND: TEXTBOOKS - 555	\$16,500.00	(\$43.09)	(\$358.07)	\$16,858.07	\$111.08	\$16,746.99	101.50%
565.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$0.07)	(\$0.54)	\$0.54	\$0.00	\$0.54	0.00%
	FUND: LITIGATION RECOVERY - 565	\$0.00	(\$0.07)	(\$0.54)	\$0.54	\$0.00	\$0.54	0.00%
570.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$2,158.88)	(\$17,940.92)	\$17,940.92	\$0.00	\$17,940.92	0.00%
570.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	\$0.00	(\$22,578.00)	\$22,578.00	\$0.00	\$22,578.00	0.00%
570.000.0000.6000.000.000.0000	EXPENDITURES	\$560,000.00	\$37,297.95	\$447,887.45	\$112,112.55	\$85,614.80	\$26,497.75	4.73%
	FUND: INDIRECT COSTS - 570	\$560,000.00	\$35,139.07	\$407,368.53	\$152,631.47	\$85,614.80	\$67,016.67	11.97%
575.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$61.43)	(\$510.47)	\$510.47	\$0.00	\$510.47	0.00%
575.000.0000.6000.000.000.0000	EXPENDITURES	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$20,000.00	\$10,000.00	33.33%
	FUND: UNEMPLOYMENT INSURANCE - 575	\$30,000.00	(\$61.43)	(\$510.47)	\$30,510.47	\$20,000.00	\$10,510.47	35.03%

Osborn School District

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
585.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$8.41)	(\$69.94)	\$69.94	\$0.00	\$69.94	0.00%
585.000.0000.6000.000.000.0000	EXPENDITURES	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
	FUND: INSURANCE REFUND - 585	\$3,000.00	(\$8.41)	(\$69.94)	\$3,069.94	\$0.00	\$3,069.94	102.33%
610.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$309,767.24)	(\$1,414,976.12)	\$1,414,976.12	\$0.00	\$1,414,976.12	0.00%
610.000.0000.2000.000.000.0000	Undesignated	\$0.00	\$4.46	\$99.63	(\$99.63)	\$0.00	(\$99.63)	0.00%
610.000.0000.6000.000.000.0000	EXPENDITURES	\$5,629,709.00	\$92,863.12	\$607,674.23	\$5,022,034.77	\$579,246.25	\$4,442,788.52	78.92%
	FUND: UNRESTRICT CAPITAL OUTLAY - 610	\$5,629,709.00	(\$216,899.66)	(\$807,202.26)	\$6,436,911.26	\$579,246.25	\$5,857,665.01	104.05%
630.000.0000.6000.000.000.0000	EXPENDITURES	\$1,500,000.00	\$1,105.00	\$321,991.25	\$1,178,008.75	\$560,363.36	\$617,645.39	41.18%
	FUND: BOND BUILDING - 630	\$1,500,000.00	\$1,105.00	\$321,991.25	\$1,178,008.75	\$560,363.36	\$617,645.39	41.18%
665.000.0000.6000.000.000.0000	EXPENDITURES	\$70,000.00	\$0.00	\$0.00	\$70,000.00	\$0.00	\$70,000.00	100.00%
	FUND: ENERGY & WATER SAVINGS - 665	\$70,000.00	\$0.00	\$0.00	\$70,000.00	\$0.00	\$70,000.00	100.00%
700.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$1,372,017.50)	(\$5,197,731.38)	\$5,197,731.38	\$0.00	\$5,197,731.38	0.00%
700.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	\$0.00	\$1,000.00	(\$1,000.00)	\$0.00	(\$1,000.00)	0.00%
700.000.0000.6000.000.000.0000	EXPENDITURES	\$6,952,950.00	\$0.00	\$0.00	\$6,952,950.00	\$0.00	\$6,952,950.00	100.00%
	FUND: DEBT SERVICE - 700	\$6,952,950.00	(\$1,372,017.50)	(\$5,196,731.38)	\$12,149,681.38	\$0.00	\$12,149,681.38	174.74%
850.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$100.30)	(\$3,668.36)	\$3,668.36	\$0.00	\$3,668.36	0.00%
850.000.0000.6000.000.000.0000	EXPENDITURES	\$30,500.00	\$0.00	\$2,032.15	\$28,467.85	\$7,651.00	\$20,816.85	68.25%
	FUND: STUDENT ACTIVITIES - 850	\$30,500.00	(\$100.30)	(\$1,636.21)	\$32,136.21	\$7,651.00	\$24,485.21	80.28%
855.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$200,149.75)	(\$2,012,036.88)	\$2,012,036.88	\$520.00	\$2,011,516.88	0.00%
855.000.0000.6000.000.000.0000	EXPENDITURES	\$2,500,000.00	\$283.46	\$1,867,901.49	\$632,098.51	\$858,236.03	(\$226,137.52)	-9.05%
	FUND: EMPL INSUR PGM WITHHOLDNG - 855	\$2,500,000.00	(\$199,866.29)	(\$144,135.39)	\$2,644,135.39	\$858,756.03	\$1,785,379.36	71.42%
	Grand Total:	\$61,864,194.50	(\$10,508,974.47)	(\$15,477,541.79)	\$77,341,736.29	\$10,409,122.66	\$66,932,613.63	108.19%

End of Report

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – IV-G

Agenda Item

Student Activities Statement of Revenue and Expenditures

For Board: Action Discussion Information

Background –

A.R.S. §15-1123.A requires that, “The student activities treasurer or assistant student activities treasurer shall maintain an accurate detailed record of all revenues and expenditures of the student activities fund. The record shall be made in such form as the governing board of the school district prescribes. Copies of the record shall be presented to the governing board of the school district not less than once during each calendar month.”

This agenda item and the attached Student Activities Statement of Revenues and Expenditures shall serve to bring the district up-to-date with the requirements of §15-1123.A. Each month this statement will be presented for the Governing Board’s ratification. This fund is used to account for the funds deposited and expended in connection with the activities of student organizations, clubs, and other similar functions. The school district serves only as a fiduciary custodian for these funds.

Legal

A.R.S. §15-1123.A

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board ratify the 2023/24 Statement of Revenues and Expenditures for the Student Activities Fund from April 1 through April 30, 2024.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT No. 8
Statement of Revenues and Expenditures
For Student Activities Fund
Activity from April 1, 2024 to April 30, 2024

<u>School</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenditures</u>	<u>Ending Balance</u>
Clarendon	4,024.90			4,024.90
OMS	12,435.24			12,435.24
Solano	10,499.15			10,499.15
Longview	9,976.64			9,976.64
	<u>\$ 36,935.93</u>	<u>\$ -</u>	<u>\$ -</u>	<u>36,935.93</u>

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – IV-H

Agenda Item

Disposal of Equipment

For Board: Action Discussion Information

Background –

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

Recommend approval of disposal of equipment as listed.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – IV-I

Agenda Item

Approval of the Renewal of the Employee Staffing Services Agreement with ESI

For Board: Action Discussion Information

Background –

The attached outlines our renewal Employee Staffing Services Agreement with ESI (Educational Services Inc.). As you'll recall from the current school year, ESI maintains responsibility for all onboarding and education certification requirement paperwork. They recruit qualified substitute teacher candidates. We would like the Governing Board to approve this renewal agreement for the SY25 year to provide us continued access to fill positions in the event we are unable to find local qualified candidates. This agreement has been vetted and approved by the District's Legal Counsel.

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve the Employee Staffing Services Agreement with ESI (Educational Services Inc.).

Moved _____ Seconded _____ P/F



Employee Staffing Agreement

This Agreement for Employee Staffing Services (“Agreement”) is entered into in the State of Arizona effective July 1, 2022 (“Effective Date”), by and between Osborn School District (“Client”), and Educational Services, LLC, an Arizona limited liability company (“ESI”).

RECITALS

- A. ESI is a company in the business of providing employee staffing services.
- B. Client is an entity within the State of Arizona and desires to obtain certain staffing services (“Services”) from ESI. ESI is willing to provide Services to Client upon the terms and conditions contained in this Agreement.
- C. This Agreement provides for the allocation between Client and ESI of responsibilities with respect to covered employees (“Workers” pursuant to Section 2 below).
- D. This Agreement shall not diminish, abolish, or remove any rights of Workers against the Client, or obligations of the Client to any Workers, if any, that existed before the Effective Date of this Agreement.
- E. Client and ESI agree to be bound by the terms and conditions set forth in any applicable cooperative contract purchasing agreement.
- F. Client is authorized to enter into this Agreement pursuant to A.R.S. § 15-502(A).

AGREEMENT

In consideration of the foregoing recitals, and mutual promises contained herein, Client and ESI agree as follows:

1. RELATIONSHIP OF THE PARTIES

ESI is an independent contractor and shall perform its obligations under this Agreement as an independent contractor. All Workers provided by ESI to perform Services for Client pursuant to this Agreement shall be employees of ESI and not of Client. Client has the right to direct Workers only to the extent necessary to conduct the Client’s business, and operations, and to comply with licensing and certification requirements that apply to the Client, or to any Worker. In all other respects, ESI retains full control over the employment, direction, supervision, evaluation, compensation, discipline, and discharge of Workers performing Services under this Agreement. Nothing contained in this Agreement will be construed to create a joint

venture or partnership, or the relationship of principal and agent, or employer and employee, between ESI and Client.

2. **WORKER**

In this Agreement, the term “Worker” or “Workers” means an individual(s): (a) employed by ESI in Arizona to work in Arizona, (b) who is performing Services for Client pursuant to this Agreement, (c) who has completed ESI’s required hiring and onboarding process forms, and, where applicable, is certificated or licensed as required by law for the position in which ESI places the Worker.

ESI will not place into employment positions with the Client any Worker who does not possess, or have the ability to possess, all necessary certification and endorsements or licenses for the position assigned.

ESI will maintain equal employment opportunity and anti-discrimination policies, including complaint procedures that address discrimination, and/or harassment claims. ESI retains the right to make a final determination as to whether to hire a Worker.

3. **TERM OF AGREEMENT**

The initial term of this Agreement will be one (1) year following the Effective Date (“Term”). Upon the expiration of the initial Term, this Agreement may be renewed annually upon mutual agreement of both parties (with each one-year renewal being a successive “Term”). This Agreement does not automatically renew at the end of each year.

4. **NON-APPROPRIATION CLAUSE**

Client may cancel this Agreement by providing written notice to ESI if funding is not available to Client due to budget constraints.

5. **TERMINATION**

A. Workers, Without Cause. Notwithstanding any other provision of this Agreement, Client may request termination of, and ESI may terminate, any Worker at any time without cause upon the submission of at least thirty (30) calendar days’ advance written notice.

B. Workers, With Cause. Notwithstanding any other provision of this Agreement, Client may request termination of, and ESI may terminate, any Worker upon written notice to ESI upon the occurrence of any of the following:

- (1) A material breach by ESI, or a Worker of any of ESI's or Worker's obligations under this Agreement, or under the Worker's contract and/or employment offer letter.
 - (2) If a Worker embezzles or misappropriates Client funds or property, defrauds Client, is convicted of a felony, or of any crime involving moral turpitude, has his or her certification or other licensing required for the position for which employed by ESI revoked or suspended, fails to maintain a valid fingerprint card if one is required by Client, commits an act or omission which constitutes a breach of the Worker's contract and/or employment offer letter, violates the policies of the Client applicable to Client's own employees, commits an act of unprofessional conduct, or commits an act that adversely affects the reputation of Client.
 - (3) Death or Permanent Disability of a Worker occurring any time during the term of this Agreement, in which event this Agreement (as it relates to the Worker) shall terminate as of his or her death or Permanent Disability. "Permanent Disability" shall mean the Worker is unable to perform his/her essential job duties, with or without reasonable accommodation, for a period of more than sixty (60) days.
 - (4) If it is later discovered that a Worker has made any material misrepresentations or has failed to provide any material representations in connection with the information provided to ESI.
- C. Agreement. This Agreement may be terminated by either party, for any reason, at any time prior to the expiration of the Term, by providing ninety-day (90) written notice to the other Party, in the manner described in Section 28.

6. **SCOPE OF SERVICES**

In collaboration with Client, ESI shall supply Workers and shall perform the following services:

- A. Recruit, hire, train, evaluate, compensate, place, replace, supervise, discipline, and terminate Workers.
- B. Maintain a recruiting and hiring program that is in compliance with federal and state laws, rules and regulations, equal opportunity, and anti-discrimination policies applicable to, and restricting, the hiring and selection process, including, but not limited to, Title VII of the Civil Rights Act of 1964 ("Title VII"), the Americans With Disabilities Act ("ADA"), the Age Discrimination in Employment Act ("ADEA"), the Fair Credit Reporting Act ("FCRA"), the Arizona Civil Rights Act ("ACRA"), and the Arizona Employment Protection Act ("AEPA").

- C. Maintain a system of statewide background checks on all Workers provided to Client to include pre-screening, credentialing, licensure, statewide criminal background check, and fingerprinting, the results of which shall be made available to Client upon request to the extent permitted by law. ESI shall ensure that all Workers possess all certifications and licenses necessary to perform their assignments.
- D. Maintain a system of evaluation, which can be the Client's evaluation systems and instruments.
- E. Maintain a program of supervision that enforces appropriate policies and procedures. In order to maintain the program, ESI may designate one or more on-site ESI employees as the supervisor, and/or, ESI contact responsible for addressing and responding to Workers.
- F. Provide each Worker with information regarding his or her obligation to comply with applicable safety, drug/alcohol, anti-harassment, anti-discrimination, anti-retaliation, and conduct policies.
- G. Inform each Worker in writing that s/he is employed by ESI, and not employed by the Client.
- H. Inform each Worker in writing that job related illness/injury reports are to be made to the Client, and ESI's on-site supervisor, or ESI contact, and provide information on where and how reports are to be made to the Client and ESI supervisor or contact. Worker must coordinate with ESI, or ESI's representative, for non-emergency treatment, and not the Client, or Client's representative.
- I. Pay Workers in compliance with applicable wage and hour laws, including, but not limited to the Fair Labor Standards Act ("FLSA"), the Fair Wages and Healthy Families Act, and Arizona Labor Code. ESI shall maintain complete and accurate records of all wages paid to a Worker assigned to provide services to Client. ESI shall be exclusively responsible for, and will comply with, applicable law governing the reporting and payment of wages, payroll-related, and unemployment taxes attributable to wages paid to Workers assigned to provide services to Client.

For SubSource Workers (substitutes), ESI will track, account and pay for paid sick time in accordance with the Fair Wages and Healthy Families Act ("FWHFA"). These costs for SubSource Workers will not be invoiced to the Client and will be ESI's responsibility.

For RetireRehire Workers (return-to-work retirees), Client will be responsible for providing paid leave equal to or greater than the amount required under the FWHFA. The annual allotment of a RetireRehire Worker's paid sick leave will

not be accrued but will be granted by Client in full via a lump sum dispersal at the start of the RetireRehire Worker's contracted employment period. Client will have discretion in determining the type and quantity of paid leave so long as this paid leave allotment meets the requirements of the FWHFA.

Hourly employees will not be allowed to accrue "comp time," and will be paid their proper overtime rate, 1 ½ times their regular hourly rate, for any hours worked over 40 hours in a workweek, as required by applicable law. If an authorized timesheet approver (employee of Client) approves a Worker timesheet with overtime hours on it, ESI must pay that overtime, and will bill Client accordingly for that overtime.

- J. Be responsible for the adequacy of the services provided by Workers pursuant to this Agreement.
- K. ESI shall perform all other responsibilities with respect to Workers otherwise required of an employer, and not assumed by Client pursuant to this Agreement.

7. **APPROVAL OF SUPPLIED WORKERS**

Client has the right, but not the obligation, to pre-approve any Worker provided by ESI to fill a position for which the Client has contracted with ESI to provide. The Client has the right to reject any Worker prior to, or, at the time of placement for any lawful reason. Client may recommend that ESI impose discipline upon any Worker for any lawful reason, and ESI may, in its own right, impose discipline, up to and including dismissal, upon any Worker for any lawful reason. ESI retains the sole right to determine if rejection, discipline, or dismissal of a Worker is for a lawful reason.

8. **ADMINISTRATIVE FEES**

Client will pay ESI an administrative fee in accordance with the Fee Schedule, attached as **Exhibit A**.

ESI will pay for all associated employer's payroll liabilities for the Workers. Payroll liabilities include FICA (OASDI/Medicare), federal and state unemployment taxes, and workers' compensation insurance ("Payroll Liabilities"). ESI's obligation to pay all Payroll Liabilities will not change during the Term, even if there are mid-Term increases in SUTA or workers' compensation rates charged for the Workers. However, ESI reserves the right to amend Exhibit A and charge Client for increased Payroll Liabilities mid-Term only in the event of the following: A) an additional category of payroll tax applicable to the Workers is mandated by any federal, state, or local government that was unforeseen at the commencement of the Term; or B) any federal, state, or local government imposes a material and substantial change to the payroll tax structure applicable to the Workers that causes material increased costs to ESI that were unforeseen at the commencement of the Term.

9. **PRE-PAYMENT INCENTIVE**

ESI pays Workers for their services to Client before receiving corresponding payment from Client. Therefore, ESI offers a pre-payment incentive in the Contract Administrative Fee if Client pre-pays for Services as defined per **Exhibit A**.

10. **PAYMENT TERMS**

ESI will bill Client with invoices as “net 30.” An 8% per annum late payment charge will be assessed for any payment that is not received within 30 days of invoice.

11. **WORKERS’ COMPENSATION**

- A. ESI will be considered the “employer” of all Workers for the purposes of providing workers’ compensation insurance within the meaning of A.R.S. § 23-901. ESI shall provide workers’ compensation and employer’s liability insurance in accordance with the statutory requirements of the State of Arizona, including Employer’s Liability insurance with limits of liability of not less than \$1,000,000 each accident, and \$1,000,000 bodily injury or disease. The workers’ compensation policy shall be endorsed to include the Alternate Employer Endorsement and shall include a waiver of subrogation in favor of Client from the workers’ compensation insurer.
- B. Client and ESI understand, agree, and acknowledge that no individual will be covered by ESI’s workers’ compensation insurance, or be issued a payroll check unless and until that individual has, prior to commencing work for the Client, satisfied the requirements and definition of a “Worker” under Section 2 of this Agreement.
- C. Client understands, agrees, and acknowledges that the workers’ compensation insurance that ESI will provide under this Agreement will only cover individuals who are employed by ESI, and that such ESI’s workers’ compensation insurance will not cover other individuals who might perform services for Client, whether as employees, independent contractors, or otherwise. Client agrees to provide workers’ compensation insurance or maintain a program of approved self-insurance covering Client’s own employees.

12. **CLIENT’S LIABILITY INSURANCE**

Client will provide liability indemnity protection to the Workers performing Services under this Agreement, and ESI, to the extent that the Worker is providing services for the Client, and the Worker is acting within the course and scope of the authorization granted. The provision of liability indemnity protection shall not be construed as evidence that the relationship between the parties and Workers is other than specifically provided for and agreed to in this Agreement.

The coverage provided will be made available to Workers as an additional covered party under the terms of the Client's insurance coverage. Coverage will be made available by the Client's insurance company to Workers on the same terms and conditions as coverage is made available to Client employees. ESI shall be named an additional covered party to the Client's insurance agreement but only to the extent that ESI is vicariously liable for the acts of Workers while Workers are performing services for Client but not for any actual or alleged wrongful act, error or omission of ESI in its own right (e.g., claims of negligent hiring, supervising or retention, employment discrimination, etc.).

13. **ESI'S LIABILITY INSURANCE**

ESI shall maintain in full force and effect at all times during the Term of this Agreement Commercial General Liability ("CGL") insurance with limits of liability of not less than one million dollars (\$1,000,000) per occurrence, and if such Commercial General Liability insurance contains a general aggregate limit of liability, the limit of liability shall be at least two million dollars (\$2,000,000).

14. **PATIENT PROTECTION AND AFFORDABLE CARE ACT (PPACA)**

The parties believe that all Workers are the common law employees of ESI and that ESI is an applicable large employer for purposes of compliance with the requirements of Code Section 4980H. Accordingly, ESI offers full-time Workers and their "dependents" (as defined in any regulations or other guidance issued under Code Section 4980H) the opportunity to enroll in ESI's "minimum essential coverage" (as defined in Code Section 5000A(f) and any regulations or other guidance issued thereunder) under an "eligible employer-sponsored plan" (as defined in Code Section 5000A(f)(2) and any regulations or other guidance issued thereunder) at least once per year. Such coverage will provide "minimum value" (as defined in Code Section 36B(c)(2)(C)(ii) and any regulations or other guidance issued thereunder).

In addition, ESI will determine full-time employee status for all Workers using the "look-back measurement method" (as defined in the regulations or other guidance issued under Code Section 4980H) and will conduct the necessary tax reporting as required by Code Sections 6055 and 6056, including the timely furnishing of all Forms 1095-C to applicable individuals and the timely filing of all Forms 1094-C and 1095-C with the Internal Revenue Service.

Each party agrees to provide the other party timely notice of any penalty assessment or other correspondence from the Internal Revenue Service or other governmental agency with respect to Code Section 4980H compliance as it applies to the Workers covered by this Agreement. For this purpose, notice shall be considered timely if provided to the other party no later than 20 days before a corresponding response is due to the Internal Revenue Service or other governmental agency.

15. ADMINISTRATION

- A. All Workers assigned to fill positions with the Client are employees of ESI. ESI is responsible for administrative employment matters, such as transmission of all federal, state, and local employment tax payments, providing workers' compensation insurance, as well as management of fringe benefit programs for Workers. ESI agrees to pay, and hold harmless, Client from any and all tax penalties, assessments, or governmental charges in connection with all or any of the Services provided under the terms of this Agreement. Client is responsible for payment of the Alternative Contribution to the Arizona State Retirement System for any amounts that may be due for individual Workers.
- B. Client will immediately forward to ESI any garnishment orders, involuntary deduction orders, notices of IRS liens, and other forms of legal process received by Client affecting payment of wages to Workers and will cooperate with ESI in responding thereto.
- C. Workers will receive compensation for services rendered pursuant to this Agreement solely through ESI. It is a material breach of this Agreement for Client to pay any Worker in cash, or by any other means for any Services rendered. Any individual whom a Client pays directly for any Services rendered will not be considered a Worker under this Agreement as to the Services for which the Client provides payment. Further, ESI shall provide Workers with unemployment insurance coverage to the extent required by law.
- D. ESI shall warrant compliance with all federal immigration laws and regulations that relate to Workers, and that it has verified employment eligibility of each Worker through the E-verify program.
- E. Upon Client's reasonable request, ESI will provide documentation showing compliance with Section 15(D) with respect to any Worker.
- F. If Client engages in ESI's RetireRehire service, Client RetireRehire Terms, attached as **Exhibit B**, summarizes Client's return-to-work program. Client has sole discretion to set terms. Terms may be changed by Client at any time upon written notice to ESI.
- G. If Client requires Worker to operate Client vehicles, Client shall assume full responsibility for transportation safety, vehicle maintenance, training Worker in the basic operational necessities of operating Client's vehicle, vehicle safety inspections, environmental compliance, and all government requirements and compliance relating to Worker's operation of Client's vehicle.

16. **PROTECTED LEAVES OF ABSENCE**

- A. The Uniformed Services Employment and Reemployment Rights Act of 1994 (“USERRA”) protects civilian job rights and benefits for military servicemembers, veterans, and members of Reserve components. Client agrees to provide for any necessary leaves of absence, employment, and/or reemployment positions in the event that Workers are called away for or return from military service, pursuant to the requirements of USERRA.
- B. The Family and Medical Leave Act (“FMLA”) protects job rights, leave, benefits, and re-instatement rights of eligible employees after the employee has been on approved FMLA leave. Client agrees to provide for any necessary leaves of absence, employment, and/or reemployment positions in the event that Workers go on leave or return from leave, pursuant to the requirements of the FMLA.

17. **SAFE WORK ENVIRONMENT**

- A. ESI and its Workers will comply with all health and safety laws, regulations, ordinances, directives, and rules imposed by controlling federal, state, or local governments, and will immediately report all work-related accidents involving the Worker within 24 hours to Client.
- B. If applicable, and appropriate, Client will provide the Workers with personal protective equipment as required by federal, state, local law, regulations, ordinance, directive, or rule.
- C. ESI or its workers’ compensation carrier has the right to inspect the Client’s premises and operation but is not obligated to conduct any inspections. ESI reserves the right to audit safety activities. ESI, or its insurers, may give reports to Client on the conditions found at Client’s worksites. Client will supply documentation related to safety activities as prescribed by law (e.g., safety meeting, training maintaining OSHA log). Neither ESI’s insurer nor ESI warrants the result of the inspections, or the absence thereof, or that the operations or premises are in compliance with any laws, regulations, codes, or standards.
- D. Client will ensure that all facilities where the Workers perform services are in compliance with any and all applicable federal, state, and/or local laws, regulations, codes, or standards.

18. **SUPERVISION**

- A. ESI, in coordination with Client, will provide direction, supervision, training, and control of each Worker in the performance of the Services. Client will provide daily monitoring of the Workers and will report to ESI. ESI may

essential coverage to its common law employees pursuant to an eligible employer-sponsored plan; (ii) offer coverage that provides minimum value and that is “affordable,” within the meaning of Code Section 4980H and any regulations or other guidance issued pursuant thereto; or (iii) provide timely notice of any penalty assessment or other correspondence from the Internal Revenue Service or other governmental agency as described by Section 14 of this Agreement.

The Indemnitee hereunder shall promptly notify the Indemnitor in writing of any claim, suit, action or proceeding and cooperate with the Indemnitor at the Indemnitee’s sole cost and expense. The Indemnitor shall immediately take control of the defense and investigation of such claim, suit, action or proceeding and shall employ counsel of its choice to handle and defend the same, at the Indemnitor’s sole cost and expense. The Indemnitor shall not settle any claim, suit, action or proceeding in a manner that adversely affects the rights of the Indemnitee without the Indemnitee’s prior written consent. The Indemnitee’s failure to perform any obligations under this section shall not relieve the Indemnitor of its obligations under this section except to the extent that the Indemnitor can demonstrate that it has been materially prejudiced as a result of such failure. The Indemnitee may participate in and observe the proceedings at its own expense.

The parties agree that this Section 19 constitutes the complete agreement between the parties with respect to indemnification, and each party waives its right to assert any common-law indemnification or contribution claim against the other party.

20. **ADJUDICATION OF AGREEMENT**

If any court or arbitrator of competent jurisdiction holds that any provision of this Agreement is invalid or unenforceable, the parties desire and agree that the remaining parts of this Agreement will nevertheless continue to be valid and enforceable.

21. **LIMITATION OF LIABILITY**

CLIENT EXPRESSLY ACKNOWLEDGES AND AGREES THAT CLIENT’S SOLE REMEDY IN THE EVENT OF ESI’S BREACH OF ITS OBLIGATIONS UNDER THIS AGREEMENT IS TO TERMINATE THIS AGREEMENT AND RECEIVE, WITHIN THIRTY (30) DAYS AFTER THE TERMINATION DATE, A REFUND FOR ANY FEES THAT CLIENT PAID ESI AS OF THE TERMINATION DATE FOR SERVICES THAT WERE NOT PERFORMED AS A RESULT OF ESI’S BREACH. FURTHER, ESI SHALL HAVE NO FURTHER LIABILITY OR OBLIGATION TO CLIENT WHATSOEVER, SUCH AS LIABILITY FOR SPECIAL OR CONSEQUENTIAL DAMAGES. CLIENT ACCEPTS THE RESTRICTIONS ON CLIENT’S RIGHT TO ADDITIONAL RECOURSE AS PART OF CLIENT’S BARGAIN WITH ESI.

22. **ATTORNEYS' FEES**

Should any litigation be commenced between the parties hereto concerning the terms of this Agreement, or the rights and duties of the parties under this Agreement, the prevailing party in such litigation shall be entitled to, and in addition to any other relief that may be granted, the prevailing party's attorneys' fees and costs.

23. **MODIFICATIONS OR WAIVER OF AGREEMENT**

No modification or waiver of this Agreement will be valid unless the modification or waiver is in writing and signed by the designated representative of the Client and a Director-level employee or above of ESI. The failure of either party at any time to insist upon the strict performance of any provision of this Agreement will not be construed as a waiver of the right to insist upon the strict performance of the same provision, at any future time.

24. **ENTIRE AGREEMENT**

This Agreement, including the Recitals and Exhibits, along with all other agreements explicitly referenced herein, including the Mohave Educational Services Cooperative Contract No. 21N-ESI3-0318 and 1Government Procurement Alliance Contract No. 22-09PV-03, constitutes the entire agreement between the parties with respect to its subject matter and supersedes all prior and contemporaneous agreements, understandings, inducements and conditions, express or implied, oral or written, of any nature whatsoever with respect to its subject matter.

25. **BINDING NATURE OF AGREEMENT**

This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, personal representatives, successors and assigns. For the avoidance of doubt, ESI has the right to assign its rights and obligations under the Agreement to any assignee, successor, and/or subsequent owner, whether as a result of a merger, acquisition, or other change in ownership.

26. **CONSTRUCTION; INTERPRETATION; MODIFICATION**

This Agreement is intended to express the mutual intent of the parties, and no rule of strict construction shall be applied against the drafting party. In this Agreement, the singular includes the plural, and the plural the singular; words imparting gender include both genders; references to "writing" include printing, typing, electronic writing and other means of reproducing words in a tangible visible form; the words "including", "includes" and "include" shall be deemed to be followed by the words "without limitation". The term "person" shall include an individual, corporation, joint venture, partnership, trust, estate, association or any other entity. This Agreement may not be modified or amended other than by a writing signed by the party to be charged with such modification or amendment.

27. **WARRANTY**

Pursuant to the provisions of A.R.S. § 41-4401, each party warrants to the other party that it is in compliance with all Arizona and federal immigration laws and regulations that relate to its employees and Workers and with the E-Verify program under A.R.S. § 23-214(A). Each party acknowledges that its breach of this warranty is a material breach of this Agreement subject to penalties up to and including termination of this Agreement. Each party retains the legal right to inspect the papers of any employee/Worker of the other party or any independent contractor who works on this Agreement to ensure compliance with this warranty.

28. **NOTICES**

All notices or other communication required or permitted under this Agreement shall be in writing, and shall be made by hand delivery, or overnight courier, or prepaid first-class certified mail, with an additional copy (which does not constitute notice) sent via email. Notice to ESI shall be sent to:

Educational Services, LLC
14614 N. Kierland Blvd, Suite 230
Scottsdale, AZ 85254
ATTN: ESA Administrator
Email: hr@esiaz.us

Notice to Client shall be sent to Client at the address set forth on the signature page hereto.

29. **NO RULE OF STRICT CONSTRUCTION**

Both parties have approved the language of this Agreement, and no rule of strict construction will be applied against either party.

30. **HEADINGS**

The descriptive headings of the paragraphs and subparagraphs of this Agreement are intended for convenience only, and do not constitute parts of this Agreement.

31. **COUNTERPARTS**

This Agreement may be executed simultaneously in two or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

32. **ARBITRATION**

In the event of any dispute between the parties to this Agreement arising out of, relating to, or in connection with the provisions of this Agreement, or the performance hereunder, the parties hereby agree that any such dispute shall be exclusively submitted to, and resolved in, binding arbitration. The arbitrator shall be selected by mutual agreement of the parties. The arbitrator's decision and/or award shall be final and binding. The prevailing party, if any, shall be entitled to reasonable attorney's fees and costs. Arbitration shall take place in Maricopa County, Arizona.

33. **GOVERNING LAW**

This Agreement shall be construed under the laws of the State of Arizona and shall incorporate by reference all mandatory contract provisions of state agencies required by statute or executive order.

34. **VALIDITY**

This Agreement shall be valid and enforceable only after the designated representative of both Client and ESI has signed it.

35. **CANCELLATION FOR CONFLICT OF INTEREST**

Pursuant to A.R.S. § 38-511, the Client may, within three (3) years after its execution cancel this Agreement, without penalty or further obligation, if any person significantly involved in initiating, negotiating, securing, drafting, or creating the contract on behalf of the Client is, at any time while the contract or any extension of the contract is in effect, an employee or agent of any other party to the contract in any capacity, or a consultant to any other party to the contract with respect to the subject matter of the contract.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date indicated at their respective signatures below.

Effective Date: July 1, 2022.

"Client"

EDUCATIONAL SERVICES, LLC,
an Arizona limited liability company





By: Colleen Toscano

By: W. Andy Shirk

Its: Chief Ops Officer

Its: President & CEO

CLIENT ADDRESS FOR NOTICE:

1226 W. Osborn Rd, Phoenix AZ 85013

EXHIBIT A
Fee Schedule

ESI Cooperative Contracts

All fees are defined through the following cooperative contracts. The following is a summary of key terms and may be subject to change. Refer to the specific governing cooperative contract for current detailed fee terms.

Mohave Educational Services Cooperative Contract No. 21N-ESI3-0318

and

Government Procurement Alliance Contract No. 22-09PV-03

RetireRehire

ASRS Retired Member Leased Employees: excludes Substitutes

- 17.00% of gross salary

SubSource

Certified and Classified Substitutes

- 25.00% of gross salary

Pre-Payment Incentive

Pre-payment of at least 80% of estimated fiscal year expenditure required. Incentive is a 0.25 percentage point reduction of the base administration fee. Example: For ASRS Retired Member Leased Employees (excludes substitutes), the base admin fee of 17.0% would be reduced to 16.75%.

EXHIBIT B
Client RetireRehire Terms

Certified Employees

Contractual Salary (% of Exiting Salary)	XX%
Supplemental Pay (% of Pay Rate)	XX%
Performance Pay	YES/NO
Insurance Support	YES/NO
Leave	YES/NO
Holiday Pay	YES/NO
Program Application Period	COMPLETE
Time Limit with ESI	COMPLETE

Other Special Provisions: No current participants. If Client identifies a participant, they will declare their terms at that time.

Classified Employees

Same as Certified Employees

Contractual Salary (% of Exiting Salary)
Supplemental Pay (% of Pay Rate)
Performance Pay
Insurance Support
Leave
Holiday Pay
Program Application Period
Time Limit with ESI

Other Special Provisions:

Administrators

Same as Certified Employees

Contractual Salary (% of Exiting Salary)
Supplemental Pay (% of Pay Rate)
Performance Pay
Insurance Support
Leave
Holiday Pay
Program Application Period
Time Limit with ESI

Other Special Provisions:

First Amendment to Employee Staffing Agreement

This First Amendment to the Employee Staffing Agreement (“First Amendment”) is entered into in the State of Arizona by and between **Osborn Elementary School District** (“Client”), and Educational Services, LLC, an Arizona limited liability company (“ESI”) (each individually a “Party” and collectively, the “Parties”), effective as of July 1, 2023 (“Effective Date”).

RECITALS

WHEREAS, the Parties entered into an Employee Staffing Agreement dated July 1, 2022 (“Agreement”);

WHEREAS, all capitalized terms not otherwise defined in this First Amendment have the definitions set forth in the Agreement;

WHEREAS, the Term of the Agreement ends on June 30, 2023 but may be may be renewed annually upon mutual agreement of the Parties (with each one-year renewal being a successive “Term”); and

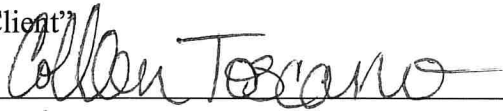
WHEREAS, as of the Effective Date, the Parties wish to renew the Term for one additional year.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the receipt and sufficiency of which are hereby acknowledged, the Parties agree that the foregoing recitals are incorporated as if fully set forth herein, and further agree as follows:

1. Term of the Agreement: The Term of the Agreement is renewed for one year, as of the Effective Date.
2. Survival. All other provisions of the Agreement remain in full force and effect.

IN WITNESS THEREOF, the Parties have executed this First Amendment acknowledging and agreeing to its terms and conditions as of the Effective Date.

“Client”

By: Colleen Toscano
Its: COO

EDUCATIONAL SERVICES, LLC

By: W. Andy Shirk
Its: President & CEO

Second Amendment to Employee Staffing Agreement

This Second Amendment to the Employee Staffing Agreement (“Second Amendment”) is entered into in the State of Arizona by and between Osborn School District (“Client”), and Educational Services, LLC, an Arizona limited liability company (“ESI”) (each individually a “Party” and collectively, the “Parties”), effective as of July 1, 2024 (“Effective Date”).

RECITALS

WHEREAS, the Parties entered into an Employee Staffing Agreement dated July 1, 2022 as amended and extended by the First Amendment to Employee Staffing Agreement dated July 1, 2023 (collectively, the “Agreement”);

WHEREAS, all capitalized terms not otherwise defined in this Second Amendment have the definitions set forth in the Agreement;

WHEREAS, the Term of the Agreement ends on June 30, 2024 but may be renewed annually upon mutual agreement of the Parties (with each one-year renewal being a successive “Term”); and

WHEREAS, as of the Effective Date, the Parties wish to renew the Term for one additional year and make further modifications to the Agreement as further outlined below.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the receipt and sufficiency of which are hereby acknowledged, the Parties agree that the foregoing recitals are incorporated as if fully set forth herein, and further agree as follows:

1. Term of the Agreement: The Term of the Agreement is renewed for one year, as of the Effective Date.
2. ESI’s Liability Insurance: Paragraph 13 of the Agreement shall be replaced in its entirety with the following:

ESI shall maintain in full force and effect at all times during the Term of this Agreement Commercial General Liability (“CGL”) insurance with limits of liability of not less than one million dollars (\$1,000,000) per occurrence, and if such Commercial General Liability insurance contains a general aggregate limit of liability, the limit of liability shall be at least two million dollars (\$2,000,000). The CGL policy shall be written on an occurrence form and shall cover liability arising from the independent negligence or other wrongful act, error or omission of ESI and its employees that is not the direct consequence of the Services provided by Workers under the terms of this Agreement. The Client shall be added as an additional insured to the CGL policy, but only to the extent that the covered liability-causing event is not related to the Services provided by Workers under the terms of this Agreement.

3. Exhibit A – Fee Schedule: Exhibit A of the Agreement shall be replaced in its entirety with the following:

EXHIBIT A
Fee Schedule

ESI Cooperative Contracts

All fees are defined through the following cooperative contracts. The following is a summary of key terms and may be subject to change. Refer to the specific governing cooperative contract for current detailed fee terms.

Mohave Educational Services Cooperative Contract No. 21N-ESI3-0318
and
IGovernment Procurement Alliance Contract No. 22-09PV-03

RetireRehire

ASRS Retired Member Leased Employees: excludes Substitutes

- 18.50% of gross salary

SubSource

Certified and Classified Substitutes

- 27.50% of gross salary

Pre-Payment Incentive

Pre-payment of at least 80% of estimated fiscal year expenditure required. Incentive is a 0.25 percentage point reduction of the base administration fee. Example: For ASRS Retired Member Leased Employees (excludes substitutes), the base admin fee of 18.50% would be reduced to 18.25%.

4. Survival. All other provisions of the Agreement remain in full force and effect.

IN WITNESS THEREOF, the Parties have executed this Second Amendment acknowledging and agreeing to its terms and conditions as of the Effective Date.

“Client”

EDUCATIONAL SERVICES, LLC

By: _____

By: W. Andy Shirk

Its: _____

Its: President & CEO

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – IV-J

Agenda Item

**Approval of the Renewal of the Host School Agreement with International TeachAlliance,
a program of ESI**

For Board: Action Discussion Information

Background –

The attached outlines our renewal Host School Agreement with International TeachAlliance, a Program of ESI (Educational Services Inc.). As you'll recall from the current school year, ITA is the J-1 Visa Sponsor and maintains responsibility for all visa paperwork. They recruit qualified teachers and set up District interviews with qualified international teachers. ITA assists with housing logistics and assisting the teacher with settling into the U.S. The Teacher is employed by the District (Host School). ITA provides a university training program to all exchange teachers before arrival and coordinates Department of State required cultural exchange events with the Exchange Teacher. We would like the Governing Board to approve this renewal agreement for two years to provide us continued avenue to fill positions in the event we are unable to find local qualified candidates. This agreement has been vetted and approved by the District's Legal Counsel.

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve the Host School Agreement with International TeachAlliance, a Program of ESI.

Moved _____ Seconded _____ P/F

IAG Host School Agreement

This HOST SCHOOL AGREEMENT ("Agreement"), effective as of [insert date] ("Effective Date"), is entered into by and between International Alliance Group, LLC, ("IAG") and the Osborn School District #8, (the "Host", and together with IAG, each a "Party", and collectively, the "Parties").

WHEREAS, IAG offers international teachers the opportunity to be placed in a cultural exchange program in the United States while learning valuable professional skills, improving English language capability, and learning about the culture and history of the U.S.;

WHEREAS, the Host agrees that hosting foreign exchange teachers ("Exchange Teachers") and participating in the Program will result in their students' gaining a better understanding of the world outside the United States of America as they interact with Exchange Teachers from another part of the world;

WHEREAS, IAG is not an accredited J-1 sponsor, and therefore IAG will work with designated United States Department of State ("State Department") J-1 Teacher cultural exchange program sponsors.

WHEREAS the Host agrees to host Exchange Teachers; and

WHEREAS, the Parties have read the State Department regulations governing the Program¹ (the "Regulations") and agree that they will comply with the Regulations from the time of signing this Agreement, as such Regulations may be amended from time to time.

AGREEMENT

NOW, THEREFORE, in consideration of the foregoing and of the mutual promises and agreements set forth herein, the Parties, intending to be legally bound, hereby agree as follows:

1. OBLIGATIONS

a. Host Obligations. During the term of this Agreement, the Host shall use commercially reasonable efforts to comply with the obligations in this Agreement and its Exhibits. The Host shall comply with and require its employees, agents, and subcontractors (including personnel

¹ Regulations can be found at: <https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=9adf677eb80094061be39ec4fd4fe4e0&mc=true&n=pt22.1.62&r=PART&ty=HTML>

of subcontractors) to observe and comply with any and all legal requirements applicable to the Host Obligations.

b. **IAG Obligations.** During the term of this Agreement, IAG shall use commercially reasonable efforts to recruit and place Exchange Teachers (the "IAG Obligations", and together with the Host Obligations, the "Services") for the Exchange Teacher positions set forth in Exhibit B ("Positions").

c. **Cooperation.** Each Party shall cause its employees to reasonably cooperate with employees of the other and provide reasonable assistance to the extent required for effective delivery of the Services. The Host shall provide IAG with such information and documentation as is reasonably requested by IAG and the Host shall perform actions and tasks requested by IAG to enable IAG to perform the IAG Obligations in accordance with this Agreement.

d. **Third Party Services.** IAG shall have the right to engage the services of independent contractors including but not limited to State Department J-1 Teacher cultural exchange program sponsors to deliver or assist IAG in carrying out the IAG Obligations contemplated under this Agreement. IAG will supervise the performance of such third parties to ensure that the IAG Obligations meet, in all material respects, the requirements of this Agreement.

e. **Consideration for IAG Obligations.** The IAG Obligations shall be provided by IAG in consideration of the Host's payment of the amounts specified for the IAG Obligations set forth in Exhibit C hereto.

2. REPRESENTATIONS AND WARRANTIES

a. IAG represents and warrants to the Host, and the Host represents to IAG, that such Party has all necessary rights and authority to enter into this Agreement and to perform its obligations hereunder.

3. CONFIDENTIALITY

a. **Confidential Information.** Each Party acknowledges that in connection with the provision of the Services and the Parties' other obligations contemplated by this Agreement, the Parties will exchange certain confidential information, including the personal information of the Exchange Teachers ("Confidential Information"). The Confidential Information will be and remain the sole property of the Party (and its assigns) providing such Confidential Information, provided however, that the personal information of the Exchange Teachers (including health information) will remain the property of the respective Exchange Teacher. Each Party shall use the same degree of care which it normally uses to protect its own Confidential Information to prevent the disclosure to third parties of the Confidential Information belonging to the other Party and the Exchange Teachers. Neither Party shall make any use of the Confidential Information of the other, except as contemplated or required by the terms of this Agreement or any other written agreement between the Parties. Notwithstanding the foregoing, this Section 3 shall not apply to any information that (a) was publicly known at the time of disclosure or has become publicly known through no fault of the receiving Party, (b) was received by the receiving Party from a third party without a duty

of confidentiality, or (c) was independently developed by the receiving Party without any reliance on the proprietary information.

b. **Permitted Disclosures.** Nothing herein shall be construed to prevent disclosure of Confidential Information as may be required by applicable law or regulation, or pursuant to the valid order of a court of competent jurisdiction or an authorized government agency, provided that the disclosure does not exceed the extent of disclosure required by such law, regulation, or order, and provided further that any Party disclosing Confidential Information pursuant to this Section 3(b) shall promptly provide written notice of any such order to the other Party.

4. LIMITATION OF LIABILITY

Except where noted herein or in the event of the gross negligence or intentional misconduct of a Party, in no event shall either Party have any liability under any provision of this Agreement for any punitive, incidental, consequential, special, or indirect damages, including loss of future revenue or income, loss of business reputation or opportunity relating to the breach or alleged breach of this Agreement, or diminution of value or any damages based on any type of multiple, whether based on statute, contract, tort or otherwise, and whether or not arising from the other Party's sole, joint, or concurrent negligence, strict liability, criminal liability or other fault. In addition, notwithstanding any damages the Host may incur for any reason whatsoever, except in the event of gross negligence or intentional misconduct of IAG, the entire liability of IAG under this Agreement shall be limited to the fees actually received by IAG pursuant to this Agreement. The provisions of this Section 4 shall apply to the maximum extent permitted by applicable law, even if any remedy fails its essential purpose.

5. INDEMNIFICATION.

a. **Indemnification Obligations.** Each Party ("Indemnifying Party") shall indemnify, hold harmless, and defend the other Party and its managers, officers, directors, employees, agents, affiliates, successors, and permitted assigns (collectively, "Indemnified Party") against any and all losses, damages, liabilities, deficiencies, claims, actions, judgments, settlements, interest, awards, penalties, fines, costs, or expenses of whatever kind, including professional fees and reasonable attorneys' fees, that are incurred by Indemnified Party/awarded against Indemnified Party in a final judgment ("Losses"), arising out of any third-party claim alleging: (i) any grossly negligent or more culpable act or omission of Indemnifying Party or its personnel (including any reckless or willful misconduct) in connection with the performance of its obligations under this Agreement; (ii) any bodily injury, death of any person, or damage to real or tangible personal property caused by the grossly negligent or more culpable acts or omissions of Indemnifying Party or its personnel (including any reckless or willful misconduct); or (iii) any failure by Indemnifying Party to comply with any applicable federal, state, or local laws, regulations, or codes in the performance of its obligations under this Agreement.

b. **Limitations on Indemnification.** Notwithstanding anything to the contrary in this Agreement, Indemnifying Party is not obligated to indemnify, hold harmless, or defend Indemnified Party against any claim (whether direct or indirect) if such claim or corresponding

Losses arise out of or result from, in whole or in part, Indemnified Party's: (i) gross negligence or more culpable act or omission (including recklessness or willful misconduct); or (ii) bad faith failure to comply with any of its obligations set forth in this Agreement.

c. **Outside Factors.** The Host acknowledges that some factors, including recruitment of Exchange Teachers with specified qualifications, Exchange Teacher acceptance of the position, and J-1 visa approval, are outside of IAG's control. The Host agrees that, notwithstanding anything else in this Agreement to the contrary, IAG will have no liability to the Host if IAG cannot timely fill the Positions or is otherwise unable to fulfill the IAG Obligations to the satisfaction of the Host.

6. TERM AND TERMINATION

a. **Term.** This Agreement begins on the Effective Date and shall continue in effect until June 30th, 2026. Notwithstanding the foregoing, Section 3, Section 4 and Section 5 shall survive any expiration or termination of this Agreement. The Parties may extend this Agreement for similar terms in writing and signed by both Parties at any time before the expiration of any applicable term. When an Exchange Teacher, who has been placed at Host pursuant to this Agreement, has their J-1 extended by the Department of State then this Agreement will automatically extend in accordance with the Exchange Teacher's DS-2019.

b. **Termination.** Either Party may terminate this Agreement at any time if the other Party materially breaches this Agreement relating to the Services, the non-breaching Party has notified the breaching Party in writing of such failure, and such failure continues for a period of fifteen (15) business days after the delivery to the breaching party of written notice of such material breach. This Agreement may be terminated in whole or in part, at any time, by mutual written consent of IAG and the Host.

c. **Effect of Termination.** The Parties acknowledge and agree that notwithstanding anything to the contrary contained in this Agreement or otherwise, all obligations of the Parties to provide Services hereunder shall immediately cease upon the expiration of the term for, or the date of termination of, such Service, provided however, that if at the time of the termination or expiration of this Agreement, any Exchange Teacher is filling a Position at the Host, the Parties will continue to cooperate in good faith to ensure that such Exchange Teacher can successfully complete their Program participation and Host will continue to make payments in accordance with Exhibit C.

7. GENERAL

a. **Non-Circumvention/Non-Inducement of Educators and J-1 Sponsors.** Host agrees that their business involves, among other activities, introducing, participating, effectuating, and consummating transactions between their respective contacts in accordance with the J-1 regulations. In consideration of the foregoing, Host agrees and warrants that it and its Affiliates, for the duration of this Agreement plus two years following the expiration of this Agreement, shall not, directly or indirectly, interfere with, circumvent, attempt to circumvent, avoid or bypass IAG in regard to Exchange Teachers who were introduced to or placed at the Host School pursuant to this Agreement or obviate or interfere with the relationship of any third party and its contacts for the purpose of gaining any benefit, whether such benefit is

monetary or otherwise with regard to said Exchange Teachers. Nothing within this Agreement shall affect, in any way, the Host's current employment relationship with any employees that are working for Host prior to or through the date of execution of this Agreement. Furthermore, the clause does not prevent the Host from utilizing other recruitment or placement agencies other than as indicated herein. Host's continued employment of its current employees who may be employed by the Host through work visas will not constitute a breach of this Agreement., even if such employees are reemployed after a break in service.

b. Host stipulates, covenants, and agrees that during the Term of this Agreement, Host, directly or indirectly, other than on behalf of IAG, without the prior, express, and written consent of IAG, will not induce any J-1 Sponsor issuing a DS-2019 to an Exchange Teacher pursuant to this Agreement to refrain from its obligations to IAG nor induce an Exchange Teacher that has a contract with IAG to be employed by Host outside of the terms and conditions of this Agreement. The Host acknowledges this restriction is fair and reasonable given the purpose of IAG's role in the cultural exchange program and the scope and territory of IAG's business. In the event of a breach of the provisions of this section, the parties acknowledge that actual damages to IAG cannot be ascertained with any certainty and therefore Host shall pay to IAG damages in the amount of 100% of IAG's expected administrative fees for the DS-2019 validity period for each Exchange Teacher indirectly or directly employed by the Host in breach of this provision. All current J-1 Visitors placed as a result of this Agreement may be transferred from Host if there is a breach of the non-inducement clause. Parties agree that this is fair and reasonable to protect the sanctity and intent of the J-1 Visa program.

c. Host agrees to not sponsor the Exchange Teacher's change of status. If, during the validity period of the Exchange Teacher's DS-2019, the Host sponsors the Exchange Teachers change of status to H-1B or any other visa classification, then the Host shall pay a penalty fee of 25% of the Exchange Teacher's annual salary multiplied by the number of years remaining on the Exchange Teacher's DS-2019. For clarity, the number of years remaining includes the current year of the Exchange Teachers J-1 program. The fee becomes due as soon as the J-1 sponsor is notified by the Department of Homeland Security that the Exchange Teacher has changed status from J-1 to a new nonimmigrant or immigrant classification.

d. **Force Majeure.** No Party shall bear any responsibility or liability for any damages arising out of any delay, inability to perform, or interruption of its performance of its obligations under this Agreement due to any acts or omissions of the other Party hereto or for events beyond its reasonable control including, without limitation, acts of God, acts of governmental authorities, acts of the public enemy, or due to war, riot, flood, civil commotion, insurrection, pandemics, labor difficulty, severe or adverse weather conditions, lack of or shortage of electrical power, malfunctions of equipment or software programs, in each case that could not have been avoided through reasonable efforts by such Party. If any Party's performance of its obligations are subject to any failure or delay as the result of a force majeure event, such Party shall use its commercially reasonable efforts to end the failure or delay as soon as reasonably practicable and to minimize the effects of such event.

e. **Governing Law and Jurisdiction:** Any action or suit brought relating to this Agreement or the Program must be commenced and maintained in the appropriate state court of Arizona, located in Maricopa County, Arizona, or a Federal district court located in Maricopa County, Arizona, as applicable. The Parties irrevocably consent to jurisdiction and venue in such courts for such purposes and agree not to seek transfer or removal of any action commenced in any

such court and agree that Arizona law applies irrespective of any conflict of laws analysis. In the event either Party to this Agreement institutes an action or other proceedings to enforce any rights arising under this Agreement, the Party prevailing in such action or other proceedings will be paid all reasonable costs and attorney's fees by the other Party. Such fees are to be set by the court and not by a jury and to be included in any judgment or award entered in such proceeding.

f. **Waiver of Jury Trial:** EACH PARTY HERETO HEREBY WAIVES, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, ANY RIGHT IT MAY HAVE TO A TRIAL BY JURY IN ANY LEGAL PROCEEDING DIRECTLY OR INDIRECTLY ARISING OUT OF OR RELATING TO THIS AGREEMENT OR THE TRANSACTIONS CONTEMPLATED HEREBY (WHETHER BASED ON CONTRACT, TORT OR ANY OTHER THEORY). EACH PARTY HERETO (A) CERTIFIES THAT NO REPRESENTATIVE, AGENT OR ATTORNEY OF ANY OTHER PARTY HAS REPRESENTED, EXPRESSLY OR OTHERWISE, THAT SUCH OTHER PARTY WOULD NOT, IN THE EVENT OF LITIGATION, SEEK TO ENFORCE THE FOREGOING WAIVER AND (B) ACKNOWLEDGES THAT IT AND THE OTHER PARTIES HERETO HAVE BEEN INDUCED TO ENTER INTO THIS AGREEMENT BY, AMONG OTHER THINGS, THE MUTUAL WAIVERS AND CERTIFICATIONS IN THIS SECTION.

g. **Relationship of the Parties.** IAG and the Host shall for all purposes be considered independent contractors with respect to each other, and neither shall be considered an employee, employer, agent, principal, fiduciary, partner, or joint ventures of the other.

h. **No Third-Party Beneficiaries.** This Agreement is for the sole benefit of the Parties hereto and their affiliates and their respective successors and permitted assigns and nothing herein, express or implied, is intended to or shall confer upon any other person any legal or equitable right, benefit, or remedy of any nature whatsoever, under or by reason of this Agreement.

i. **Assignment.** Neither party may not assign any of its rights or obligations hereunder without the prior written consent of the other party. This Agreement shall inure to the benefit of and be binding upon any successors or permitted assigns of the Parties.

j. **Entire Agreement; Amendment.** This Agreement constitutes the entire agreement between IAG and the Host with respect to the subject matter hereof. This Agreement shall not be amended, altered, or changed except by a written agreement signed by the Parties hereto.

k. **No Waiver.** No delay or omission on the part of either Party to this Agreement in requiring performance by the other Party or in exercising any right hereunder shall operate as a waiver of any provision hereof or of any right or rights hereunder, and the waiver, omission, or delay in requiring performance or exercising any right hereunder on any one occasion shall not be construed as a bar to or waiver of such performance or right, or of any right or remedy under this Agreement, on any future occasion.

l. **Notices.** All notices, requests, demands, claims, and other communications hereunder shall be in writing. Any notice, request, demand, claim, or other communication hereunder shall be deemed duly delivered four business days after it is sent by registered or certified mail, return receipt requested, postage prepaid, or one business day after it is sent for next

business day delivery via a reputable nationwide overnight courier service, in each case to the intended recipient as set forth below:

If to IAG:

International Alliance Group, LLC Incorporated
1982 Promontory
Prescott, Arizona 86305
Attn.: Jason Hammond
E-mail: jason@IAGUSG.org

If to HOST:

Osborn School District #8
1226 W Osborn Rd
Phoenix, Arizona 85013
Attn: Dr. Emerald Woodland
E-mail: ewoodland@osbornsd.org

Any Party may give any notice, request, demand, claim, or other communication hereunder using any other means (including personal delivery, expedited courier, messenger service, facsimile, ordinary mail, or electronic mail), but no such notice, request, demand, claim, or other communication shall be deemed to have been duly given unless and until it actually is received by the Party for whom it is intended. Any Party may change the address to which notices, requests, demands, claims, and other communications hereunder are to be delivered by giving the other Party notice in the manner herein set forth.

m. **Section Headings**. Section headings are for descriptive purposes only and shall not control or alter the meaning of this Agreement.

n. **Severability**. If any provision of this Agreement shall for any reason be held illegal or unenforceable, such provision shall be deemed separable from the remaining provisions of this Agreement and shall in no way affect or impair the validity or enforceability of the remaining provisions of this Agreement.

o. **Counterparts**. This Agreement may be executed in two or more counterparts (including by facsimile or by an electronic scan delivered by electronic mail), each of which shall be deemed an original but all of which together shall be considered one and the same agreement and shall become effective when counterparts have been signed by each Party hereto and delivered to the other Party, it being understood that each Party need not sign the same counterpart. This Agreement may be executed and delivered by facsimile or by an electronic scan delivered by electronic mail.

p. **Official Language**: The Parties hereto agree that English is the governing language of this Agreement. This English version may be translated into another language for the convenience of the Parties. The Parties agree that if there were any discrepancy or controversy regarding the interpretation, content, or meaning of any of the provisions of this Agreement, the English version shall prevail.

q. **E-Verify**. Both Parties acknowledge that its state's laws may require them to register and participate with the E-Verify program (employment verification program administered by the United States Department of Homeland Security and the Social Security Administration

or any successor program). Both Parties warrant that, when required by law, they have registered with and participate with E-Verify. If either Party later determines that the other non-compliant Party has not complied with E-Verify, it will notify the non-compliant Party by certified mail of the determination and of the right to appeal the determination.

r. **Non-Discrimination**. Both Parties agree to comply with all applicable provisions of state and federal laws and regulations, including the Americans with Disabilities Act and Executive Order 99-4, which is incorporated herein by reference, mandating nondiscrimination and requiring that all persons, regardless of race, religion, sex, age, national origin or political affiliation shall have equal access to employment opportunity.

s. **Cancellation**. IAG and the Host acknowledge that, if applicable, this Agreement is subject to cancellation by either Party pursuant to the provisions of Arizona Revised Statute § 38-511.

t. **Insurance**. At all times during the term of this Agreement, IAG shall maintain, in full force and effect, insurance with limits of liability of not less than two million dollars per occurrence and four million dollars annual aggregate and naming the Host as an additional insured.

IN WITNESS WHEREOF, the Host and IAG have duly executed this Agreement as of the day and year first above written.

International Alliance Group, LLC

Osborn School District #8

By: _____

By: _____

Name: Jason D. Hammond Garcia

Name:

Title: President

Title:

Exhibit A

Host Responsibilities

1. Employ Exchange Teachers in temporary, non-tenure position for the exchange period as agreed in the Employment Agreement and Letter of Intent to Hire and fulfill all contractual agreements made with Exchange Teachers.
2. Assign Program Exchange Teachers to full-time teaching positions in accredited K–12 classrooms, including prekindergarten language immersion programs, offered as regular courses of study by accredited primary schools. Pay will be commensurate for similar proven experience and at the equivalent level as counterparts from the U.S. and according to the same duties, responsibilities, hours of employment (at least 32 hours per week), and compensation and in accordance with the written job offer. Pursuant to the J-1 regulations, the J-1 sponsor is required to terminate the Exchange Teacher's J-1 program if the Host or Exchange Teacher does not abide by this regulation.
3. Maintain Exchange Teachers direct supervision and guidance of Exchange Teachers and notify IAG immediately in the event of any issues or concerns with the Exchange Teacher.
4. Notify IAG of any changes in Exchange Teachers' employment status, known address, or any other problem that arises related to Exchange Teachers' health, safety, and welfare.
5. Treat Exchange Teachers the same as it treats non-Exchange Teachers. Host will abide by state law of providing Exchange Teachers notice and due process when required. Host will provide IAG with written documentation detailing any issues with Exchange Teacher's performance and/or evaluation that results in any corrective action, an improvement plan, and/or termination.
6. Provide comprehensive initial professional learning to international educators upon their arrival which shall cover all aspects of the Host's curriculum, required instructional practices, assessments, and technology relevant to the international educator's teaching assignment. Commit to providing international educators with continuous and relevant professional learning opportunities throughout the duration of their employment that is commensurate to that which is provided to all newly hired educators. Commit to developing a comprehensive plan to address any missed professional learning opportunities for Exchange Teachers arriving after the first day of school. The plan shall be designed to ensure that the Exchange Teachers receive training commensurate with that provided to all new teachers employed by the Host.
7. Assign a qualified mentor to each international educator employed as an Exchange Teacher for the agreed exchange period as outlined in the duration of employment with the Host. The mentorship program shall be designed to support the successful integration and professional development of the Exchange Teacher within the Host. The mentor shall possess relevant teaching experience, cultural competency, and a commitment to fostering a positive and inclusive work environment. The mentor may be a veteran Exchange Teacher currently employed by the Host. The mentor, with support from the Host, will assist IAG with finding housing, and transportation for the Exchange Teacher, and helping the Exchange Teacher acclimate to their new environment including but not limited to grocery shopping and obtaining other necessary essential items.

8. Agrees to seek assistance with the taxation of Exchange Teachers from the Host's own resources. IAG cannot provide tax advice to Hosts or Exchange Teachers. IAG recommends that Exchange Teachers and Hosts utilize Sprintax for assistance (<https://www.sprintax.com/>).
9. Agrees to embrace the cultural exchange spirit of the program and refrain from encouraging or supporting a change in the Exchange Teachers' nonimmigrant status to H-1B, O-1, or any other visa classification. The penalty for violating this obligation is found in Section 7.c.
10. Agrees to facilitate and encourage Exchange Teachers' participation in at least two cross-cultural activities per academic year and the cross-cultural component as part of the exchange.
11. Within 7 days of full execution of the Exchange Teacher contract, Host will provide IAG copies of any contract signed between the Exchange Teachers and the Host.
12. Per this Agreement, Host may not charge, seek reimbursement from, or cause the Exchange Teacher to pay for Full or Supplemental Coverage. Refrain from charging, seeking reimbursement for, and/or causing Exchange Teacher to pay any fee paid to IAG by Host. These fees include but are not limited to insurance payments, administrative fees, and any other payment made pursuant to this Agreement.
13. Abide by the Regulations found in 22 Code of Federal Regulations Part 62 governing the Exchange Visitor Program.

Exhibit B

IAG Responsibilities

1. Support and work in partnership with the Host as an industry expert consultant.
2. Recruit candidates who meet requirements for J-1 visa and sponsorship by accredited agency and provide list of candidates to Host to review resume history, establish interviews, and hire for full-time employment on a J1 Visa for the Exchange Teacher Program via the U.S. Department of State.
3. Assist accredited sponsors with screening candidates for English language proficiency.
4. Guide and assist J1 Exchange Teachers through the J1 Visa throughout the entire process.
5. Ensure J1 Exchange Teacher's foreign transcripts are properly evaluated and assist with certification within Host's state.
6. In cooperation with the Host, assist Exchange Teacher with travel arrangements and airport pickup (as needed).
7. Work in cooperation with Host on recommendations in providing housing and transportation options and other living needs that fit the Exchange Teacher's personal and financial needs.
8. Assist Exchange Teacher with obtaining a Social Security Number.
9. Assist Exchange Teacher with obtaining a bank account.
10. Provide a preservice course before the arrival of international educators to facilitate their acculturation into life in the United States.
11. Provide professional development, training, and/or orientation specifically designed for new Exchange Teachers, including but not limited to an overview of the program and significant components including cultural exchange, information on wages and any deductions from wages, information for housing and transportation, and ongoing mentoring.
12. In cooperation with the Host, assist with Cultural Immersion and Volunteer Resources.
13. Provide invoicing information in the J1 Exchange Teacher's first month of employment.
14. Deliver benefits assistance to J1 Exchange Teachers enrolled in IAG's provided insurance.
15. Be attentive and reachable to Host in support of the partnership.
16. Abide by the Regulations found in 22 Code of Federal Regulations Part 62 governing the Exchange Visitor Program.

Exhibit C

International Alliance Group Administrative and Insurance Fees

The Host agrees to pay IAG the percentages designated below for each Exchange Teacher (or other listed employment group). Administrative Fees are based on the employee's total annual compensation and invoiced annually following the Exchange Teacher's (or other designated employee's) first day of reported duty.

Teacher Types	Administrative Fees
PreK-12 FICA* Exempt Exchange Teachers	20%
PreK-12 FICA* Non-Exempt Exchange Teachers	16%
Delayed Payment Penalty	Rate
Paid any time 30 days after issuance	+12%

Invoices outstanding for over 30 days are subject to an added fee of 12% annually calculated daily.

*FICA - All wage income received in the USA is subject to three main types of tax: (1) federal income tax; (2) Social Security tax; and (3) Medicare tax. Social Security taxes and Medicare taxes are collectively called "FICA taxes." Persons in J-1 nonimmigrant status are exempt from FICA payments for the 1st and 2nd calendar year (Social Security 6.2% and Medicare 1.45% of teacher wages).

The FICA and Medicare years are on a calendar year, not a school year and start when the Exchange Teacher arrives in the U.S.

Example: Exchange Teachers arriving in School Year 2022-2023 are exempt from FICA Deductions for the first two calendar years:

January-December 2022 is Calendar Year 1.

January-December 2023 is Calendar Year 2.

Starting January 1, 2024, they are in Calendar Year 3 and are no longer exempt from FICA deductions. The employer portion of FICA also begins when the FICA deductions commence for the Exchange Teachers.

If the Exchange Teachers are renewed for the third school year the Administrative Fee shall be reduced to the non-exempt Exchange Teachers' rate of 16%.

Contract Requirement

Host is required to provide IAG a copy of the Exchange Teacher's contract within seven days of execution. In the event a contract is not provided within the agreed timeframe, IAG reserves the right to invoice the Host based on the Host's salary ladder.

Early Termination or Resignation Refund

The Host understands that in the event of the Exchange Teacher's (or designated

employee's) termination or resignation, IAG will issue a refund that is prorated based on the duration of the Exchange Teacher's (or designated employee's) stay in the United States, less a \$1,000 non-refundable fee.

Insurance Requirement Fees

IAG offers medical, dental, vision, life insurance and Employee Assistance Program (EAP) services as a package. IAG insurance meets the coverage requirements of the State Department regulation [22 C.F.R. §62.14](#). See Exhibit D for Host options. In the event Host elects to provide coverages through IAG, Host agrees to pay the cost of the insurance coverages for all Exchange Teachers. IAG will submit an invoice to Host that covers the annual fee for all Exchange Teachers covered under the IAG plan. However, if the Host elects to provide alternative insurance coverage for all Exchange Teachers, then the Host must notify and provide IAG with a certificate of insurance coverage for all Exchange Teachers within 7 days of employment with the Host.

Letters of intent issued after **July 1st** will incur an additional charge due to the added demands and expedient process needed for late-arriving J1 Exchange Teachers; the charge is \$1000.00 per teacher.

Exhibit D

J-1 Exchange Teacher Insurance Requirements

Host acknowledges that the Exchange Teacher must have appropriate medical and repatriation insurance while participating in a J-1 teacher exchange program in accordance with [22 C.F.R. §62.14](#).

Minimum coverage must provide ALL the following:

- Medical benefits of at least \$100,000 per accident or illness.
- Deductibles not to exceed \$500 per accident or illness.
- Repatriation of remains in the amount of \$25,000.
- Expenses associated with the medical evacuation of exchange visitors to his or her home country in the amount of \$50,000.

Failure by the Exchange Teacher to maintain continuous insurance coverage that meets above stated U.S. Department of State requirements is a violation of program regulations and may result in the termination of my Exchange Teacher's program. Host will be required to pay costs associated with repatriation in the event Exchange Teacher is not fully covered in accordance with [22 C.F.R. §62.14](#).

To meet this requirement, IAG offers the Host a choice on how to procure the necessary coverage required by law.

Option 1: Full Coverage provided by IAG for all Exchange Teachers. IAG will provide medical, dental, vision, life insurance and Employee Assistance Program (EAP) services as a package. IAG insurance-meets the coverage requirements of the State Department regulation [22 C.F.R. §62.14](#). Host will be notified of the cost prior to the Exchange Teacher(s) arriving in the United States. If the Host elects to have the Exchange Teacher(s) insured under the IAG policy, then IAG will invoice Host for the annual cost of the policy and Host will pay that cost. IAG will invoice annually following the Exchange Teacher's (or other designated employee's) first day of reported duty.

Option 2: Supplemental Coverage provided by IAG for all Exchange Teachers. In addition to any Host insurance policies, IAG provides supplemental coverage that will allow the Exchange Teacher to meet the minimum requirements as set forth in [22 C.F.R. §62.14](#). The Host will be required to pay for this supplemental coverage, Host provides alternative insurance coverage to the Exchange Teacher, and provides IAG with a certificate of medical insurance coverage for the Exchange Teacher within 7 days of employment with the Host.

An IAG representative will reach out after the issuance of the teacher's DS-2019 to confirm the Host's coverage selection. Per this Agreement, the Host will pay the cost of Insurance. Host may not charge, seek reimbursement from, or cause the Exchange Teacher to pay for Full or Supplemental Coverage.

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – IV-K

Agenda Item

**Recommendation to approve the NEW job description for a Positive Behavior
Intervention and Support (PBIS) Assistant**

For Board: Action Discussion Information

Background –

The duties and responsibilities of a PBIS assistant are outlined.

Legal

Financial

For the 24-25SY this position will be site funded with grant funds.

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve the new job description for a PBIS Assistant.

Moved _____ Seconded _____ P/F

PBIS Assistant

Department:		Date Created:	05/1/2024
Salary Grade:	10	Date(s) Modified:	
FLSA Status:	Non-exempt		

Position Summary

Under the direction of the assigned supervisor, the PBIS Assistant will assist staff with the implementation of schoolwide Positive Behavior Interventions and Supports (PBIS).

Job Responsibilities

Essential Functions: -- Essential functions may include any of the following representative duties, knowledge, and skills. Essential duties and responsibilities may include, but are not limited to, the following:

- Converse with children and establish an atmosphere to encourage their expression of feelings and ideas and implement Positive Behavior Intervention and decision-making strategies with students.
- Supports the safety of students and staff by using Positive Behavior Intervention strategies and techniques to provide a safe and calm atmosphere for students
- Use conversation, group discussions, games, academic coaching, behavior management techniques, and other approaches to achieve prescribed goals with individual children
- Respond to emergency calls and referrals to escort students from class or playground to the office.
- Help to build confidence and self-esteem in children through one-to-one and/or group interactions.
- Provide support for students during extra-curricular activities including recesses, lunch, assemblies.
- Participate in periodic in-service, instructional workshops and other training sessions as provided.
- Supports Teachers with implementing instructional programs; provides behavior management support as necessary for Teachers to sustain the learning environment
- Reports information related to student development, progress, and behaviors to teachers, and other school staff as appropriate.
- Responsible for collecting, documenting and following-up on student behavior data.
- Adhere to and hold students accountable regarding school district policy
- Implements, coaches and models positive student behavioral strategies.
- Performs other duties as required or assigned.

Job Requirements

Knowledge of –

- General classroom policies, procedures, and equipment.
- Child development.
- Learning and teaching methods and styles.
- Classroom behavior management.

Skill in –

- Maintaining patience and professionalism when working with students.
- Organizing work and setting priorities to meet deadlines.
- Identifying learning and behavioral progress and issues.
- Preparing clear and concise reports.
- Interacting professionally with District staff and outside agencies.
- Communicating effectively both verbally and in writing.
- Establishing and maintaining effective working relationships.
- Operating a computer and related software.
- Possesses knowledge and understanding of Behavior Intervention Plans (BIP).
- Possesses knowledge and understanding of Positive Behavioral Intervention and Supports (PBIS).

Education and Experience:

Associate degree (Teaching or Education preferred) AND one (1) year of experience working with children; OR an equivalent combination of education, training, and experience. OR successfully passing the ParaProfessional exam.

Licenses, Certifications, and Equipment:

Paraprofessional certification may be required depending on the area of assignment.

IVP fingerprint clearance card is required.

Work is performed in a classroom environment and requires the use of standard classroom equipment.

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – V

Agenda Item

Call to the Public

For Board: Action Discussion Information

Background –

We welcome citizen input; however, items brought to the Board’s attention cannot be discussed unless they are listed as an agenda item. Issues will be referred to the superintendent or appropriate administrator for follow through.

The public will be able to listen to the meeting live through livestream. An Osborn employee will read the Call to the Public comments received via email. Any communication received in Spanish, will be translated and read to the members of the Governing Board in English. The comments in their entirety will be presented to the Governing Board in writing. You may also present a live Call to the Public if you are attending in person or on the YouTube Livestream. An individual wishing to address the Governing Board using technological access must email their message or request to speak live to lnye@osbornsd.org by 12:00pm on May 14, 2024.

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

For Information Only

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number –VI

Agenda Item

Board Presentation- none this month

For Board: Action Discussion Information

Background –

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

Information only.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number –VII-A

Agenda Item

Administrative Reports

For Board: Action Discussion Information

Background –

Included are administrative reports summarizing past and upcoming events for schools and departments. As determined previously, principals are using their reports for the dual purpose of informing board members and also sending these newsletters home to parents.

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

For update and information only

Moved _____ Seconded _____ P/F

Clarendon Board Report

To: Osborn School District Governing Board

Date: 5/5/2023

Re: April 2024 Events



Staff Highlights

AASA Testing

- April is testing season! Clarendon prepared for and administered the AASA testing for our 4th – 6th grade students for Reading, Writing, Mathematics, and Science (5th grade only).

Student Highlights

Future Cougar Day

- On May 1, we had our Future Cougar Day at Clarendon, where current 3rd graders came over to visit with their families.
- Families were able to meet 4th grade teachers and other staff and participate in a scavenger hunt to explore Cougar Country. They were rewarded with a sweet treat for finding all of the key areas.



Girls on the Run

- On April 20, Clarendon students in Girls on the Run completed their 5k race in downtown Phoenix!
- Girls on the Run inspires girls of all abilities to recognize their individual strengths while building a sense of connection in a team setting. Volunteer coaches facilitate lessons that blend physical activity with life skill development to enable girls to adapt to whatever comes their way.
- At the end of the season, the team completes a 5K together, which provides a tangible sense of accomplishment and sets a confident mindset into motion.



21st Century After School Showcase

- Cougar students had a wonderful time showcasing their after school talents during the showcase!
- The showcase included an art show in the library, as well as spectacular performances from Circus Club, Clarendon Dance Team, and Cougar Cheer Team.
- A BIG shout out to Ms. Feria, Mr. Perez, and Ms. Terriciano for all of their hard work organizing our after school programming to ensure our students have a wide variety of intervention and enrichment opportunities.



Partnership Highlight

Spring Fling

- In collaboration with Encanto, Clarendon hosted the annual Spring Fling, which highlighted our core value of joy.
- Many Clarendon and Encanto families came out in support of the fundraiser. From the musical pastry walk to Pie a Teacher, there were so many activities for enjoyment!

- Community food trucks and other organizations came out in support as well.

Trees Matter Partnership

- In a grant partnership with Trees Matter, Clarendon has had over 30 trees planted to replace those lost over the last several summers due to extreme heat. In April, volunteers from American Express came to campus to install over 20 trees on the weekend.
- On May 1, our Clarendon 4th graders and parent volunteers helped install the remaining trees, as well as some lantanas around campus.

Encanto Board Report

To: Osborn School District Governing Board

Date: 5/2/24

Re: May School Events

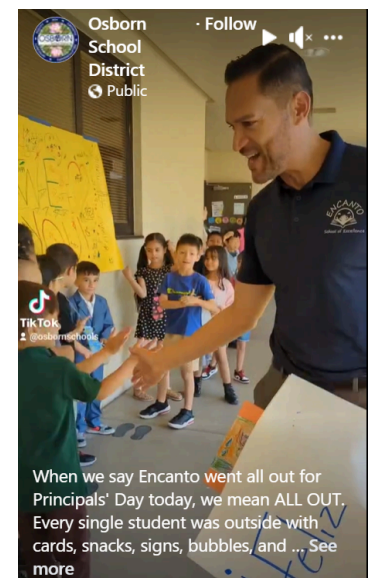


Student Highlights and Staff Highlights

Awards Assembly for the Month - Our school's core values are in line with those of the district, emphasizing our joint dedication to building strong character and promoting good behavior. To reinforce these values, we host a monthly award assembly where we recognize students who demonstrate the core value of the month. This May our focus is on Equity, and we will be acknowledging and applauding those students whose actions reflect this important trait.

Staff Team Building - This month, we celebrated our core value of Joy by organizing a teacher kickball game. The event aimed to foster camaraderie and team spirit among our staff members. What made this year's event particularly special was our decision to invite our entire school community to participate and be part of the audience. It was heartening to see students, parents, and staff come together to celebrate and enjoy an afternoon of fun and laughter. The event not only promoted teamwork and collaboration among staff members but also strengthened the bond between our school and the community we serve.

Principal's Day - Principal's Day was celebrated in a truly memorable way this year. As Principal Carranza made his way through the school corridors, he was met with enthusiastic cheers and applause from our students. The entire school community came together to express their appreciation for his leadership and dedication.



1st Grade Paletas - The first grade will be enjoying delicious paletas.

After reading Paletero Man a story where a boy passes through his busy neighborhood in search of the Paletero Man. But when he finally catches up with him, our narrator's pockets are empty. Oh no! What happened to his dinero? It will take the help of the entire community to get the tasty treat now. This story will conclude first grade unit on community.

Longview Board Report

To: Osborn School District Governing Board

Date: 4/8/2024

Re: March 2024 Events



Lancer Pride

We are so very proud of our students and their focus this year on being kind, caring, and respectful! In celebrating their accomplishments we thought they deserved an amazing field day event in which they were able to have some healthy competition with one another and get soaked while doing so!!! Thank you to our staff and especially Mr. Barton and Ms. Wright for organizing our field day!!!



Student Highlights

Our English Language Learners took their state test AZELLA and knowing that they worked so very hard this year we have been anxiously awaiting our results. The data is in and we moved from **6%** reclassification rate over the past two years **UP TO 16%** reclassification for the 2023-2024 school year!!! **WAY TO GO LANCERS!!!** A huge shout out to the amazing Ms. Vehr for her dedication to our ELL students as she pulled every single one of them all year long and obviously had a **PROFOUND** effect on them and not only academically but also socially! Thank you Ms. Vehr!!!!

Partnerships

In celebration of Earth day and the importance of making our campus beautiful we had a great opportunity to work with Trees Matter to plant over 10 trees on the Longview field/Playground. Not only will this project create shade for our future Lancers, it also educated us all on how to properly plant and maintain trees. Thank you to Stefany Sotomayor and to our district grounds crew for all of their help and support.





Montecito Community School Board Report

To: Osborn School District Governing Board

Date: 4-30-24

Re: April 2024 Events



Campus Highlights

- ★ April has been full of engaging learning experiences centered around taking care of our planet. The primary students learned all about plants through books and art projects. In addition, they planted their own seeds AND potatoes, and made daily observations to see how they grew. Finally, several parents came to help plant different vegetables and flowers in the plants out on the primary playground.



- ★ The culminating event was our **Earth Day Celebration and Tree Planting**. The students kicked off the event by singing *"We've Got the Whole World In Our Hands"* to around 80 family members. From there everyone transitioned to our courtyard to hear from the Trees Matter staff, who demonstrated how to properly plant a tree. From there, the classes broke into smaller groups along with parent volunteers and planted a total of 13 trees across our campus. What a fantastic event!





Student Highlights

- ★ The students very much enjoyed watching the **solar eclipse** with their classmates. Our families generously donated NASA approved glasses so that each child could experience the once-in-a-lifetime event.
- ★ Kudos to our three 3rd grades who completed state testing in April!
- ★ One special tradition in Montessori classrooms is the **Celebration of Life** for each child's birthday. As this celebration, students' families come to class to walk the class through a timeline of the child's life, which often involves family photos and stories. In addition, students walk around a (battery powered) candle, one time for every year they have been alive to represent how many times they have revolved around the sun 🌞. Students in Ms. Katrina's classroom also have the added experience of cooking a special treat for the class using the Air Fryer.



OMS May Board Report

To: Osborn School District Governing Board

Date: 4/2/2024

Re: April 2024 Events



Staff Highlights

-Early release planning time for April focused on the following topics:

April 3 Final preparations for AASA testing

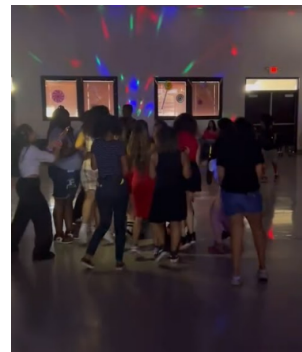
April 10 - Keeping Focus-Teach Like a Champion

April 17 -PLC Planning Time

April 24- School Dance

Student Highlights

-Students participated in AASA testing April 9th through the 12th. On Friday, April 12th, to recognize the students that completed all four days of testing, we held OMS Field Day. Students were able to participate in games, relay races and enjoyed some pizza and popsicles.



-Students who met the DeansList criteria were invited to the OMS Candyland Spring Dance on Wednesday, April 24th! Students voted on the theme of the dance earlier in the month and had a great time dancing, indulging in the refreshments and spending time with their friends.

-Out 21st CCLC after school program came to a close on Friday, April 26th. Tatiana Torres and Margarita Capetillo did an amazing job of coordinating the program this year. In total, we were able to offer over 20 different club options with 120 students participating over the course of the school year.



-The spring sports season has come to a close. Our track, baseball and softball teams worked hard and represented OMS with pride. Our girls' softball team held a banquet on Wednesday, April 24th. Each team member was celebrated and the team recognized their coaches with a bouquet of flowers.

Partnership Highlights

-On Tuesday, April 30th, the OMS Student Council led by Ms. Becerra and Ms. Torres along with Dr. Echeverria's Leadership class planted 12 trees on the OMS campus. A big thank you goes out to Stefany Sotomayor for all of the work she put into securing the Trees for Schools Grant and for organizing the tree planting sessions!



Solano Board Report

To: Osborn School District Governing Board

Date: 5/2/2024

Re: 2024 April Events



Staff Highlights

- Teachers are finishing their second year of LETRS (Language Essentials for Teachers of Reading and Spelling) training. The training is comprehensive professional learning designed to provide teachers with deep knowledge to be literacy and language experts in the science of reading. You can already see teachers implementing their learning.
- IGPs (Individual Growth Plans) are coming to a close at Solano. Teachers are reflecting on their own professional growth along with the growth of their targeted students. We look forward to celebrating them during Teacher Appreciation Week.

Student Highlights

- Girls on the Run April 20th event is a lot more than just running; it is building confidence, community, and spirit. Thank you to our 13 girls and their partners for a great day of running and camaraderie. It's all about sisterhood!
- Solano spent Earth Day planting 20 trees on campus through Trees Matters. Thank you to Core Construction, volunteers, and families who came to help us make our campus even more beautiful while supporting our environment. Students and families had a variety of Earth day activities to enjoy together.
- Thank you to Coach Caver and staff for facilitating a fun field day for our entire school. Everyone showed their Tiger spirit and enjoyed working as a team with a little friendly competition.

Partnership Highlight

- Lutheran Social Services and Solano continue to grow together! Families enjoyed Children's Day on April 27th for a day of activities and connections with families.
- Operation School Bell pulled up at Solano on April 23rd to support 50 Solano Tigers. Students were provided with new clothes, under clothing, and shoes.



TO: Governing Board

FROM: Diana Vargas

DATE: April 14th, 2024

RE: Business Services update

Accounts Payable

- Business Services processed **217** invoices in the month of April
- April Vendor Payments totaling **\$2,116,876.55**

Payroll

- April Staff Compensation totaling **\$2,116,876.55**
- Total employees – **391**

Training newly shared staff on Payroll Technician duties.

Purchasing

- Business Services processed **188** purchase orders in the month of April
- April Vendor Procurements totaling **\$537,040.94**

Formal procurement for Audit Services- RFP process

Revenues

- April direct cash /check Revenues totaling **\$1,267,667.21**
- April County Treasurer Revenues totaling **\$3,012,850.62**
- Total April Revenues **\$4,280,517.83**

Training newly shared staff on Accounts Receivables Technician duties.

Upcoming Projects/ Items:

Selection committee for Audit Services

Award Audit Services

May 14th, 2024

To: Board President, Members of the Board, Superintendent Dr. Robert

Retention Update

Below are our contract return stats from all contracted staff:

<u>Staff Category</u>	<u>Returned/Issued</u>
Certified Teachers	125/136 (91% retention)
Social Workers	5/6 (83% retention)
Occupational Therapists and Assistants	1/1 (100% retention)
Speech Pathologists and Assistants	4/5 (80% retention)
Psychologists/Intern	4/6 (66 % retention)
Registered Nurse	1/1 (100% retention)
Administrators	15/17 (88% retention)
ALL STAFF	155/172= 90%

Please be advised that these are actual retention rates after the May 1st deadline by which staff could break contracts without being assessed liquidated damages.

Recruitment Update

For the month of April we received a total of 75 applications for employment in Osborn via our primary job applicant site of Powerschools (linked to our website). From Indeed, we received over 90 applications. We are honored to be in the purview of so many candidates and look forward to welcoming some to Osborn after interviews conclude.

Classified Staff Retention

We look forward to reporting our classified retention rate in next month's report as notices of appointment are due May 17th, 2024.

Please reach out to me if you have any questions, comments, or concerns.

Sincerely,
Emerald Woodland
Emerald Woodland
Director of Human Resources



Clarendon School
4th - 6th Grade
1225 W. Clarendon
Phoenix, AZ 85013
(602) 707-2200

Encanto School
Preschool - 3rd Grade
1420 W. Osborn
Phoenix, AZ 85013
(602) 707-2300

Longview School
Preschool - 6th Grade
1209 E. Indian School
Phoenix, AZ 85014
(602) 707-2700

**Montecito
Community School**
Preschool-8th Grade
715 E Montecito
Phoenix, AZ 85014
(602) 707-2500

**Osborn
Community iSchool**
Kindergarten-8th Grade
715 E. Montecito
Phoenix, AZ 85014
(602) 707-2047

Osborn Middle School
7th - 8th Grade
1102 W. Highland
Phoenix, AZ 85013
(602) 707-2400

Solano School
Preschool - 6th Grade
1526 W. Missouri
Phoenix, AZ 85015
(602) 707-2600

Teaching & Learning Department Board Meeting Updates

Board Meeting Date: May 14, 2024

Focus of Update: Language Acquisition & Bi-Literacy	
Strategic Plan Connection:	Child & Student Success
Update:	Dual language students in Grades 6- 8 took the AAPPL Spanish Competency Test on Tuesday, April 23 and Thursday, April 25. About 110 students completed the test in all four domains (Listening, Reading, Writing and Speaking). Results will be available mid-May.
Impact on Academic Excellence and/or Social-Emotional Learning	Students who demonstrate “Competency” AND attend a Phoenix Union High School (PUHSD) will be awarded credit per the PUHSD Marks and Grading Manual. Such Credit is issued as “Proficient” on a student’s transcript and does not affect a student’s GPA. This credit counts toward PUHSD Graduation Requirements as an elective credit, as well as counting towards in-state University Entrance Requirements for Foreign Language. Further, the results will provide information regarding the impact of our program and how to continue growing and improving the dual program.

Focus of Update: Language Acquisition & Bi-Literacy	
Strategic Plan Connection:	Child & Student Success
Update:	At the last Dual Language meeting, teachers planned and collaborated to schedule the 2024 Dual Language Showcase at their sites. The purpose of the showcase is to celebrate Spanish development and build a stronger home-school connection by celebrating academic, linguistic and cultural growth. In addition, the Showcase is a great opportunity to inspire families and elevate Spanish in our classrooms, school and Osborn community.
Impact on Academic Excellence and/or Social-Emotional Learning	Our dual language program continues to serve as a model for other districts to follow. The Showcase is an opportunity to celebrate all the work that teachers and students put in throughout the year and honor students’ efforts to become bilingual and biliterate.

Teaching & Learning Department Board Meeting Updates

Board Meeting Date: May 14, 2024

Focus of Update: Language Acquisition & Bi-Literacy	
Strategic Plan Connection:	Child & Student Success
Update:	The AZELLA electronic reports will be available May 2. EL Specialist will provide site leaders an opportunity to dive into their data and analyze each domain and performance level for grade levels. AZELLA student reports will be available May 17th. EL Paraprofessionals will file a copy in the EL Blue folder, send a copy home to families and provide a copy to ELD teachers.
Impact on Academic Excellence and/or Social-Emotional Learning	We are anxious to see how much our EL students have grown in their language this year!

Focus of Update: Grants Update	
Strategic Plan Connection:	Operations
Update:	The district has been awarded the AZ School Nurse and Workforce grant. This grant will fund needed supplies, new equipment and additional professional training for each of our school's health offices, lead nurse and health technicians.
Impact on Academic Excellence and/or Social-Emotional Learning	Well-equipped health offices with the supports our students need contribute to the range of wrap around supports for our students' success.

Focus of Update: Professional Development	
Strategic Plan Connection:	Child & Student Success
Update:	Osborn leaders have engaged in several training opportunities focused on supporting our students' social

Teaching & Learning Department Board Meeting Updates

Board Meeting Date: May 14, 2024

	<p>emotional and behavioral needs. On Tuesday, March 26, Principals and Behavior Interventionists attended a 3 hour training focused on research-based Tier 2 and 3 behavior interventions. The training was led by Birgit Lurie from KOI education. Birgit is a former school psychologist with expertise in autism, behavior management and learning theory. Participants learned about several different interventions and reflected on how to implement them at their sites.</p> <p>On Wednesday, April 10, Ms. Lurie returned to lead Principals, Behavior Interventionists and Psychologists through Part 1 of a 3 day training around the Prevent, Teach, Reinforce model, which is a systematic, structured process for supporting students with challenging behavior. School teams learned about the process and selected a specific student on whom they would collect data prior to Part 2, which took place on Monday, April 22. Part 2 focused on leveraging the data that was collected to set up a proactive intervention plan, which will be implemented in the remaining weeks of school. Part 3 will take place on May 13 and we look forward to reflecting on the plans that were implemented.</p>
<p>Impact on Academic Excellence and/or Social-Emotional Learning</p>	<p>The Prevent, Teach, Reinforce model is grounded in years of extensive research. Just as we seek to analyze academic data and identify aligned interventions to accelerate learning for students, we need to apply a similar process to support students' social-emotional needs.</p>

<p>Focus of Update: Teaching & Learning</p>	
<p>Strategic Plan Connection:</p>	<p>Child & Student Success</p>
<p>Update:</p>	<p>As of May 1st, 64 Osborn teachers have met the coursework threshold for the K-5 Literacy endorsement which will be a state requirement effective 2028. These teachers have completed Units 1-4 of the Language Essentials for Teachers of Reading and Spelling (LETRS) training that was offered to staff 2022-2024. The teachers may now take the Arizona Educator Proficiency Assessment (AEPA) Reading Foundations assessment to add the endorsement to their teaching certificate. Several teachers plan to continue the online training in June.</p>

Teaching & Learning Department Board Meeting Updates

Board Meeting Date: May 14, 2024

	<p>Arizona state now requires that K-5 teachers of reading instruction who are certified before August 1, 2025 to receive the additional endorsement by 2028. Osborn district took advantage of ADE grants to fund the professional learning for teachers. Additionally, teachers utilized early release professional development days to complete the coursework. Teachers who hold a Reading Specialist, K-12 endorsement, or a Reading K-8 or K-12 endorsement, are exempt from the Literacy Endorsement requirement.</p> <p>By statute, the reading requirement includes completion of six (6) semester hours of reading courses to include both of the following: 45 hours in the science of reading instruction, including systematic phonics instruction; -AND- 45 hours in reading instruction, including assessments, instructional practices, and interventions.</p>
Impact on Academic Excellence and/or Social-Emotional Learning	Increasing teacher effectiveness with reading instruction directly impacts the quality of instruction for students and improves student reading proficiency for struggling readers, including students with the characteristics of dyslexia.

Teaching & Learning Department Board Meeting Updates

Board Meeting Date: May 14, 2024

Focus of Update: Language Acquisition & Bi-Literacy	
Strategic Plan Connection:	Child & Student Success
Update:	Dual language students in Grades 6- 8 took the AAPPL Spanish Competency Test on Tuesday, April 23 and Thursday, April 25. About 110 students completed the test in all four domains (Listening, Reading, Writing and Speaking). Results will be available mid-May.
Impact on Academic Excellence and/or Social-Emotional Learning	Students who demonstrate “Competency” AND attend a Phoenix Union High School (PUHSD) will be awarded credit per the PUHSD Marks and Grading Manual. Such Credit is issued as “Proficient” on a student’s transcript and does not affect a student’s GPA. This credit counts toward PUHSD Graduation Requirements as an elective credit, as well as counting towards in-state University Entrance Requirements for Foreign Language. Further, the results will provide information regarding the impact of our program and how to continue growing and improving the dual program.

Focus of Update: Language Acquisition & Bi-Literacy	
Strategic Plan Connection:	Child & Student Success
Update:	At the last Dual Language meeting, teachers planned and collaborated to schedule the 2024 Dual Language Showcase at their sites. The purpose of the showcase is to celebrate Spanish development and build a stronger home-school connection by celebrating academic, linguistic and cultural growth. In addition, the Showcase is a great opportunity to inspire families and elevate Spanish in our classrooms, school and Osborn community.
Impact on Academic Excellence and/or Social-Emotional Learning	Our dual language program continues to serve as a model for other districts to follow. The Showcase is an opportunity to celebrate all the work that teachers and students put in throughout the year and honor students’ efforts to become bilingual and biliterate.

Teaching & Learning Department Board Meeting Updates

Board Meeting Date: May 14, 2024

Focus of Update: Language Acquisition & Bi-Literacy	
Strategic Plan Connection:	Child & Student Success
Update:	The AZELLA electronic reports will be available May 2. EL Specialist will provide site leaders an opportunity to dive into their data and analyze each domain and performance level for grade levels. AZELLA student reports will be available May 17th. EL Paraprofessionals will file a copy in the EL Blue folder, send a copy home to families and provide a copy to ELD teachers.
Impact on Academic Excellence and/or Social-Emotional Learning	We are anxious to see how much our EL students have grown in their language this year!

Focus of Update: Grants Update	
Strategic Plan Connection:	Operations
Update:	The district has been awarded the AZ School Nurse and Workforce grant. This grant will fund needed supplies, new equipment and additional professional training for each of our school's health offices, lead nurse and health technicians.
Impact on Academic Excellence and/or Social-Emotional Learning	Well-equipped health offices with the supports our students need contribute to the range of wrap around supports for our students' success.

Focus of Update: Professional Development	
Strategic Plan Connection:	Child & Student Success
Update:	Osborn leaders have engaged in several training opportunities focused on supporting our students' social

Teaching & Learning Department Board Meeting Updates

Board Meeting Date: May 14, 2024

	<p>emotional and behavioral needs. On Tuesday, March 26, Principals and Behavior Interventionists attended a 3 hour training focused on research-based Tier 2 and 3 behavior interventions. The training was led by Birgit Lurie from KOI education. Birgit is a former school psychologist with expertise in autism, behavior management and learning theory. Participants learned about several different interventions and reflected on how to implement them at their sites.</p> <p>On Wednesday, April 10, Ms. Lurie returned to lead Principals, Behavior Interventionists and Psychologists through Part 1 of a 3 day training around the Prevent, Teach, Reinforce model, which is a systematic, structured process for supporting students with challenging behavior. School teams learned about the process and selected a specific student on whom they would collect data prior to Part 2, which took place on Monday, April 22. Part 2 focused on leveraging the data that was collected to set up a proactive intervention plan, which will be implemented in the remaining weeks of school. Part 3 will take place on May 13 and we look forward to reflecting on the plans that were implemented.</p>
<p>Impact on Academic Excellence and/or Social-Emotional Learning</p>	<p>The Prevent, Teach, Reinforce model is grounded in years of extensive research. Just as we seek to analyze academic data and identify aligned interventions to accelerate learning for students, we need to apply a similar process to support students' social-emotional needs.</p>

<p>Focus of Update: Teaching & Learning</p>	
<p>Strategic Plan Connection:</p>	<p>Child & Student Success</p>
<p>Update:</p>	<p>As of May 1st, 64 Osborn teachers have met the coursework threshold for the K-5 Literacy endorsement which will be a state requirement effective 2028. These teachers have completed Units 1-4 of the Language Essentials for Teachers of Reading and Spelling (LETRS) training that was offered to staff 2022-2024. The teachers may now take the Arizona Educator Proficiency Assessment (AEPA) Reading Foundations assessment to add the endorsement to their teaching certificate. Several teachers plan to continue the online training in June.</p>

Teaching & Learning Department Board Meeting Updates

Board Meeting Date: May 14, 2024

	<p>Arizona state now requires that K-5 teachers of reading instruction who are certified before August 1, 2025 to receive the additional endorsement by 2028. Osborn district took advantage of ADE grants to fund the professional learning for teachers. Additionally, teachers utilized early release professional development days to complete the coursework. Teachers who hold a Reading Specialist, K-12 endorsement, or a Reading K-8 or K-12 endorsement, are exempt from the Literacy Endorsement requirement.</p> <p>By statute, the reading requirement includes completion of six (6) semester hours of reading courses to include both of the following: 45 hours in the science of reading instruction, including systematic phonics instruction; -AND- 45 hours in reading instruction, including assessments, instructional practices, and interventions.</p>
Impact on Academic Excellence and/or Social-Emotional Learning	Increasing teacher effectiveness with reading instruction directly impacts the quality of instruction for students and improves student reading proficiency for struggling readers, including students with the characteristics of dyslexia.

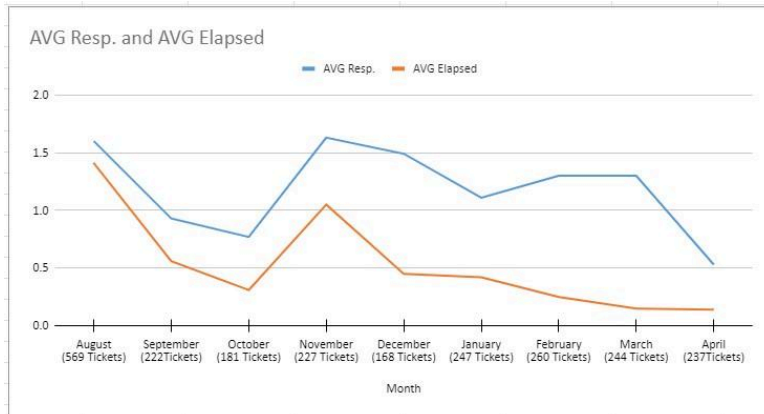


Technology Department Report

May 2024 - Jamal Dana



1. **E-rate Update:** USAC funded our E-rate applications for a total of **\$36,237.20** that USAC will pay. There is one more application that we are waiting to be funded and that is our telco application.



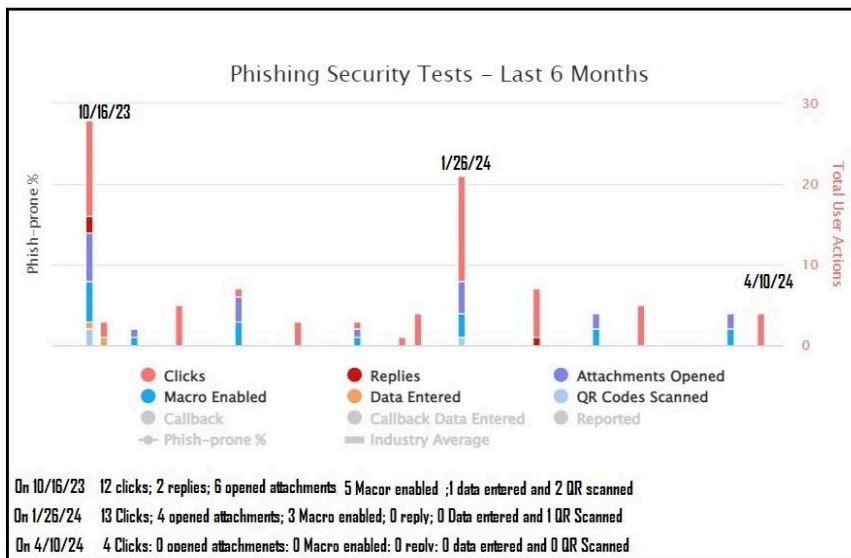
2. **Help Desk Services:** We had **237** service tickets in **April**. At the same time, we kept monitoring our Malware, antivirus, and phishing. Our service department's overall average response time was under two hours that have been meeting our goal this school year. For the month of **April**, the AVG response time to tickets was **0.53** hours that is better than last month 0.80 hours Average.

3. **Student Testing:** The student testing went very smooth without any network interruptions.

4. **Staff Laptops:** We are to ask all staff to return their laptops so that we can reimage them with new Windows/ security patches. Currently, there are over 300 laptops in use.

5. **Summer School:** We are going to refresh over 3000 devices (classrooms & home devices) We are going to ask all parents to return all checked out devices at homes. Also, return any checked out hotspots too.

6. **Phishing Awareness:** As you see in the image, our staff improvement in detecting phished emails. From 1-/16/2023 to 4/10/2024. We are going to continue educate our users.



7. **Hotspots:** This year, we are going to order a new set of hotspots for next school year. We will estimate how many we need in May.

8. **Monitoring:** Principals are using Go Guardian to monitor student's activities on the web if and when needed. I will follow up with each one to make sure they do not need any extra trainings and specific staff such as behavior interventionists, psychologists and social workers have proper access to the system after the approval of the school principals.

9. **Summer Fiber Project:** We measured all the fiber needs district wide and gearing up to start this project in June.

TO: Governing Board
FROM: Sam Garcia
DATE: May 6, 2024
RE: MAINTENANCE / TRANSPORTATION UPDATE

Listed below are items that have been attended to during the past month.

All sites:

- District office has 10 open work orders and 9 completed for April 1st, 2024 To May 1st, 2024
- Shade Canopy installation completed @ Bus Barn, Punch walk scheduled for 5/7/24.

Solano

- Maintenance Department has 6 open work orders and 62 completed for April 1st, 2024 To May 1st, 2024

OMS

- Maintenance Department has 3 open work orders and 22 completed for April 1st, 2024 To May 1st, 2024

Clarendon

- Maintenance Department has 2 open work orders and 16 completed for April 1st, 2024 To May 1st, 2024

Encanto

- Maintenance Department has 3 open work orders and 19 completed for April 1st, 2024 To May 1st, 2024

Longview

Maintenance Department has 4 open work orders and 19 completed for April 1st, 2024 To May 1st, 2024

Montecito

- Maintenance Department has 7 open work orders and 22 completed for April 1st, 2024 To May 1st, 2024

Transportation:

Total Bus riders : 1,361 count for the week of April 1st.

Work Request - 2 open Automotive repair requests 7 completed repairs for April 1st, 2024 To May 1st, 2024

Perfect Attendance - April 1st, 2024 To May 1st, 2024

Debbie Murillo, Jose Murillo, Efrain Gonzalez, Jose Gonzales, Maria Flores, Larry James, Minerva Norzagaray, Linda Dagnino, Eliva Rojas, Teresa Sotello, Charity Thomas, Cheryl Gilliland, Sam Garcia

Sam Garcia
Director of Maintenance and Transportation

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – VII-B

Agenda Item

Suspension Report for month of April

For Board: Action Discussion Information

Background –

Following you will find the Suspension Report for April 2024.

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

Update and information only

Moved _____ Seconded _____ P/F

Suspensions: April 2024					
Date	School	Grade	Violation	Response	Reassigned Days
4/2/2024	Osborn Middle School	7	Other Violations of School Policies	OSS-Short Term w/o Services	4
4/2/2024	Osborn Middle School	7	Alcohol Tobacco and Other Drugs	OSS-Short Term w/o Services	8
4/2/2024	Osborn Middle School	8	Weapons and Dangerous Items	OSS-Short Term w/o Services	2
4/5/2024	Clarendon Elementary	4	Aggression: Fighting	ISS-Short Term w/o Services	1
4/5/2024	Clarendon Elementary	4	Aggression: Fighting	OSS-Short Term w/o Services	1
4/8/2024	Osborn Middle School	7	Aggression: Fighting	OSS-Short Term w/o Services	10
4/9/2024	Solano Elementary	4	Aggression: Fighting	OSS-Short Term w/o Services	1
4/9/2024	Solano Elementary	4	Aggression: Fighting	OSS-Short Term w/o Services	1
4/10/2024	Longview Elementary	6	Other Violations of School Policies	OSS-Short Term w/o Services	2
4/10/2024	Osborn Middle School	8	Aggression: Fighting	OSS-Short Term w/o Services	6
4/10/2024	Osborn Middle School	8	Aggression: Fighting	OSS-Short Term w/o Services	6
4/11/2024	Osborn Middle School	7	Harassment, Threat and Intimidation	OSS-Short Term w/o Services	2
4/11/2024	Clarendon Elementary	6	Aggression: Fighting	OSS-Short Term w/o Services	4
4/12/2024	Osborn Middle School	8	Alcohol Tobacco and Other Drugs	ISS-Short Term w/o Services	1
4/12/2024	Osborn Middle School	8	Alcohol Tobacco and Other Drugs	OSS-Short Term w/o Services	3
4/12/2024	Osborn Middle School	7	Alcohol Tobacco and Other Drugs	ISS-Short Term w/o Services	1
4/12/2024	Osborn Middle School	7	Alcohol Tobacco and Other Drugs	OSS-Short Term w/o Services	3
4/12/2024	Osborn Middle School	7	Harassment, Threat and Intimidation	ISS-Short Term w/o Services	1
4/12/2024	Osborn Middle School	7	Harassment, Threat and Intimidation	OSS-Short Term w/o Services	3
4/12/2024	Clarendon Elementary	5	Other Violations of School Policies	ISS-Short Term w/o Services	1
4/15/2024	Clarendon Elementary	4	Aggression: Minor Aggressive Act	OSS-Short Term w/o Services	2
4/16/2024	Longview Elementary	4	Aggression: Minor Aggressive Act	OSS-Short Term w/o Services	2
4/16/2024	Osborn Middle School	7	Alcohol Tobacco and Other Drugs	OSS-Short Term w/o Services	10
4/17/2024	Clarendon Elementary	6	Other Violations of School Policies	OSS-Short Term w/o Services	2
4/17/2024	Clarendon Elementary	4	Aggression: Fighting	ISS-Short Term w/o Services	1
4/17/2024	Clarendon Elementary	4	Aggression: Fighting	ISS-Short Term w/o Services	1
4/18/2024	Solano Elementary	1	Aggression: Recklessness	ISS-Short Term w/o Services	1
4/18/2024	Osborn Middle School	7	Other Violations of School Policies	OSS-Short Term w/o Services	2
4/22/2024	Solano Elementary	3	Aggression: Aggravated Assault	OSS-Short Term w/o Services	1
4/22/2024	Encanto Elementary	1	Aggression: Assault	OSS-Short Term w/o Services	1
4/23/2024	Longview Elementary	3	Aggression: Minor Aggressive Act	OSS-Short Term w/o Services	2
4/23/2024	Longview Elementary	3	Aggression: Minor Aggressive Act	OSS-Short Term w/o Services	2
4/23/2024	Longview Elementary	3	Aggression: Minor Aggressive Act	OSS-Short Term w/o Services	2
4/23/2024	Longview Elementary	3	Aggression: Minor Aggressive Act	OSS-Short Term w/o Services	2
4/23/2024	Longview Elementary	3	Harassment, Threat and Intimidation	ISS-Short Term w/o Services	1
4/23/2024	Longview Elementary	3	Harassment, Threat and Intimidation	ISS-Short Term w/o Services	1

4/23/2024	Longview Elementary	3	Harassment, Threat and Intimidation	ISS-Short Term w/o Services	1
4/24/2024	Longview Elementary	4	Aggression: Fighting	OSS-Short Term w/o Services	3
4/25/2024	Solano Elementary	6	Aggression: Disorderly Conduct	OSS-Short Term w/o Services	1
4/25/2024	Longview Elementary	4	Other Violations of School Policies	OSS-Short Term w/o Services	1
4/25/2024	Solano Elementary	6	Harassment, Threat and Intimidation	OSS-Short Term w/o Services	1
4/25/2024	Osborn Middle School	8	Harassment, Threat and Intimidation	OSS-Short Term w/o Services	5
4/25/2024	Osborn Middle School	8	Harassment, Threat and Intimidation	ISS-Short Term w/o Services	1
4/25/2024	Solano Elementary	6	Other Violations of School Policies	OSS-Short Term w/o Services	1
4/25/2024	Osborn Middle School	7	Alcohol Tobacco and Other Drugs	OSS-Short Term w/o Services	3
4/25/2024	Solano Elementary	5	Aggression: Fighting	OSS-Short Term w/o Services	3
4/25/2024	Solano Elementary	6	Aggression: Fighting	OSS-Short Term w/o Services	3
4/25/2024	Solano Elementary	6	Aggression: Fighting	OSS-Short Term w/o Services	3
4/29/2024	Longview Elementary	6	Harassment, Threat and Intimidation	ISS-Short Term w/o Services	1
4/29/2024	Longview Elementary	6	Aggression: Minor Aggressive Act	ISS-Short Term w/o Services	1
4/29/2024	Longview Elementary	1	Harassment, Threat and Intimidation	OSS-Short Term w/o Services	1
4/30/2024	Clarendon Elementary	5	Aggression: Recklessness	OSS-Short Term w/o Services	1

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – VII-C

Agenda Item

Student Absence Report for month of April

For Board: Action Discussion Information

Background –

School	% Attendance Jan. 24	% Absence	% Attendance Feb. 24	% Absence	% Attendance Mar. 24	% Absence	% Attendance Apr. 24	% Absence	% Attendance May 24	% Absence
Clarendon	90.44%	9.56%	90.78%	9.22%	89.98%	10.02%	88.82%	11.18%		
Encanto	91.03%	8.97%	90.74%	9.26%	90.37%	9.63%	89.25%	10.75%		
Longview	89.42%	10.58%	91.23%	8.77%	91.68%	8.32%	89.73%	10.27%		
OMS	89.04%	10.96%	88.5%	11.5%	87.03%	12.97%	86.68%	13.32%		
Solano	88.69%	11.31%	89.53%	10.47%	89.26%	10.74%	88.03%	11.97%		
MCS	87.96%	12.04%	95.01%	4.99%	91.28%	8.72%	93.23%	6.77%		

School	% Attendance Aug. 23	% Absence	% Attendance Sept. 23	% Absence	% Attendance Oct. 23	% Absence	% Attendance Nov. 23	% Absence	% Attendance Dec. 23	% Absence
Clarendon	92.4%	7.6%	91.18%	8.82%	90.33%	9.67%	87.79%	12.21%	89.26%	10.71%
Encanto	93.36%	6.64%	91.8%	8.20%	90%	10%	88.87%	11.13%	88.88%	11.12%
Longview	91.77%	8.23%	90.74%	9.26%	90.86%	9.14%	88.11%	11.89%	88.07%	11.93%
OMS	91.29%	8.71%	90.24%	9.76%	88.27%	11.73%	87.45%	12.55%	88.67%	11.33%
Solano	90.64%	9.36%	88.32%	11.68%	88.29%	11.71%	86.76%	13.24%	88.32%	11.68%
MCS	93.05%	6.95%	94.26%	5.74%	92.26%	7.74%	92.8%	7.2%	90.12%	9.88%

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

Approval of the student absence report as presented.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

The Osborn Community advances the full potential of every child by developing emotional intelligence and academic excellence.

Agenda Item Number – VII-D

Agenda Item

Substitute Teacher Report for the month of April

For Board: Action Discussion Information

Background –

The attached reports reflect a breakdown of substitutes needed due to absences, the percentage of vacancies filled per day and the reasons for those absences.

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

For information only.

Moved _____ Seconded _____ P/F

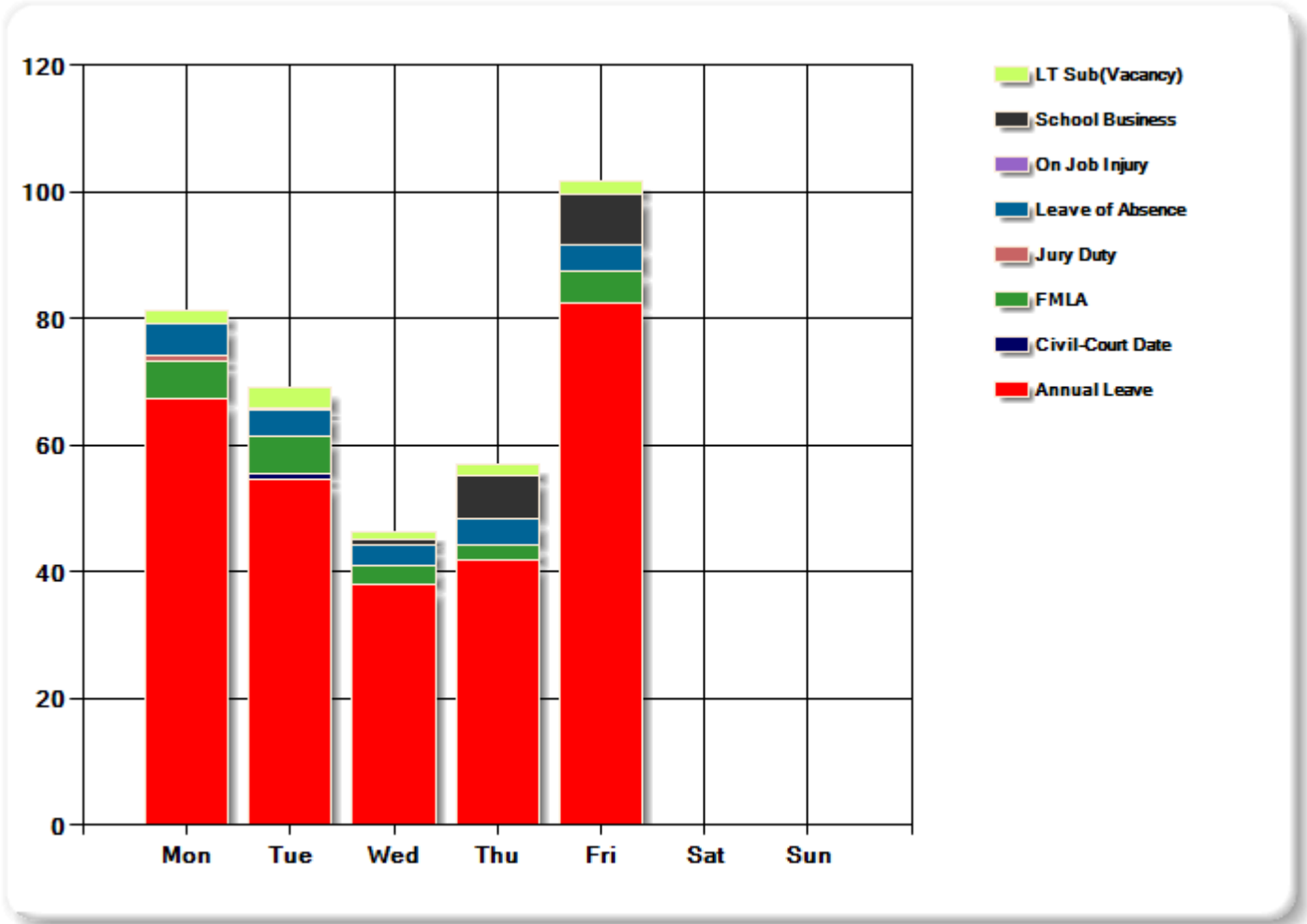
Day of Week Absence Analysis

[Return to Report Menu](#)

Start Date: **End Date:** **Type:** **Employee:**

View All **Vacancy Profile:** **School(s):**

View All **Employee Types :**



Absence Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Annual Leave	67.4	54.5	37.9	41.8	82.5	0	0	284.1
Civil-Court Date	0	1	0	0	0	0	0	1
FMLA	5.9	6	3.1	2.5	4.9	0	0	22.4
Jury Duty	1	0	0	0	0	0	0	1
Leave of Absence	5	4	3.2	4	4.4	0	0	20.6
On Job Injury	0	0.5	0	0	0	0	0	0.5
School Business	0	0	1	6.8	8	0	0	15.8
Totals	79.3	66	45.2	55.1	99.8	0	0	345.4
Vacancy Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
LT Sub(Vacancy)	2	3	1	2	2	0	0	10
Totals	2	3	1	2	2	0	0	10

Absence Monthly Summary

[Return to Report Menu](#)

School(s): ▼

 ▼

 ▼

 Employee

Types : ▼

 Type: ▼

April 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
		Total Absences/Vacancies: 7	Total Absences/Vacancies: 6	Total Absences/Vacancies: 11	Total Absences/Vacancies: 23	
		Fill NOT Needed: 0	Fill NOT Needed: 0	Fill NOT Needed: 0	Fill NOT Needed: 0	
		Fill Needed: 7	Fill Needed: 6	Fill Needed: 11	Fill Needed: 23	
		Filled: 6	Filled: 5	Filled: 6	Filled: 7	
		UnFilled: 0	UnFilled: 0	UnFilled: 2	UnFilled: 3	
		Held: 1	Held: 1	Held: 3	Held: 13	
		Fill Rate: 85%	Fill Rate: 83%	Fill Rate: 54%	Fill Rate: 30%	
7	8	9	10	11	12	13
Total Absences/Vacancies: 15	Total Absences/Vacancies: 10	Total Absences/Vacancies: 12	Total Absences/Vacancies: 11	Total Absences/Vacancies: 19		
Fill NOT Needed: 2	Fill NOT Needed: 1	Fill NOT Needed: 1	Fill NOT Needed: 1	Fill NOT Needed: 0		
Fill Needed: 13	Fill Needed: 9	Fill Needed: 11	Fill Needed: 10	Fill Needed: 19		
Filled: 4	Filled: 5	Filled: 5	Filled: 6	Filled: 6		
UnFilled: 5	UnFilled: 1	UnFilled: 1	UnFilled: 1	UnFilled: 2		
Held: 4	Held: 3	Held: 5	Held: 3	Held: 11		
Fill Rate: 30%	Fill Rate: 55%	Fill Rate: 45%	Fill Rate: 60%	Fill Rate: 31%		
14	15	16	17	18	19	20
Total Absences/Vacancies: 15	Total Absences/Vacancies: 20	Total Absences/Vacancies: 13	Total Absences/Vacancies: 18	Total Absences/Vacancies: 28		
Fill NOT Needed: 0	Fill NOT Needed: 0	Fill NOT Needed: 0	Fill NOT Needed: 1	Fill NOT Needed: 0		
Fill Needed: 15	Fill Needed: 20	Fill Needed: 13	Fill Needed: 17	Fill Needed: 28		
Filled: 6	Filled: 8	Filled: 5	Filled: 9	Filled: 9		
UnFilled: 1	UnFilled: 1	UnFilled: 2	UnFilled: 2	UnFilled: 3		
Held: 8	Held: 11	Held: 6	Held: 6	Held: 16		
Fill Rate: 40%	Fill Rate: 40%	Fill Rate: 38%	Fill Rate: 52%	Fill Rate: 32%		
21	22	23	24	25	26	27
Total Absences/Vacancies: 27	Total Absences/Vacancies: 20	Total Absences/Vacancies: 19	Total Absences/Vacancies: 19	Total Absences/Vacancies: 34		
Fill NOT Needed: 1	Fill NOT Needed: 1	Fill NOT Needed: 1	Fill NOT Needed: 0	Fill NOT Needed: 0		
Fill Needed: 26	Fill Needed: 19	Fill Needed: 18	Fill Needed: 19	Fill Needed: 34		
Filled: 11	Filled: 9	Filled: 8	Filled: 8	Filled: 11		
UnFilled: 4	UnFilled: 3	UnFilled: 3	UnFilled: 1	UnFilled: 4		
Held: 11	Held: 7	Held: 7	Held: 10	Held: 19		
Fill Rate: 42%	Fill Rate: 47%	Fill Rate: 44%	Fill Rate: 42%	Fill Rate: 32%		
28	29	30	1	2	3	4
Total Absences/Vacancies: 25	Total Absences/Vacancies: 14					
Fill NOT Needed: 1	Fill NOT Needed: 1					
Fill Needed: 24	Fill Needed: 13					
Filled: 8	Filled: 8					
UnFilled: 3	UnFilled: 1					
Held: 13	Held: 4					

Fill Rate: 33% **Fill Rate:** 61%

	Total Absences/Vacancies	Fill NOT Needed	Fill Needed	Filled	UnFilled	Held	Fill Rate
April 1-6	47	0	47	24	5	18	51%
April 7-13	67	5	62	26	10	26	42%
April 14-20	94	1	93	37	9	47	40%
April 21-27	119	3	116	47	15	54	41%
April 28-30	39	2	37	16	4	17	43%
Month	366	11	355	150	43	162	42%

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

The Osborn Community advances the full potential of every child by developing emotional intelligence and academic excellence.

Agenda Item Number – VII-E

Agenda Item
Enrollment Report

For Board: Action Discussion Information

Background –

Below is the Enrollment Report for April 2024 for schools and special education self-contained programs in comparison to 2023.

School	Enrollment April 5, 2023	Enrollment April 4, 2024	Difference
Clarendon	369	379	+10
Encanto	600	584	-16
Longview	416	417	+1
Montecito	29	31	+2
Osborn Middle	486	440	-46
Solano	385	364	-21
Special Ed.*	58	69	+11
Preschool	29	36	+7
iSchool	65		-65
SEAS		7	+7
Total	2437	2327	-110

Average Daily Membership

	2022-23 100 th day ADM	2023-24 100 th day ADM	Difference
Total	2271.5784	2,186.9355	-84.6429

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

For Information

Moved _____ Seconded _____

P/F

**OSBORN SCHOOL DISTRICT
ENROLLMENT DATA FOR: May 2nd, 2024**

ENCANTO		CLARENDON	
Kindergarten		Grade 4	
Barnett, Desiree	24	Aken, Ann D/L	20
Chavez, Cristina D/L	24	Butier, Lindsey	20
Davey, Jenny	25	Marshall, Nolan	26
Kleinz, Kelly	24	Perez, Jose D/L	21
Lizarraga, Mackenzie D/L	23	Vanible, Lysa	21
Stubbs, Juanita	24	Webster, Kristie	21
TOTAL KINDERGARTEN	144	TOTAL GRADE 4	129
Grade 1		Grade 5	
Dewey, Allison	21	Etsitty, Alyscia	25
Goetter, Ashley	23	Hernandez, Mayra D/L	28
Guillen, Adriana	27	Kahl, Kayce D/L	26
Gully, Emma	25	Meza, Jorge	29
Klanke, Liana	22	Staron, Jennifer	26
Sanchez, Nayeli D/L	25		
TOTAL GRADE 1	143	TOTAL GRADE 5	134
Grade 2		Grade 6	
Centeno, Miguel	25	Arebalo, Cynthia	24
Hacker, Jacqueline D/L	27	Bedonie, Brianna	26
Hoffman, Katerina	23	Ruiz, Ruth	20
Parker, Alex	25	Terriciano, Molly	19
Pavlisick, Kimberly D/L	29	Villarreal, Frank	25
Vargas, Luis	22		
TOTAL GRADE 2	151	TOTAL GRADE 6	114
Grade 3			
Callisen, Kristen	25		
Garcia, Maria D/L	26		
Hernandez, Matthew	24		
Lopez Moreno, Cindy	24		
Nino, Nancy	25		
Yaqubi, Negin	24		
TOTAL GRADE 3	148		
SPED			
Regis, Maria	8		
Bell, Jessica	6		
TOTAL SPED	14		
		CLARENDON TOTAL	385
ENCANTO TOTAL	600		

**OSBORN SCHOOL DISTRICT
ENROLLMENT DATA FOR: May 2nd, 2024**

LONGVIEW		Montecito (KG-3rd)	
Kindergarten		Montessori	
Crompton, Carrie (KG)	25	Garcia, Itzel	4
Valles, Guillermina D/L	22	Obrochta, Tere	5
		Roberts, Katrina	22
TOTAL KINDERGARTEN	47		
Grade 1			
Elias Ulloa, Rosaisela D/L	26		
La O Garcia, Tara	24		
Wright, Sammi	22		
TOTAL GRADE 1	72	MONTECITO TOTAL	31
Grade 2			
Berkich, Elizabeth	26		
Green, Maria D/L	25		
TOTAL GRADE 2	51		
Grade 3			
Hurtado, Nidia D/L	33		
Sauter, Jessica	22		
TOTAL GRADE 3	55		
Grade 4			
Vasquez, Roy D/L	33		
Villan Morales, Elisa	34		
TOTAL GRADE 4	67		
Grade 5			
Heiser, Morgan	36		
Hernandez, Dani D/L	31		
TOTAL GRADE 5	67		
Grade 6			
Baber, Kimberly	31		
Hendricks, Brian	30		
TOTAL GRADE 6	61		
Special Needs-Self Contained Cross Cat			
Mange, Mirna	9		
TOTAL SPED	9		
SPED Preschool			
Osborn, Christina	18		
TOTAL PRE-SCHOOL	18		
SEAS Program			
Scilley, Theresa	4		
Sabbath, Carlee	2		
TOTAL SEAS	6		
LONGVIEW TOTAL	453		

**OSBORN SCHOOL DISTRICT
ENROLLMENT DATA FOR: May 2nd, 2024**

SOLANO		OMS	
Kindergarten		Grade 7	
Hasenstab, Stephanie (KG)	13	Adams, Kyle	31
Pacheco, Edna	23	Chapman, Allison	4
Shillito, Alexandra	22	Echeverria, Lushanya	9
TOTAL KINDERGARTEN	58	Georges, Julia	13
Grade 1		Gomez, Vincent	17
Formanek, John	24	Hess, James	32
Hasenstab, Stephanie (1st)	7	Landeira, Richard	27
Sandoval, Guadalupe	24	Linn, Raymond	13
		Naylor, Danielle	17
TOTAL GRADE 1	55	Reynolds, Maitlyn	20
Grade 2		Saiz, Sarah	26
Copelly, Rosalba D/L	23	Trainor, Randy	10
Dunn, Kylie	21		
Williams, Samuel (2nd)	11	TOTAL GRADE 7	219
TOTAL GRADE 2	55	Grade 8	
Grade 3		Ahl, Allison	5
Fuentes, Mildred	21	Echeverria, Lushanya	7
Thompson, Angella	21	Frederick, Mack	33
Williams, Samuel (3rd)	6	Georges, Julia	13
		Gerstner, Doug	32
TOTAL GRADE 3	48	Guzman, Jose	32
Grade 4		Kingsland, Mitchell	13
Campbell, Amelia	29	Lindberg, Karen	17
Schrey, Kaitlyn	26	Linn, Raymond	17
		Naylor, Danielle	11
TOTAL GRADE 4	55	Stachel, Allison	16
Grade 5		Urrutia, Beatrice	27
Tenijieth, Mia (5th grade)	30		
Weidner, Jordan (5th grade)	12	TOTAL GRADE 8	223
TOTAL GRADE 5	42	Special Education-Self Contained Cross Cat.	
Grade 6		Cooper, Cody	7
Valentine, BJ	27	Beccera, Chantel	6
Weidner, Jordan (6th grade)	18	TOTAL SPECIAL CLASSES	13
		OMS TOTAL	455
TOTAL GRADE 6	45	DISTRICT TOTAL:	
Special Education-Cross Cat			2326
Ellison, Brianna	9		
Linton, Teola	8		
Lorgrono, Renalyn	7		
TOTAL SPECIAL CLASSES	24		
SPED - PS			
Switalla, Erica (Prek)	20		
TOTAL PRESCHOOL	20		
SOLANO TOTAL	402		

ENROLLMENT BY GRADE AS OF: May 2nd, 2024

Grade	Encanto	Clarendon	Longview	Montecito	OMS	Solano	TOTAL
K	144		47	9		58	258
1	143		72	13		55	283
2	151		51	6		55	263
3	148		55	3		48	254
4		129	67			55	251
5		134	67			42	243
6		114	61			45	220
7					219		219
8					223		223
SpEd.	14	8	9	0	13	24	68
Presch.			18			20	38
SEAS			6				6
CURRENT MONTH'S TOTALS	600	385	453	31	455	402	2326
Totals	600	387	450	31	452	407	2327
Change	0	-2	3	0	3	-5	-1

OSBORN SCHOOL DISTRICT ENROLLMENT BY MONTH - 2023-2024

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	Last Day
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Encanto										
K	138	140	141	137	147	144	141	144		
1	147	145	146	144	143	143	144	143		
2	157	156	155	155	156	153	151	151		
3	148	148	152	149	149	149	148	148		
Spec. Ed.	15	15	17	18	18	17	16	14		
Pre-Sch.										
TOTAL	605	604	611	603	613	606	600	600	0	0

Clarendon										
4	135	133	134	134	131	132	128	129		
5	136	138	139	136	139	138	136	134		
6	118	118	113	113	114	117	115	114		
Spec. Ed.	11	9	10	10	8	8	8	8		
TOTAL	400	398	396	393	392	395	387	385	0	0

Longview										
K	48	48	45	45	47	48	47	47		
1	69	69	70	70	68	70	71	72		
2	48	47	49	48	49	50	49	51		
3	49	59	57	56	56	56	56	55		
4	65	66	67	66	67	68	67	67		
5	68	69	67	67	65	64	65	67		
6	62	61	62	63	63	63	62	61		
Spec. Ed.	11	7	8	9	9	9	9	9		
Pre-Sch.	11	10	15	17	17	16	17	18		
SEAS		7	5	7	8	7	7	6		
TOTAL	431	443	445	448	449	451	450	444	0	0

Montecito										
K	9	9	9	9	9	9	9	9		
1	13	13	13	13	13	13	13	13		
2	7	7	6	6	6	6	6	6		
3	2	3	3	3	3	3	3	3		
4										
5										
6										
TOTAL	31	32	31	31	31	31	31	31	0	0

OMS										
7	220	218	225	185	224	223	217	219		
8	213	214	214	184	223	223	223	223		
Spec. Ed.	17	15	13	13	12	12	12	13		
TOTAL	450	447	452	382	459	458	452	455	0	0

Solano										
K	66	69	62	60	63	61	62	58		
1	58	59	56	57	55	51	54	55		
2	64	62	59	59	57	58	58	55		
3	50	51	53	50	51	49	48	48		
4	51	53	58	56	56	56	57	55		
5	41	39	42	39	37	37	41	42		
6	48	48	48	47	43	41	44	45		
Spec. Ed.	20	20	22	23	22	23	24	24		
Pre-Sch.	12	13	14	15	19	19	19	20		
TOTAL	410	414	414	406	403	395	407	402	0	0
Dist. Totals	2327	2338	2349	2263	2347	2336	2327	2317	0	0

Attendance - Multiple Year Comparison Chart

Encanto	Sept. '16	Sept. '17	Sept. '18	Sept. '19	Sept. '20	Sept. '21	Sept. '22	Sept. '23	Encanto	Oct. '16	Oct. '17	Oct. '18	Oct. '19	Oct. '20	Oct. '21	Oct. '22	Oct. '23	Encanto	Nov. '16	Nov. '17	Nov. '18	Nov. '19	Nov. '20	Nov. '21	Nov. '22	Nov. '23
K	168	192	178	175	158	168	148	138	K	167	189	179	175	155	168	147	140	K	169	185	180	177	154	162	144	141
1	160	160	174	174	160	149	161	147	1	154	161	171	174	158	148	158	145	1	148	163	172	176	153	149	157	146
2	163	149	164	155	157	145	152	157	2	162	149	167	155	152	148	155	156	2	164	149	162	156	149	147	152	155
3	174	169	140	160	142	131	142	148	3	172	170	139	161	145	129	142	148	3	175	170	138	159	140	124	143	152
TOTAL	665	670	656	664	617	593	603	590	TOTAL	655	669	656	665	610	593	602	589	TOTAL	656	667	652	668	596	582	596	594
Clarendon									Clarendon									Clarendon								
4	183	158	149	136	137	104	136	135	4	185	157	150	138	142	109	136	133	4	184	158	147	136	143	107	133	134
5	148	165	153	144	123	122	108	136	5	148	169	155	145	126	119	108	138	5	151	167	160	144	123	114	108	139
6	139	138	156	152	131	102	120	118	6	136	137	161	153	132	103	121	118	6	130	138	160	150	134	101	118	113
TOTAL	470	461	458	432	391	328	364	389	TOTAL	469	463	466	436	400	331	365	389	TOTAL	465	463	467	430	400	322	359	386
Longview									Longview									Longview								
K	66	81	68	82	61	57	57	48	K	68	81	79	81	61	62	58	48	K	73	84	68	77	62	55	56	45
1	68	74	76	75	76	46	56	69	1	72	73	74	81	77	58	50	69	1	73	74	70	81	74	57	48	70
2	83	74	65	75	68	68	63	48	2	84	74	64	77	69	71	65	47	2	82	78	65	74	70	67	70	49
3	74	74	67	68	66	59	67	49	3	76	76	69	69	68	64	64	59	3	77	73	71	71	68	59	65	57
4	75	77	67	76	74	56	66	65	4	80	76	67	78	73	55	65	66	4	83	79	71	76	73	56	63	67
5	87	70	65	60	66	59	73	68	5	89	70	64	60	65	60	55	69	5	91	71	65	58	64	58	55	67
6	61	89	75	69	58	54	40	62	6	63	89	77	71	57	53	64	61	6	60	91	75	68	55	49	65	62
TOTAL	514	539	483	505	469	399	422	409	TOTAL	532	539	494	517	470	423	421	419	TOTAL	539	550	485	505	466	401	422	417
Montecito									Montecito									Montecito								
K	1	0	1	0	0	1	9	9	K	0	1	1	1	0	4	15	9	K	0	1	1	2	0	5	15	9
1	3	1	2	2	2	1	2	13	1	3	1	2	4	2	1	8	13	1	3	1	1	4	2	1	8	13
2	3	8	1	1	3	1	1	7	2	2	8	1	1	3	1	5	7	2	2	8	2	1	3	1	5	6
3	3	0	4	1	2	4	2	2	3	4	2	4	2	2	4	2	3	3	3	2	4	2	2	4	2	3
4	6	3	1	4	1	1	3		4	6	4	1	6	1	1	3	0	4	6	5	1	6	1	1	3	
5	3	5	6	1	7	0	1		5	3	5	6	2	7	0	1	0	5	3	5	8	2	7	0	1	
6	2	4	3	5	0	6	3		6	2	4	3	5	0	5	3	0	6	2	5	3	5	0	5	3	
TOTAL	21	21	18	14	15	14	21	31	TOTAL	20	25	18	21	15	16	37	32	TOTAL	19	27	20	22	15	17	37	31
OMS									OMS									OMS								
7	282	275	306	302	274	249	224	220	7	296	275	306	301	278	250	227	218	7	276	276	301	302	277	246	224	225
8	284	284	284	291	302	281	252	213	8	268	279	287	286	300	282	262	214	8	274	284	286	283	298	273	259	214
TOTAL	566	559	590	593	576	530	476	433	TOTAL	564	554	593	587	578	532	489	432	TOTAL	550	560	587	585	575	519	483	439
Solano									Solano									Solano								
K	102	78	66	69	61	59	66	66	K	102	74	66	65	60	73	63	69	K	98	73	67	63	62	74	64	62
1	72	97	68	71	62	67	61	58	1	73	97	69	68	62	67	62	59	1	74	95	69	64	58	66	56	56
2	90	62	97	70	63	71	61	64	2	90	65	96	68	62	69	61	62	2	91	67	93	67	63	72	63	59
3	100	86	74	84	59	60	67	50	3	100	84	72	83	53	64	67	51	3	95	83	70	80	51	62	65	53
4	86	91	77	77	78	49	49	51	4	86	94	76	76	81	50	51	53	4	89	97	73	74	80	52	54	58
5	104	83	89	68	68	59	50	41	5	101	84	88	70	70	63	52	39	5	103	86	84	68	72	57	53	42
6	106	91	82	76	65	53	50	48	6	105	90	81	75	65	57	48	48	6	100	91	83	74	59	59	50	48
TOTAL	660	588	553	515	456	430	397	378	TOTAL	657	588	548	505	453	443	404	381	TOTAL	650	592	539	490	445	442	405	378
iSchool									iSchool									iSchool								
K						13	0									16	0							12	0	
1						27	5									27	5							19	5	
2						24	8									23	8							21	7	
3						34	10									30	11							29	11	
4						31	9									26	9							25	10	
5						31	18									29	17							28	18	
6						40	14									42	13							42	13	
Total						200	64									193	63							176	64	
SEAS									SEAS									SEAS								
Pre-Sch.	48	31	32	34	38	20	20	23	Pre-Sch.	51	34	35	36	32	19	21	23	Pre-Sch.	50	35	43	40	35	27	24	29
Spec. Ed.	88	54	79	86	86	48	58	74	Spec. Ed.	64	57	81	89	85	69	53	66	Spec. Ed.	64	57	79	88	86	70	68	70
Dist. Totals	3006	2923	2869	2843	2648	2562	2425	2327	Dist. Totals	3012	2929	2891	2856	2643	2619	2455	2338	Dist. Totals	2993	2951	2872	2828	2618	2556	2458	2349
	+74	-83	-54	-26	-195	-10	-98		+42	-83	-38	-35	-216	-24	-66			+1	-42	-79	-44	-210	-210	-98	-109	

Attendance - Multiple Year Comparison Chart

Encanto	Dec. '16	Dec. '17	Dec. '18	Dec. '19	Dec. '20	Dec. '21	Dec. '22	Dec. '23	Encanto	Jan. '15	Jan. '16	Jan. '17	Jan. '18	Jan. '19	Jan. '20	Jan. '21	Jan. '22	Jan. '22	Jan. '23	Jan. '24	Feb. '21	Feb. '22	Feb. '23	Feb. '24
K	170	179	180	179	152	164	146	137	K	162	180	166	181	179	180	150	162	145	145	147	150	164	145	144
1	147	164	171	175	154	148	156	144	1	165	180	144	168	167	178	152	149	154	158	143	152	148	158	143
2	167	144	163	156	147	148	149	155	2	170	175	165	144	158	155	146	147	150	156	146	148	150	153	153
3	174	165	134	158	140	127	142	149	3	144	186	171	166	133	157	140	124	142	154	149	140	127	154	149
TOTAL	658	652	648	668	593	587	593	585	TOTAL	641	721	646	659	637	670	588	582	591	607	595	588	587	607	589
Clarendon									Clarendon															
4	179	156	147	135	141	102	131	134	4	146	140	181	157	144	137	140	107	132	134	131	140	102	134	132
5	146	167	159	143	123	112	108	136	5	153	152	148	169	156	144	120	114	105	107	139	120	112	107	138
6	133	138	161	150	131	100	119	113	6	124	152	131	138	161	151	131	101	119	124	114	131	100	124	117
TOTAL	458	461	467	428	395	314	358	383	TOTAL	423	444	460	464	461	432	391	322	356	365	384	391	314	365	387
Longview									Longview															
K	72	83	66	75	62	54	55	45	K	69	67	73	82	65	75	61	55	56	56	47	61	54	56	48
1	74	72	72	81	75	59	49	70	1	92	74	73	69	72	73	75	57	48	47	68	75	59	47	70
2	85	77	67	72	70	66	69	48	2	74	78	85	74	68	73	71	67	69	67	49	71	66	67	50
3	78	73	72	71	70	61	62	56	3	88	73	77	71	71	75	71	59	66	63	56	71	61	63	56
4	83	76	71	74	72	58	62	66	4	81	88	82	74	74	76	71	56	65	60	67	71	58	60	68
5	90	72	65	55	64	58	54	67	5	63	68	93	71	66	57	65	58	55	54	65	65	58	54	64
6	60	89	75	68	55	48	63	63	6	76	61	60	87	76	68	54	49	63	65	63	54	48	65	63
TOTAL	542	542	488	496	468	404	414	415	TOTAL	543	509	543	528	492	497	468	401	422	412	415	468	404	412	419
Montecito									Montecito															
K	1	1	1	2	1	5	15	9	K			1	1	1	3	0	5	13	13	9	0	5	13	9
1	4	1	0	5	2	2	8	13	1			5	1	0	4	1	1	9	9	13	1	2	9	13
2	2	7	2	1	3	1	5	6	2			2	7	2	2	3	1	4	4	6	3	1	4	6
3	3	2	4	3	2	3	2	3	3			5	2	3	3	2	4	2	2	3	2	3	2	3
4	6	5	1	6	1	1	3	0	4			6	5	1	6	1	1	2	2	0	0	1	2	0
5	3	5	7	2	6	0	1	0	5			3	5	7	2	6	0	1	1	0	6	0	1	0
6	2	6	3	4	0	5	3	0	6			2	7	3	5	1	5	2	2	0	3	5	2	0
TOTAL	21	27	18	23	15	17	37	31	TOTAL	24	28	17	25	14	17	33	33	31	31	15	17	33	31	
OMS									OMS															
7	286	278	302	301	265	247	221	185	7	281	272	288	274	301	306	265	246	208	211	224	265	247	211	223
8	264	284	290	283	299	269	255	184	8	274	297	262	285	285	284	302	273	242	242	223	302	269	242	223
TOTAL	550	562	592	584	564	516	476	369	TOTAL	555	569	550	559	586	590	567	519	450	453	447	302	516	453	446
Solano									Solano															
K	95	71	66	62	60	70	65	60	K	85	77	93	76	68	62	60	74	60	61	63	60	70	61	61
1	68	94	70	67	60	65	56	57	1	114	88	66	94	70	65	61	66	56	57	55	61	65	57	51
2	88	67	91	63	61	71	62	59	2	80	101	89	68	89	60	60	72	62	62	57	60	71	62	58
3	95	81	79	77	50	56	65	50	3	88	81	98	81	68	75	50	62	62	59	51	50	56	59	49
4	88	98	72	76	76	50	54	56	4	108	98	91	98	74	74	76	52	53	50	56	76	50	50	56
5	101	86	82	68	71	56	52	39	5	75	105	96	85	81	68	72	57	50	47	37	72	56	47	37
6	102	89	85	75	57	60	48	47	6	59	74	101	87	85	75	59	59	46	48	43	59	60	48	41
TOTAL	637	586	545	488	435	428	402	368	TOTAL	609	624	634	589	535	479	438	442	389	384	362	438	428	384	353
iSchool									iSchool															
K						14	0		K								12	0	0			14	0	
1						24	6		1								19	6	7			24	7	
2						24	6		2								21	6	7			24	7	
3						28	10		3								29	10	11			28	11	
4						28	11		4								25	12	10			28	10	
5						28	18		5								28	18	18			28	18	
6						44	13		6								42	12	13			44	13	
						190	64		TOTAL								176	64	66			190	66	
																							0	
SEAS									SEAS															
Pre-Sch.	53	39	43	43	36	32	24	32	Pre-Sch.	52	41	57	42	48	46	37	27	22	25	36	37	32	25	35
Spec. Ed.	63	60	78	86	86	69	68	73	Spec. Ed.	90	74	64	59	79	85	84	70	66	64	69	84	69	64	69
Dist. Totals	2982	2929	2879	2816	2592	2557	2436	2263	Dist. Totals	2913	2998	2978	2928	2855	2824	2587	2556	2393	2409	2347	2588	2557	2409	2336
	-41	-53	-50	-63	-224	-35	-121	-173		-59	85	-20	-50	-73	-31	-237	-31	-163	-163	-62	-275	-31	-148	-73

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

The Osborn Community advances the full potential of every child by developing emotional intelligence and academic excellence.

Agenda Item Number – VIII-A

Agenda Item

Adoption of Resolution Opposing HCR 2060 by the Arizona Legislature

For Board: Action Discussion Information

Background –

The Osborn School District has been, and remains, committed to the protection of civil rights, liberties, and security for all peoples as contemplated in the United States and Arizona Constitutions. The Osborn School District Governing Board publicly opposes the adoption of the anti-immigration House Concurrent Resolution ("HCR") and urges all members of the Arizona Legislature to vote against adopting HRC 2060.

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve Resolution Opposing HCR 2060 by the Arizona Legislature.

Moved _____ Seconded _____ P/F

RESOLUTION OPPOSING THE ADOPTION OF HCR 2060 BY THE ARIZONA LEGISLATURE

WHEREAS, the Osborn School District #8 is made up of a culturally and ethnically diverse student and staff population which respects the rights of every individual present within the District; and

WHEREAS, the Arizona legislature is considering House Concurrent Resolution (“HCR”) 2060 as an effort to selectively enforce immigration laws and penalize undocumented immigrants; and

WHEREAS, HCR 2060 will lead to racial profiling of immigrants and citizens because of the color of their skin, manner of speech, race, and ethnic origin; and

WHEREAS, enactment and enforcement of immigration laws is neither a state nor local responsibility and state and local agencies do not have the jurisdiction, training, or expertise to enforce immigration laws; and

WHEREAS, it is the responsibility of the federal government to adopt and enforce fair and humane immigration laws which ensure the preservation of individual civil rights guaranteed by the United States Constitution; and

WHEREAS, HCR 2060 fundamentally violates constitutional rights and human rights guaranteed by the United States and Arizona Constitutions by encouraging racial profiling; and

WHEREAS, HCR 2060 will create an additional financial burden on all public agencies in the state and distract them from their mission to serve Arizona citizens; and

WHEREAS, Osborn School District has been, and remains, committed to the protection of civil rights, liberties, and security for all peoples as contemplated in the United States and Arizona Constitutions.

NOW THEREFORE BE IT RESOLVED BY THE GOVERNING BOARD OF THE OSBORN SCHOOL DISTRICT #8 THAT:

The Osborn School District Governing Board publicly denounces the adoption of the anti-immigration HCR 2060 and urges all members of the Arizona Legislature to vote against adopting HCR 2060.

Adopted this _____ **day of May 2024**, the Governing Board voted at a duly called meeting at which a quorum was present with _____ in favor of, _____ against, _____ abstained from the above Resolution.

Ed Hermes, Governing Board President

Luis Peralta, Governing Board Clerk

Rhiannon Ford, Member

Leanne Greenberg, Member

Violeta Ramos, Member

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – VIII-B

Agenda Item

Approval and second review of ASBA Policy Revisions

For Board: Action Discussion Information

Background –

This is a second review of ASBA Policy revisions for the following policies

BEDB	Agenda
BGC-R	Policy Revision and Review
BGE	Policy Communications and Feedback
BGE-R	Policy Communications and Feedback
CCB-R	Line and Staff Relations
CFD	School Based Management
EB-R	Environmental and safety Program
EBAA	Reporting of Hazards/Warning Systems
EBC	Emergencies
ECB	Building and Grounds Maintenance
EEAA	Walkers and Riders
EEAE-R	Bus Safety Program
GBEF	Staff Use of Digital Communications and Electronic Devices
GDC	Support Staff Leaves and Absences
IHA	Basic Instructional Program
IKF	Graduation Requirements
IMA	Teaching Methods
IMA-R	Teaching Methods
JFABDA	Admission of Students in Foster Care
JH	Student Absences and Excuses
JHD	Exclusions and Exemptions from School Attendance
JIH	Student Interrogations, Searches and Arrests
JJE	Student Fund-Raising Activities
JK-EA	Student Discipline
KB-EB	Parental Involvement in Education
KEC	Public Concerns/Complaints about Instructional Resources

Legal

Financial

Governing Board Goals

Community Connectedness and Increased Enrollment

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve ASBA revisions to the policies as discussed.

Moved _____ Seconded _____ P/F

Alpha Code	Policy Name	Superintendent Notes	Additional Notes
BEDB	Agenda	Language, specifically the reference regarding a TDD telephone number, has been replaced with email as an acceptable method of communication.	Approve as presented
BGC-R	Policy Revision and Review	Language has been updated and revised to align with current practices.	Approve as presented
BGE BGE-R	Policy Communications and Feedback	Language has been updated and revised to align with current practices.	Approve as presented
CCB-R	Line and Staff Relations	A.R.S. 15-353 is no longer a statute, and thus its requirement for a parental satisfaction survey for parents is no longer relevant, so that statutory reference has been removed. However, the requirement for a parental satisfaction survey is required by A.R.S. 15-102(A)(1) and is noted in Policy KB.	Approve as presented
CFD	School Based Management	A.R.S. 15-351 does not specify the number of members on school councils. Thus, the Policy has been revised to mirror the requirements of the statute.	Approve as presented
EB-R	Environmental and Safety Program	The reference to A.R.S. 15-2002 has been removed as that statute was repealed; the current relevant statute is A.R.S. 41-5702(A)(9). Language has been updated and revised to comply with statute and A.A.C. R7-6-215.	Approve as presented
EBAA	Reporting of Hazards/Warning Systems	A.R.S. 32-2301, 32-2311.01, and 32-2307 have been repealed and thus those legal references have been removed. The current relevant statutes are A.R.S. 3-3606 and A.R.S. 15-152. The Policy has been edited to conform to the current statutory requirements.	Approve as presented
EBC	Emergencies	This Policy was updated to mirror language in A.R.S. 15-341 regarding emergency response plans.	Approve as presented
ECB	Building and Grounds Maintenance	The following legal references have been repealed: A.R.S. 15-2002, 15-2031, 15-2032, 15-2131, and 15-2132. Information similar to that in A.R.S. 15-2131 is in A.R.S. 41-5832. A.R.S. 41-5832 does not require an IAQ (Indoor Air Quality) Plan or Coordinator nor is there any EPA requirement for such. Thus, that language has been removed. A.A.C. R7-6-215 was also added as a legal reference.	Approve as presented
EEAA	Walkers and Riders	A.R.S. 15-816.01 states that a Governing Board may provide student transportation limited to thirty (30) miles each way. The mileage language was changed to conform with the statutory language.	Approve as presented
EEAE-R	Bus Safety Program	Language has been updated to conform with Arizona Administrative Code (A.A.C.) R13-13-104.	Approve as presented
GBEF	Staff Use of Digital Communications and Electronic Devices	Language has been updated and revised to align with current practices.	Approve as presented
GDC	Support Staff Leaves and Absences	ASBA has removed this reference-only Policy.	Approve as presented
IHA	Basic Instructional Program	Arizona Administrative Code (A.A.C.) R7-2-301 provides basic instructional program requirements for common schools (grades K-8). A.R.S. 15-710 requires common schools (grades K-8) and high schools (grades 9-12) to provide a total of one year instruction in state and federal constitutions, American institutions and ideals, and in the history of Arizona, including the history of Native Americans in Arizona. Policy language has been updated to align with current basic instructional program requirements.	Approve as presented
IKF	Graduation Requirements	A.R.S. 15-710 requires high schools (grades 9-12) to provide a total of one year instruction in state and federal constitutions, American institutions and ideals, and in the history of Arizona, including the history of Native Americans in Arizona. Policy language has been updated to conform with statutory language.	Do Not Approve--Applies to high schools
IMA IMA-R	Teaching Methods	Language in the Policy and Regulation have been updated and revised to align with current practice.	Approve as presented

JFABDA	Admission of Students in Foster Care	A.R.S. 8-530.04(B) states that an educational institution has two days in which to enroll a foster child when a change of placement is needed. "Within two days after it is determined that a change of educational placement is in the best interest of the child, the new educational institution shall enroll the child and the child's school of origin shall transfer the child's education records to the child's new educational institution within two days after notice of the child's change in educational placement." The current policy language ("immediately") has been revised to mirror statutory language. Immediate enrollment cannot be denied if a child does not possess the records normally required for enrollment or owes outstanding fees or fines to their school of origin.	Approve as presented
JH	Student Absences and Excuses	Language addition includes expanded definition of excused student absences per A.R.S. 15-807(D).	Approve as presented
JHD	Exclusions and Exemptions from School Attendance	Language has been updated to provide clarity and to add "mental, or behavioral" to the examples of a health professional.	Approve as presented
JIH	Student Interrogations, Searches, and Arrests	Language has been updated to reflect the language in A.R.S. 8-821(B)(E)(F) and A.R.S. 8-823(A), and to add the term "child welfare investigation" per statute.	Approve as presented
JJE	Student Fund-Raising Activities	Language has been revised for clarity regarding the requirements in A.R.S. 15- 1121 and AR.S. 15-1122.	Approve as presented
JK- EA	Student Discipline	The length of time student disciplinary records must be retained changed from two (2) years to four (4) years based on information received from the State Records Office Administrator based on the Arizona State Library, Archives and Public Records (ASLAPR).	Approve as presented
KB-EB	Parental Involvement in Education	Exhibit contains minor changes in "J" to mirror language in A.R.S. 1-602(A)(10).	Approve as presented
KEC	Public Concerns/Complaints About Instructional Resources	Language has been revised to clarify requirements of A.R.S. 15-721 and A.R.S. 15- 341. IJJ-R has also been added as a reference.	Approve as presented

Compare current to previous Policy Advisories for "BEDB © AGENDA"

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

BEDB © AGENDA

The agenda shall list the specific matters to be discussed, considered or decided at the meeting. Except for a meeting through technological devices, the agenda and notice shall also include the time that the public will have physical access to the meeting place. The Governing Board may discuss, consider or make decisions only on matters listed on the agenda and other matters related thereto. (*Subject to A.R.S. [38-431.02](#)*)

Unless changed by a majority vote of Board members present at a meeting, the order of business shall be as follows:

Regular meetings:

- A. Call to order
- B. Adoption of the agenda (*Discussion of items is not in order.*)
- C. Pledge of allegiance
- D. Board Meeting minutes not previously approved
- E. Information only items (*Items to be heard only; the Board will not propose, discuss, or take legal action during the meeting unless the specific matter is properly noticed for legal action.*)
 - 1. Summary of current events
 - a. Superintendent
 - Celebrations and recognitions
 - b. Governing Board members
 - 2. Reports (*Notice must be specific as to type of report that will be given, subject matter and whom will be making the report.*)
- F. Public comments (*Members of the Governing Board shall not discuss or take legal action on matters raised during an open call to the public unless the matters are properly noticed for discussion and legal action.*)
- G. Action items (*Matters on which the Governing Board may take legal action during the meeting.*)
 - 1. Consent agenda items (*When so presented, should fully describe the matters on the agenda and inform the public where more information can be obtained.*)

2. Specific items of District business (*As listed for consideration, may include various categorical areas as the business of the District necessitates Board discussion, deliberation, and action.*)

H. Information and Discussion items (*Matters about which the Board may engage in discussion but will take no action during the meeting.*)

I. Information items (*The Board will not propose, discuss, or take legal action during the meeting.*)

Requests for future agenda items

J. Adjournment

Special meetings:

A. Call to order

B. Items for which the special meeting was called (*May include timely action, discussion, and information items as conditioned for regular meetings.*)

C. Announcements

D. Adjournment

Executive sessions:

An executive session may be scheduled, as necessary, during either a regular or special meeting. (*See Arizona Attorney General Agency Handbook Section 7.6.7.*)

1. When an executive session is to be held, the notice must state the specific provision of law authorizing the executive session.

2. The Board may vote to hold an executive session for the purpose of obtaining legal advice from the Board's attorney on any matter listed on the agenda pursuant to A.R.S. [38-431.03](#)(A)(3).

Emergency meetings

In the case of an actual emergency, the Governing Board, after giving such notice as is appropriate to the circumstances, may act on an emergency matter or call an emergency meeting in accordance with the requirements set out in A.R.S. [38-431.02](#). The emergency meeting shall follow the order of business for a special meeting. An emergency meeting shall be subsequently followed by the posting of a public notice within twenty-four (24) hours declaring that an emergency session has been held and setting forth the information specified by [38-431.02](#). Chapter 7 of the Arizona Agency Handbook shall be consulted for guidance when an emergency action or meeting is being considered.

Accommodations for the Disabled

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting [*name of designated ~~agency contact~~ District contact person*] at [*provide telephone number and ~~TDD telephone number~~-mail*]. Requests should be made as early as possible to allow time to arrange the accommodation.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[38-431](#)

[38-431.01](#)

[38-431.02](#)

[38-431.03](#)

28 CFR § 35.163

CROSS REF.:

[BDB](#) - Board Officers

[BEC](#) - Executive Sessions/Open Meetings

Compare Policy Advisory "BGC-R ©" to Policy in Manual

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

BGC-R ©

REGULATION

POLICY REVISION AND REVIEW

The District is a subscriber to the Policy Services Program of the Arizona School Boards Association (ASBA). This service will assist the District in the amendment of District policies or in the adoption of new policies originated by the District.

The procedure listed below will be followed to ensure the expeditious review and consideration of policy updates received from the ASBA Policy Services Program and all newly proposed policies:

- ~~A.~~ A master file of policy updates (Policy Services Advisories) will be kept by the Superintendent.
- ~~Upon B.~~ Upon receipt, a copy of each update will be forwarded to the appropriate member(s) of the Superintendent's ~~staffs~~ staff.
- ~~The C.~~ The designated staff ~~member~~ members may review and evaluate the update and recommend action to ~~the Superintendent~~ the Superintendent, including any proposed changes needed to adapt the update to specific ~~circumstances~~ ~~within~~ circumstances within the District.
- ~~If D.~~ If changes or new policies are recommended, the Superintendent ~~will~~ may send a copy of the update to ~~ASBA Policy~~ ASBA Policy Services for review or contact ASBA Policy ~~Services by phone to~~ Services to discuss the proposed changes.
- ~~Following review by ASBA Policy Services, the~~ E. The updated policy or any newly proposed policies will be ~~placed on~~ placed on the Board agenda for a first review by the Board.
- ~~Following F.~~ Following the first review, if any proposals are made for further changes, such changes ~~will~~ may be sent to ~~ASBA Policy~~ ASBA Policy Services for review or ~~discussed with them by phone~~ discussion.
- ~~If G.~~ If no changes are proposed, or after any such proposed changes have been reviewed by ASBA ~~Policy Services~~ Policy Services, the updated policy will be placed on the Board agenda a second time for action by the Board.
- ~~Following H.~~ Following adoption by the Board, the Superintendent will send a copy of the adopted policy and the date ~~of adoption of~~ adoption to ASBA Policy Services.
- ~~ASBA I.~~ ASBA Policy Services will ~~produce~~ electronically publish the final adopted copy of the policy ~~and return the final copy to the District.~~

- ~~● The Superintendent will reproduce sufficient copies of the new policy, as received from ASBA Policy Services, and forward a copy to each person who is assigned a policy manual, with instructions as to how it is to be incorporated into the policy manual.~~

Compare Policy Advisory "BGE © POLICY COMMUNICATION / FEEDBACK" to Policy in Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

BGE © POLICY COMMUNICATION / FEEDBACK

The Superintendent shall develop procedures to ensure that [constituents](#), employees ~~, patrons,~~ and Board members ~~shall~~ have access to a current policy manual that contains the policies and administrative regulations of the District. [A link to the online policy manual will be made available to all persons listed above.](#)

The manual is intended both as a tool for District management and as a source of information to ~~patrons~~[constituents](#), staff members, and others about how the District operates. To that end, ~~each Board member and administrator shall have ready access to a copy of the manual~~[the policy manual will be available for online access.](#) In addition, a [hard copy](#) manual shall be available at such places as the Superintendent may determine for use by ~~staff members, students, and patrons.~~[Each](#) those persons who do not have access to the manual online. Printed copies of the policy manual shall remain the property of the District and shall be subject to recall at any time.

[Any](#) administrative regulation shall be so designated and included in the manual ~~on a separate sheet(s) accompanying~~[immediately following](#) the policy with which it is associated.

~~All policy manuals shall remain the property of the District and shall be subject to recall at any time.~~

The Board's policy manual shall be considered a public record and shall be open for ~~inspection~~[inspection by accessing the online link on the District's website, or if needing a hard copy,](#) during regular business hours at the District administration office and at places designated by the Superintendent.

The [online](#) master copy of the manual will be securely maintained ~~in the Superintendent's office.~~[It is this](#) by the Superintendent, and archived as required by Records Management Standards adopted by the Arizona State Library, Archives and Public Records (ASLAPR). It is [this online](#) copy that will be used to resolve any discrepancies in language existing in other copies.

Adopted: ~~date of Manual adoption~~[<-- z2AdoptionDate -->](#)

LEGAL REF.:

A.R.S.
[15-341](#)

Compare Policy Advisory "BGE-R ©" to Policy in Manual

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

BGE-R ©

REGULATION

POLICY COMMUNICATION / FEEDBACK

~~Each person to whom a policy manual is issued will be responsible for the maintenance, control, and updating of the~~ The District's Policy Manual is available to the public online at <https://policy.azsba.org/asba/browse/asbaall/welcome/root>. The online policy manual shall be maintained by the Superintendent, and supersedes any discrepancies in language that exist in hard copies of the policy manual.

All changes to the policy manual will be ~~issued~~ communicated by the Superintendent, with a change memorandum listing codes, pages to be removed, and pages to be inserted. After making the changes, a copy of the change memorandum shall be filed by the Superintendent. After the updated pages have been placed into a policy manual, the outdated pages that have been superseded must be removed and destroyed. All policy manuals are subject to recall and/or inspection at any time to ensure that they are properly updated.

~~The master copy of the policy manual shall be maintained by the Superintendent. It is this copy that shall be used to resolve any discrepancies in language existing in other copies.~~

~~The Superintendent will maintain one (1) copy of all outdated pages for historical and reference purposes~~ Superintendent to staff and Governing Board members, and will be archived as required by the Arizona State Library, Archives and Public Records (ASLAPR).

LEGAL REF.:

Uniform System of Financial Records

Compare Policy Advisory "CCB-R ©" to Policy in Manual

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

CCB-R ©

REGULATION

LINE AND STAFF RELATIONS

(School Administration)

The primary duty of a principal is to administer and supervise the instructional program. A principal, as the educational leader of the school, will administer and supervise the school in accordance with policies and administrative regulations of the District.

A principal will be directly responsible to and will report only to the Superintendent and will keep the Superintendent informed of the conditions and needs of the school. All duties, authority, and responsibilities of the principal will be delegated only by the Superintendent. These duties include, but are not limited to, the following:

- A. A principal is responsible for the operation of the educational program of the school.
- A-B. A principal is responsible for the supervision and evaluation of the building staff members.
- A-C. A principal will maintain discipline on the part of personnel and students.
- A-D. A principal will care for and protect the building, the equipment, the grounds, and other school property.
- A-E. A principal will maintain school records and prepare reports.
- A-F. A principal will take reasonable precautions to safeguard the health and welfare of students and ~~staff members~~ staff members, will report accidents, will formulate plans for emergencies, and will conduct ~~evacuation drills~~ evacuation drills each school month and keep written records of such drills.
- A-G. A principal will be responsible for maintaining a close relationship with the community and should interpret ~~the educational~~ the educational program to the citizens of the District.
- A-H. A principal will, by advanced study, by visits to school systems in other areas, by attendance at ~~educational conferences~~ educational conferences, and by other means remain well informed relative to modern educational thought and practice.
- A principal will ~~distribute a parental satisfaction survey to the parent of every child enrolled at the school, pursuant to A.R.S. 15-353.~~

CFD ©
SCHOOL - BASED MANAGEMENT
(School Councils)

The Governing Board may delegate to a school council the responsibility to develop a curriculum and may delegate any additional powers that are reasonably necessary to accomplish decentralization.

The Board authorizes the establishment of a school council at each school site. The school council shall follow regulations promulgated by the Board. The authority extended to the school council(s) is to design curricular and instructional strategy/design models that promote the District mission/goals statement.

The school council shall provide input for the creation of curricular and instructional strategies/designs that meet the unique learning needs of the students served at each school.

A shared "vision" for curricular and instructional strategies/designs and the involvement of a variety of the members of the school and community who will be most affected by the results are essential.

Curricular and instructional strategies/designs that result from such shared decision making are limited only by the requirements that they be consistent with and fulfill the mission/goal statements, beliefs, and adopted Board policies of the District and comply with the laws and regulations of the state of Arizona and the United States.

This shared decision making shall not supersede Board/Superintendent decision-making responsibilities unless waived by the Board.

Membership

The school council at each school shall take into consideration the ethnic composition of the local community and initially shall be composed of:

- A. Parents or guardians of students enrolled in the school who are not employed by the District in the school of proposed membership.
- B. Teachers.
- C. Noncertificated employees.
- D. community members.
- E. Students if the school is a high school.
- F. The principal of the school.

Initially, each of the above school council members shall be selected in the manner and by the procedure specified in A.R.S. [15-351](#). The school council shall then adopt written guidelines that specify the number of school council members and the methods for the selection of school council members. Thereafter, representatives shall be selected by their groups in the manner determined. There must be an equal number of teachers and parents of pupils enrolled in the school on the council and they shall constitute a majority of the council members. The principal

will serve as chairperson of the school council unless another person is elected by a majority of the school council members.

Adopted: November 20, 2005

LEGAL REF.:

A.R.S.

[15-351](#)

[15-352](#)

[15-353](#)

[43-1089.01](#)

A.G.O.

I99-018

CROSS REF.:

[BDD](#) - Board-Superintendent Relationship

[CCB](#) - Line and Staff Relations

Compare Policy Advisory "EB-R ©" to Policy in Manual

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EB-R ©

REGULATION

ENVIRONMENTAL ~~AND~~ AND

SAFETY PROGRAM

Responsibilities of the maintenance supervisor:

- ~~● Maintain~~ **A. Maintain** an overall safety program in maintenance and operation of buildings and grounds.
- ~~● Provide~~ **B. Provide** specialized assistance as requested by school principal.
- ~~● Coordinate with the District Indoor Air Quality Coordinator who will:~~
 - ~~■ Monitor indoor air quality.~~

~~■ Document~~

C. Comply with HVAC requirements listed in A.R.S. [41-5832](#) and A.A.C. [R7-6-215](#).

D. Document District responses to the biennial information on improving and maintaining the indoor air

~~quality~~

quality (IAQ) in school buildings, which is required by A.R.S.

~~15~~

~~[41-](#)~~

~~2002~~

~~[5702\(A\)\(](#)~~

~~14~~

~~9) to be distributed to school districts~~

~~by the~~

~~by the~~ School Facilities Board.

Responsibilities of the school principals:

- ~~● Schedule~~ **A. Schedule** regular inspections.

- ~~Post~~-B. **Post** required state and federal safety regulations and maintain appropriate safety records.
- ~~Arrange~~-C. **Arrange** for the correction of defects reported to them by employees in the building by requesting ~~assistance from~~ **assistance from** the maintenance department.
- ~~Cooperate~~-D. **Cooperate** in the correction of defects reported by the maintenance department or other school administrators.
- ~~Implement~~-E. **Implement** procedures to monitor and maintain safe indoor air quality.

Responsibilities of the transportation supervisor:

- ~~Maintain~~-A. **Maintain** standards for certification of school bus drivers.
- ~~Maintain~~-B. **Maintain** standards for periodic inspection and maintenance of school buses.
- ~~Maintain~~-C. **Maintain** standards for school bus operation and idling procedures for gasoline, diesel, and alternative ~~fuel engines~~ **fuel engines** which minimize air pollution by buses.

Responsibilities of other employees:

- ~~Report~~-A. **Report** promptly to the principal of the school or immediate supervisor any events or situations which ~~may cause~~ **may cause** increased air pollution within the school or on the campus and any defects in buildings, grounds, ~~or equipment~~ **equipment** that might prove injurious to the safety, health, or comfort of students, employees, or ~~other persons~~ **other persons**.
- ~~Take~~-B. **Take** reasonable precaution for the safe use of buildings, grounds, and equipment by students.

Responsibilities of students:

- ~~Avoid~~-A. **Avoid** the following behaviors:
 - ~~Setting~~-1. **Setting** off a false fire alarm.
 - ~~Misusing~~-2. **Misusing** the fire alarm system, fire extinguishers, or other fire protection and safety equipment.
 - ~~Setting~~-3. **Setting** a fire in the building or on the school grounds.
 - ~~Taking~~-4. **Taking** any action or creating any situation which either directly or indirectly affects indoor air quality ~~in an~~ **in an** adverse manner.
- ~~Report~~-B. **Report** promptly to the principal of the school or other appropriate school employee any defects in buildings, ~~grounds~~ **grounds**, indoor air quality, or equipment that might prove injurious to the safety, health, or comfort ~~of employees~~ **of employees**, students, or other persons.

Responsibilities of other individuals utilizing school buildings:

- ~~Refrain~~-A. **Refrain** from abusing safety equipment, such as fire extinguishers, alarm systems, et cetera.

● ~~Report B.~~ Report promptly to the Superintendent or another school employee any defects in buildings, grounds, ~~indoor air~~ indoor air quality, or equipment that might prove injurious to the safety, health, or comfort of students, employees, ~~or other~~ or other persons.

Compare Policy Advisory "EBAA © REPORTING OF HAZARDS / WARNING SYSTEMS" to Policy in Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EBAA © REPORTING OF HAZARDS / WARNING SYSTEMS

(Pesticide Application Notice)

The intent of this policy is to ensure that students, employees, and parents/guardians receive adequate notice prior to pesticide application.

In accord with A.R.S. [15-152](#), the District shall:

- A. Provide notice of pesticide application during a regular school session to students, employees, and parents/guardians, given in a form reasonably calculated to provide a warning at least forty-eight (48) hours prior to such application.
- B. Provide for oral notification to pupils and employees during the regular school session.
- C. Provide written, electronic or telephonic notification to parents or guardians at least forty-eight (48) hours prior to the application of pesticides.

Pest-control applicator(s) employed by the District shall provide the school contact person with notice at least seventy-two (72) hours prior to the date and time the application of pesticides is to occur, including in such notice ~~the brand name, concentration, rate of application, pesticide label, material safety data sheet, the area or areas where the pesticide is to be applied, and any use restrictions required by the pesticide label.~~ Prior to the application, the applicator shall provide the school contact person with a written preapplication notification containing the following information:

- A. The brand name ~~, concentration, rate of application, and any use restrictions required by the label of the herbicide or specific pesticide~~ pesticide(s) to be applied.
- B. ~~The~~ The location and area or areas where the pesticide is to be applied.
- C. The date and time the application is to occur.
- D. The ~~pesticide label and the material safety data sheet~~ name, address, phone number and contact person of the certified applicator.
- E. A statement that further information, such as the product label or safety data sheet, is available by contacting the certified applicator.

In case of pesticide applications performed for or by public health agencies or emergency applications because of immediate threat to the public health, the licensed applicator shall give the school office oral and, if possible, written notice, with posting of the area to be treated in accord with A.R.S. [3-3606](#).

The Superintendent may require the pest-control applicator to fill out and make all required postings in accord with statute and with District policy and regulation. The name and telephone number of the applicator shall be attached to any posting.

Only a certified applicator may apply pesticides at a school.

The Superintendent shall prepare regulations for the implementation of this policy.

Adopted: ~~November 15, 2016~~<-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[3-3606](#)

[15-15232-2301](#)

[32-2311.01](#)

CROSS REF.:

[IKEA](#) - Make Up Opportunities

Compare Policy Advisory "EBC © EMERGENCIES" to Policy in Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EBC © EMERGENCIES

The ~~Superintendent~~ **Governing Board** will develop ~~and maintain~~ District emergency **response** plans **with the Superintendent** for each school, department, and other facilities in the District and will coordinate such plans with the local law enforcement, fire, medical and hospital authorities as necessary. Training components for staff and students shall be included in the ~~Superintendent~~ **District's** emergency **response** plans.

Emergency response plans are confidential and exempt from public disclosure. The District shall not release emergency response plans to the public as part of a public records request. [A.R.S. [41-1803\(G\)](#)]

The plans will be in accordance with minimum standards developed jointly by the Department of Education and the Division of Emergency Management within the Department of Emergency and Military Affairs. The plans will designate specific emergency drills to be conducted. Local responders shall periodically be invited to review the plan(s).

Emergency response plans developed by the Governing Board are required to address how the school and emergency responders will communicate with and provide assistance to students with disabilities. ~~Emergency plans~~

~~developed~~ **Internal regulations will be developed and maintained** by the Superintendent ~~will be presented annually to the Board.~~

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-341](#)

[41-1803](#)

Compare Policy Advisory "ECB © BUILDING AND GROUNDS MAINTENANCE" to Policy in Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

ECB © BUILDING AND ~~GROUNDS~~ GROUNDS MAINTENANCE

Adequate maintenance of buildings, grounds and property is essential to efficient management of the District.

The Board directs a continuous program of inspection and maintenance of school buildings and equipment. Wherever possible, maintenance shall be preventive and will focus on providing an on-going healthy learning environment for both students and school personnel. ~~Emphasis will be placed on the implementation of a District Indoor Air Quality (IAQ) Management Plan in order to minimize indoor air pollution.~~

The Superintendent shall appoint a ~~District IAQ Coordinator~~ maintenance supervisor who will develop and implement inspection, maintenance, repair, use, and disposal schedules as applicable for buildings, HVAC systems, new construction and renovations, chemicals and other materials.

Routine preventative maintenance means services that are performed on a regular schedule at intervals ranging from four (4) times a year to once every three (3) years, or on the schedule of services recommended by the manufacturer of the specific building system or equipment.

The Superintendent shall oversee the development and implementation of routine preventative maintenance guidelines covering the District's:

- ~~plumbing~~ A. plumbing systems, ~~electrical~~
- B. electrical systems,
- ~~heating~~ C. heating, ventilation and air conditioning systems,
- ~~special~~ D. special equipment and other systems, and
- ~~roofing~~ E. roofing systems, including visual inspections performed by District personnel to search for signs of ~~structural stress~~ structural stress and weakness.

A roofing inspection is required to be:

- ~~Accomplished~~ A. Accomplished prior to any repair or replacement of roof elements or roof mounted equipment performed ~~in accordance~~ in accordance with the requirements of the local building official requiring a permit.
- ~~Conducted~~ B. Conducted by a registered structural engineer or other professional with appropriate skills, training ~~and certification~~ and certification.

District preventive facilities maintenance guidelines shall be submitted to the School Facilities Board for review and approval.

Adopted: ~~date of Manual adoption~~<-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-341](#)

[15-342.01](#)

~~[1541-2002](#)~~

~~[15-2031](#)~~

~~[15-2032](#)~~

~~[15-2131](#)~~

~~[15-2132](#)~~[5832](#)

A.A.C.

[R7-6-215](#)

CROSS REF.:

[EB](#) - Environmental and Safety Program

[JLIF](#) - Sex Offender Notification

Compare Policy Advisory "EEAA © WALKERS AND RIDERS" to Policy in Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

EEAA © WALKERS AND RIDERS

The Board authorizes the administration to provide regular school bus transportation to and from school for the following categories:

- ~~Students~~-A. **Students** with disabilities who require transportation, as indicated in their respective individual ~~education programs~~**education programs**.
- ~~Students~~-B. **Students** living within a one (1) mile radius of the school where hazardous or difficult routes exist and ~~where other~~**where other** arrangements cannot be provided.
- ~~Students~~-C. **Students** who are residents within a school attendance area and ~~who~~:
 1. If **common school students**, live more than one (1) mile from **the** school.

● ~~Transportation~~

2. If **high school students**, live more than a mile and a half (1 1/2) from the school.

D. **Transportation** for pupils who do not reside within an established school attendance area, limited to ~~no more than twenty (20)~~**no more than thirty (30)** miles each way to and from the school of attendance or to and from a pickup ~~point on a regular~~**point on a regular** transportation route or for the total miles traveled each day to an adjacent school for ~~eligible nonresident~~**eligible nonresident** pupils who meet the economic eligibility requirements established under the National ~~School Lunch and~~**School Lunch and** Child Nutrition Acts (42 United States Code sections 1751 through ~~1785~~**1793**) for free or reduced-~~price lunches~~**price lunches**.

- ~~Transportation~~-E. **Transportation** for homeless students to their school of enrollment, if it is the school of origin, will be ~~arranged as~~**arranged as** needed by the school liaison for homeless students.

Adopted: ~~date of Manual adoption~~<-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-342](#)

[15-764](#)

[15-816.01](#)

[15-901](#)

[15-922](#)

[28-797](#)

[28-900](#)

[28-901](#)

A.G.O.

180-025

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001,

as amended by the Every Student Succeeds Act (ESSA) of 2015

CROSS REF.:

[JFABD](#) - Admission of Homeless Students

Compare Policy Advisory "EEAE-R ©" to Policy in Manual

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

EEAE-R ©

REGULATION

BUS SAFETY PROGRAM

A.A.C. ~~R17~~ [13-913-104](#) ~~states~~ states, with respect to the authority of bus drivers, "Passengers shall ~~Any person boarding or attempting to board a school bus, whether or not a passenger, shall comply with all instructions given to them~~ by a school bus driver. ~~A~~ If a passenger or nonpassenger ~~who has boarded the boards or attempts to board a school bus and refuses to comply with the school bus driver's instructions may be surrendered into the custody of a person who is authorized by the school to assume responsibility for the passenger or nonpassenger,~~ the school bus driver may seek emergency assistance to remove the passenger or non-passenger from the school bus, or prevent the passenger or non-passenger from boarding."

Student behavior on a school bus should be the same as that in a well-ordered classroom with the exception that students are free to talk, but with no screaming or shouting.

**Compare Policy Advisory "GBEF © STAFF USE OF DIGITAL
COMMUNICATIONS AND ELECTRONIC DEVICES " to Policy
in Manual**

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**GBEF ©
STAFF USE OF DIGITAL COMMUNICATIONS
AND ELECTRONIC ~~DEVICES~~ DEVICES**

Social media is the use of web-based and mobile technologies to communicate through interactive dialogue. Social media technologies include but are not limited, to blogs, picture-sharing, vlogs, wall-postings, e-mail, instant messaging, music-sharing, crowdsourcing, voice over IP (VoIP), Facebook, LinkedIn, ~~My SpaceX~~, ~~Twitter~~, You Tube, and any successor protocol to transmit information. Mobile technologies are any devices that: transmit sounds, images, texts, messages, videos, or electronic information; electronically records, plays, or stores information; or accesses the Internet, or private communication or information networks. Current examples are Smartphones such as ~~BlackBerry~~, Android, iPhone, and other such mobile technologies and subsequent generations of these and related devices.

The Governing Board recognizes how web-based and mobile technologies are fundamentally changing opportunities to communicate with individuals or groups and how their use can empower the user and enhance discourse. The Board equally recognizes that the misuse of such technologies can be potentially damaging to the District, employees, students and the community. Accordingly, the Governing Board requires all employees to adhere to adopted policies and to utilize digital communications and electronic devices in a professional manner at all times.

The Board establishes the following parameters:

District employees

- ~~shall~~ **A. shall** adhere to all Governing Board policies related to technologies including but not limited to the use ~~of District of District~~ technology, copyright laws, student rights, parent rights, the Family Educational Rights ~~and Privacy~~ and Privacy Act (FERPA), staff ethics, and staff-student relations;
- ~~are~~ **B. are** responsible for the content of their posting on any form of technology through any form of communication;
- ~~shall~~ **C. shall only use District controlled and approved technologies when communicating with students or parents;**
- D. shall ensure that technologies used to communicate with students and District staff are maintained separate from personal technologies used to communicate with others;**
- E. shall not use District owned or provided technologies to endorse or promote a product, a cause or a ~~political position~~ political position or candidate;**
- ~~in~~ **F. in** all instances must be aware of his/her association with the District and ensure the related content of ~~any posting~~ any posting is consistent with how they wish to present

themselves to colleagues, community members, ~~parents and~~ parents and students;

- ~~shall~~ G. shall not use District logos or District intellectual property without the written approval of the Superintendent;
- ~~shall~~ H. shall use technologies to enhance and add value to communications with all recipients and be respectful ~~of these~~ of those with whom they communicate;
- ~~shall~~ I. shall immediately report all misuse or suspected misuse of technology to their direct supervisor/~~administrator who~~ administrator who in turn will immediately report to the Superintendent;
- ~~shall~~ J. shall comply with all applicable records management parameters established by Arizona State Library, ~~Archives~~ Archives and Public Records.

The Superintendent shall communicate the above to all employees of the District at the beginning of each school year and to newly hired employees as part of the hiring process.

The Superintendent shall establish which technologies are approved for use by employees to communicate with parents and students. Approved technologies shall be communicated to the Board and employees prior to the start of every school year, to newly elected Board members prior to taking office, and to newly hired employees as part of the hiring process.

The Superintendent shall determine which records retention and management guidelines as established by the Arizona State Library, Archives and Public Records are applicable to this Board policy and communicate these guidelines to the Board and employees prior to the start of every school year, to newly elected Board members prior to taking office, and newly hired employees as part of the hiring process.

Violations of this policy may result in disciplinary action up to and including termination and may constitute a violation of federal or state law in which case appropriate law enforcement shall be notified. The Superintendent shall report violations of this policy to the Board and shall make reports to the appropriate law enforcement agency when determined necessary.

Adopted: ~~date of Manual adoption~~<-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-341](#)

[15-514](#)

CROSS REF.:

[GBEA](#) - Staff Ethics

[GBEB](#) - Staff Conduct

[GBEBB](#) - Staff Conduct With Students

[GCQF](#) - Discipline, Suspension, and Dismissal of Professional Staff Members

[GDQD](#) - Discipline, Suspension, and Dismissal of Support Staff Members

[IJNDB](#) - Use of Technology Resources in Instruction

[JIC](#) - Student Conduct

Compare Policy Advisory "GDC © SUPPORT STAFF LEAVES AND ABSENCES" to Policy in Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

GDC © SUPPORT ~~STAFF~~-STAFF LEAVES AND ABSENCES

~~Refer to GGC through GCCE and GGCH; the terms and conditions of these policies apply to support staff personnel unless a written policy stating a contrary intent is included.~~Removed per PA 775, February 2024 (**Reference Only**)

Compare Policy Advisory "IHA © BASIC INSTRUCTIONAL PROGRAM" to Policy in Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IHA © BASIC INSTRUCTIONAL PROGRAM

The various instructional programs will be developed to maintain a balanced, integrated, and sequential curriculum that will serve the educational needs of all school-aged children in the District. The curriculum will be broad in scope and provide for a wide range in rate, readiness, and potential for learning.

The instructional program shall reflect the importance of language acquisition/reading-skill development as the basic element in each student's education. The first priority of the instructional program will be language acquisition through a planned sequence of reading skills and language experiences beginning in the kindergarten program. The improvement of specific reading skills of students should be continuous throughout their education. Each school educating students in kindergarten and grades one (1) through three (3) shall have a reading program as required by A.R.S. [15-704](#) and applicable State Board of Education rules.

The second priority of the instructional program will be mastery of the fundamentals of mathematics, beginning in the kindergarten program.

The instructional program will ensure that on or before July 1, 2022, at least one (1) kindergarten through third (K-3) grade teacher, literacy coach or literacy specialist in each school has received training related to dyslexia that complies with the requirements prescribed in A.R.S. [15-219](#) and A.R.S. [15-501.01](#) which includes enabling teachers to understand and recognize dyslexia and to implement structured literacy instruction that is systematic, explicit, multisensory and evidence-based to meet the educational needs of students with dyslexia.

Attention to the above-listed priorities shall not result in neglect of other areas of the curriculum. ~~The instructional program will include planned sequences in~~

Minimum Course of Study

for Students in the

Common Schools

Students shall demonstrate competency as defined by the State Board-adopted academic standards, at the grade levels specified, in the following required subject areas:

- A. ~~Language arts—reading, spelling, handwriting, English grammar, composition, literature, and study skills.~~ English language arts (ELA);
- B. Mathematics ~~experiences~~;
- C. Social studies ~~—history including Native American history, geography, civics, economics, world cultures, political science, and other social science disciplines.~~

~~D. Science experiences.~~

~~E. Fine and practical arts experience -- art education, vocal and instrumental music, and vocational/business education.~~

~~F. Technology skills.~~

~~G. Health and safety education.~~

~~H. Physical education.~~

~~I. Foreign or Native American language.~~

~~The planned program for all students shall also include library instruction, individual study, guidance, other appropriate instructional activities, and all instruction required under state law and State Board of Education regulations.~~

; including:

1. Civics; and

2. Instruction on the Holocaust and other genocides at least once in either the seventh (7th) grade or the eighth (8th) grade.

3. Instruction in the Constitutions of the United States and Arizona, American institutions and ideals and in the history of Arizona, including the history of Native Americans in Arizona for a total of one (1) year during kindergarten (K) through eighth (8th) grades.

D. Science;

E. Two (2) or more of the following:

1. Visual Arts

2. Dance

3. Theatre

4. Music

5. Media Arts

F. HealthPhysical education, including mental health. Mental health instruction may be included as part of other subject areas and shall comply with A.R.S. § [15-701.02](#).

Minimum Course of Study for

Graduation from High School

See Policy IKF.

Observance Days

September 11, in each year shall be observed as 9/11 Education Day. On 9/11 Education Day, each public school shall dedicate a portion of the school day to age-appropriate education on

the terrorist attacks of September 11, 2001.

September 25, in each year, shall be observed as Sandra Day O'Connor Civics Celebration Day. On Sandra Day O'Connor Civics Celebration Day, each public school in this state shall dedicate the majority of the school day to civics education.

If Sandra Day O'Connor Civics Celebration Day or 9/11 Education Day falls on a Saturday, Sunday or other day when a public school is not in session, the preceding or following school day shall be observed in the public school as the holiday.

The Superintendent is directed to emphasize the use of the resources developed by the State Board of Education relating to civics education which align with the academic standards in social studies pursuant to A.R.S. [15-701](#) and [15-701.01](#).

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[1-319](#)

[1-321](#)

[15-203](#)

[15-211](#)

[15-219](#)

[15-341](#)

[15-501.01](#)

[15-701](#)

[15-701.01](#)

[15-701.02](#)

[15-704](#)

[15-710](#)

[15-710.02](#)

[15-741.01](#)

[15-802](#)

A.A.C.

[R7-2-301](#) *et seq.*

CROSS REF.:

[IJNDB](#) - Use of Technology Resources in Instruction

[IKE](#) - Graduation Requirements

Compare current to previous Policy Advisories for "IKF © GRADUATION REQUIREMENTS"

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IKF © GRADUATION REQUIREMENTS

Regular Education

A minimum number of units of credit are required for graduation by the Arizona State Board of Education. Listed below are the units that must be completed before a student may receive a high school diploma.

Graduation requirements may be met as follows:

- A. By successful completion of subject area course requirements.
- B. By mastery of the standards adopted by the State Board of Education and other competency requirements for the subject as determined by the Governing Board in accord with A.A.C. [R7-2-302.02](#) and rules established by the Superintendent.
- C. By earning credits through correspondence courses (limited to one [1] in each of the four [4] major subject areas) and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board and in accord with A.R.S. [15-701.01](#).
- D. By the transfer of credits as described in Policy JFABC.
- E. An out-of-state transfer student is not required to pass the competency test to graduate if the student has successfully passed a statewide assessment test on state adopted standards that are substantially equivalent to the State Board Adopted Academic Standards.

Graduation requirements as determined by the Arizona State Board of Education ([R7-2-302.02](#)) and the District Governing Board are as follows:

English	4.0 units
Math	4.0 units*
Science	3.0 units**
Social Studies	3.0 units***
American Government and Arizona Government	0.5 unit
American History - including Arizona History	1.0 unit
World History and Geography	1.0 unit
Economics	0.5 unit****
Fine Arts or Career, Technical and Vocational Education	1.0 unit
Electives	<u>7.0 units</u>
Total	22.0 units

* In lieu of one (1) credit of Algebra II or its equivalent course content a student may request a personal curriculum in mathematics following [R7-2-302.03](#).

* Math courses shall consist of Algebra I, Geometry, Algebra II, (or its equivalent) and an additional course with significant math content as determined by the Governing Board (Governing Body).

Pursuant to [A.R.S. § 15-710](#), a total of one (1) year instruction in state and federal constitutions, American institutions and ideals and in the history of Arizona, including the history of Native Americans in Arizona is required during grades nine (9) through twelve (12).

Pursuant to the prescribed graduation requirements adopted by the State Board of Education, the Governing Board may approve a rigorous computer science course that would fulfill a mathematics course required for graduation from high school. The Governing Board may only approve a rigorous computer science course if the rigorous computer science course includes significant mathematics content and the Governing Board determines the high school where the rigorous computer science course is offered has sufficient capacity, infrastructure and qualified staff, including competent teachers of computer science.

** Three (3) credits of science in preparation for proficiency at the high school level on a state required test.

*** Through the graduating class of 2025, the competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a pupil must correctly answer at least sixty (60) of the one hundred (100) questions listed on a test that is identical to the civics portion of the naturalization test used by the United States Citizenship And Immigration Services.

Beginning with the graduating class of 2026, the competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a pupil must correctly answer at least seventy (70) of the one hundred (100) questions listed on a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services. The District school shall document on the pupil's transcript only a pass or fail designation that the pupil has passed or failed the test.

A pupil in grade seven (7) or eight (8) may take the test described in this paragraph, and if the pupil correctly answers at least seventy (70) of the one hundred (100) questions on the test:

- a) The district school or charter school shall document on the pupil's transcript only a pass or fail designation that the pupil has passed or failed the test required by this paragraph.
- b) The pupil is not required to take the test required by this paragraph again in high school.

**** The State Board requirement for economics is at least one-half (.5) of a course credit, which shall include financial literacy and personal financial management.

The Governing Board may determine the method and manner in which to administer a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services. A pupil who does not obtain a passing score on the test that is identical to the civics portion of the naturalization test may retake the test until the pupil obtains a passing score.

Each school district and charter school shall report to the department of education all of the following aggregate data, organized by grade level, relating to the test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services required by subsection A, paragraph 3 of [§15-701.01](#):

1. The median score.
2. The percentage of pupils who passed by correctly answering the minimum number of questions required to pass the test pursuant to subsection A, paragraph 3 of [§15-701.01](#).
3. The percentage of pupils who failed by correctly answering fewer than the minimum number of questions required to pass the test pursuant to subsection A, paragraph 3 of [§15-701.01](#).
4. Any other data required by the department relating to the test.

A school district or charter school may not include the personally identifiable information of any pupil in the data reported to the department of education under subsection L of [§15-701.01](#).

Special Education

Listed above, under "Regular Education," are the requirements that must be completed before a student may receive a high school diploma. Completion of graduation requirements for special education students who do not meet the required units of credit shall be determined on a case-by-case basis in accordance with the special education course of study and the individualized education program of the student. Graduation requirements established by the Governing Board may be met by a student as defined in A.R.S. [15-701.01](#) and A.A.C. [R7-2-302](#).

Pupils who receive special education shall not be required to achieve passing scores on the test that is identical to the civics portion of the naturalization test under section [15-701.01](#) in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless a passing score on the test that is identical to the civics portion of the naturalization test under section [15-701.01](#) is specifically required in a specific academic area by the pupil's individualized education program as mutually agreed on by the pupil's parents and the pupil's individualized education program team or the pupil, if the pupil is at least eighteen (18) years of age.

Competency requirements. Any student who is placed in special education classes, grades nine (9) through twelve (12), is eligible to receive a high school diploma without meeting state competency requirements.

State Seal of Biliteracy. The School District may voluntarily participate in the state seal of biliteracy program by notifying the Superintendent of Public Instruction of such intention. Schools will then identify the students who have met the requirements to be awarded the state seal of biliteracy, which shall be affixed to the diploma and noted on the transcript of each student who has met the requirements.

CPR Instruction and Training. School districts and charter schools shall provide public school pupils with one (1) or more training sessions in cardiopulmonary resuscitation, through the use of psychomotor skills in an age-appropriate manner, during high school.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-203](#)

[15-341](#)

[15-701.01](#)

[15-710](#)

[15-763](#)

A.A.C.

[R7-2-302.02](#)

[R7-2-302.03](#)

CROSS REF.:

[IGD](#) - Curriculum Adoption

[IGE](#) - Curriculum Guides and Course Outlines

[IHAMC](#) - Instruction and Training in Cardiopulmonary Resuscitation

[IHAMD](#) - Instruction and Training in Suicide Prevention

[IIE](#) - Student Schedules and Course Loads

[IKA](#) - Grading/Assessment Systems

[JFABC](#) - Admission of Transfer Students

Compare Policy Advisory "IMA © TEACHING METHODS" to Policy in Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

IMA © TEACHING METHODS (Lesson Plans)

The Board considers written lesson plans a useful tool to ensure continuity of instruction.

The Superintendent shall establish procedures that set forth the requirements for lesson plans and for their preparation and review. Such procedures shall reflect current standards of the profession and shall have as their primary objective the best possible educational program for the students of the District.

To facilitate more effective instruction, lesson plans should be prepared sufficiently in advance of the class presentation to allow ~~plan books~~ plans to be inspected and compared to the guidelines established by the Superintendent.

Teachers shall make thorough preparation for all daily lessons and shall prepare their plans to reflect such preparation.

Adopted: ~~date of Manual adoption~~<-- z2AdoptionDate -->

IMA-R ©**REGULATION****TEACHING METHODS****(Lesson Plans)**

Guidelines for the implementation of this administrative regulation shall include:

- A. Lesson plans shall be developed according to District-wide formats and shall reflect the scope and sequence of the courses of instruction. Acceptable alternatives may be approved by the principal.
- B. Lesson plans shall demonstrate the correlation of the lesson with State Board standards when applicable.
- C. Lesson plans should include information pertinent to the effective implementation of a lesson. When commercially prepared plans are in use, lesson plans may simply refer to the appropriate aspects of such plans.
- D. While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis (i.e., unit of work), whichever is most appropriate. Supplementary materials to be used in a lesson(s) may serve as an integral part of the plan.
- E. Lesson plans for individualized programs should be consistent with the general overview and purpose of the instructional program. The progress of individual student(s) must be a consideration in the plan.
- F. Teachers are to provide adequate directions for substitutes, the purpose of which shall be to continue, if possible, the ongoing program or, if more appropriate, a meaningful educational alternative that relates to the subject area.
- G. The provision that copies of lesson plans must be available for substitute teachers.

Compare Policy Advisory "JFABDA © ADMISSION OF STUDENTS IN FOSTER CARE" to

first

Policy in Manual

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JFABDA © ADMISSION OF STUDENTS IN FOSTER CARE

This policy is intended to direct compliance with Arizona State Laws, Arizona Administrative Code, and the Every Student Succeeds Act (ESSA) Foster Care provisions.

Purpose Statement

The implementation of this policy shall assure that:

A. Within five (5) days after a child enters foster care or if a child's placement changes, the child, if appropriate, the child's caseworker, the child's parent, guardian, custodian, caregiver, or foster parent and representative from the local education agency or the child's school of origin shall determine if it is in the child's best interest to remain in the child's school of origin;

B. Children in foster care remain enrolled in their school of origin for the duration of their time in care, unless a determination is made that it is not in such child's best interest to remain in their school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement, among other factors listed in law (See list in JFABDA-R);

C. If it is determined that a change of educational placement is in the best interest of the child, the educational institution shall enroll the child ~~shall be immediately in a new school within two (2) days.~~ A child shall be immediately enrolled in ~~a~~ the new school, even if the child is unable to produce records normally required for enrollment or owes any outstanding fines or fees to the school of origin; however, the student may be required to provide their Notice to Providers document;

D. The enrolling school shall ~~immediately~~ contact the school ~~last attended by any such child to of origin within two (2) days to~~ obtain relevant academic and other records. Upon request for records for any such child from another school, every effort shall be made to provide records within two (2) business days.

E. In collaboration with the state or local Child Welfare Agency, transportation is provided to and from the school of origin or school of placement for the foster child as applicable and found in the law and Policy JFAA. In ensuring a child receives transportation to the educational institution determined to be in the child's best interest, the Department of Child Safety may coordinate with the Department of Education and local education agencies and enter into necessary information sharing, data sharing and financial agreements.

F. The District will work with the Department of Child Safety (or tribal agency) to ensure that the provisions of ESSA relating to foster children are implemented, including assigning a District employee to serve as a Point of Contact (POC) to work in collaboration with the applicable child welfare agency and notify the Arizona Department of Education of the assigned POC.

Definitions

The term "children in foster care" means children who are under twenty-four (24) hour substitute care while placed away from their parents or guardians and for whom the Child Welfare Agency (Department of Child Safety [DCS] or tribal) has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed, and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)) In Arizona, if DCS has received placement care and responsibility, then the child is in "foster care" even if the parent or guardian is permitted to live in the home of placement, such as a kinship home.

The term "school of origin" means the school in which a child is enrolled at the time of placement in foster care, including preschool. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

Point of Contact (POC) for Children in Foster Care - Responsibilities

The Superintendent will designate an appropriate staff person of authority as Point of Contact (POC) for children in foster care who will carry out duties as assigned and notify Arizona Department of Education's (ADE's) Statewide Foster Care Education Coordinator of the designated POC. Among those duties will be the responsibility to coordinate activities and programs to work in collaboration with the respective child welfare agency (either DCS or tribal), in the best interest of foster children that will include procedures to:

- A. Continue the student's education in the school of origin or placement;
- B. Collaborate with the Child Welfare Agency to implement the educational stability plan;
- C. Ensure the best interest is determined regarding school enrollment;
- D. Ensure necessary transportation is provided, funded, and arranged in collaboration with the Child Welfare Agency;
- E. Ensure immediate enrollment and transfer of records occurs when the student moves schools; and
- F. Ensure school staff are trained on the provisions and educational needs of children in foster care.

Other Relevant Policies and Procedures

Implementation of the Every Student Succeeds Act (ESSA) Foster Care provisions requires the coordination with a number of policies and procedures. These policies and procedures are listed below as cross references and are incorporated in this policy and these procedures by such reference.

Enrollment preference may be given to children who are in foster care.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[8-530.04](#)

[15-816](#) through [15-816.07](#)

[15-821](#)

[15-823](#) through [15-825](#)

42 U.S.C. 11301, McKinney-Vento Homeless Assistance Act of 2001,
as amended by the Every Student Succeeds Act (ESSA) of 2015
(Foster Care Provisions)

CROSS REF.:

[EEAA](#) - Walkers and Riders

[IKEB](#) - Acceleration

[JF](#) - Student Admissions

[JFAA](#) - Admission of Resident Students

[JFAB](#) - Admission of Nonresident Students

[JFABD](#) - Admission of Homeless Students

[JFB](#) - Open Enrollment

[JG](#) - Assignment of Students to Classes and Grade Levels

[JLCB](#) - Immunizations of Students

[JLH](#) - Missing Students

[JR](#) - Student Records

[JRCA](#) - Request for Transfer of Records

Compare Policy Advisory "JH © STUDENT ABSENCES AND EXCUSES" to Policy in Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JH © STUDENT ABSENCES AND EXCUSES

The regular school attendance of a child of school age is required by state law. Regular school attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, **mental or behavioral health**, bereavement, other family emergencies, and observance of major religious holidays of the family's faith.

In the event of a necessary absence known in advance, the parent is expected to inform the school; if the absence is caused by emergency, such as illness, the parent is expected to telephone the school office. When a student returns to school following any absence, a note of explanation from the parent is required.

When Absent from School

State law mandates that the school record reasons for all student absences. Therefore, when a student is absent, it will be necessary for the parent to call the school on or before the day of the absence in order to advise the school as to the reason for the absence. When it is impossible to call on the day of the absence, the school should be notified on the morning the student returns, in time for the student to obtain an admission slip prior to the student's first class. All absences not verified by parental or administrative authorization will remain unexcused.

If a parent does not have access to a phone, either at home or at work, a note will be accepted for verification purposes.

For absences greater than one (1) day in length, the school should be notified each day of the absence.

All personnel will solicit cooperation from parents in the matter of school attendance and punctuality, particularly in regard to the following:

- ~~The A.~~ **The** scheduling of medical and dental appointments after school hours except in cases of emergency.
- ~~The B.~~ **The** scheduling of family vacations during school vacation and recess periods.

The school may require an appointment card or a letter from a hospital or clinic when the parent has not notified the school of an appointment of a medical or dental nature.

School administrators are authorized to excuse students from school for necessary and justifiable reasons.

Adopted: ~~date of Manual adoption~~ <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-346](#)

[15-802](#)

[15-806](#)

[15-807](#)

[15-843](#)

[15-873](#)

[15-902](#)

CROSS REF.:

[JE](#) - Student Attendance

Compare Policy Advisory "JHD © EXCLUSIONS AND
EXEMPTIONS FROM SCHOOL ATTENDANCE" to Policy in
Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

**JHD ©
EXCLUSIONS AND ~~EXEMPTIONS~~ EXEMPTIONS
FROM SCHOOL ATTENDANCE**

(Chronic Health Conditions)

The District will provide appropriate educational opportunities for any student identified by ~~an appropriately certified health professional in the fields of podiatry, chiropractic medicine, naturopathic medicine, osteopathy,~~ a certified medical, mental, or behavioral health professional such as a physician, podiatrist, chiropractor, naturopathic doctor, osteopathist, psychologist, physician assistant, or registered nurse practitioner as having a chronic health condition requiring management on a long-term basis that will affect regular school attendance. Homework will be made available in a timely manner to ensure that such students have the opportunity to successfully complete assignments and avoid losing credit because of their absence from school. The assigned teacher(s) shall have the responsibility to provide, in a timely manner, homework for students designated as having chronic health conditions. Further, students with chronic health conditions shall be provided flexibility in physical education activity requirements so that they may participate in the regular physical education program to the extent that their health permits. Staff members responsible for physical education activities programs shall develop and implement such guidelines.

Nothing in this policy shall be construed to obstruct, interfere with or override the rights of parents or guardians concerning the education and health care of pupils with chronic health problems.

Nothing in this policy shall be construed to authorize school personnel to either:

- A. Authorize absences from school for a student with a chronic health problem without the prior consent of the student's parent or guardian.
- B. Recommend, prescribe or provide medication to a student with a chronic health problem without the prior consent of the student's parent or guardian.

The Superintendent shall develop regulations for meeting the requirements of this policy.

Adopted: ~~date of Manual adoption~~<-- z2AdoptionDate -->

LEGAL REF.:-

A.R.S.-

[15-346](#)

[15-761](#)

[15-843](#)

[15-902](#)

[32-801](#) et seq.

[32-900](#) *et seq.*

[32-1401](#) *et seq.*

[32-1501](#) *et seq.*

[32-1601](#) *et seq.*

[32-1800](#) *et seq.*

[32-2501](#) *et seq.*

CROSS REF.:-

[IHB](#) - Homebound Instruction

Compare Policy Advisory "JIH © STUDENT INTERROGATIONS, SEARCHES, AND ARRESTS" to Policy in Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JIH © STUDENT INTERROGATIONS, SEARCHES, AND ARRESTS

Interviews

School officials may question students regarding matters incident to school without limitation. The parent will be contacted if a student interviewed is then subject to discipline for a serious offense. A student may decline at any time to be interviewed by the School Resource Officer (SRO) or another peace officer.

When child abuse or abandonment of a student is alleged.

If a child ~~protective services worker~~ safety worker, a child welfare investigator, or peace officer enters the campus requesting to interview a student attending the school, the school administrator shall be notified. Access to interview shall be granted when the child to be interviewed is the subject of or is the sibling of or is living with the child who is the subject of an abuse or abandonment investigation. The personnel of the District shall cooperate with the investigating child ~~protective services worker~~ safety worker, a child welfare investigator, or peace officer. If a student is taken into temporary custody in accordance with A.R.S. [8-821](#), the child ~~protective services~~ safety worker or peace officer may be reminded to notify the student's parent of the custody, pursuant to A.R.S. [8-823](#). The child ~~protective services worker~~ safety worker, a child welfare investigator, or peace officer shall be requested to establish proper identification and complete and sign a "Form for Signature of Interviewing Officer." Six (6) hours following the relinquishment of custody by the school, school personnel may respond to inquiries about the temporary custody of the child and may, if considered necessary, call the parent.

*Abuse or abandonment is **not** alleged.*

No issue of student population safety is presented. If a peace officer enters the campus requesting to interview a student attending the school on an issue other than upon request of the school or for abuse or abandonment, the school administrator shall be notified. If the officer directs that parents are not to be contacted because the interview is related to criminal activity of the parent(s)/guardian, the school official shall comply with the request. Unless these circumstances exist the parent will be contacted and will be asked if they wish the student to be interviewed. If the parent consents the parent will be requested to be present or to authorize the interview in their absence within the school day of the request. Where an attempt was made and the parent(s) could not be reached or did not consent within the school day of the request, the peace officer will then be requested to contact the parent(s) and make arrangements to question the student at another time and place.

Safety of the student population is of concern. When a peace officer is present on the campus to interview students at the request of school authorities due to concerns for the safety of the students in the school population, parent contact shall only be made if a student is taken into custody or following the determination that the student may be subject to discipline for a serious

offense. The SRO, present at the request of the school for the continued maintenance of safety and order, may interview students as necessary regarding school related issues as determined by school officials and parents will be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense.

Staff members are to report any suspected crime against a person or property that is a serious offense, involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious injury and any conduct that poses a threat of death or serious physical injury to employees, students or others on school property. All such reports shall be documented and communicated to the Superintendent who shall be responsible for reporting to local law enforcement. Conduct that is considered to be bullying, harassment or intimidation shall be addressed according to Policy JICK as required in A.R.S. [15-341\(A\)\(36\)](#).

The District is to notify the parent or guardian of each student who is involved in a suspected crime or any conduct that is described above, subject to the requirements of federal law.

Searches

School officials have the right to search and seize property, including school property temporarily assigned to students, when there is reason to believe that some material or matter detrimental to health, safety, and welfare of the student(s) exists. Disrobing of a student is overly intrusive for purposes of most student searches and is improper without express concurrence from School District counsel.

Items provided by the District for storage (e.g., lockers, desks) or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectancy of privacy, and lockers, desks, storage areas, et cetera, may be inspected at any time with or without reason, or with or without notice, by school personnel.

Arrest

When a peace officer enters a campus providing a warrant or subpoena or expressing an intent to take a student into custody, the office staff shall request the peace officer establish proper identification, complete, and sign a form for signature of an arresting officer or interviewing officer. The school staff shall cooperate with the officer in locating the child within the school. School officials may respond to parental inquiries about the arrest or may, if necessary, explain the relinquishment of custody by the school and the location of the student, if known, upon contact by the parent.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[1-215](#)

[8-303](#)

[8-304](#)

[8-802](#)

[8-821](#)

[8-823](#)

[13-3881](#)

[13-3883](#)

[15-153](#)

[15-341](#)

[15-342](#)

A.G.O.
I04-003
I77-211
I82-094
I88-062
I91-035

Compare Policy Advisory "JJE © STUDENT FUND - RAISING ACTIVITIES" to Policy in Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

JJE © STUDENT FUND - RAISING ACTIVITIES

~~Fund~~The Governing Board shall approve fund-raising activities by students on school premises or elsewhere as representatives of the school ~~will be permitted only for the types of fund-raising activities approved by the Governing Board and when connected with specific school activities approved by the Superintendent.~~ The Governing Board may create a list of pre-approved fundraising activities the Superintendent may approve upon written request.

Participation in contests or fund-raising activities shall be governed by the following criteria:

- ~~The A.~~ The aim of the activity shall benefit youth in educational, civic, social, and ethical development.
- ~~The B.~~ The activity shall not be detrimental to the regularly planned instruction.

The proceeds of all fund-raising activities shall be deposited in the Student Activity Fund, and funds from such activities shall be used only as specified in the Uniform System of Financial Records.

Adopted: ~~date of Manual adoption~~`<-- z2AdoptionDate -->`

LEGAL REF.:

A.R.S.

[15-1121](#) through [1123](#)

CROSS REF.:

[DIC](#) - Financial Reports and Statements

[JJF](#) - Student Activities Funds

Compare Policy Advisory "JK-EA ©" to Policy in Manual

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

JK-EA ©

EXHIBIT

STUDENT DISCIPLINE

Each principal shall establish and retain complete records of student disciplinary actions and procedures. Records regarding student disciplinary actions shall be retained for at least ~~two~~ **four** (24) years after last attendance date.

The accounting for students subject to disciplinary action on discipline record card shall contain an entry of:

- A. The full name of the student.
- B. The racial/ethnic and sex designations of the student.
- C. The time, place, and date of the offense or offenses, or observed behavior.
- D. Descriptions and dates of other offenses or observed behaviors if not previously reported.
- E. The names of witnesses or others involved.
- F. Specific measures taken by person or persons reporting the offense or offenses to ~~effect~~ **affect** an adjustment, including the specialized help secured before referral, such as conferences with parents, conferences with the principal, and conferences with other school personnel.
- G. The name and title of the person or persons reporting the offense or offenses.
- H. The alternatives, if any, that were considered prior to the imposition of the disciplinary action taken by the principal.
- I. – The final disposition of the case.
- J. ~~The~~ **The** name and title of the person or persons imposing the action or actions.

The kinds of disciplinary actions for which an accounting should be kept shall include, but not be limited to:

- A. Suspensions and/or expulsion.
- B. Corporal punishment.
- C. ~~Detention~~ **Detention** (for disciplinary reasons).
- D. Transfer to another class (for disciplinary reasons).

- E. Transfer to another school (for disciplinary reasons).
- F. Confinement with implementation of mandatory provisions.
- G. Referrals of cases to police and juvenile authorities.
- H. Others as required.

The ~~school principal~~ school principal shall have the responsibility of maintaining the necessary discipline records to include:

- A. Discipline record card (each reported incident). Student discipline list (cumulative).
- B. Log of corporal punishments (each incident).
- C. Summary of corporal punishments: monthly report, retained by the principal; yearly summary, copy to the District office.
- D. Log of suspensions (cumulative).
- E. Summary of suspensions: monthly report, retained by the principal; yearly summary, copy to the District office.
- F. Log of confinement with implementation of mandatory provisions.
- G. Summary of confinement with implementation of mandatory provisions: monthly report, retained by the principal; yearly summary, copy to the District office.
- H. Log of expulsions and referrals to courts (cumulative).
- I. ~~Log~~ Log of Governing Board expulsions (each incident).
- J. ~~Summary~~ Summary of expulsions: monthly report, retained by the principal; yearly summary, copy to the District office.
- K. Log of student withdrawals (cumulative).
- L. Summary of withdrawals: monthly report, retained by the principal; yearly summary, copy to the District office.
- M. Log of dropouts (cumulative): use only W5's as dropouts; use of this form is optional.

All monthly summary forms shall be completed at the close of each attendance month.

Compare Policy Advisory "KB-EB ©" to Policy in Manual

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

KB-EB ©

EXHIBIT

PARENTAL INVOLVEMENT IN EDUCATION

PARENTS' BILL OF RIGHTS*

**(Enacted by the 49th Arizona Legislature,
2nd Regular Session (2010)
Session Law SB1309, Chapter 307
Arizona Revised Statutes 1-601 and 1-602)**

Parents' Rights Protected

The liberty of parents to direct the upbringing, education, health care and mental health of their children is a fundamental right.

This state, any political subdivision of this state or any other governmental entity shall not infringe on these rights without demonstrating that the compelling governmental interest as applied to the child involved is of the highest order, is narrowly tailored and is not otherwise served by a less restrictive means.

Parents' Bill of Rights; definition

All parental rights are exclusively reserved to a parent of a minor child without obstruction or interference from this state, any political subdivision of this state, any other governmental entity or any other institution, including, but not limited to, the following rights:

- A. The right to direct the education of the minor child.
- B. All rights of parents identified in Title 15, including the right to access and review all records relating to the minor child.
- C. The right to direct the upbringing of the minor child.
- D. The right to direct the moral or religious training of the minor child.
- E. The right to make all health care decisions for the minor child, including rights pursuant to sections [15-873](#), [36-2271](#) and [36-2272](#), unless otherwise prohibited by law.
- F. The right to request, access and review all written and electronic medical records of the minor child unless otherwise prohibited by law or unless the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement official requests that the information not be released.

G. The right to consent in writing before a biometric scan of the minor child is made pursuant to section [15-109](#).

H. The right to consent in writing before any record of the minor child's blood or deoxyribonucleic acid is created, stored or shared, except as required by section [36-694](#), or before any genetic testing is conducted on the minor child pursuant to section [12-2803](#) unless authorized pursuant to section [13-610](#) or a court order.

I. The right to consent in writing before this state or any of its political subdivisions makes a video or voice recording of the minor child, unless the video or voice recording is made during or as a part of a court proceeding, by law enforcement officers during or as part of a law enforcement investigation, during or as part of an interview in a criminal or child safety services investigation or to be used solely for any of the following:

1. Safety demonstrations, including the maintenance of order and discipline in the common areas of a school or on pupil transportation vehicles.
2. A purpose related to a legitimate academic or extracurricular activity.
3. A purpose related to regular classroom instruction.
4. Security or surveillance of buildings or grounds.
5. A photo identification card.

J. The right to be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent, unless the incident has first been reported to law enforcement and notifying the parent would impede a law enforcement or child ~~protective-safety~~ services investigation. This paragraph does not create any new obligation for school districts and charter schools to report misconduct between students at school, such as fighting or aggressive play, that ~~are routinely~~ is routinely addressed as student disciplinary matters by the school.

K. The right to obtain information about a child safety services investigation involving the parent pursuant to section [8-807](#).

L. This section does not authorize or allow a parent to engage in conduct that is unlawful or to abuse or neglect a child in violation of the laws of this state. This section does not prohibit courts, law enforcement officers or employees of a government agency responsible for child welfare from acting in their official capacity within the scope of their authority. This section does not prohibit a court from issuing an order that is otherwise allowed by law.

M. Any attempt to encourage or coerce a minor child to withhold information from the child's parent shall be grounds for discipline of an employee of this state, any political subdivision of this state or any other governmental entity, or any other institution, except for law enforcement personnel.

N. Unless those rights have been legally waived or legally terminated, parents have inalienable rights that are more comprehensive than those listed in this section. This chapter does not prescribe all rights of parents or preempt or foreclose claims or remedies in support of parental rights that are available under the constitution, statutes or common law of this state. Unless otherwise required by law, the rights of parents of minor children shall not be limited or denied.

O. Except as prescribed in subsections P and Q of this section, this state, a political subdivision of this state or any other governmental entity, or any official of this state, a political subdivision of this state or any other governmental entity acting under color of law, shall not interfere with or usurp the fundamental right of parents to direct the upbringing, education, health care and mental health of their children. A parent may bring suit against a governmental entity or official described in this subsection based on any violation of the statutory rights set forth in this chapter or any other action that interferes with or usurps the fundamental right of parents to direct the upbringing, education, health care and mental health of their children in the superior court in the county in which the violation or other action occurs or in federal court, if authorized by federal law, or before an administrative tribunal of appropriate jurisdiction. A parent may raise a violation of this chapter as a claim or a defense.

P. In any action under subsection O of this section, the governmental entity or official described in subsection O of this section has the burden of proof to demonstrate both of the following:

1. That the interference or usurpation is essential to accomplish a compelling government interest of the highest order, as long recognized in the history and traditions of this state in the operation of its regulatory powers.
2. That the method of interference or usurpation used by the government is narrowly tailored and is not otherwise served by a less restrictive means.

Q. A governmental entity or official described in subsection O of this section may interfere with or usurp the fundamental right of parents to direct the upbringing, education, health care and mental health of their children only if the governmental entity or official successfully demonstrates both elements described in subsection P of this section. If the governmental entity or official is unsuccessful, the court shall grant appropriate relief, such as declaratory or injunctive relief, compensatory damages and attorney fees, based on the facts of the case and the law as applied to the facts.

R. For the purposes of this section, "*parent*" means the natural or adoptive parent or legal guardian of a minor child.

***Note:** *The literal language of the Parents' Bill of Rights is retained as enacted by the Legislature. However, the layout and style has been modified to be consistent with that of the other documents in the District's Manual of Governing Board Policies and Administrative Regulations. Where the term "section" appears, it is to be understood as the identified section of the Arizona Revised Statutes (A.R.S.).*

Compare Policy Advisory "KEC © PUBLIC CONCERNS /
COMPLAINTS ABOUT INSTRUCTIONAL RESOURCES" to
Policy in Manual

first

last

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

KEC ©
PUBLIC CONCERNS / ~~COMPLAINTS~~ COMPLAINTS
ABOUT INSTRUCTIONAL RESOURCES

Occasional objections to the selection of instructional materials may be made by the public despite the care taken to select materials most valuable for the student and the teacher. The complainant will be asked to complete the form "Citizen's Request for Reconsideration of Instructional Material." Upon receipt of a request for reconsideration, the Superintendent will review the work in question and prepare a report. After review by the Superintendent, copies of the request form and the report will be sent to the principal and the citizen.

If not satisfied with the decision contained in the report, the citizen may appeal the decision to the Board.

Should a complaint reach the Board, the Board may refer the matter back to the Superintendent for further review, or the Board may review the materials in question in the light of its policy establishing criteria for the selection of materials, utilizing the criteria for selection established in Regulation IJJ-R as a guide.

Adopted: ~~date of Manual adoption~~<-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-341](#)

[15-721](#)

CROSS REF.:

[IJJ-R](#)

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – VII-C

Agenda Item

Discussion/Approval of Priorities for the [2025 ASBA Political Agenda](#)

For Board: Action Discussion Information

Background –

Board members will come to the meeting having prioritized an individual list from the topics provided. After tabulating individual results, the Board will discuss the items the Board will submit to ASBA as the top 5 priorities and 2 additional items for consideration.

Review and reaffirm your top 5 priorities and submit additional proposals you would like the Legislative Committee consider. These are due June 10th.

Here is the list of priorities previously submitted:

Top Five Priorities

- Repeal any program that gives public funds for private schools, vouchers (ESAs), and private school subsidies (STOs) and prevent any future expansion.
- Maximize state funding for competitive salaries to attract, recruit, and retain talented teachers and staff, including support for the AZ Teacher's Academy and efforts to increase the diversity of the teaching workforce, and for difficult to fill positions.
- Amend the Constitutional aggregate expenditure limit to reflect current education funding levels and priorities via legislative referral to the voters.
- Fully fund full-day kindergarten and include kindergarten students in the override calculations.
- Provide full-time funding for preschool programs in the K-12 funding formula.

Additional items for consideration

- Continue reforming ELL models and give schools flexibility and resources to administer them. Advocate for the repeal of Prop. 203 and replace it with research-based bilingual education.
- State standardized testing shall not be used for any purpose other than a year over year measurement of student growth in the tested subject. Rethink and redefine the role and purpose of standardized testing and develop meaningful assessments and other measurable outcomes.

Legal

Financial

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve ASBA priorities as discussed.

Moved _____ Seconded _____ P/F

ID	Ranking	Policy Area: Adequately and Equitably Fund District Schools to at least the National Median per Pupil Funding
1-1		Maximize state funding for competitive salaries to attract, recruit, and retain talented teachers and staff, increase the pipeline of certified teachers, increase the diversity of the teaching workforce, and for difficult to fill positions.
1-2		Provide consistent, dedicated sources of base funding that equips all Arizona public schools with adequate support to address the academic, social and emotional needs of its students, including: <ul style="list-style-type: none"> ◦ Up to date curriculum, technology, and classroom support to enrich academic success and engagement. ◦ Student support staff dedicated to enhance safe and effective learning environments; ◦ Exceptional student services, gifted students, and early intervention programs; ◦ Before and after school programs; ◦ Arts education; and ◦ Transportation. ◦ Ensure the formula addresses the unique financial needs of schools serving students in poverty and in rural & remote schools.
1-3		Repeal the constitutional aggregate expenditure limit via legislative referral to the voters
1-4		Fully fund full-day kindergarten and include kindergarten students in the override calculations.
1-5		Advocate to preserve and protect the voters' original intent of prop 301. Protect voters' intent in funding k-12 education and oppose legislation that attempts to supplant or divert additional voter-approved funding streams.
1-6		Index district additional assistance (DAA) funding for inflation.
1-7		Provide funding for new space before existing schools exceed their maximum capacity and become overcrowded and provide dedicated and flexible ongoing maintenance funding, advocate for the SFOB to set a standard for replacement of buildings that have exceeded their useful life; advocate for capacity standards that reflect the design of instructional space.
1-8		Eliminate unfunded mandates and administrative burdens.
1-9		Protect desegregation funding and return it to a primary tax levy.
1-10		Formalize the exceptional student services cost study to determine and provide adequate funding levels, including for rural or remote areas, gifted students, and early intervention programs.
1-11		Adequately fund the cost of student transportation including adequate maintenance of school bus routes for CTEDs and rural schools.
1-12		Provide full-time funding for preschool programs in the k-12 funding formula.
1-13		Replace current year funding with a system that provides districts appropriate stable annual budgeting ability and technical reliability.
1-14		Prorate funding over the entire school year among all public schools that a student has attended during the year.
1-15		Give all districts the authority to provide affordable housing options to faculty and staff.

ID	Ranking	Policy Area: Preserve and Strengthen Local Control
2-1		Ensure local control and flexibility in managing funds and programs, given the Arizona constitutional requirements of a general and uniform public school system.
2-2		Change "override/budget increase" language to better reflect what voters are being asked to support. Update requirements associated with school district voter-approved bonds and overrides to improve efficiency and permit more accurate presentations of estimated property tax rates.
2-3		Allow school districts full flexibility in the divestiture or use of taxpayer-funded assets.
2-4		Oppose legislative intrusion on school site budgeting decisions.
2-5		Maintain exclusive local authority over any measure that would propose to consolidate and/or unify any number of school districts into a larger district.

2-6		Support local board authority for student suspensions and to adopt open enrollment policies based on capacity.
2-7		Amend current statute to allow school board members to use the e-equal system in addition to in-person signatures to appear on the ballot.
2-8		Oppose any legislation that intends to lessen or curtail the legal authority of locally elected school boards including their authority to approve curriculum.
2-9		Oppose legislative efforts to ban educational and supplemental materials that provide an inclusive and historically accurate, well-rounded education.
2-10		Modify the number of signatures required for CTED board to align with similar school board candidates.

ID	Ranking	Policy Area: Improve Outcomes for All Students
3-1		Increase the compulsory attendance age from 16 to 18 years or the attainment of a high school diploma or GED before the age of 18.
3-2		Continue reforming English Language Learner models of instruction to increase integration of English Learners and give schools flexibility and resources to administer them. Advocate for the repeal of Prop. 203 and replace it with research-based bilingual education.
3-3		Fully restore 9th and 13th grade CTE/CTED eligibility and funding to increase access to work-based learning and expand the window of opportunity students have to complete industry-recognized CTE programs.
3-4		Allow CTEDs to serve students through age 21 regardless of graduation status.
3-5		Support policy that recognizes, respects, and promotes teaching as a profession.
3-6		Defend against efforts to limit the free speech rights of school employees.
3-7		Oppose regulations, policies, and restrictions that overburden or unreasonably penalize educators and support staff as they educate and care for students.
3-8		Rethink and redefine the role and purpose of standardized testing and develop meaningful assessments and other measurable outcomes.
3-9		Support policy that protects school district employees and students from discrimination including on the basis of sexual orientation and gender identity.
3-10		Support legislation and access to funding that would allow school districts to offer school meals to all students free of charge.

ID	Ranking	Policy Area: Require Public Accountability for Taxpayer Dollars Spent on Education
4-1		Establish financial and academic transparency for all institutions and individuals that accept public funds. Enforce financial requirements and seek recovery of improperly received and/or expended funds by individuals, charter and public schools, private schools, and organizations.
4-2		Repeal any program that gives public funds for private schools, vouchers (Empowerment Scholarship Accounts) and private school subsidies (School Tuition Organizations) and prevent any future expansion.
4-3		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.
4-4		Support policy that encourages all eligible voters to exercise their right to participate in elections.

ID	Ranking	Policy Area: Arizona's Rural and Remote Schools
5-1		Ensure that students in Arizona's small, rural and remote schools are considered by policymakers alongside students in large metropolitan schools.
5-2		Equitably invest in technology modernization, reliable internet broadband access, technology support capability and professional development.
5-3		Protect rural and remote school districts from inequitable impact due to formula adjustments, including transportation.

ID	Ranking	Policy Area: School Safety and Security
6-1		Provide funding to individual districts to implement locally directed research-based school safety programs and mental health and wellbeing initiatives.
6-2		Support policy that promotes social-emotional wellness as a critical component of improving social climate, safety and learning for all students and staff.
6-3		Arizona's school boards call upon all state, federal, tribal and local officials to address the causes and impact of increased self-harm and violence at K-12 schools.
6-4		Arizona's school boards call upon all state, federal, tribal and local officials to address the causes and impact of increased gun violence directed at K-12 schools.
6-5		Advocate for funding and programming to engage and support families and caregivers in culturally relevant and appropriate ways.

ID	Ranking	Policy Area: Federal Advocacy
7-1		Advocate for federal and tribal assistance for bus routes on tribal land and federal land.
7-2		Advocate for full funding of the individuals with disabilities education act (idea)
7-3		Oppose efforts that would reduce or interrupt impact aid funding and the secure rural schools program to Arizona school districts that receive it.

ID	Ranking	Board Member Suggestions
8-1		
8-2		
8-3		
8-4		
8-5		
8-6		
8-7		

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – VIII- D

Agenda Item

Approval of Revision to the 2023/24 School District Annual Expenditure Budget

For Board: Action Discussion Information

Background –

This budget revision for fiscal year 2023/24 allows the district to adjust budget capacity for current year student counts, re-align line item amounts and correct any calculation errors to align district calculations with those of ADE. The attached worksheet provides a listing of the adjustments made to the latest revised budget.

Legal

A.R.S. §15-905(E)

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve Revision of the 2023/24 School District Annual Expenditure Budget as presented.

Moved _____ Seconded _____ P/F

**OSBORN SCHOOL DISTRICT
2023/24 M&O Budget Summary**

	2023/24 Projections w/Leg bills	2023/24 Adopted	23/24 Revised #1	23/24 Revised #1	Compared to FY24 Projections
ADM	2267.477	2377.411	2189.157	2184.776	(82.701)
Weighted Count	3151.640	3284.956	3032.703	3075.931	(75.709)
Base Level	4775.27	4914.71	4914.71	4914.71	
Inflation FY24- 2%- 2.92%	139.44				
Base Level per WSC	X 4914.71	4914.71	4914.71	4914.71	
Base Level	= 15,489,391	16,144,605	14,904,854	15,117,310	(372,081)
Audit Fees	+ 30,000	33,000	33,000	33,000	
Base Support Level	15,519,391	16,177,605	14,937,854	15,150,310	(369,081)
TRCL (transp control limit)	705,740.57	705,740.57	705,740.57	705,740.57	
RCL (Revenue control limit)	16,225,132	16,883,346	15,643,595	15,856,051	(369,081)
15% Override	2,433,770	2,532,502	2,423,660	2,452,707	18,937
DAA Transfer*	1,038,000	1,038,000	1,038,000	1,038,000	
Tuition Revenue- ASDB	7,000	7,000	7,000	7,000	
5-Year \$75M allocation	150,321	150,321	148,285	148,285	(2,036)
Total Revenues	19,854,222	20,611,169	19,260,540	19,502,043	(352,179)
One Time \$300M state aid	601,284	601,284	593,140	593,140	(8,144)
Budget Carryover- One time \$	1,503,886	1,407,432	2,811,531	2,811,531	1,307,645
ADM / Audit adjustment- one time \$			173,275	173,275	173,275
Total Budget	21,959,392	22,619,885	22,838,486	23,079,989	1,120,597

I certify that the Budget of Osborn School District, Maricopa County for fiscal year 2024 was officially revised by the Governing Board on, May 14, 2024, and that the complete Revised Expenditure Budget may be reviewed by contacting Lisa Nye at the District Office, telephone 602-707-2002 during normal business hours.

President of the Governing Board

1. Average Daily Membership:		Prior Year	Budget Year	4. Average Teacher Salaries (A.R.S. §15-903.E)	
	2022 ADM	2023 ADM	2024 ADM	1. Average salary of all teachers employed in FY 2024 (budget year)	60,193
Attending	2,388.6716	2,271.5784	2,189.1567	2. Average salary of all teachers employed in FY 2023 (prior year)	53,180
				3. Increase in average teacher salary from the prior year	7,013
2. Tax Rates:		Prior FY	Est. Budget FY	4. Percentage increase	13%
Primary Rate (equalization formula funding and budget add-ons not required to be in secondary rate)		2.2378	2.2778	Comments on average salary calculation (Optional):	
Secondary Rate (voter-approved overrides, bonds, and Career Technical Education Districts, and desegregation, if applicable)		2.1458	2.0155		
3. Budgeted Expenditures and Budget Limits:		Budgeted			
		Expenditures	Budget Limit		
Maintenance & Operation Fund		23,079,989	23,079,989		
Classroom Site Fund		4,677,531	4,677,531		
Unrestricted Capital Outlay Fund		5,521,755	5,521,755		

MAINTENANCE AND OPERATION EXPENDITURES							
	Salaries and Benefits		Other		TOTAL		% Inc./(Decr.) from Prior FY
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
100 Regular Education							
1000 Instruction	9,041,288	9,532,591	262,144	262,144	9,303,432	9,794,735	5.3%
2000 Support Services							
2100 Students	443,796	479,300	15,000	15,000	458,796	494,300	7.7%
2200 Instructional Staff	545,743	589,402	23,500	23,500	569,243	612,902	7.7%
2300, 2400, 2500 Administration	2,040,586	2,080,713	303,500	303,500	2,344,086	2,384,213	1.7%
2600 Oper./Maint. of Plant	459,966	1,100,426	1,395,000	1,395,000	1,854,966	2,495,426	34.5%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	0	0	75,000	75,000	75,000	75,000	0.0%
610 School-Sponsored Cocurric. Activities	0	0	0	0	0	0	0.0%
620 School-Sponsored Athletics	15,500	15,500	6,100	6,100	21,600	21,600	0.0%
630, 700, 800, 900 Other Programs	0	0	0	0	0	0	0.0%
Regular Education Subsection Subtotal	12,546,879	13,797,932	2,080,244	2,080,244	14,627,123	15,878,176	8.6%
200 and 300 Special Education							
1000 Instruction	3,573,598	3,768,589	269,433	269,433	3,843,031	4,038,022	5.1%
2000 Support Services							
2100 Students	1,139,477	1,230,635	239,000	209,492	1,378,477	1,440,127	4.5%
2200 Instructional Staff	228,100	246,348	7,000	7,000	235,100	253,348	7.8%
2300, 2400, 2500 Administration	0	0	2,500	2,500	2,500	2,500	0.0%
2600 Oper./Maint. of Plant	0	0	500	500	500	500	0.0%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	0	0	0	0	0	0	0.0%
Special Education Subsection Subtotal	4,941,175	5,245,572	518,433	488,925	5,459,608	5,734,497	5.0%
400 Pupil Transportation	1,068,773	1,159,412	110,000	110,000	1,178,773	1,269,412	7.7%
510 Desegregation	0	0	0	0	0	0	0.0%
530 Dropout Prevention Programs	0	0	0	0	0	0	0.0%
540 Joint Career and Technical Education and Vocational Education Center	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	191,928	197,904	0	0	191,928	197,904	3.1%
TOTAL EXPENDITURES	18,748,755	20,400,820	2,708,677	2,679,169	21,457,432	23,079,989	7.6%

SUMMARY OF SCHOOL DISTRICT REVISED EXPENDITURE BUDGET (Concl'd)

CTD NUMBER 070408000

VERSION Revised #2

TOTAL EXPENDITURES BY FUND				
Fund	Budgeted Expenditures		\$ Increase/(Decrease) from Prior FY	% Increase/(Decrease) from Prior FY
	Prior FY	Budget FY		
Maintenance & Operation	21,457,432	23,079,989	1,622,557	7.6%
Instructional Improvement	130,000	130,000	0	0.0%
English Language Learner	0	0	0	0.0%
Compensatory Instruction	0	0	0	0.0%
Classroom Site	3,751,893	4,677,531	925,638	24.7%
Federal Projects	14,562,000	10,642,000	(3,920,000)	-26.9%
State Projects	2,600,000	2,600,000	0	0.0%
Unrestricted Capital Outlay	5,102,954	5,521,755	418,801	8.2%
New School Facilities	0	0	0	0.0%
Adjacent Ways	0	0	0	0.0%
Debt Service	7,098,700	6,952,950	(145,750)	-2.1%
School Plant Fund	560,000	575,000	15,000	2.7%
Auxiliary Operations	30,000	30,000	0	0.0%
Bond Building	2,100,000	1,500,000	(600,000)	-28.6%
Food Service	2,750,000	2,750,000	0	0.0%
Other	4,027,000	4,121,000	94,000	2.3%

M&O FUND SPECIAL EDUCATION PROGRAMS BY TYPE		
Program (A.R.S. §§15-761 and 15-903)	Prior FY	Budget FY
Total All Disability Classifications	5,159,608	5,321,503
Gifted Education	300,000	412,994
Remedial Education	0	0
ELL Incremental Costs	0	0
ELL Compensatory Instruction	0	0
Vocational and Technical Education (non-CTED)	0	0
Career Education (non-CTED)	0	0
Career Technical Education (CTED)	0	0
TOTAL	5,459,608	5,734,497

PROPOSED STAFFING SUMMARY					
Staff Type	Purchased Services	Employee FTE	Total FTE	Staff-Pupil Ratio	
	Personnel FTE				
Certified --					
Superintendent, Principals, Other Administrators		13	13	1 to	168.4
Teachers		165	165	1 to	13.3
Other		20	20	1 to	109.5
Subtotal	0	198	198	1 to	11.1
Classified --					
Managers, Supervisors, Directors		8	8	1 to	273.6
Teachers Aides		45	45	1 to	48.6
Other		125	125	1 to	17.5
Subtotal	0	178	178	1 to	12.3
TOTAL	0	376	376	1 to	5.8
Special Education --					
Teacher		20	20	1 to	12.0
Staff		30	30	1 to	9.0

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – VIII- E

Agenda Item

Approval to exceed 2023/24 M&O Budget Subsections

For Board: Action Discussion Information

Background –

The Governing Board may authorize the expenditure of monies budgeted within the maintenance and operation section of the budget for any subsection within the section in excess of amounts specified in the adopted budget only by action taken at the public meeting of the governing board and if the expenditures for all subsections of the section do not exceed the amount budgeted as provided by A.R.S. §15-905.

A subsection within the maintenance and operations budget is a program: Program 100, which is regular education, also includes Programs 610 and 620 (co-curricular and athletics respectively); program 200 is special education; program 400 is pupil transportation; and program 550 is K-3 Reading. When the budget is revised each May, numerous adjustments are made to reflect the actual, to date, expenditures and an estimated amount for the remainder of the year. If the estimates are off a subsection may be exceeded. A.R.S. §15-905 (G) accommodates this scenario as long as the total expenditures in all subsections do not exceed the total M&O budget.

This is an annual “house keeping” agenda item, presented in order to prevent a non-compliance situation and audit finding.

Legal

A.R.S. §15-905(G)

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve the expenditure of M&O monies in excess of subsection amounts specified in the 2023/24 budget as long as all subsections do not exceed the total M&O budget.

Moved _____ Seconded _____ P/F

**OSBORN SCHOOL DISTRICT
2024/25 M&O Budget Summary**

	2023/24 Projections w/Leg bills	23/24 Revised #1	2024/25 Projections	Compared to FY24 Projections
ADM	2267.477	2185.534	2185.5342	(81.943)
Weighted Count	3151.640	3081.995	3081.9946	(69.646)
Base Level	4775.27	4914.71	4914.71	
Inflation FY25- 2%	139.44		98.29	
Base Level per WSC	X 4914.71	4914.71	5013.00	
Base Level	= 15,489,391	15,147,110	15,450,052	(39,339)
Audit Fees	+ 30,000	33,000	33,000	
Base Support Level	15,519,391	15,180,110	15,483,052	
TRCL (transp control limit)	+ 705,740.57	705,740.57	705,740.57	
RCL (Revenue control limit)	16,225,132	15,885,850	16,188,792	(36,339)
15% Override	2,433,770	2,423,660	2,428,319	(5,451)
DAA Transfer*	1,038,000	1,038,000	1,038,000	
Tuition Revenue- ASDB	7,000	7,000	7,000	
5-Year \$75M allocation (P123)	150,321	148,285	145,000	(5,321)
Total Revenues	19,854,222	19,502,795	19,807,111	(47,111)
				0
One Time \$300M state aid	601,284	593,140	0	0
Budget Carryover- One time \$	1,503,886	2,811,531	1,500,000	(3,886)
ADM / Audit adjustment- one time \$		173,275	0	0
Total Budget	21,959,392	23,080,741	21,307,111	(50,997)
				0

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – VIII- F

Agenda Item

First Reading of Policy DCA Management of Capital Reserves (General Fund Reserves)

For Board: Action Discussion Information

Background –

The AZ Auditor General has released new requirements for FY24 general fund balances and districts will need to adopt policies to align. The District’s General Fund is a combination of several unrestricted fund balances, the largest fund being M&O. The District policy must include the following components as recommended by the Government Finance Officers Association (GFOA):

- Appropriate levels
 - at least 2 months operating expenses
- Use & Replenishment
 - Define conditions warranting fund balance use
 - Guidelines for replenishing balances within 1-3 years
- Prohibited use of funds for ongoing / recurring expenses

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve the first reading of policy DCA Management of Capital Reserves (General Fund Reserves).

Moved _____ Seconded _____ P/F

DCA MANAGEMENT OF CAPITAL RESERVES

(General Fund Reserve)

Introduction

This General Fund Reserve Policy ("policy" or "Reserve Policy") of the Osborn School District has been designed in accordance with guidelines of the Government Finance Officers Association (GFOA) and all applicable laws. Fund balance is an important indicator of the District's financial position. Maintaining reserves is considered a prudent management practice.

Purpose and Goals

The purpose of the General Fund Reserve Policy is to ensure that the District maintains adequate levels of fund balance to mitigate current and future risks (e.g., revenue shortfalls and unanticipated expenditures) and to ensure the continuance of sound financial management of public resources.

These amounts are expressed as goals, recognizing that fund balance levels can fluctuate from year to year in the normal course of operations for school districts. This policy has been developed to meet the following goals:

- A. Establish a formal policy on the level of unrestricted fund balance the District will strive to maintain in its General Fund for generally accepted accounting principles (GAAP) and budgetary purposes.
- B. Provide guidance on the conditions under which fund balance may be spent and how resources will be directed to replenish fund balance should the fund balance fall below the target level.

Definitions

For the sake of clarity, the term GAAP fund balance describes the net position of governmental funds calculated in accordance with GAAP.

Budgetary fund balance describes the net position of governmental funds calculated on a government's budgetary basis. Budgetary fund

balance, while it is subject to the same constraints on spending as GAAP fund balance, typically represents simply the total amount accumulated from prior years at a point in time.

GAAP financial statements report up to five (5) separate categories of fund balance based on the type and source of constraints placed on how resources can be spent (presented in descending order from most constraining to least constraining): *nonspendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance.*

The total of the amounts in these last three (3) categories (where the only constraint on spending, if any, is imposed by the government itself) is termed *unrestricted fund balance.*ⁱ

The calculation of GAAP fund balance and budgetary fund balance sometimes is complicated by the use of sub-funds within the General Fund. In such cases, GAAP fund balance includes amounts from all of the sub-funds, whereas budgetary fund balance typically does not.

General Fund

The General Fund accounts for and reports all financial resources of the District except those required to be accounted for and reported in another fund. The District's General Fund for accounting and budgeting purposes may be different from the General Fund for financial statement reporting purposes.ⁱⁱ

For accounting and budgeting purposes, the *General Fund* is described as the Maintenance and Operation (M&O) Fund by Arizona Revised Statutes (A.R.S.) and may be separated into seven programs titled regular education, special education, pupil transportation, desegregation, dropout prevention, joint career and technical education and vocational education center, and kindergarten through grade three (K-3) reading program.

When the District prepares audited financial statements, the General Fund includes the M&O Fund and any other fund used for accounting or budgeting purposes that does not meet the definition of another governmental fund type. The following funds should be included in the General Fund for financial statement reporting purposes:

- A. Maintenance and Operation
- B. Indirect Costs
- C. School Opening

In addition, the District will need to analyze the following funds to determine if they should be included in the General Fund for financial statement reporting purposes: Advertisement, Auxiliary Operations, Condemnation, Employee Insurance Withholdings, Energy and Water Savings, Federal Projects, Gifts and Donations, Insurance Proceeds, Litigation Recovery, School Plant, State Projects, Teacherage, Unemployment Insurance and Unrestricted Capital Outlay.

State Law

The general school district budgeting statutes applicable to the District can be found in Title 15, Chapters 3, 8, 9, and 10 of the Arizona Revised Statutes.

Administrative Regulations for Budget

The Uniform System of Financial Records for Arizona School Districts provides detailed definitions of income and expenditure categories together with approved budget and accounting practices.

The Office of the Auditor General and the Arizona Department of Education developed the Uniform System of Financial Records (USFR) pursuant to Arizona Revised Statutes (A.R.S.) § [15-271](#).

Minimum Level

In establishing the minimum unrestricted General Fund balance level, the District has considered the following:

- A. Historical volatility of its revenues and expenditures throughout economic cycles;
- B. Potential loss of its Maintenance and Operations Override;
- C. Exposure to significant one-time outlays;

- D. The potential drain upon the General Fund from other funds and the availability of resources in other funds; and
- E. The potential impact on the District's credit rating and corresponding increased costs of capital.

The District will strive to maintain at a minimum, an unrestricted GAAP fund balance of seventeen percent (17%) of expenditures in its General Fund. On a budgetary basis, the District will maintain a minimum fund balance of seventeen percent (17%) of Maintenance and Operations expenditures. A minimum reserve level of seventeen percent (17%) of expenditures is more than sufficient to offset a loss of revenues in the event that state spending declines by historic high levels over multiple years or District voters do not reauthorize its M&O override.ⁱⁱⁱ In the event of delays or deferrals of state and local revenues, the minimum reserve level is more than sufficient to cover two (2) months of payroll expenditures and normal operating costs.

The minimum reserve level is not a cap. The District may deem it to be fiscally prudent to keep its unrestricted fund balance at a level above and beyond its policy.

Use of Reserves

It is the intent of the District to limit use of General Fund balances to address unanticipated, non-recurring needs or known and planned future obligations. Fund balances shall not be applied to recurring annual operating expenditures.

A. Use of fund balance reserves above 17 percent

- Fund balance reserves above 17 percent can be used for one-time or capital expenditures and debt reduction.
- Reserves in this sub-category are very flexible and available for use. These reserves provide an opportunity for strategic investment and problem solving. Typically, this amount is not reconciled until the fiscal year end close and post audit. Any available balance is addressed as part of the budget planning for the next available year.

B. Fund balance reserves above 10 percent and below 17 percent can be used for one-time expenditures and to stabilize the District normal economic cycles when operating revenues are below the adopted expenditure budget based on the following criteria:

- An unexpected or unanticipated event requiring immediate action.
 - Large unappropriated retirement payouts or unrealized vacancy savings.
 - A technical correction of the original budget.
 - A change in legislation creating an unfunded mandate.
 - Planned one-time expenditures advancing a programmatic or financial outcome.
- Reserves should only be used to provide a short-term solution to maintaining operations until revenue growth or expenditure reductions are achieved to balance the budget.
- The District should first seek to offset revenue declines with expenditure reductions. Reserves should only be used when further reductions in expenditures would affect essential District functions. As a minimum standard, any use of fund balance should be matched by equal or greater expense reductions.
- Reserves in this category are not flexible and should only be used to offset revenue shortfalls or extraordinary expenditure demands.

C. Use of fund balance reserves below 10 percent

- The use of fund balance reserves below 10 percent is restricted to responding to a severe economic or other crisis. This category is only used in the most unusual or unexpected situation and is ideally never used.

Reserve Replenishment

Any use of fund balance reserves below the seventeen percent (17%) target should be accompanied by a replenishment plan. This is particularly critical when reserves are below the ten percent (10%). If the General Fund balance falls below the District's policy level, the District will seek to replenish its fund balances within three (3) fiscal years.

Revenue sources that would typically be looked to for replenishment of a fund balance include nonrecurring revenues, budget surpluses, and excess resources in other funds (if legally permissible and there is a defensible rationale).

Annual Review

The Superintendent and/or Chief Operations Officer (COO) will be involved in the annual review of this policy to ensure compliance. The annual review will occur in conjunction with the filing of the District's annual budget or annual financial report (AFR).

i Sometimes restricted fund balance includes resources available to finance items that typically would require the use of unrestricted fund balance (e.g., a contingency reserve). In that case, such amounts should be included as part of unrestricted fund balance for purposes of analysis.

ii These categories are set forth in Governmental Accounting Standards Board (GASB) Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions.

iii Between 2001 and 2018, the longest sustained nominal decline in educational spending over a three (3) year period occurred between fiscal years 2008/09 and 2011/12. According to the Office of the Auditor General, per pupil spending declined from \$9,141, to \$8,150 (inflation adjusted to 2018 dollars), about eleven percent (11%) in the aforementioned period. Not adjusted for inflation, the decline in per pupil spending was five and one-half percent (5.5%), from \$7,908 to \$7,475 per pupil.

A loss of the District's M&O override would reduce revenues by approximately \$2.5 million, approximately twelve percent (12%) of fiscal year 2023 audited General Fund expenditures.

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

The Osborn Community advances the full potential of every child by developing emotional intelligence and academic excellence.

Agenda Item Number – VIII- G

Agenda Item

FY2025 Budget Committee Recommendations

For Board: Action Discussion Information

Background –

The Budget Committee has been working this spring on developing a M&O budget recommendation to the Governing Board for FY25.

The attached projection for FY25 revenues is built using the current FY24 student counts and assuming KG enrollment is the same. The current projection includes a 2% inflationary increase. Revenues are projected to decrease by \$50,997 when compared to FY24 budget.

Attached is a summary of the Budget Committee recommendations for 2024/25:

Minutes from the 4.17.24 & 5.6.24 Budget Committee recommendations include a 2% salary increase for all employee groups along with one-time retention payments.

The List of Recommended Items present a balanced M&O budget for FY25.

Retention Stipends, final phase out of ESSER 3 funds must be expended by Sept 30, 2024. Total cost is approximately \$475,000.

- \$1250 per 1.0 FTE.
- Returning staff, working 7 hours or more per day (35+ hours per week) are considered 1.0. Staff who work less than 35 hours per week, payment will be prorated.

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve the 24-25sy budget committee recommendations, including 2% salary increases and retention payments for all employee groups as presented

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
by developing emotional intelligence and academic excellence.**

Agenda Item Number – VIII-H

Agenda Item

Approval of the FY25 Salary Placement Pay Schedules.

For Board: Action Discussion Information

Background –

The attached salary schedules have been modified to reflect positions that remain in Osborn for the 24-25 SY. There are not adjustments to the outlined salaries at this time.

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve the 24-25SY salary placement schedules.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT #8
2024/25 CERTIFIED TEACHER SALARY PLACEMENT SCHEDULE (STEPLESS) at time of hire

Proposed Funding Source*	Level**	BA	MA
M&O/P301	0	50000	54000
M&O/P301	1	51000	55000
M&O/P301	2	52000	56000
M&O/P301	3	53000	57000
M&O/P301	4	54000	58000
M&O/P301	5	55000	59000

District-approved college coursework (from accredited college/university only):

M&O/P301	+ 6 credits	250	250
M&O/P301	+ 12 credits	500	500
M&O/P301	+ 18 credits	750	750
M&O/P301	+ 24 credits	1000	1000
M&O/P301	+ 30 credits	1250	1250
M&O/P301	+ 36 credits	1500	1500

Add for Endorsements/Certificates

IIF	Reading Endorsement	500
IIF	Gifted Endorsement	500
IIF	K-8 Mathematics Endorsement	500
IIF	MS Math AEPA	500
IIF	MS Science AEPA	500
IIF	MS Social Studies AEPA	500
IIF	MS Language Arts AEPA	500
IIF	ESL	500
IIF	BLE	500
IIF	National Board Certification	2000

Add for Endorsement/Certificates attached to teaching assignment (includes Master Teachers servicing these areas):

IIF	Early Childhood Endorsement	500 Only if teach kinder
IIF	Special Ed Class	1500
IIF	Montessori Certificate	1500

Each level for placement represents two years of certified teaching experience:

0 = 0-1 years of exp.	2 = 4-5 years	4 = 8-9 years
1 = 2-3 years	3 = 6-7 years	5 = 10+ years

Education:

BA = Bachelors obtained
MA = Masters obtained

NOTE:

EdD = Annual Stipend of \$2,500

Longevity Pay = \$500 annually at beginning of 6th year; additional \$500 at beginning of 11th year

*Positions written into grants must be supported by that grant for salary and benefits

Assignment addendums also available for dual-language classroom teachers.

SUBSTITUTE PAY RATES

Day 1- thru Day 19 =	\$150/day
Day 20+, (Longterm Sub)=	\$175/day

Effective 7.1.24

**OSBORN SCHOOL DISTRICT
STUDENT SUPPORT PROFESSIONALS**

2024/25 PLACEMENT SCHEDULE

	COTA / SLPA / PSYCH INTERN	SW MA	OT PT SLP RN	PSYCH
min	40,728	50,716	60,654	68,217
mid	45,607	62,000	67,708	75,153
max	51,040	73,153	74,760	80,934

Applies to Any of the Above Positions

Bilingual: \$2500

Doctorate: \$2500

SLP

MA level with National Certificate of Clinical Competence: \$2500 yearly stipend (Speech only)

Up to \$400.00 continuing education registration fee (Speech only)

Up to \$325.00 license fees- State/ASHA

Social Workers

Licensed Clinical Social Workers (LCSW): \$2500

Psychologists

National Certificate of School Psychology: \$2500

Effective 7.1.24

**OSBORN SCHOOL DISTRICT
2024/25 PLACEMENT SCHEDULE - HOURLY (STEPLESS AT TIME OF HIRE)**

	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	GR13	GR14	GR15	GR16	GR17	GR18	MECH
Level 2			15.25	15.84	16.41	16.99	17.59	18.16	18.75	19.31	19.90	20.47	21.04	21.67	22.32	24.26
Level 3		15.11	15.74	16.32	16.96	17.58	18.18	18.76	19.37	19.99	20.59	21.16	21.75	22.41	23.08	24.87
Level 4	14.96	15.58	16.22	16.85	17.50	18.10	18.76	19.36	20.03	20.64	21.24	21.89	22.46	23.13	23.82	25.50
Level 5	15.40	16.03	16.73	17.33	18.03	18.67	19.34	19.99	20.67	21.30	21.96	22.53	23.16	23.85	24.57	26.13
Level 6	15.85	16.51	17.20	17.84	18.60	19.23	19.96	20.60	21.32	21.99	22.62	23.23	23.89	24.60	25.34	26.78
Level 7	16.28	16.95	17.71	18.34	19.11	19.78	20.54	21.18	21.99	22.63	23.29	23.93	24.56	25.30	26.05	27.46
Level 8	16.73	17.40	18.20	18.89	19.68	20.35	21.13	21.81	22.62	23.29	23.96	24.59	25.30	26.06	26.84	28.14
Level 9	17.14	17.84	18.69	19.36	20.19	20.89	21.72	22.41	23.23	23.93	24.59	25.33	26.00	26.78	27.59	28.85
Level 10	17.61	18.31	19.15	19.88	20.76	21.42	22.31	23.02	23.89	24.56	25.30	26.00	26.72	27.52	28.35	29.57
Level 11	18.03	18.76	19.68	20.40	21.27	22.03	22.89	23.65	24.49	25.25	25.96	26.71	27.44	28.26	29.11	30.30

<u>Schools</u>	<u>Grade</u>	<u>District Office</u>	<u>Grade</u>	<u>Maint/Transportation</u>	<u>Grade</u>
Behavioral Technician- EDP	10	Administrative Assistant	14	Bus Attendant	4
Extracurricular Instructor	7	ELL Data Support Specialist	13	Bus Driver	13
Extracurricular Assistant	5	Language Acquisition Clerk	10	Courier	10
Certified Nurse Assistant (C.N.A.)	10	Special Ed Admin Asst	14	Crossing Guard	4
Community Preschool Instructor	14	McKinney-Vento Clerk	13	Custodian	8
Educational Assistant	7			District Maintenance II	14
Educational Assistant, Library	11	<u>Child Nutrition</u>		District Maintenance III	16
ELL Paraprofessional	9	Child Nutrition Baker/Cook	8	Lead Custodian (Night)	14
Emergency Medical Tech (E.M.T.)	11	Child Nutrition Cashier	7	Lead Maintenance	18
Instructional Tutor	11	Child Nutrition Courier	10	Lead Mechanic	MECH
Licensed Practical Nurse (L.P.N.)	17	Child Nutrition Food II	5	Lead Yard Crew	14
Parent Liaison	7	Child Nutrition Manager	14	Maint/Trans Dispatcher	13
PBIS Assistant	10	Child Nutrition Mgr in Training	9	Maint/Trans Clerk	8
School Clerk	9	Child Nutrition Program Asst	13	Mechanic	16
School Administrative Asst.	14			Security Guard	6
		<u>Business Services</u>		Site Maintenance II	14
		Technician Accounting	14	Site Maintenance III	16
		Warehouse Clerk	9	Van Driver	9
		Student Data Coordinator	18*	Yard Crew	10
		*Initial Placement on Grade 18, level 6-11			
		Ed Applications Technician	16	<u>Information Systems</u>	
				Computer Technician	16
		<u>Human Resources</u>			
		Human Resource Technician	14		
		Receptionist/Student Records	9		
		Sub Caller/Clerk	11		

Longevity Pay = additional \$0.20/hr at beginning of 6th year; additional \$0.40/hr at beginning of 11th year

Effective 7.1.24

**OSBORN SCHOOL DISTRICT
2024/25 CLASSIFIED EXEMPT PLACEMENT SCHEDULE**

	Position	Min	Mid	Max
Group B		\$55,563	\$57,806	\$62,572
	21st Century Coordinator Child Nutrition Program Coordinator Digital Marketing & Communications Coordinator Executive Assistant to the Governing Board & Superintendent Human Resources Coordinator Payroll Coordinator Transportation Supervisor			
Group C		\$70,000	\$77,500	\$85,000
	Network Engineer			

Effective 7.1.24

**OSBORN SCHOOL DISTRICT
2024/25 ADMINISTRATIVE PLACEMENT SCHEDULE**

	Position	Min	Mid	Max
Group B	Curriculum Specialist	\$73,237	\$77,719	\$82,475
Group C	Assistant Principal Business Services Administrator Administrator of Federal & Community Programs	\$79,273	\$84,125	\$89,547
Group D	Director Child Nutrition Director Maintenance/Transportation	\$86,072	\$95,029	\$102,863
Group E	School Principal Director Human Resources * (range begins at \$95,000) Director Student Services Director Technology	\$91,341	\$100,846	\$109,159
Group F	Chief Officers	\$109,159	\$120,520	\$130,455

* Doctorate Annual Stipend of \$2500

Effective 7.1.24

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

**The Osborn Community advances the full potential of every child
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Agenda Item Number – IX

Agenda Item

Board Development

For Board: Action Discussion Information

Background –

- A. [NSBA CUBE Annual Conference](#) October 28-30, 2024 in Las Vegas, NV (early bird rates through July 19)

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

The Osborn Community advances the full potential of every child by developing emotional intelligence and academic excellence.

Agenda Item Number –X

Agenda Item

Reflections/Feedback on Meeting

For Board: Action Discussion Information

Background –

Reflect on the business of tonight’s meeting. You may comment on how it aligns to our goals.

Legal

Financial

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship
- Equity & Excellence for Opportunity and Outcomes

Recommendation

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

May 14, 2024

Board Meeting

The Osborn Community advances the full potential of every child by developing emotional intelligence and academic excellence.

Agenda Item Number – XI

Agenda Item

Future Agenda Items

For Board: Action Discussion Information

Future

Mrs. Greenberg

- Schedule a Work Study to provide an overview of the strategic plan to see where we are what's left (**will be planning for a summer Board/Superintendent workshop**)
- Follow up with the parent who spoke during Call to the Public (**5-10-24 Update to the Board email**)

Agenda Item Number – XII

Adjournment

Moved _____ Seconded _____ P/F