

OSBORN SCHOOL DISTRICT NO. 8
GOVERNING BOARD MEETING
September 20, 2022

Regular Meeting – 5:30 P.M.

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 at: <https://youtu.be/WL9KPYZGow0>

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 teleconference or livestream. An Osborn employee will read the Call to the Public comments. 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 on the Google Meets Hangout. An individual wishing to address the Governing Board must email their message or request to speak live to lnye@osbornsd.org by 12:00pm on Tuesday, September 20, 2022.

Agendas are available at least 24 hours prior to each meeting in the District Office at 1226 West Osborn Road, 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 A.R.S. §38-431.03(A)(3). Accommodations for individuals with disabilities, including alternative format materials, sign language interpretation, assistive listening devices, or assistance with Calls to the Public 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.

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- I. **Call to Order**
 - II. **Pledge of Allegiance**
 - III. **District Celebrations and Announcements**
 - A. Point of Pride recipients
 - IV. **Consent Agenda**
 - A. Ratification of Accounts Payable Vouchers
 - B. Ratification of Payroll Vouchers
 - C. Board Minutes
 1. August 16, 2022 Regular Meeting
 - D. Approval of Personnel Items
 1. New Employees
 2. Employment Changes/Additions
 3. Addendum Contracts
 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. MOU's/Agreements with Partner Organizations
 - 1. Renewal of MOU with Southwest Human Development Headstart Program for Preschool Special Education Services 2022-2023
- J. Approval of 2022/23 Student Activity Events
- K. Revised Job Descriptions
 - 1. District Engineer
 - 2. Maintenance- Transportation Dispatcher
 - 3. Transportation Supervisor
 - 4. DO Receptionist
- L. Approval of Revised Attendance Procedure for Instructional Time Models
- M. Out of State Travel
 - 1. Approval of Out of State Travel for Abby Potter-Davis and Cathy Gentry to attend the Minority Student Achievement Conferences in Des Plaines, Illinois November 17-18, 2022
 - 2. Approval of Out of State Travel for 6 attendees to attend the Grading From the Inside Out Conference in Minneapolis, MN December 1-2, 2022

V. Call to the Public

Citizens are provided time to make statements to the Board. Those wishing to make a statement should complete a "REQUEST TO ADDRESS THE GOVERNING BOARD" form and return it to the Board secretary.

VI. Board Presentation

Disaggregated Academic Data

VII. Administrative Reports since August 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 month of August
- C. Student Absence Report for month of August
- D. Substitute Teacher Report for month of August
- E. Student Enrollment Report as of September

VIII. Action Items

ACTION/APPROVAL

A. Approval and Second Reading of ASBA Policies Revisions:

| | |
|---------|---|
| JLDAB | Referrals to Other Agencies |
| JLDAB-R | Referrals to Other Agencies (Community based Behavioral Health Providers- Parental Consent and Surveys) |
| JLDAB-E | Referral to Other Agencies Survey |

B. Approval of First Review of Revisions to the Following ASBA Policies:

| | |
|-----|-----------------|
| JRR | Student Surveys |
|-----|-----------------|

| | |
|----------|---|
| JRR-R | Student Surveys |
| KI | Visitors to Schools |
| KI-R | Visitors to Schools |
| KI-E | Visitors to Schools |
| KB | Parental Involvement in Education |
| KB-R | Parental Involvement in Education |
| KB-EB | Parental Involvement in Education |
| IHAMB | Family Life Education |
| IHAMB-R | Family Life Education |
| JLCB | Immunization of Students |
| JLCB-R | Immunization of Students |
| JLCB-E | Immunization of Students |
| JLCC | Communicable/Infectious Diseases |
| GBGCB | Staff Health and Safety |
| DIA | Accounting System |
| IHA | Basic Instructional Program |
| JLDA | School Counselors and Psychologist |
| JICFA | Hazing |
| JICFA-EB | Hazing |
| IKF | Graduation Requirements |
| JJIA | Intramural Sports |
| JJIB | Interscholastic Sports |
| JJIB-R | Interscholastic Sports |
| EE | Transportation Services |
| EEAEA | Bus Driver Requirements, Training, and Responsibilities |
| JF | Student Admissions |
| IJL | Library Materials Selection and Adoption |
| IJL-R | Library materials Selection and Adoption |
| IJNC | Resource Centers/Media Centers/School Libraries |
| IJNC-R | Resource Centers/Media Centers/School Libraries |
| IJNC-E | Resource Centers/Media Centers/School Libraries |
| IMD | School Ceremonies and Observances |
| IMB | Teaching About Controversial/Sensitive Issues |

- C. Approval of appointment of the Board delegate (and alternate if desired) to represent Osborn School District at the Arizona School Boards Association County Meeting on October 17, 2022 to vote in the County Director Election
- D. Approval of Renewal of MOU with Valle del Sol for 2022-2023
- E. Approval of Renewal of Business Associate Agreement and Addendum with Valle del Sol
- F. Approval of MOU with Valle del Sol to Provide Mobile Health Services for 2022-2023
- G. Approval of MOU with GalPatch

INFORMATION UPDATES

- H. 2022-2023 School Year Tax Rates
- I. Policy Updates

IX. Board Development

- A. ASBA County Meeting October 17, 2022 4:30pm -7:15pm
- B. Reflection on ASBA Law Conference
- C. Availability of Members for an October 13th Special Meeting for Consideration of Approval of the FY22 Annual Financial Report

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
September 20, 2022
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

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
September 20, 2022
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 –

- A. Points of Pride—Each of our honorees tonight were selected for living out one of Osborn’s Core Values. Being recognized are the following individuals:
 - a. **Integrity**—Elizabeth Paz, Psychologist at Longview School; Stefaney Sotomayor, Federal Programs Specialist
 - b. **Equity**—Dr. Lushanya Echeverria, Changemakers Teacher, Montecito Community School; Tatiana Torres, Social Worker, Osborn Middle School
 - c. **Joy**—Luz Fonseca, Administrative Assistant for Student Services; Julie German, Special Education Resource Educational Assistant, Encanto School
 - d. **Growth**—Cristina Chavez, Kindergarten Dual Language Teacher, Encanto School, Clare Maynard, 2nd Grade Teacher, Longview School
 - e. **Relationships**—Carol Hayes, Principal, Osborn Middle School;

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
September 20, 2022
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 2021/22 Accounts Payable Vouchers from August 1 through August 31, 2022.

Moved _____ Seconded _____ P/F

Osborn School District No. 8
Summary of FY23 Accounts Payable Vouchers Processed
8/01/22 through 8/31/22

| Fund Title | Fund # | Total |
|----------------------------------|--------|------------|
| M & O | 1 | 253,630.36 |
| P301 Base Pay | 11 | 0.00 |
| P301 Performance Payout | 12 | 0.00 |
| Instructional Improvement fu | 20 | 0.00 |
| Title I | 100 | 161.56 |
| Title I | 101 | 1,700.00 |
| Title I Targeted Support & Imp | 115 | 0.00 |
| Title I Targeted Support & Imp | 116 | 0.00 |
| Title IIA - Improving Teacher C | 140 | 4,100.00 |
| Title IIA - Improving Teacher C | 141 | 0.00 |
| TITLE IV-SAFE & DRUG FREE B | 160 | 11,240.25 |
| Title IV- Safe & Drug free basic | 161 | 0.00 |
| 21st Century (Enc, Sol) | 162 | 246.70 |
| 21st Century | 163 | 135.11 |
| Title III | 190 | 181.28 |
| Title III | 191 | 0.00 |
| Emergency Immigrant Fundin | 196 | 0.00 |
| Title VII - Indian Ed | 200 | 0.00 |
| Idea - Basic | 220 | 10.72 |
| ARRA - IDEA BASIC | 221 | 2.79 |
| Idea - Preschool Grant | 222 | 0.00 |
| Idea Edisa | 223 | 0.00 |
| Idea Edisa-1 Implementation | 224 | 0.00 |
| ARP- IDEA BASIC | 228 | 2,613.60 |
| JOHNSON-O'MALLEY | 230 | 400.00 |
| JOHNSON-O'MALLEY | 231 | 0.00 |
| Education for Homeless Childr | 280 | 446.21 |
| Education for Homeless Childr | 281 | 0.00 |
| ARRA-ED For Homeless | 283 | 2,223.96 |
| ARP-Homeless I | 284 | 2,353.28 |
| Medicaid Reimb | 290 | 0.00 |
| PRE School Dev GRANT | 320 | 0.00 |
| Pre School Dev - Start - Up | 322 | 0.00 |
| ESSER CARES | 326 | 101.53 |
| Acceleration Academy Grant | 327 | 0.00 |
| ENROLLMENT STABILIZATION | 328 | 0.00 |
| ESSER/CARES ROUND II | 336 | 1,292.58 |
| ACCELERATION ACADEMIES | 337 | 890.52 |
| ESSER ROUND III | 346 | 6,139.74 |
| TIF GRANT - ASU | 352 | 0.00 |
| Scoppes - Counseling Grant | 376 | 0.00 |
| Arts in Education | 377 | 0.00 |

| | | |
|-----------------------------|-----|---------------------|
| Race To The Top | 396 | 0.00 |
| GIFTED | 450 | 0.00 |
| RESULT BASED FUNDING | 457 | 35.84 |
| VW BUS SETTLEMENT | 476 | 0.00 |
| Safe Schools | 480 | 0.00 |
| EARLY LITERACY GRANT | 472 | 0.00 |
| School Emergency Readiness | 485 | 0.00 |
| Sch Pl-Sales/Leas Over 1 YR | 500 | 0.00 |
| School Plant 1 Year/Less | 505 | 0.00 |
| Food Service | 510 | 65,609.23 |
| Civic Center | 515 | 0.00 |
| Community School | 520 | 2,000.00 |
| Community School Montessor | 521 | 2,644.51 |
| Auxiliary Operations | 525 | 0.00 |
| Extra Curr Tax Fees CR | 526 | 0.00 |
| Gift and Donations | 530 | 740.35 |
| Fingerprint | 540 | 0.00 |
| Insurance Proceeds | 550 | 0.00 |
| Textbooks | 555 | 0.00 |
| Indirect Costs | 570 | 0.00 |
| Unemployment Insurance | 575 | 0.00 |
| Insurance Refund | 585 | 0.00 |
| Unrestrict Capital Outlay | 610 | 114,032.63 |
| Bond Building funds | 630 | 0.00 |
| Energy & Water Savings | 665 | 0.00 |
| SFB BUILDING RENEWAL | 691 | 0.00 |
| Student Activities | 850 | 1,148.84 |
| Employee Insurance Fund | 855 | 370,449.91 |
| | | <hr/> |
| | | <u>\$844,531.50</u> |

OSBORN SCHOOL DISTRICT NO. 8

September 20, 2022

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 2021/22 Payroll Vouchers processed from August 1 through August 31, 2022.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of Payroll Vouchers 8/1/22 thru 8/31/22

| Voucher number | | |
|----------------------------------|-------------|--------------|
| <u>Fund Title</u> | <u>Fund</u> | <u>Total</u> |
| Maintenance & Operation | 001 | 1,287,204.61 |
| Proposition 301 | 011 | 42,174.60 |
| Proposition 301 | 012 | 0.00 |
| Instructional Improvement Fund | 020 | 6,828.43 |
| | 71 | 0.00 |
| Title I Disadvantaged Grant | 100 | 16,402.85 |
| | 101 | 74,512.72 |
| | 115 | 0.00 |
| | 116 | 0.00 |
| Title I Focus School | 117 | 0.00 |
| Title IIA | 140 | 430.07 |
| | 141 | 0.00 |
| | 160 | 286.67 |
| | 161 | 1,120.56 |
| | 162 | 0.00 |
| 21st CCLC Grant | 163 | 165.19 |
| Title III | 190 | 5,508.77 |
| Title III | 191 | 0.00 |
| Title VII-Indian Ed | 200 | 3,031.79 |
| IDEA - General Entitlement Grant | 220 | 119.16 |
| | 221 | 40,836.23 |
| IDEA-Preschol Grant | 222 | 0.00 |
| AZ Tech Assistive Technology | 227 | 0.00 |
| Johnson O'Malley | 230 | 2,021.18 |
| | 231 | 0.00 |
| McKinney Vento | 280 | 0.00 |
| | 281 | 0.00 |
| | 283 | 3,008.97 |
| Medicaid Reimbursement Fund | 290 | 17,910.49 |
| Preschool Developmental Year 1 | 320 | 0.00 |
| | 326 | 303.01 |
| | 327 | 0.00 |
| | 336 | 424,595.50 |
| | 337 | 24,566.99 |
| | 346 | 142,718.80 |
| ASU - TIF Grant | 352 | 0.00 |
| SCOPPEs-Counseling Grant | 376 | 0.00 |
| Arts in Education Grant | 377 | 0.00 |
| | 457 | 6,543.53 |
| | 472 | 9,433.28 |
| | 480 | 0.00 |

| | | |
|-----------------------------|-----|------------------------|
| | 482 | 18,172.23 |
| Plant Fund | 505 | 0.00 |
| Food Service Fund | 510 | 86,342.85 |
| Civic Center | 515 | 4,310.02 |
| Community Schools | 520 | 16,639.15 |
| | 521 | 14,436.18 |
| Auxiliary Operations | 525 | 0.00 |
| Extra Curr Tax Fees | 526 | 0.00 |
| Gifts & Donations | 530 | 3,082.67 |
| Indirect Costs Fund | 570 | 149,436.41 |
| Intergovernmental Agreement | 955 | 0.00 |
| | 610 | 0.00 |
| | 630 | 0.00 |
| | | <u>\$ 2,402,142.91</u> |

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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. Regular Meeting of August 16, 2022

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 5:31 p.m. by Board President Flamand.

Present:

Juan Carlos Flamand, Board President
Edward Hermes, Board Clerk
Sue Corbin, Board Member
Ylenia Aguilar, Board Member (appeared telephonically/virtually)
Luis Peralta, Board Member
Dr. Michael Robert, Superintendent

Pledge of Allegiance

Governing Board President Flamand led the pledge.

District Celebrations and Announcements

New teachers from Osborn Middle School, Clarendon, Solano and Longview were introduced by Principals Hayes, Martin, Norwood, Carranza and Master Teacher Rodi Vehr respectively.

Dr. Robert shared that the district will be making a slight shift in Point of Pride recognitions for this year. He explained that the shift will be grounded in the district's five core values and recognizing individuals that live out those values. After defining each value, the following recipients were introduced and received a certificate:

Integrity—Jennifer Page, Administrative Assistant to the Teaching & Learning Department; Kelsey Meyer, Special Education Teacher on Special Assignment

Equity—Amber Stevens, Native American Education Teacher; Cristina Delgado, Social Worker at Encanto School

Joy—Sabrina Campos, District Receptionist; Brianna Sawyer, 1st Grade Teacher at Encanto School

Growth—Rodi Vehr, Master Teacher at Longview School; Kelly Kesterson-Walker, District Coordinator for Arizona Teacher Residency Program

Relationships—Lisa Nye, Administrative Assistant to the Board and Superintendent; Abby Potter-Davis, Chief Officer for Learning & Equity

A short break was called 5:50 pm.

Meeting resumed at 6:09 pm.

Consent Agenda – Approval of Items Since June Meeting

- A. Ratification of Accounts Payable Vouchers
- B. Ratification of Payroll Vouchers
- C. Board Minutes
 - 1. Special Meeting of August 4, 2022
 - 2. Public Hearing Minutes of July 12, 2022
 - 3. Regular Meeting of July 12, 2022
- D. Approval of Personnel Items
 - 1. New Employees

2. Employment Changes/Additions
3. Resignations
4. Terminations
5. Retirements
6. Leaves of Absence
7. Extra Duty Contracts
- E. Donations
- F. Expenditure and Revenue Report
- G. Student Activities Statement of Revenue and Expenditures
- H. Disposal
- I. Student Fees
- J. MOU's / Agreements with Partner Organizations
 1. Approval of renewal of IGA with Arizona School for the Deaf and Blind and Amendment #1
 2. Renewal of Clinical Experience Agreement with Maricopa County Community College District
 3. Approval renewal of MOA with Southwest Human Development Headstart Program Services 2022-2023
 4. Approval of renewal of Space Agreement with Southwest Human Development Headstart for 2022-2023
 5. Amendment to Lease with Headstart
 6. Approval of Lease Agreement with Phoenix Union High School District
 7. Approval of renewal of MOU with Amazing Arts
 8. Approval of Data Sharing Agreement with the Arizona Teacher Residency at Northern Arizona University

President Flamand noted a request to remove item J-6 from the Consent Agenda for further discussion. President Flamand then noted a change to the heading of the July 12 Public Hearing minutes to read Osborn School District's Instructional Time Model Public Hearing to correctly reflect the content of the minutes.

Mr. Hermes moved to approve. Mr. Peralta seconded. Motion carried 5-0.

Mr. Hermes aye
Ms. Corbin aye
Ms. Aguilar aye
Mr. Peralta aye
Mr. Flamand aye

Consent Item J-6 Approval of Lease Agreement with Phoenix Union High School District

Mr. Hermes questioned why the item was being brought back for approval after being approved at a previous meeting in March. Dr. Robert said that the Phoenix Union Governing Board requested further discussion around work orders and did not initially approve the lease. It was explained that with further discussion, concerns were addressed and the rental rate was modified beginning February 2022.

Mr. Hermes moved to approve. Mr. Peralta seconded. Motion carried 5-0.

Mr. Hermes aye
Ms. Corbin aye

Ms. Aguilar aye
Mr. Peralta aye
Mr. Flamand aye

Call to the Public

There were no requests.

Board Presentation

Dr. Robert expressed appreciation for the opportunity through Fulbright to participate in global learning.

Participants Beth Anderson, Jessica Dodge, Maria Green and Luis Valencia shared a presentation about their trip to Puerto Alegre, Brazil sharing the many places they visited and takeaways from their educational venture.

Dr. Robert then shared highlights from his trip to Finland, also made available through the Fulbright Program. Dr. Robert shared that he chose to visit Finland because of the country's high ranking PISA scores and being named the Happiest Place on Earth. In sharing highlights of his trip he noted the many differences between Finland and the United States. He learned that the country believes in equity meaning no one is above anyone else, there is nothing that elevates another person, and the value they place on trust and cooperation. While sharing the emphasis placed on trust, Dr. Robert shared that the Finnish do not use teacher evaluations as a tool to measure performance. He said the trip gave him new perspective and many questions that will be the topic of much conversation around trust, working together and evaluations in the near future with administrators.

Discussion followed about the pressure felt by students and whether students in this country may be pressed too hard toward excellence.

Administrative Reports

President Flamand applauded the Conscious Discipline training for drivers stating his appreciation for the time spent to bring the training to the department.

Action Items

Approval of First Reading of ASBA Policy Revisions:

| | |
|---------|-----------------------------|
| JLDAB | Referrals to Other Agencies |
| JLDAB-R | Referrals to Other Agencies |
| JLDAB-E | Referrals to Other Agencies |

Dr. Robert stated that policy JLDAB is the result of legislation passed in 2020 referred to as 'Jakes Law'. The policy requires districts that make referrals for mental health services to have a parent opt in, list agencies that the district makes referrals to on its website and surveys for parents who have utilized services of the providers.

A short discussion followed regarding compliance and Dr. Robert recommend approval of the item.

Mr. Hermes moved to approve. Mr. Peralta seconded. Motion carried 5-0.

Mr. Hermes aye
Ms. Corbin aye
Ms. Aguilar aye
Mr. Peralta aye
Mr. Flamand aye

Approval of Delegate and Alternate as Discussed to Represent Osborn School District at the Arizona School Boards Association Delegate Assembly on September 10, 2022.

Mr. Peralta stated his interest in attending the Delegate Assembly as Delegate.

Mr. Hermes nominated Mr. Peralta to serve as Delegate for the ASBA Delegate Assembly.

Mr. Flamand expressed interest in attending as Alternate.

Mr. Hermes nominated President Flamand as Alternate on September 10. Ms. Corbin seconded. Motion carried 5-0

Mr. Hermes aye
Ms. Corbin aye
Ms. Aguilar aye
Mr. Peralta aye
Mr. Flamand aye

Approval of Arizona School Boards Association's (ASBA) draft 2023 Political Agenda, and Direct the District's Delegate to the ASBA Delegate Assembly to Represent the Board's Determined Position

Dr. Robert explained that the Board had previously approved the items on the draft agenda.

Mr. Hermes moved to approve and directed Mr. Peralta and President Flamand to represent the Board's position on items as discussed. Ms. Corbin seconded. Motion carried 5-0

Mr. Hermes aye
Ms. Corbin aye
Ms. Aguilar aye
Mr. Peralta aye
Mr. Flamand aye

Information/Discussion Items
COVID Protocols for 2022-2023

Dr. Robert provided an overview of updated CDC recommendations noting that guidelines have been loosened and appear to be focusing on those at higher risk. The Osborn community has remained in the green (low spread) over the last two weeks but measures will be taken to keep the community apprised of county spread of the virus.

In response to Mr. Hermes' question about the possibility of another vaccination drive, Dr. Robert confirmed that he will work with Phoenix Union and Native Health who have been partners previously for these events.

President Flamand expressed interest in revisiting the conversation regarding glass partitions in front offices as the number of COVID cases decline. Dr. Robert stated that being mindful of

safety as a priority, the glass served to assist not only with minimizing the spread of COVID but also served as a safety precaution. He stated that front office personnel would not favor removing the glass adding that obtaining feedback from those personnel is an important step. President Flamand stated his trust in school professionals adding that he is also interested in hearing perspectives of the administrators. Mr. Hermes stated that with recent incidents (Uvalde) on the minds of many parents, the issue of safety has become a control point and has changed his stance now in favor of the glass partitions.

Dr. Robert suggested discussing the item at a Work Study.

Board Development

Reporting to the Board on ASBA Summer Leadership Institute

Dr. Robert stated that on the Board page under Board Development is an opportunity for Mr. Peralta to share his learning from the ASBA Summer Leadership. Mr. Peralta stated that one of the topics of interest to him at the conference was looking at how information is being relayed to the community and suggested holding focus groups and a town hall night. He also enjoyed the information on examining how the district is aiding students in the foster care system who have mental health issues.

ASBA Law Conference September 7-9, 2022

ASBA Delegate Assembly September 10, 2022

Members were asked to contact Ms. Nye if interested in attending either one of the conferences.

Reflections

Mr. Peralta was happy to see the new teachers.

Ms. Corbin stated that she felt the new teachers would be a positive addition to staff.

Mr. Hermes enjoyed seeing the new teachers. He said he also thought it was fun being on campus and appreciates all that is being done to make this a welcoming district.

President Flamand is looking forward to an amazing school year and commended the district on its very diverse cross section of staff that he feels is representative of its students.

Dr. Robert said it was great to see the smiles and energy of new teachers and appreciates the Board's support in giving staff the opportunity to be ambassadors of the district through professional development.

Ms. Aguilar was happy to hear the excitement in the voices of new staff. She also enjoyed hearing about Dr. Robert's trip adding that as a Board there should be pride in knowing that leaders are participating in and bringing info back from these learning opportunities.

Future

Mr. Peralta

- Review of district data collection processes
- Review how Behavior Techs are collecting ACES scores and ways to get a bigger sampling

- How is the district supporting students in the foster care system with mental health needs

Mr. Hermes

- Comprehensive report of ESSER fund balances
 - Explore pay out of bonuses
 - Deadline to allocate remaining funds
- Enrollment – current numbers and how to grow

Ms. Aguilar

- Same as Mr. Hermes
- Future enrollment

President Flamand

- How does the district measure performance from mental health providers ensuring students are getting value from providers

President Flamand called for a break at 7:44 p.m.

Mr. Hermes motioned to move into Executive Session. Mr. Peralta seconded. Motion carried 5-0.

Mr. Hermes aye
Ms. Corbin aye
Ms. Aguilar aye
Mr. Peralta aye
Mr. Flamand aye

Members recessed out of Regular Session at 7:51 pm.

Members reconvened into Regular session at 8:25 pm

Adjournment

Board Clerk Edward Hermes declared the meeting adjourned at 8:26 pm.

Minutes submitted by:

Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

Edward Hermes, Board Clerk

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
Board Meeting

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

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

NEW EMPLOYEES: CERTIFIED

| <u>NAME</u> | <u>POSITION</u> | <u>LOCATION</u> | <u>DATE HIRED</u> | <u>RATE OF PAY</u> |
|---------------------------|---------------------------|-----------------|-------------------|--------------------|
| Vial, Paulina | 3rd Grade Dual Language | SOL | 7/26/2022 | \$175/day |
| Dine, Yasmin | Educational Asst | SOL | 8/15/2022 | \$14.03 |
| Gonzalez Pelico, Gricelda | Food I | Child Nutritior | 8/5/2022 | \$16.01 |
| Murphy, Sarah | SPED Teacher | OMS | 8/16/2022 | \$39,593.82 |
| Martin, Donovan | 8th Grade Science Teacher | OMS | 8/24/2022 | \$52,000.00 |

NEW EMPLOYEES: CLASSIFIED

| <u>NAME</u> | <u>POSITION</u> | <u>LOCATION</u> | <u>DATE HIRED</u> | <u>RATE OF PAY</u> |
|---------------------|--------------------------------|-----------------|-------------------|--------------------|
| Benavidez, Jasmin | Educational Asst | SOL | 8/22/2022 | \$15.81 |
| Griffin, Madrena | Educational Asst | SOL | 8/15/2022 | \$14.03 |
| Williams, James | Educational Asst | ENC | 8/22/2022 | \$14.03 |
| Rodriguez, Daphne | Van Driver | M&T | 8/22/2022 | \$19.52 |
| Deane, Amanda | Behavior Technician | OMS | 8/23/2022 | \$16.62 |
| Marable,Charlize | Educational Asst SC/CC | SOL | 8/24/2022 | \$14.46 |
| Ramirez, Maria | Custodian | M&T | 8/24/2022 | \$18.85 |
| Stallworth, Necia | Educational Asst SC/CC | SOL | 8/24/2022 | \$18.07 |
| Williams, Sekita | Educational Asst SC/CC | SOL | 8/24/2022 | \$15.24 |
| Abdullahi, Halima | Educational Asst | ENC | 8/25/2022 | \$14.03 |
| Agundez, Jesusa | Educational Asst SC/CC | SOL | 9/6/2022 | \$18.07 |
| Cabanillas, Yuleica | Educational Asst | ENC | 8/25/2022 | \$14.03 |
| Rummage, Amanda | Community Preschool Instructor | LNV | 9/6/2022 | \$23.00 |
| Buckley,George | Crossing Guard | M&T | 9/7/2022 | \$13.26 |
| Aguilar, Micaela | Eduational Asst-Montessori | MCS | 9/19/2022 | \$16.25 |
| Schuler, Ashley | Educational Asst- SC/CC | LNV | 9/19/2022 | \$14.93 |

RATIFY ADDENDUM TO CONTRACT

| <u>NAME</u> | <u>PROGRAM</u> | <u>AMOUNT</u> |
|-------------|----------------|---------------|
|-------------|----------------|---------------|

PRE-APPROVAL ADDENDUM TO CONTRACT

| <u>NAME</u> | <u>PROGRAM</u> | <u>AMOUNT</u> |
|-------------|----------------|---------------|
|-------------|----------------|---------------|

| | | |
|------------------------|--|------------|
| Adams, Peyton | 21st CCLC Instructor 9/1/22 | \$25.00 |
| Adams, Peyton | Soccer Coach 9/19-11/19/22 | \$800.00 |
| Adams, Peyton | 21st CCLC Instructor 9/19-11/18/22 | \$130.00 |
| Aguirre, Alexis | Master Teacher (TAP) 8/8/22-5/25/23 | \$5,000.00 |
| Aken, Ann | Dual Language- Spanish Teacher 8/8/22- 5/25/23 | \$2,500.00 |
| Baber, Kimberly | 21st CCLC Instructor 9/1/22 | \$25.00 |
| Baber, Kimberly | 21st CCLC Instructor 9/6/22-12/16/22 | \$3,600.00 |
| Bailey, Jessica | Teacher on Special Assignment 8/8-22-5/25/23 | \$3,000.00 |
| Barnett, Linda | 21st Century Site Coordinator 8/8/22-5/26/23 | \$5,000.00 |
| Bjorklund, Brianne | Dual Language- Spanish Teacher 8/8/22- 5/25/23 | \$2,500.00 |
| Bucklew, Joan | Master Teacher (TAP) 8/8/22-5/25/23 | \$5,000.00 |
| Bucklew, Joan | Highly Qualified Teacher- 8/8/22-5/25/23 | \$5,000.00 |
| Cecena, Araceli | MTSS Teacher 8/8/22-5/25/23 | \$3,000.00 |
| Cervantes, Eddie | Mentor Teacher 8/8/22-5/25/23 | \$3,000.00 |
| Chavez, Christina | Dual Language Spanish Teacher 8/8/22-5/25/23 | \$2,500.00 |
| Chavez, Jose Perez | Soccer Coach 9/19-11/19/22 | \$800.00 |
| Chavez, Jose Perez | Soccer Coach 9/19-11/19/22 | \$700.00 |
| Chavez, Jose Perez | 21st CCLC Instructor 9/19-11/18/22 | \$260.00 |
| Chevalier, Cecilia | Highly Qualified Teacher- 8/8/22-5/25/23 | \$5,000.00 |
| Chevalier, Cecilia | Summer K-3 Literacy PD/Planning | \$1,100.00 |
| Clark, Martha | Dual Language Spanish Teacher 8/8/22-5/25/23 | \$2,500.00 |
| Clark, Martha | 21st CCLC Instructor 9/1/22 | \$25.00 |
| Clark, Martha | 21st CCLC Instructor 9/6-12/20/22 | \$1,120.00 |
| Cooper, Cody | Mentor Teacher 8/8/22-5/25/23 | \$3,000.00 |
| Copelly, Rosalba | Dual Language Eng/Spa Teacher 8/8/22-5/25/23 | \$2,500.00 |
| Deer Cynthia | Dual Language Eng/Spa Teacher 8/8/22-5/25/23 | \$2,500.00 |
| Deyette, Mark | Lead Teacher 8/8/22-5/25/23 | \$500.00 |
| Echeverria, Lushanya | Native American Liasion (K-3) 8/8/22-5/25/23 | \$1,500.00 |
| Echeverria, Lushanya | Mentor Teacher 8/8/22-5/25/23 | \$1,500.00 |
| Elias Ulloa, Rosaisela | Dual Language- Eng/Spa Teacher 8/8/22- 5/25/23 | \$2,500.00 |
| Elias Ulloa, Rosaisela | 21st CCLC Instructor 9/6/22-12/16/22 | \$1,760.00 |
| Evans, Hannah | 21st CCLC Instructor 9/1/22 | \$25.00 |
| Evans, Hannah | 21st CCLC Instructor 9/6-12/20/22 | \$1,920.00 |
| Evans, Hannah | Curriculum Planning/ Data Analysis 8/8-9/1/22 | \$400.00 |
| Garcia, Maria | Mentor Teacher 8/8/22-5/25/23 | \$3,000.00 |
| Garcia, Maria | Mentor Teacher 8/8/22-5/25/23 | \$3,000.00 |
| Garcia, Maria | Dual Language English Teacher 8/8/22-5/25/23 | \$1,500.00 |
| Georges, Julia | Lead Teacher 8/8/22-5/25/23 | \$500.00 |
| Goetter, Ashley | Dual Language English Teacher 8/8/22-5/25/23 | \$1,500.00 |
| Green, Maria | Dual Language- Eng/Spa Teacher 8/8/22- 5/25/23 | \$2,500.00 |
| Green, Maria | 21st CCLC Instructor 9/1/22 | \$25.00 |
| Green, Maria | 21st CCLC Instructor 9/6-12/16/22 | \$3,600.00 |
| Hacker, Jacqueline | Dual Language Eng/Spa Teacher 8/8/22-5/25/23 | \$2,500.00 |
| Hasenstab, Stephanie | Curriculum Training 7/18-7/22/22 | \$1,100.00 |
| Heiser, Morgan | Dyslexia Designee 8/8/22-5/25/23 | \$1,000.00 |
| Heiser, Morgan | 21st CCLC Instructor 9/1/22 | \$25.00 |
| Heiser, Morgan | 21st CCLC Instructor 9/6/22-12/16/22 | \$1,840.00 |
| Hernandez, Daniela | Dual Language- Spanish Teacher 8/8/22- 5/25/23 | \$2,500.00 |
| Hernandez, Daniela | 21st CCLC Instructor 9/6/22-12/16/22 | \$1,760.00 |
| Holderman, Melissa | Dyslexia Designee 8/8/22-5/25/23 | \$1,000.00 |
| Hooks, Romelo | 21st CCLC Enrichment 9/6-12/16/22 | \$1,920.00 |
| Hooks, Romelo | 21st CCLC Instructor 9/1/22 | \$25.00 |
| Hubbell, Amelia | Summer K-3 Literacy PD/Planning | \$1,100.00 |
| Hurtado Diaz, Nidia | Dual Language-Eng/ Spa Teacher 8/8/22- 5/25/23 | \$2,500.00 |
| Jacuinde, Tomas | Dual Language Spanish Teacher 8/8/22-5/25/23 | \$2,500.00 |

| | | |
|------------------------------|--|------------|
| Kahl, Kayce | Dual Language English Teacher 8/8/22-5/25/23 | \$1,500.00 |
| Linn, Jennifer | Master Teacher (TAP) 8/8/22-5/25/23 | \$5,000.00 |
| Lizarraga, Mackenzie | Dual Language English Teacher 8/8/22-5/25/23 | \$1,500.00 |
| Lopez Moreno, Cindy | Dual Language- Spanish Teacher 8/8/22- 5/25/23 | \$2,500.00 |
| Mayanrd, Claire | Mentor Teacher 8/8/22-5/25/23 | \$3,000.00 |
| McCord, Brianna | Dual Language English Teacher 8/8/22-5/25/23 | \$1,500.00 |
| Meyer, Kelsey | Teacher on Special Assignment 8/8-22-5/25/23 | \$3,000.00 |
| Murphy, John | 21st CCLC Instructor 9/6-12/20/22 | \$25.00 |
| Murphy, John | 21st CCLC Instructor 9/6-12/20/22 | \$1,120.00 |
| Nelson, Ben | Lead Teacher 7/1-8/1/22 | \$200.00 |
| Nelson, Ben | Lead Teacher 8/4/22-5/26/23 | \$1,500.00 |
| Nelson, Ben | Lead Teacher 7/28 | \$200.00 |
| Nevarez, Mae | iSchool Coordinator 8/8/22-5/25-23 | \$5,000.00 |
| Nino, Nancy | Dual Language Spanish Teacher 8/8/22-5/25/23 | \$2,500.00 |
| Pacheco, Edna | Dual Language- Spanish Teacher 8/8/22- 5/25/23 | \$2,500.00 |
| Palache Leon, Hilda | MTSS Teacher 8/8/22-5/25/23 | \$3,000.00 |
| Parker, Naomi Alex | Dyslexia Designee 8/8/22-5/25/23 | \$1,000.00 |
| Patterson, Alice | Lead Teacher 8/8/22-5/25/23 | \$500.00 |
| Pavlisick, Kimberly | Dual Language English Teacher 8/8/22-5/25/23 | \$1,500.00 |
| Perez Chavez Jose | 21st CCLC Enrichement 9/1/22 | \$25.00 |
| Perez Chavez, Jose | Soccer Coach 9/19-11/19/22 | \$700.00 |
| Perez Chavez, Jose | Soccer Coach 9/19-11/19/22 | \$800.00 |
| Perez Chavez, Jose Alejandro | Dual Language English Teacher 8/8-5/25/22 | \$1,500.00 |
| Perez, Katarina | Highly Qualified Teacher- 8/8/22-5/25/23 | \$5,000.00 |
| Perez, Katarina | Summer K-3 Literacy PD/Planning | \$1,100.00 |
| Perez. Chavez. Jose | 21st CCLC Instructor 9/19/22-11/18/22 | \$260.00 |
| Ramirez, Rocio | 21st CCLC Instructor 9/1/22 | \$25.00 |
| Ramirez, Rocio | 21st CCLC Instructor 9/6/22-12/16/22 | \$3,600.00 |
| Renning, Amanda | Mentor Teacher 8/8/22-5/25/23 | \$3,000.00 |
| Ronk, Ryan | Athletic Director 8/11/22-5/26/23 | \$3,500.00 |
| Ruiz, Ruth | Dual LanguageSpanish Teacher 8/8/22-5/25/23 | \$2,500.00 |
| Ruiz, Ruth | 21st CCLC Instructor 9/1/22 | \$25.00 |
| Ruiz, Ruth | 21st CCLC Instructor 9/6-12/20/22 | \$1,920.00 |
| Sanchez, Nayely | Dual Language-Spanish Teacher 8/8/22-5/25/23 | \$2,500.00 |
| Singh, Jill | Master Teacher- Preschool 8/8/22-5/25/23 | \$5,000.00 |
| Singh, Jill | Mentor Teacher 8/8/22-5/25/23 | \$1,500.00 |
| Singh, Jill | Teacher on Special Assignment 8/8-22-5/25/23 | \$3,000.00 |
| Terriciano, Molly | Dual Language English Teacher 8/8-5/23/22 | \$1,500.00 |
| Terriciano, Molly | 21st CCLC Instructor 9/1/22 | \$25.00 |
| Terriciano, Molly | 21st CCLC Instructor 9/6-12/20/22 | \$1,920.00 |
| Trujillo, Cristal | Dual Language English Teacher 8/8/22-5/25/23 | \$1,500.00 |
| Vehr, Rosina | Master Teacher (TAP) 8/8/22-5/25/23 | \$5,000.00 |
| Vial, Paulina | Dual Language- Spanish Teacher 8/8/22- 5/25/23 | \$2,500.00 |
| Wright, Samantha | Mentor Teacher 8/8/22-5/25/23 | \$3,000.00 |
| Yaqubi, Negin | 21st CCLC Instructor 9/1/22 | \$25.00 |
| Yaqubi, Negin | Soccer Coach 9/19-11/19/22 | \$800.00 |
| Yaqubi, Negin | 21st CCLC Instructor 9/19-11/18/22 | \$130.00 |

| ADDITIONAL ASSIGNMENTS | | | | | |
|-----------------------------|------------------------------------|-------------------|-----------|-------------|-----------|
| NAME | POSITION | LOCATION | DATE | RATE OF PAY | |
| Charles, Raymond | Admin Asst | MCS | 8/8/2022 | \$ | 20.04 |
| Jordan Yassan, Maria Isabel | Long Term Substitute | SOL | 8/8/2022 | | \$175/day |
| Agan-Cole, Zachary | Educational Asst | LNV | 8/3/2022 | \$ | 23.77 |
| Velazquez, Susan | Educational Asst | SOL | 8/3/2022 | \$ | 16.25 |
| Ward, Roger | Behavior Technician | SOL | 8/1/2022 | \$ | 17.14 |
| Wright, Rosa | Community Preschool Instructor | SOL | 8/1/2022 | \$ | 18.44 |
| Rael, Lenda | Educational Asst | MCS | 8/5/2022 | | \$17.44 |
| Duran, Jessica | Educational Asst | CLA | 8/5/2022 | | \$13.94 |
| Morris, Annette | 21st Century Attendance Clerk | LNV | 9/6/2022 | \$ | 19.17 |
| Perez, Andres | 21st Century Ed asst | LNV | 9/6/2022 | \$ | 18.20 |
| Perez, Andres | 21st Century Instructor | LNV | 9/6/2022 | \$ | 18.20 |
| Sotelo, Teresa | Cashier | CN | 8/23/2022 | \$ | 17.53 |
| Rodriguez, Itzel | Teacher | SOL | 5/27/2022 | \$ | 41,591.00 |
| Charles, Raymond | Educational Asst-Montessori | MCS | 8/8/2022 | \$ | 20.04 |
| Capetillo, Margarita | 21st Century Ed Asst | OMS | 9/6/2022 | | \$16.09 |
| Marxer, Elaine | 21st Century Attendance Clerk | LNV | 9/6/2022 | \$ | 23.80 |
| Norzagaray, Griselda | 21st Century Attendance Clerk | OMS | 9/6/2022 | \$ | 22.82 |
| Ramirez, Edgar | 21st Century Ed Asst | OMS | 9/6/2022 | \$ | 14.03 |
| Ramirez, Edgar | 21st Century Ed asst | OMS | 9/6/2022 | \$ | 14.03 |
| Villacorta, Carolina | 21st Century Attendance Clerk | CLA | 9/6/2022 | \$ | 16.54 |
| Watson, Elva | Substitute | OMS | 8/8/2022 | | \$150/day |
| Campos, Sabrina | 21st Century PD | CLA | 9/1/2022 | \$ | 25.00 |
| Campos, Sabrina | 21st Century Enrichment | CLA | 9/7/2022 | \$ | 16.04 |
| Campos, Sabrina | Receivables | Business Services | 9/1/2022 | \$ | 17.63 |
| Capetillo, Margarita | 21st Century PD | OMS | 8/30/2022 | \$ | 25.00 |
| Duran, Yanet | Educational Asst Library | SOL | 8/29/2022 | \$ | 16.62 |
| Ramirez, Edgar | 21st Century PD | OMS | 8/30/2022 | \$ | 25.00 |
| Scialdone, Ariana | Educational Asst SC/CC | SOL | 8/29/2022 | \$ | 15.81 |
| Alvarado, Veronica | 21st Century Attendance Clerk | SOL | 9/6/2022 | | \$17.73 |
| Betancourth, Rebecca | Girls Volleyball | OMS | 9/6/2022 | | \$1,000 |
| Capetillo, Margarita | Student Council Leader | OMS | 9/12/2022 | | \$16.09 |
| Tuttle, Maurice | Custodian | M&T | 9/6/2022 | | \$17.14 |
| Flaherty, Jennifer | 21st Century Educational Asst Sub | MCS | 9/6/2022 | | \$18.97 |
| Lujan, Andrea | Educational Asst- Montessori | MCS | 8/8/2022 | | \$20.63 |
| Montoya, Dorinda | 21st Century Educational Asst Sub | LNV | 9/6/2022 | | \$21.76 |
| Morris, Annette | 21st Century Educational Asst Sub | LNV | 9/6/2022 | | \$19.17 |
| Norzagaray, Griselda | Admin Asst | OMS | 8/20/2022 | | \$22.82 |
| Smith, Alexis | Floater Substitute | MCS | 8/8/2022 | | \$150/day |
| Stallworth, Necia | 21st Century- Wednesday Enrichment | SOL | 9/14/2022 | | \$18.07 |
| Tuttle, Maurice | Courier | M&T | 9/1/2022 | | \$17.14 |
| Valencia, Ana | 21st Century Educational Asst Sub | ENC | 9/13/2022 | | \$19.17 |
| Ward, Roger | Behavior Technician | SOL | 8/8/2022 | | \$21.14 |

| CHANGE OF ASSIGNMENT | | | | | |
|----------------------|-------------------------|----------------------------|----------|-----------|-------------|
| NAME | FROM POSITION | TO POSITION | LOCATION | DATE | RATE OF PAY |
| Munoz, Seforah | Educational Asst | Educational Asst | SOL | 8/5/2022 | \$15.81 |
| Shaw, Beatrice | Baker/Cook | Educational Asst | SOL | 8/16/2022 | \$16.68 |
| Andrews, Micah | Parent Liaison | Educational Asst | OMS | 8/8/2022 | \$15.55 |
| Carranza, Maria | Educational Asst | Long Term Sub | ENC | 8/29/2022 | \$150/day |
| Agan-Cole, Zachary | Educational Asst- SC/CC | Educational Asst- Resource | LNV | 8/22/2022 | \$23.77 |
| Hubbell, Amelia | Master Teacher | Teacher | MCS | 8/31/2022 | \$64,986.00 |
| Manriquez, Lizeth | Educational Asst | Behavior Technician | ENC | 8/25/2022 | \$17.14 |
| Baber, Kimberly | Teacher | Teacher- 6th Grade | LNV | 9/6/2022 | \$51,000.00 |
| Sauter, Jessica | Teacher | Teacher-3rd Grade | LNV | 8/29/2022 | \$45,000.00 |
| Wright, Samantha | Teacher 5th Grade | Teacher-Resource | LNV | 9/6/2022 | \$53,058.00 |
| Arana, April | Behavior Technician | Floater Substitute | CLA | 9/13/2022 | \$150/day |

| NEW YEAR CLASSIFIED ASSIGNMENTS | | | | | |
|---------------------------------|---------------------|-----------|-----------|-------------|-------|
| NAME | POSITION | LOCATION | DATE | RATE OF PAY | |
| Dimas, Amber | Behavior Technician | Clarendon | 9/12/2022 | \$ | 19.59 |
| Nash, Lanaya | Behavior Technician | MCS | 9/19/2022 | \$ | 23.45 |

NEW YEAR SUBSTITUTES ASSIGNMENTS

RESIGNATIONS

| <u>NAME</u> | <u>POSITION</u> | <u>LOCATION</u> | <u>DATE</u> |
|--------------------|-----------------------------|------------------|-------------|
| Soberanis, Susan | Educational Asst | SOL | 5/26/2022 |
| Anderson, Tamara | Certified Teacher | SOL | 5/27/2022 |
| Nichols, Veronica | Parent Liaison | SOL | 8/22/2022 |
| Romo, Michael | Educational Asst | OciS | 5/26/2022 |
| Wycoff, Shee'Kna | Educational Asst | SOL | 8/17/2022 |
| Watson, Kevin | Teacher | SOL | 5/27/2022 |
| Vial, Paulina | 3rd Grade Dual Language Sub | SOL | 9/9/2022 |
| Aldrete, Vanessa | Health Office | SOL | 9/14/2022 |
| Lopez, Mary | Bus Driver | M&T | 9/9/2022 |
| Benavidez, Jasmin | Educational Asst SC/CC | SOL | 8/29/2022 |
| Brewer, Ashley | Speech Language Pathologist | Student Services | 9/2/2022 |
| Sindani, Meshack | Music Teacher | SOL | 9/7/2022 |
| Alvarado, Veronica | School Clerk | SOL | 9/23/2022 |
| Jansen, Celia | Educational Asst SC/CC | CLA | 9/7/2022 |
| Dine, Yasmin | Educational Asst SC/CC | SOL | 9/13/2022 |

TERMINATIONS

| <u>NAME</u> | <u>POSITION</u> | <u>LOCATION</u> | <u>DATE</u> |
|-----------------------|------------------------|-----------------|-------------|
| Friend, Mary Jennifer | Behavior Technician | MCS | 9/2/2022 |
| Charlize, Marable | Educational Asst SC/CC | SOL | 9/6/2022 |

RETIREMENTS

| <u>NAME</u> | <u>REASON</u> | <u>LOCATION</u> | <u>DATE</u> |
|-------------|---------------|-----------------|-------------|
|-------------|---------------|-----------------|-------------|

LEAVE OF ABSENCES:

| <u>NAME</u> | <u>REASON</u> | <u>LOCATION</u> | <u>DATE</u> |
|-------------|---------------|-----------------|-------------|
|-------------|---------------|-----------------|-------------|

MILITARY LEAVE:

| <u>NAME</u> | <u>REASON</u> | <u>LOCATION</u> | <u>DATE</u> |
|-------------|---------------|-----------------|-------------|
|-------------|---------------|-----------------|-------------|

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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 |
|----------------|-----------------|-----------|-----------------|
| John Ohanesian | Office Supplies | Dist wide | \$300. |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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 #8

REQUEST FOR ACCEPTANCE OF DONATIONS AND GIFTS

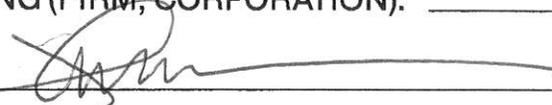
NAME OF INDIVIDUAL MAKING DONATION:

JOHN OHANESIAN

(PLEASE PRINT)

REPRESENTING (FIRM, CORPORATION):

SIGNATURE



ADDRESS

PO Box 1487

CITY

BANDON

STATE

OR

ZIP

97411

PHONE NUMBER (HOME)

541-404-5184

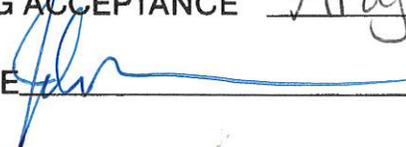
(OFFICE)

—

SCHOOL REQUESTING ACCEPTANCE

Any School in the District

PRINCIPAL SIGNATURE



DATE

9-8-22

DONATED ITEM:

DESCRIPTION

Office supplies. Folders, pens, etc.

SERIAL #

ESTIMATED VALUE

300

ROOM #/LOCATION OF ITEM

BUSINESS OFFICE/PROPERTY CONTROL

ASSIGNED ASSET #

DATE OF BOARD APPROVAL

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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

Fiscal Year: 2022-2023

From Date: 8/1/2022 To Date: 8/31/2022

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 | (\$17,186.69) | (\$59,792.13) | \$59,792.13 | \$0.00 | \$59,792.13 | 0.00% |
| 001.000.0000.2000.000.000.0000 | REVENUE FROM COUNTY | \$0.00 | (\$646.61) | (\$2,860.18) | \$2,860.18 | \$0.00 | \$2,860.18 | 0.00% |
| 001.000.0000.3000.000.000.0000 | REVENUE FROM STATE SOURCES | \$0.00 | (\$616,791.29) | (\$1,233,582.56) | \$1,233,582.56 | \$0.00 | \$1,233,582.56 | 0.00% |
| 001.000.0000.6000.000.000.0000 | EXPENDITURES | \$19,734,302.00 | \$1,470,127.44 | \$1,906,836.31 | \$17,827,465.69 | \$16,957,961.39 | \$869,504.30 | 4.41% |
| | FUND: MAINTENANCE AND OPERATION - 001 | \$19,734,302.00 | \$835,502.85 | \$610,601.44 | \$19,123,700.56 | \$16,957,961.39 | \$2,165,739.17 | 10.97% |
| 010.000.0000.3000.000.000.0000 | REVENUE FROM STATE SOURCES | \$0.00 | (\$162,642.94) | (\$325,285.88) | \$325,285.88 | \$0.00 | \$325,285.88 | 0.00% |
| | FUND: CLASSROOM SITE FUND - 010 | \$0.00 | (\$162,642.94) | (\$325,285.88) | \$325,285.88 | \$0.00 | \$325,285.88 | 0.00% |
| 011.000.0000.6000.000.000.0000 | EXPENDITURES | \$423,870.00 | \$43,394.55 | \$43,394.55 | \$380,475.45 | \$625,334.24 | (\$244,858.79) | -57.77% |
| | FUND: P301 BASE PAY - 011 | \$423,870.00 | \$43,394.55 | \$43,394.55 | \$380,475.45 | \$625,334.24 | (\$244,858.79) | -57.77% |
| 012.000.0000.6000.000.000.0000 | EXPENDITURES | \$1,174,953.00 | \$0.00 | \$0.00 | \$1,174,953.00 | \$0.00 | \$1,174,953.00 | 100.00% |
| | FUND: P301 PERFORMANCE PAY - 012 | \$1,174,953.00 | \$0.00 | \$0.00 | \$1,174,953.00 | \$0.00 | \$1,174,953.00 | 100.00% |
| 013.000.0000.6000.000.000.0000 | EXPENDITURES | \$2,442,228.00 | \$0.00 | \$0.00 | \$2,442,228.00 | \$0.00 | \$2,442,228.00 | 100.00% |
| | FUND: P301 CLASSROOM IMPROVMENT - 013 | \$2,442,228.00 | \$0.00 | \$0.00 | \$2,442,228.00 | \$0.00 | \$2,442,228.00 | 100.00% |
| 020.000.0000.3000.000.000.0000 | REVENUE FROM STATE SOURCES | \$0.00 | (\$45,051.44) | (\$45,051.44) | \$45,051.44 | \$0.00 | \$45,051.44 | 0.00% |
| 020.000.0000.6000.000.000.0000 | EXPENDITURES | \$500,000.00 | \$6,863.54 | \$6,863.54 | \$493,136.46 | \$100,988.03 | \$392,148.43 | 78.43% |
| | FUND: INSTRUCTIONAL IMPROVEMENT FUND - 020 | \$500,000.00 | (\$38,187.90) | (\$38,187.90) | \$538,187.90 | \$100,988.03 | \$437,199.87 | 87.44% |
| 100.000.0000.6000.000.000.0000 | EXPENDITURES | \$1,761,008.28 | \$16,380.92 | \$19,555.44 | \$1,741,452.84 | \$126,597.09 | \$1,614,855.75 | 91.70% |
| | FUND: TITLE I - 100 | \$1,761,008.28 | \$16,380.92 | \$19,555.44 | \$1,741,452.84 | \$126,597.09 | \$1,614,855.75 | 91.70% |
| 101.000.0000.6000.000.000.0000 | EXPENDITURES | \$1,140,607.48 | \$77,722.93 | \$77,722.93 | \$1,062,884.55 | \$829,296.65 | \$233,587.90 | 20.48% |
| | FUND: TITLE I - 101 | \$1,140,607.48 | \$77,722.93 | \$77,722.93 | \$1,062,884.55 | \$829,296.65 | \$233,587.90 | 20.48% |
| 115.000.0000.6000.000.000.0000 | EXPENDITURES | \$57,000.00 | \$0.00 | \$0.00 | \$57,000.00 | \$0.00 | \$57,000.00 | 100.00% |
| | FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 115 | \$57,000.00 | \$0.00 | \$0.00 | \$57,000.00 | \$0.00 | \$57,000.00 | 100.00% |
| 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 | (\$49,246.97) | (\$49,246.97) | \$49,246.97 | \$0.00 | \$49,246.97 | 0.00% |
| 140.000.0000.6000.000.000.0000 | EXPENDITURES | \$248,730.52 | \$430.07 | \$510.81 | \$248,219.71 | \$3,301.04 | \$244,918.67 | 98.47% |
| | FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 140 | \$248,730.52 | (\$48,816.90) | (\$48,736.16) | \$297,466.68 | \$3,301.04 | \$294,165.64 | 118.27% |
| 141.000.0000.6000.000.000.0000 | EXPENDITURES | \$157,405.56 | \$0.00 | \$0.00 | \$157,405.56 | \$6,620.26 | \$150,785.30 | 95.79% |
| | FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 141 | \$157,405.56 | \$0.00 | \$0.00 | \$157,405.56 | \$6,620.26 | \$150,785.30 | 95.79% |
| 160.000.0000.4000.000.000.0000 | REVENUE FROM FEDERAL SOURCES | \$0.00 | (\$35,088.19) | (\$35,088.19) | \$35,088.19 | \$0.00 | \$35,088.19 | 0.00% |
| 160.000.0000.6000.000.000.0000 | EXPENDITURES | \$190,618.78 | \$1,456.92 | \$1,510.74 | \$189,108.04 | \$3,666.47 | \$185,441.57 | 97.28% |
| | FUND: TITLE IV - SAFE & DRUG FREE BASIC - 160 | \$190,618.78 | (\$33,631.27) | (\$33,577.45) | \$224,196.23 | \$3,666.47 | \$220,529.76 | 115.69% |
| 161.000.0000.6000.000.000.0000 | EXPENDITURES | \$96,671.07 | \$1,120.56 | \$1,120.56 | \$95,550.51 | \$8,514.37 | \$87,036.14 | 90.03% |
| | FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161 | \$96,671.07 | \$1,120.56 | \$1,120.56 | \$95,550.51 | \$8,514.37 | \$87,036.14 | 90.03% |
| 162.000.0000.6000.000.000.0000 | EXPENDITURES | \$271,097.03 | \$0.00 | \$600.00 | \$270,497.03 | \$4,720.00 | \$265,777.03 | 98.04% |
| | FUND: 21ST CENTURY (ENC, SOL) - 162 | \$271,097.03 | \$0.00 | \$600.00 | \$270,497.03 | \$4,720.00 | \$265,777.03 | 98.04% |
| 163.000.0000.6000.000.000.0000 | EXPENDITURES | \$330,100.00 | \$165.19 | \$865.19 | \$329,234.81 | \$5,501.07 | \$323,733.74 | 98.07% |

Osborn School District

Board Exp & Revenue Report

From Date: 8/1/2022

To Date: 8/31/2022

Fiscal Year: 2022-2023

- 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: 21ST CENTURY (CL, LV, OMS) - 163 | \$330,100.00 | \$165.19 | \$865.19 | \$329,234.81 | \$5,501.07 | \$323,733.74 | 98.07% |
| 190.000.0000.4000.000.000.0000 | REVENUE FROM FEDERAL SOURCES | \$0.00 | (\$45,488.81) | (\$45,488.81) | \$45,488.81 | \$0.00 | \$45,488.81 | 0.00% |
| 190.000.0000.6000.000.000.0000 | EXPENDITURES | \$56,236.50 | \$5,508.77 | \$6,517.36 | \$49,719.14 | \$42,828.72 | \$6,890.42 | 12.25% |
| | FUND: TITLE III - 190 | \$56,236.50 | (\$39,980.04) | (\$38,971.45) | \$95,207.95 | \$42,828.72 | \$52,379.23 | 93.14% |
| 191.000.0000.6000.000.000.0000 | EXPENDITURES | \$58,495.90 | \$0.00 | \$0.00 | \$58,495.90 | \$0.00 | \$58,495.90 | 100.00% |
| | FUND: TITLE III - 191 | \$58,495.90 | \$0.00 | \$0.00 | \$58,495.90 | \$0.00 | \$58,495.90 | 100.00% |
| 200.000.0000.6000.000.000.0000 | EXPENDITURES | \$0.00 | \$3,031.79 | \$3,031.79 | (\$3,031.79) | \$46,358.99 | (\$49,390.78) | 0.00% |
| | FUND: TITLE VII - INDIAN ED - 200 | \$0.00 | \$3,031.79 | \$3,031.79 | (\$3,031.79) | \$46,358.99 | (\$49,390.78) | 0.00% |
| 220.000.0000.4000.000.000.0000 | REVENUE FROM FEDERAL SOURCES | \$0.00 | (\$106,722.61) | (\$106,722.61) | \$106,722.61 | \$0.00 | \$106,722.61 | 0.00% |
| 220.000.0000.6000.000.000.0000 | EXPENDITURES | \$1,130,009.75 | \$0.00 | \$0.00 | \$1,130,009.75 | \$0.00 | \$1,130,009.75 | 100.00% |
| | FUND: IDEA - BASIC - 220 | \$1,130,009.75 | (\$106,722.61) | (\$106,722.61) | \$1,236,732.36 | \$0.00 | \$1,236,732.36 | 109.44% |
| 221.000.0000.6000.000.000.0000 | EXPENDITURES | \$649,589.42 | \$41,054.35 | \$41,054.35 | \$608,535.07 | \$706,802.36 | (\$98,267.29) | -15.13% |
| | FUND: IDEA BASIC - 221 | \$649,589.42 | \$41,054.35 | \$41,054.35 | \$608,535.07 | \$706,802.36 | (\$98,267.29) | -15.13% |
| 222.000.0000.4000.000.000.0000 | REVENUE FROM FEDERAL SOURCES | \$0.00 | (\$19,667.92) | (\$19,667.92) | \$19,667.92 | \$0.00 | \$19,667.92 | 0.00% |
| 222.000.0000.6000.000.000.0000 | EXPENDITURES | \$29,517.50 | \$0.00 | \$0.00 | \$29,517.50 | \$0.00 | \$29,517.50 | 100.00% |
| | FUND: IDEA - PRESCHOOL GRANT - 222 | \$29,517.50 | (\$19,667.92) | (\$19,667.92) | \$49,185.42 | \$0.00 | \$49,185.42 | 166.63% |
| 227.000.0000.6000.000.000.0000 | EXPENDITURES | \$11,872.68 | \$0.00 | \$0.00 | \$11,872.68 | \$0.00 | \$11,872.68 | 100.00% |
| | FUND: ARP- IDEA PRESCHOOL - 227 | \$11,872.68 | \$0.00 | \$0.00 | \$11,872.68 | \$0.00 | \$11,872.68 | 100.00% |
| 228.000.0000.6000.000.000.0000 | EXPENDITURES | \$158,934.55 | \$2,613.60 | \$2,613.60 | \$156,320.95 | \$1,900.71 | \$154,420.24 | 97.16% |
| | FUND: ARP- IDEA BASIC - 228 | \$158,934.55 | \$2,613.60 | \$2,613.60 | \$156,320.95 | \$1,900.71 | \$154,420.24 | 97.16% |
| 230.000.0000.4000.000.000.0000 | REVENUE FROM FEDERAL SOURCES | \$0.00 | (\$35,437.63) | (\$35,437.63) | \$35,437.63 | \$0.00 | \$35,437.63 | 0.00% |
| 230.000.0000.6000.000.000.0000 | EXPENDITURES | \$48,324.41 | \$2,021.18 | \$2,021.18 | \$46,303.23 | \$31,305.90 | \$14,997.33 | 31.03% |
| | FUND: JOHNSON-O'MALLEY - 230 | \$48,324.41 | (\$33,416.45) | (\$33,416.45) | \$81,740.86 | \$31,305.90 | \$50,434.96 | 104.37% |
| 231.000.0000.6000.000.000.0000 | EXPENDITURES | \$18,211.97 | \$0.00 | \$0.00 | \$18,211.97 | \$0.00 | \$18,211.97 | 100.00% |
| | FUND: JOHNSON-O'MALLEY - 231 | \$18,211.97 | \$0.00 | \$0.00 | \$18,211.97 | \$0.00 | \$18,211.97 | 100.00% |
| 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% |
| 281.000.0000.6000.000.000.0000 | EXPENDITURES | \$23,428.84 | \$0.00 | \$0.00 | \$23,428.84 | \$16,302.00 | \$7,126.84 | 30.42% |
| | FUND: EDUCATION FOR HOMELESS CHILDREN - 281 | \$23,428.84 | \$0.00 | \$0.00 | \$23,428.84 | \$16,302.00 | \$7,126.84 | 30.42% |
| 283.000.0000.6000.000.000.0000 | EXPENDITURES | \$60,261.77 | \$5,232.93 | \$5,232.93 | \$55,028.84 | \$708.36 | \$54,320.48 | 90.14% |
| | FUND: ARRA - EDUCATION FOR HOMELESS CHILDREN - 283 | \$60,261.77 | \$5,232.93 | \$5,232.93 | \$55,028.84 | \$708.36 | \$54,320.48 | 90.14% |
| 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 | (\$9,546.88) | (\$9,546.88) | \$9,546.88 | \$0.00 | \$9,546.88 | 0.00% |
| 290.000.0000.4000.000.000.0000 | REVENUE FROM FEDERAL SOURCES | \$0.00 | (\$38,128.07) | (\$38,128.07) | \$38,128.07 | \$0.00 | \$38,128.07 | 0.00% |
| 290.000.0000.6000.000.000.0000 | EXPENDITURES | \$0.00 | \$17,865.28 | \$19,883.44 | (\$19,883.44) | \$213,744.18 | (\$233,627.62) | 0.00% |
| | FUND: MEDICAID REIMB - 290 | \$0.00 | (\$29,809.67) | (\$27,791.51) | \$27,791.51 | \$213,744.18 | (\$185,952.67) | 0.00% |

Osborn School District

Board Exp & Revenue Report

Fiscal Year: 2022-2023

From Date: 8/1/2022 To Date: 8/31/2022

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 |
|--------------------------------|---|----------------|---------------|----------------|----------------|----------------|------------------|-----------|
| 326.000.0000.1000.000.000.0000 | REVENUE FROM LOCAL SOURCES | \$0.00 | (\$990.00) | (\$990.00) | \$990.00 | \$0.00 | \$990.00 | 0.00% |
| 326.000.0000.6000.000.000.0000 | EXPENDITURES | \$100,173.65 | \$0.00 | \$0.00 | \$100,173.65 | \$20,937.15 | \$79,236.50 | 79.10% |
| | FUND: ESSER CARES - 326 | \$100,173.65 | (\$990.00) | (\$990.00) | \$101,163.65 | \$20,937.15 | \$80,226.50 | 80.09% |
| 333.000.0000.6000.000.000.0000 | EXPENDITURES | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,237.26 | (\$1,237.26) | 0.00% |
| | FUND: HQEL - 333 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,237.26 | (\$1,237.26) | 0.00% |
| 336.000.0000.6000.000.000.0000 | EXPENDITURES | \$1,960,477.46 | \$431,284.45 | \$432,591.63 | \$1,527,885.83 | \$274,998.44 | \$1,252,887.39 | 63.91% |
| | FUND: ESSER / CARES ROUND II - 336 | \$1,960,477.46 | \$431,284.45 | \$432,591.63 | \$1,527,885.83 | \$274,998.44 | \$1,252,887.39 | 63.91% |
| 337.000.0000.6000.000.000.0000 | EXPENDITURES | \$54,291.14 | \$25,457.51 | \$25,457.51 | \$28,833.63 | \$9,772.00 | \$19,061.63 | 35.11% |
| | FUND: ACCELERATION ACADEMIES GRANT - 337 | \$54,291.14 | \$25,457.51 | \$25,457.51 | \$28,833.63 | \$9,772.00 | \$19,061.63 | 35.11% |
| 346.000.0000.6000.000.000.0000 | EXPENDITURES | \$0.00 | \$148,211.37 | \$158,950.70 | (\$158,950.70) | \$1,846,184.86 | (\$2,005,135.56) | 0.00% |
| | FUND: ESSER ROUND III - 346 | \$0.00 | \$148,211.37 | \$158,950.70 | (\$158,950.70) | \$1,846,184.86 | (\$2,005,135.56) | 0.00% |
| 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% |
| 457.000.0000.6000.000.000.0000 | EXPENDITURES | \$0.00 | \$6,543.53 | \$6,543.53 | (\$6,543.53) | \$102,145.16 | (\$108,688.69) | 0.00% |
| | FUND: RESULTS BASED FUNDING - 457 | \$0.00 | \$6,543.53 | \$6,543.53 | (\$6,543.53) | \$102,145.16 | (\$108,688.69) | 0.00% |
| 472.000.0000.6000.000.000.0000 | EXPENDITURES | \$0.00 | \$9,433.28 | \$9,433.28 | (\$9,433.28) | \$173,304.47 | (\$182,737.75) | 0.00% |
| | FUND: EARLY LITERACY GRANT - 472 | \$0.00 | \$9,433.28 | \$9,433.28 | (\$9,433.28) | \$173,304.47 | (\$182,737.75) | 0.00% |
| 482.000.0000.6000.000.000.0000 | EXPENDITURES | \$360,140.00 | \$18,172.23 | \$18,172.23 | \$341,967.77 | \$271,753.64 | \$70,214.13 | 19.50% |
| | FUND: SCHOOL SAFETY EXPANSION - 482 | \$360,140.00 | \$18,172.23 | \$18,172.23 | \$341,967.77 | \$271,753.64 | \$70,214.13 | 19.50% |
| 500.000.0000.6000.000.000.0000 | EXPENDITURES | \$576,000.00 | \$0.00 | \$0.00 | \$576,000.00 | \$0.00 | \$576,000.00 | 100.00% |
| | FUND: SCH PL-SALE/LEAS OVR 1 YR - 500 | \$576,000.00 | \$0.00 | \$0.00 | \$576,000.00 | \$0.00 | \$576,000.00 | 100.00% |
| 510.000.0000.1000.000.000.0000 | REVENUE FROM LOCAL SOURCES | \$0.00 | (\$4,051.62) | (\$4,051.62) | \$4,051.62 | \$0.00 | \$4,051.62 | 0.00% |
| 510.000.0000.4000.000.000.0000 | REVENUE FROM FEDERAL SOURCES | \$0.00 | \$0.00 | (\$277,544.78) | \$277,544.78 | \$0.00 | \$277,544.78 | 0.00% |
| 510.000.0000.6000.000.000.0000 | EXPENDITURES | \$2,750,000.00 | \$153,073.19 | \$173,333.70 | \$2,576,666.30 | \$1,632,646.65 | \$944,019.65 | 34.33% |
| | FUND: FOOD SERVICE - 510 | \$2,750,000.00 | \$149,021.57 | (\$108,262.70) | \$2,858,262.70 | \$1,632,646.65 | \$1,225,616.05 | 44.57% |
| 515.000.0000.1000.000.000.0000 | REVENUE FROM LOCAL SOURCES | \$0.00 | (\$4,930.00) | (\$4,930.00) | \$4,930.00 | \$0.00 | \$4,930.00 | 0.00% |
| 515.000.0000.6000.000.000.0000 | EXPENDITURES | \$204,000.00 | \$4,310.02 | \$4,310.02 | \$199,689.98 | \$61,393.60 | \$138,296.38 | 67.79% |
| | FUND: CIVIC CENTER - 515 | \$204,000.00 | (\$619.98) | (\$619.98) | \$204,619.98 | \$61,393.60 | \$143,226.38 | 70.21% |
| 520.000.0000.1000.000.000.0000 | REVENUE FROM LOCAL SOURCES | \$0.00 | (\$420.00) | (\$420.00) | \$420.00 | \$0.00 | \$420.00 | 0.00% |
| 520.000.0000.6000.000.000.0000 | EXPENDITURES | \$15,000.00 | \$18,251.14 | \$18,251.14 | (\$3,251.14) | \$234,220.79 | (\$237,471.93) | -1583.15% |
| | FUND: COMMUNITY SCHOOL - 520 | \$15,000.00 | \$17,831.14 | \$17,831.14 | (\$2,831.14) | \$234,220.79 | (\$237,051.93) | -1580.35% |
| 521.000.0000.6000.000.000.0000 | EXPENDITURES | \$0.00 | \$14,314.79 | \$14,314.79 | (\$14,314.79) | \$177,714.97 | (\$192,029.76) | 0.00% |
| | FUND: COMMUNITY SCHOOL - MONTESSORI - 521 | \$0.00 | \$14,314.79 | \$14,314.79 | (\$14,314.79) | \$177,714.97 | (\$192,029.76) | 0.00% |
| 525.000.0000.1000.000.000.0000 | REVENUE FROM LOCAL SOURCES | \$0.00 | (\$255.00) | (\$255.00) | \$255.00 | \$0.00 | \$255.00 | 0.00% |
| 525.000.0000.6000.000.000.0000 | EXPENDITURES | \$31,000.00 | \$0.00 | \$0.00 | \$31,000.00 | \$4,788.71 | \$26,211.29 | 84.55% |
| | FUND: AUXILIARY OPERATIONS - 525 | \$31,000.00 | (\$255.00) | (\$255.00) | \$31,255.00 | \$4,788.71 | \$26,466.29 | 85.38% |

Osborn School District

Board Exp & Revenue Report

From Date: 8/1/2022

To Date: 8/31/2022

Fiscal Year: 2022-2023

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
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| Account Number | Description | GL Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance | % Bud |
|--------------------------------|---|----------------------------------|------------------------------|-------------------------------|----------------------------------|----------------------------------|--------------------------------------|----------------------|
| 526.000.0000.6000.000.000.0000 | EXPENDITURES FUND: EXTRA CURR TAX FEES CR - 526 | \$290,000.00 \$290,000.00 | \$0.00 \$0.00 | \$0.00 \$0.00 | \$290,000.00 \$290,000.00 | \$0.00 \$0.00 | \$290,000.00 \$290,000.00 | 100.00% 100.00% |
| 530.000.0000.6000.000.000.0000 | EXPENDITURES FUND: GIFTS AND DONATIONS - 530 | \$105,000.00 \$105,000.00 | \$3,082.67 \$3,082.67 | \$3,082.67 \$3,082.67 | \$101,917.33 \$101,917.33 | \$49,793.14 \$49,793.14 | \$52,124.19 \$52,124.19 | 49.64% 49.64% |
| 540.000.0000.1000.000.000.0000 | REVENUE FROM LOCAL SOURCES | \$0.00 | (\$36.00) | (\$36.00) | \$36.00 | \$0.00 | \$36.00 | 0.00% |
| 540.000.0000.6000.000.000.0000 | EXPENDITURES FUND: FINGERPRINT - 540 | \$14,000.00 \$14,000.00 | \$0.00 (\$36.00) | \$20.00 (\$16.00) | \$13,980.00 \$14,016.00 | \$2,485.30 \$2,485.30 | \$11,494.70 \$11,530.70 | 82.11% 82.36% |
| 550.000.0000.6000.000.000.0000 | EXPENDITURES FUND: INSURANCE PROCEEDS - 550 | \$29,000.00 \$29,000.00 | \$0.00 \$0.00 | \$0.00 \$0.00 | \$29,000.00 \$29,000.00 | \$0.00 \$0.00 | \$29,000.00 \$29,000.00 | 100.00% 100.00% |
| 555.000.0000.1000.000.000.0000 | REVENUE FROM LOCAL SOURCES | \$0.00 | (\$129.00) | (\$129.00) | \$129.00 | \$0.00 | \$129.00 | 0.00% |
| 555.000.0000.6000.000.000.0000 | EXPENDITURES FUND: TEXTBOOKS - 555 | \$15,000.00 \$15,000.00 | \$0.00 (\$129.00) | \$0.00 (\$129.00) | \$15,000.00 \$15,129.00 | \$0.00 \$0.00 | \$15,000.00 \$15,129.00 | 100.00% 100.86% |
| 565.000.0000.6000.000.000.0000 | EXPENDITURES FUND: LITIGATION RECOVERY - 565 | \$4,000.00 \$4,000.00 | \$0.00 \$0.00 | \$0.00 \$0.00 | \$4,000.00 \$4,000.00 | \$0.00 \$0.00 | \$4,000.00 \$4,000.00 | 100.00% 100.00% |
| 570.000.0000.6000.000.000.0000 | EXPENDITURES FUND: INDIRECT COSTS - 570 | \$322,000.00 \$322,000.00 | \$29,249.86 \$29,249.86 | \$34,494.05 \$34,494.05 | \$287,505.95 \$287,505.95 | \$272,163.05 \$272,163.05 | \$15,342.90 \$15,342.90 | 4.76% 4.76% |
| 575.000.0000.6000.000.000.0000 | EXPENDITURES FUND: UNEMPLOYMENT INSURANCE - 575 | \$86,000.00 \$86,000.00 | \$0.00 \$0.00 | \$0.00 \$0.00 | \$86,000.00 \$86,000.00 | \$33,300.25 \$33,300.25 | \$52,699.75 \$52,699.75 | 61.28% 61.28% |
| 585.000.0000.6000.000.000.0000 | EXPENDITURES FUND: INSURANCE REFUND - 585 | \$3,000.00 \$3,000.00 | \$0.00 \$0.00 | \$0.00 \$0.00 | \$3,000.00 \$3,000.00 | \$0.00 \$0.00 | \$3,000.00 \$3,000.00 | 100.00% 100.00% |
| 610.000.0000.1000.000.000.0000 | REVENUE FROM LOCAL SOURCES | \$0.00 | (\$5,176.67) | (\$16,062.56) | \$16,062.56 | \$0.00 | \$16,062.56 | 0.00% |
| 610.000.0000.2000.000.000.0000 | REVENUE FROM COUNTY | \$0.00 | (\$120.25) | (\$531.91) | \$531.91 | \$0.00 | \$531.91 | 0.00% |
| 610.000.0000.3000.000.000.0000 | REVENUE FROM STATE SOURCES | \$0.00 | (\$114,697.43) | (\$229,394.86) | \$229,394.86 | \$0.00 | \$229,394.86 | 0.00% |
| 610.000.0000.6000.000.000.0000 | EXPENDITURES FUND: UNRESTRICT CAPITAL OUTLAY - 610 | \$102,694.61 \$102,694.61 | \$81,191.08 (\$38,803.27) | \$210,417.49 (\$35,571.84) | (\$107,722.88) \$138,266.45 | \$313,763.97 \$313,763.97 | (\$421,486.85) (\$175,497.52) | -410.43% -170.89% |
| 630.000.0000.6000.000.000.0000 | EXPENDITURES FUND: BOND BUILDING - 630 | \$0.00 \$0.00 | \$0.00 \$0.00 | \$273,320.04 \$273,320.04 | (\$273,320.04) (\$273,320.04) | \$77,048.90 \$77,048.90 | (\$350,368.94) (\$350,368.94) | 0.00% 0.00% |
| 685.000.0000.6000.000.000.0000 | EXPENDITURES FUND: DEFICIENCIES CORRECTION - 685 | \$42,000.00 \$42,000.00 | \$0.00 \$0.00 | \$0.00 \$0.00 | \$42,000.00 \$42,000.00 | \$0.00 \$0.00 | \$42,000.00 \$42,000.00 | 100.00% 100.00% |
| 700.000.0000.1000.000.000.0000 | REVENUE FROM LOCAL SOURCES | \$0.00 | (\$9,045.96) | (\$34,372.67) | \$34,372.67 | \$0.00 | \$34,372.67 | 0.00% |
| 700.000.0000.6000.000.000.0000 | EXPENDITURES FUND: DEBT SERVICE - 700 | \$6,800,297.00 \$6,800,297.00 | \$0.00 (\$9,045.96) | \$0.00 (\$34,372.67) | \$6,800,297.00 \$6,834,669.67 | \$0.00 \$0.00 | \$6,800,297.00 \$6,834,669.67 | 100.00% 100.51% |
| 855.000.0000.1000.000.000.0000 | REVENUE FROM LOCAL SOURCES | \$0.00 | (\$122,749.73) | (\$122,274.82) | \$122,274.82 | \$5,119.99 | \$117,154.83 | 0.00% |
| 855.000.0000.6000.000.000.0000 | EXPENDITURES FUND: EMPL INSUR PGM WITHHOLDNG - 855 | \$0.00 \$0.00 | \$369,975.00 \$247,225.27 | \$546,530.31 \$424,255.49 | (\$546,530.31) (\$424,255.49) | \$2,574,791.63 \$2,579,911.62 | (\$3,121,321.94) (\$3,004,167.11) | 0.00% 0.00% |

Osborn School District

Board Exp & Revenue Report

From Date: 8/1/2022

To Date: 8/31/2022

Fiscal Year: 2022-2023

- 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 |
|----------------|--------------|-----------------|----------------|----------------|-----------------|-----------------|-----------------|--------|
| | Grand Total: | \$44,740,514.88 | \$1,563,292.43 | \$1,371,665.32 | \$43,368,849.56 | \$27,872,015.76 | \$15,496,833.80 | 34.64% |

End of Report

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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 2021/22 Statement of Revenues and Expenditures for the Student Activities Fund from August 1 through August 31, 2022.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT No. 8
Statement of Revenues and Expenditures
For Student Activities Fund
Activity from August 1, 2022 to August 31, 2022

| <u>School</u> | <u>Beginning Balance</u> | <u>Revenues</u> | <u>Expenditures</u> | <u>Ending Balance</u> |
|---------------|------------------------------|-----------------|---------------------|-----------------------|
| Clarendon | 3,804.88 | | | 3,804.88 |
| OMS | 12,792.19 | | | 12,792.19 |
| Solano | 10,661.04 | | | 10,661.04 |
| Longview | 8,195.47 | | 1,148.84 | 7,046.63 |
| | <u>\$ 35,453.58</u> | <u>\$ -</u> | <u>\$ 1,148.84</u> | <u>34,304.74</u> |

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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 –
See attached list

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 #8

**REQUEST FOR AUTHORIZATION TO
DISPOSE OF EQUIPMENT**

SCHOOL Clarendon DATE 9/6/22

DEPARTMENT Library

EQUIPMENT:

ASSET # _____

DESCRIPTION _____

SERIAL # _____

REASON FOR DISPOSITION Books are damaged and outdated.
Pages torn and missing. See attached list.

SIGNATURE [Signature] DATE 9/6/22
PRINCIPAL/DEPT. HEAD

MAINTENANCE

PICKED UP BY _____ DATE _____

BUSINESS OFFICE

DATE ACQUIRED _____

RECORDED VALUE _____

PRESENT ESTIMATED VALUE _____

DATE OF BOARD APPROVAL _____

SIGNATURE TO AUTHORIZE DISPOSAL _____
BUSINESS MANAGER

| Title | Quantity | Amount | Reason | Request Date: 8/16/22 |
|--|----------|--------|--|-----------------------|
| The New Book of Knowledge Encyclopedia | 30 | \$4.66 | Outdated, books in poor condition, missing pages | |
| Children's Thesaurus | 60 | \$1.96 | Outdated, books in poor condition, missing pages | |
| Merrium Webster Dictionary | 85 | \$2.11 | Outdated, books in poor condition, missing pages | |
| Harcourt Horizons US History | 80 | \$8.47 | Outdated, books in poor condition, missing pages | |

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
Board Meeting

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

Agenda Item Number – IV-I-1

Agenda Item

Renewal of MOU with Southwest Human Development Headstart Program for Preschool Special Education Services 2022-2023

For Board: Action Discussion Information

Background–

SWHD Head Start provides prenatal through age 4 preschool comprehensive child and family services.

Guiding principles are to create and maintain a meaningful partnership to promote school readiness so that children from low-income families in Head Start programs may receive comprehensive services to prepare them for elementary school.

Agreement for cooperative collaboration in providing Special Education services and evaluations for children enrolled in SWHD Head Start Programs on Osborn campuses.

Legal

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 MOU renewal with Southwest Human Development Headstart Program for Preschool Special Education Services for 2022-2023 as presented.

Moved _____ Seconded _____ P/F

MEMORANDUM OF UNDERSTANDING
BETWEEN
OSBORN SCHOOL DISTRICT
AND
SOUTHWEST HUMAN DEVELOPMENT HEAD START

This Agreement is between the Osborn School District (OSD) and Southwest Human Development Head Start (SWHD/HS) Program for the period of July 1, 2022 to June 30, 2023.

I. Purpose Statement

The purpose of this Agreement is to establish working procedures between OSD and SWHD/HS in the provision of services to preschool children eligible for special education in compliance with Federal and Arizona State laws and regulations.

It is the intent of this Agreement to:

- A. Define which service will be provided by each Agency.
- B. Ensure that children eligible for preschool special services receive a free and appropriate public education, as required by law, in the least restrictive environment (LRE), and that time lines for services are met.
- C. Ensure that each Agency cooperatively maintains communication and shares leadership responsibility at the local level to ensure that available resources are utilized in the most effective manner.
- D. Ensure that cooperative arrangements between OSD and SWHD/HS are developed, implemented and preserved.

This Agreement applies only to preschool children with disabilities ages three years to non-kindergarten eligible five-year-olds in accordance with OSD policy. Children with disabilities who turn 3 years old after September 1st will be considered for HS placement on a case by case basis and by mutual consent of HS Director and OSD staff.

II. Program Mandates

- A. Responsibility of School District
 1. To locate and identify preschool children with disabilities through a Child Find effort which includes a process for screening.
 2. To assure that special education services to preschool children with disabilities are provided in accordance with the Individuals with Disabilities Act (IDEA).
 3. To submit and maintain Arizona Special Education census and attendance data on all eligible preschool children with disabilities, including all eligible children

enrolled in SWHD/HS Programs within OSD, for funding entitlement and budget preparation.

B. Responsibility of the SWHD/HS Program

1. Recruit, enroll, and serve eligible children. According to Federal Regulation, no less than 10 percent of the total number of enrollment opportunities in HS programs shall be available for children with disabilities of all levels of severity who are eligible to participate.
2. Screen all HS children, within 45 days of enrollment, for potential problems in the required areas of development.
3. Assure that children with disabilities receive all services to which they are entitled under the HS Program Performance Standards for Children with Disabilities (45 CFR, Part 1308).

III. Program Description

A. OSD offers a variety of service delivery options for preschool children with disabilities. The SWHD/HS sites located within the consortium are considered part of a continuum of placement options for preschool children with disabilities. OSD and SWHD/HS work cooperatively in providing services to meet the provisions of the IEP's for children in SWHD/HS.

B. SWHD/HS is a federally funded preschool program. The grantee agency is Southwest Human Development, Inc. SWHD/HS operates the following sites and classrooms within the Osborn School District.

| | | |
|------------------------|------------------------------|--|
| Encanto School | 1426 W. Osborn Rd. | 1 Full day classes (7:00 am – 5:30pm) 1 Part Day class (8:00-2:00 pm) |
| Longview School | 1209 E. Osborn Rd. | 2 AM classes (8:00 -11:30 am) 1 PM class (12:30 - 4:00) |
| Phoenix College | 3310 N. 10 th Ave | 2 Full day classes (7:00 am – 4:00 pm) |
| Solano School | 1526 W. Missouri | 1 AM class (8:00 – 11:30 am) 1 Part Day class (8:00-2:00 pm) |

Enrollment opportunities in each of these classes will be available for children with IEPs identified by the district. These enrollment opportunities will be available throughout the school year in an effort to maintain 10% enrollment of children with disabilities. Placement of children with disabilities will not exceed 50% of the class enrollment.

C. Southwest Human Development is a non-profit human services organization which provides comprehensive services for young children and families who are at-risk or have special needs.

IV. Service Implementation

A. Child Find/Screening/Referral

1. OSD will:
 - a. Coordinate with SWHD/HS to inform and include them as appropriate in Child Find activities.
 - b. Coordinate with SWHD/HS to determine opportunities for joint recruitment and screening efforts.
 - c. Refer children classified with a disability when SWHD/HS is a placement consideration.
2. SWHD/HS will:
 - a. Coordinate with OSD on Child Find screening activities, including developing agreed upon procedures for such coordination.
 - b. Coordinate with OSD to determine opportunities for joint recruitment and screening efforts.
 - c. Make arrangements for a Family Support Specialist to assist families with the SWHD/HS application process, as needed.
 - d. When the SWHD/HS program is full, refer any family who has a child with a suspected disability on the HS wait list to OSD for district Child Find.
 - e. Contact OSD when SWHD/HS enrollment opportunities become available to ensure 10% enrollment of children with disabilities.
 - f. Conduct summer playgroup observations for children referred by HS based on parent concerns regarding child's development during the application process.
 - g. During the school year, send copies of SWHD/HS screening results to OSD service provider personnel.

B. Comprehensive Evaluation

1. OSD will:
 - a. Conduct comprehensive developmental evaluations, for children who do not pass HS screenings and are observed by OSD special services personnel, in accordance with State guidelines.
 - b. Prior to the school year, refer children for SWHD/HS placement who are eligible for services based on evaluation results and who will be considered for placement in HS.
 - c. The Integrated Services Manager - Disabilities will notify the site Family Support Specialist to begin the HS application process for placement in HS.
 - c. Provide copies of IEPs and evaluation reports to SWHD/HS.

C. Eligibility Determination/Individualized Education Program (IEP) Development

1. OSD will:
 - a. Schedule meetings SWHD/HS in order to determine child eligibility, develop IEP and commit resources of the district.
 - b. Provide SWHD/HS with OSD evaluation and IEP documents.

- c. Provide information to SWHD/HS for families regarding registration into the appropriate home school for children determined eligible for services.
- d. Determine with SWHD/HS the roles and responsibilities regarding special equipment and any additional staff needed to accommodate the child.

2. SWHD/HS will:

- a. Make arrangements for appropriate SWHD/HS personnel to attend meetings to determine eligibility and develop IEPs scheduled for children who have been evaluated.
- b. Once school begins, if additional staff is needed to safely accommodate a child with a disability, the ISM-Disabilities will contact the district to discuss options and the possibility of reconvening the IEP team.
- c. Make arrangements for SWHD/HS personnel to attend kindergarten transition meetings to determine eligibility and develop IEPs.

D. Placement

1. OSD will:

- a. Provide a continuum of placement options for preschool-school children with disabilities of which HS is one option.
- b. Refer children with disabilities to SWHD/HS when an enrollment opportunity becomes available.

2. SWHD/HS will:

- a. Provide enrollment opportunities for children with disabilities to be used by OSD as a placement option as determined by the IEP Team
- b. When appropriate, enroll children with disabilities referred by OSD in SWHD/HS slots.
- c. Inform OSD when enrollment opportunities become available during the school year to maintain 10% enrollment of children with disabilities.

E. Specific Program Service Delivery

1. OSD will:

- a. Provide speech therapy services for children enrolled in SWHD/HS who require the services.
- b. Provide psychological assessments for kindergarten transition, as needed, for children enrolled in SWHD/HS.
- c. Provide all IEP quarterly progress reports to SWHD/HS.
- d. Provide other related services, including specialized school nursing services as needed and mutually agreed upon for SWHD/HS children eligible for special services.

2. SWHD/HS will:

- a. Assist with coordination of schedules for OSD special services personnel.
- b. Provide information to OSD special services personnel regarding any

- c. changes in classroom schedule (staff meetings, monthly meetings etc.).
- c. Provide opportunities for children to practice and generalize, within naturalistic environments, the skills developed through work with special education staff.
- d. Assist with coordination of Monthly Planning Meetings.
- e. Provide all necessary attendance reports to OSD, as requested.
- f. Monitor to assure that the frequency and focus of special services are in alignment with the IEPs.
- f. Provide all necessary classroom assessment data to OSD for the purposes of evaluation and IEP development.

F. Procedure for Hiring and Supervising Staff Providing Special Services

- 1. OSD and SWHD/HS will:
 - a. Hire and supervise staff according to their own program policy and procedure.
 - b. Provide orientation for staff regarding each program's regulations, requirements, goals, service delivery model, procedures and the interagency agreement as needed.

V. Confidentiality

- 1. OSD and SWHD/HS shall follow the requirements outlined in the Family Education Right to Privacy Act (FERPA).

VI. Training and Technical Assistance

- 1. OSD and SWHD/HS will:
 - a. Notify one another of pertinent training sessions for parents and staff.
 - b. Plan joint training workshops to address topics identified by both agencies.

VII. Parent Involvement Activities

- 1. OSD and SWHD/HS will:
 - a. Include parents of children with disabilities in all parent training and activities, including transition activities into kindergarten.
 - b. Invite parents of children with disabilities to all meetings regarding the child's progress.
 - c. Explain procedural safeguards available to parents of children with disabilities.

VIII. Transition:

- 1. OSD will:
 - a. Schedule and facilitate meetings for 3 year old children transitioning from early intervention programs into SWHD/HS.
 - b. Discuss as a team, the need for re-evaluation and possible placement options for children with disabilities. Include district representatives from the receiving home school at the transition meeting to determine eligibility,

- c. placement and IEP development for children entering kindergarten.
- c. If multiple placement options will be available for a child, assist parents in observing possible placements.
- 2. SWHD/HS will:
 - a. Participate in meetings for children transitioning from early intervention programs to SWHD/HS and from SWHD/HS to kindergarten.
 - b. For children transitioning to kindergarten, participate in discussions about need for re-evaluation.
 - c. If multiple placement options will be available for a child, assist parents in observing possible placements.
 - d. When possible, schedule observations of SWHD/HS children with disabilities for receiving district teachers and/or psychologists.
 - e. Schedule and coordinate end of year transition meetings with OSD.

IX. Dispute Resolution

In the event that misunderstandings or differences of opinion occur with regard to policies and procedures necessary to accomplish these objectives, the staff and appropriate supervisor from the respective agencies will meet to reach a solution. In the event that a resolution is not achieved, the assistant directors or their agency counterparts will meet to resolve the issue.

X. Termination/Review

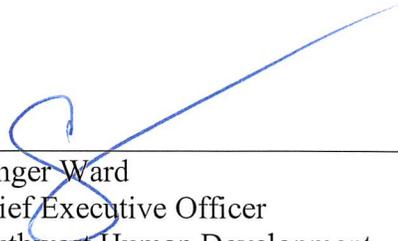
This Memorandum of Understanding will be reviewed and revised by OSD Special Education Director, SWHD/HS Director, and the Southwest Human Development Chief Executive Officer on an as needed basis or at least once annually. This Agreement may be terminated by any party upon thirty (30) days written notice.

 Mariah Kelly-Hatcher
 Director of Student Services
 Osborn School District

 Date



 Mindy Zapata
 Head Start Director
 Southwest Human Development



 Ginger Ward
 Chief Executive Officer
 Southwest Human Development

7/26/22

 Date

7/26/22

 Date

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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 2022/23 Student Activity Events

For Board: Action Discussion Information

Background–

The governing board is required to approve student clubs’ and organizations’ fundraising events. Below is a list of student activity events for the 2022/23 school year.

Student activities events do not include any raffles, bingo, or other forms of gambling, which are not legal events for student clubs.

| | |
|------------------|---------------------|
| Activities: | |
| Book Fairs | Jump Rope for Heart |
| Candy Grahams | Student Stores |
| Candy Sales | Ticket sales |
| Concession Sales | Vending Machines |
| Dress Days | Yearbook Sales |

Legal

A.R.S. §15-1121

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 student activities events for school year 2022/23, effective July 1st 2022.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
Board Meeting

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

Agenda Item Number – IV-K-1-4

Agenda Item

Approval of Updated Job Descriptions Developed by Human Resources.

For Board: Action Discussion Information

Background–

The updated Job Descriptions reflect modified duties and responsibilities.

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 updated Job Descriptions completed by Human Resources.

Moved _____ Seconded _____ P/F

District Engineer

| | | | |
|---------------|---------------------|-------------------|---------|
| Department: | Information Systems | Date Created: | 09/2022 |
| Salary Grade: | C/E – Group C | Date(s) Modified: | |
| FLSA Status: | Exempt | | |

Position Summary

Under general supervision of the Director of Technology, the District Engineer maintains, updates, deploys, and resolves issues with all District technology systems to include all areas of networking, server administration, and cloud services.

Job Responsibilities

Essential Functions: -- Essential functions, as defined under the Americans with Disabilities Act, may include any of the following representative duties, knowledge, and skills. Essential duties and responsibilities may include, but are not limited to, the following:

- Updates network switch configurations to allow for moving, adding, and changing all network equipment; installs and troubleshoots network equipment.
- Builds and deploys physical and virtual servers; maintains existing server infrastructure; monitors and backs-up systems.
- Acts as Cloud Services Administrator; manages all cloud services including access and availability.
- Provides user support for escalated technical support issues
- Support in the supervision of daily activities of the Computer Technicians in the field and on-site
- Assists in planning and managing technology-based projects.
- Traces, repairs, and installs network cabling; installs and relocates wireless access.
- Resolves compromised systems by implementing cyber-security and disaster recovery plans.
- Assists in teaching District staff technology best practices.
- Supports with upgrade/software install requests, new project requests, and any automation challenges under the direction of the Director of Technology.
- Attend meetings as needed to resolve immediate or outstanding technical related issues.
- Performs other duties as required or assigned

Job Requirements

Knowledge of –

- Applicable Federal, State, and local laws, codes, ordinances, and regulations.
- Record maintenance and retention policies and procedures.
- General office policies, procedures, and equipment.
- Customer service principles, practices, and etiquette.
- Troubleshooting practices and methods.
- Cable management.
- Network and server administration.
- Supervisory principles and practices.

Skill in –

- Organizing work and setting priorities to meet deadlines.

- Providing technical support to end users.
- Troubleshooting and resolving technology issues.
- Providing effective supervision and direction to assigned staff.
- Preparing clear and concise reports.
- Installing and maintaining network equipment and servers.
- Interacting tactfully 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.

Ability to --

- Work evenings and weekends

Education and Experience:

Associate degree in Computer Science or related field is preferred AND three (3) years of network and system administration experience which includes some technical support responsibilities; OR an equivalent combination of education, training, and experience. Cisco or Microsoft Certification is referred.

Licenses, Certifications, and Equipment:

A valid State driver's license is required.

Work is performed both indoors and outdoors in various weather conditions. Operates standard office equipment such as personal computer and related software, fax machine, and copy machine. May be required to climb ladders, lift and move objects weighing up to 50 pounds, and operate a vehicle to travel between work sites. This position reports directly to the Director of Technology.

Maintenance/Transportation Dispatcher

| | | | |
|---------------|----------------------------|-------------------|---------|
| Department: | Maintenance/Transportation | Date Created: | 09/2022 |
| Salary Grade: | 13 | Date(s) Modified: | |
| FLSA Status: | Non-Exempt | | |

Position Summary

Under general supervision, the Maintenance/Transportation Dispatcher coordinates, schedules, and assigns bus routes for regular school year, summer school, and extra-curricular activities. Manages summer maintenance crews. Schedules maintenance work orders and distributing work assignments and duties.

Job Responsibilities

Essential Functions: -- Essential functions, as defined under the Americans with Disabilities Act, may include any of the following representative duties, knowledge, and skills. Essential duties and responsibilities may include, but are not limited to, the following:

- Prepares and assigns bus routes; makes changes to routes and drivers as needed and informs appropriate staff; answers and dispatches two-way radio calls to bus drivers.
- Schedules and assigns bus routes for field trips and sporting events; prepares summer bus routes and consolidates to accommodate low passenger counts or driver shortages; operates school bus as needed to cover driver shortages.
- Answers phone calls and responds to requests for information from staff, parents, and drivers.
- Prepares a variety of department memos, letters, and bulletins.
- Maintains accurate work records to include attendance records, driver timesheets, and fuel usage; prepares all required reports.
- Prepares purchase orders, office supplies equipment and uniforms
- Prepares and distributes maintenance work orders and work logs; updates online work orders and emails work orders to staff as needed.
- Participates in new hire interviews.
- Verifies student count sheets and Medicaid Reports (MIPS)
- Performs other duties as required or assigned.

Job Requirements

Knowledge of –

- Applicable Federal, State, and local laws, codes, ordinances, and regulations.
- Record maintenance and retention policies and procedures.
- General office policies, procedures, and equipment.
- Passenger safety policies, procedures, and practices.
- Customer service principles, practices, and etiquette.
- Proper grammar, spelling, and punctuation.
- Dispatching procedures.
- Local streets, highways, and geography.

Skill in –

- Organizing work and setting priorities to meet deadlines.
- Typing and entering data with speed and accuracy.
- Operating a school bus safely.
- Maintaining accurate records and logs.
- Preparing clear and concise reports.
- Interacting tactfully with District staff and outside agencies.
- Communicating effectively both verbally and in writing.
- Establishing and maintaining effective working relationships.
- Operating a two-way radio.

Education and Experience:

High School Diploma or GED equivalent AND two (2) years of experience in transportation operations; OR an equivalent combination of education, training, and experience.

Licenses, Certifications, and Equipment:

A valid Commercial Class B State driver's license with Passenger and School Bus endorsements is required.

Must be CPR and First Aid certified.

Must possess an Arizona School Bus Driver certification.

Work is performed in an office environment and in a District school bus or passenger van along an assigned route. Work requires exposure to outdoor weather conditions, traffic hazards, cleaning chemicals, and potentially contagious illnesses and diseases. May be required to lift and move objects weighing up to 100 pounds. Must maintain a level of physical agility to successfully pass DPS physical agility tests.

Transportation Supervisor

| | | | |
|---------------|-----------------------|-------------------|-----------|
| Department: | Transportation | Date Created: | 09/2022 |
| Salary Grade: | Class Exempt, Group B | Date(s) Modified: | |
| FLSA Status: | Exempt | Work year: | 12 months |

Position Summary

To plan, organize and oversee the safe and efficient transportation of students in the District, and assure compliance with safety and service standards. This is a safety sensitive position.

Job Responsibilities

Essential Functions: -- Essential functions, as defined under the Americans with Disabilities Act, may include any of the following representative duties, knowledge, and skills. Essential duties and responsibilities may include, but are not limited to, the following:

- Supervises the bus operations of the District transportation services, in accordance with program policies and procedures and public transit regulations; coordinates transportation for field trips and special events.
- Assists in the recruitment and supervision of the Bus Drivers, Bus Monitors, Trainers, Mechanics, Van Drivers, and Crossing Guards; plans and coordinates work assignments; monitors work activities, and assures that staff adheres to policies and procedures for efficient operations.
- Supervising the computing, coding, checking and verifying of payroll data for the department.
- Trains and instructs employees in operating procedures and safety standards; conducts safety and evacuation drills; maintains training records.
- Assures Bus Drivers are ready and prepared for duty, briefed on road conditions and routes, adequately trained, and held accountable for duties and responsibilities assigned.
- Assures that staff maintains safe vehicles, and adhere to policies and procedures for efficient operations; assures compliance with safety and service standards.
- Prepares, reviews and compiles operating and incident reports and program statistics; assists in preparing reports for Governing Board and government oversight agencies.
- Provides support for all software applications relevant to transportation operations.
- Assisting in planning transportation services for the district which includes serving on planning committees and attending district meetings when requested.
- Assists in resolving discipline issues with students and parents; Responding to emergency calls and accidents as needed.
- Monitors the preventive maintenance safety program, coordinates vehicle and equipment repairs, and resolves maintenance service issues for the department.
- Maintains inventory of supplies and equipment.
- May substitute as a Bus Driver; Serve as back-up dispatcher as needed.
- Supports in completion and review of staff evaluation process including annual and 90 day probationary evaluations.

- Creates work schedules for summer cleaning crew; monitors inventories and vehicle mileage, routes reports and places orders to ensure crews have necessary supplies.
- Completed background and reference checks on applicants.
- Schedule and lead monthly staff meetings and professional development.
- Monitors Fuel Master System
- Monitors, tracks and delegates requests from FMX system.
- Submits annual route reports and vehicle inventories to Arizona Department of Education.
- Performs other duties as assigned.

Job Requirements

Knowledge of –

- District policies and procedures.
- District student conduct rules.
- Safe driving techniques in all road conditions.
- Local geographical area, road systems, city and state traffic regulations.
- First aid and CPR.
- Safety rules and regulations.
- Computer programs including word processing, data base programs and programs specific to Transportation

Skill in –

- Maintaining high levels of professionalism and confidentiality
- Evaluating school transportation program issues and developing plans for improving operations.
- Effectively organizing, training and overseeing the work of staff.
- Prioritizing multiple tasks, projects and demands.
- Reading and interpreting maps, and scheduling effective routing for transit service.
- Using courtesy and respect in providing customer service to transit bus riders.
- Monitoring and counseling students on conduct and behavior.
- Communicating effectively in verbal and written forms.
- Establishing and maintaining effective relationships with co-workers and others.

Education and Experience:

- High School Diploma or GED equivalent required;
- Two years or more driving experience in student transportation
- Supervisory experience is preferred, or an equivalent combination of experience and education that provides the required knowledge and skill.
- Satisfactory criminal background check

Licenses, Certifications, and Equipment:

Valid State of Arizona Commercial Driver's License and School Bus (S) endorsement is required; First Aid and CPR certifications are required.

This is a safety sensitive position subject to drug and alcohol testing according to District policy.

Work is performed at District facilities primarily in a standard office environment. Operates standard office equipment such as personal computer and related software, fax machine, and copy machine. May be required to work evenings and occasional weekends.

Receptionist/ HR Clerk/ Student Records Custodian

| | | | |
|---------------|-----------------|-------------------|--------|
| Department: | Human Resources | Date Created: | 9/2022 |
| Salary Range: | | Date(s) Modified: | |
| FLSA Status: | Non-Exempt | | |

Position Summary

Under general supervision, the Receptionist maintains student data and records, greets and assists walk-ins at the District Office, and answers incoming phone calls.

Job Responsibilities

Essential Functions: -- Essential functions, as defined under the Americans with Disabilities Act, may include any of the following representative duties, knowledge, and skills. Essential duties and responsibilities may include, but are not limited to, the following:

- Greets walk-ins and provides assistance or direction to appropriate party or location; answers and directs incoming phone calls.
- Maintains and updates meetings schedules and agendas.
- Tracks the files of all former students that have withdrawn from the District.
- Transfers and receives student transcripts and ensures proper records retention schedules, storage and electronic maintenance.
- Collects registration forms, completes any data entry and communicates with families regarding waitlists.
- Sorts and distributes incoming mail.
- Provides clerical assistance to the Human Resources Department.
- Performs other duties as required or assigned.

Job Requirements

Knowledge of –

- Applicable Federal, State, and local laws, codes, ordinances, and regulations.
- Customer service principles, practices, and etiquette.
- Record maintenance and retention policies and procedures.
- General office policies, procedures, and equipment.
- Phone etiquette.
- School District Office operations and procedures.
- Perform arithmetic calculations quickly and accurately.
- Perform detailed reconciliations.

Skill in –

- Maintaining accurate records and technical documents.
- Typing and entering data with speed and accuracy.
- Organizing work and setting priorities to meet deadlines.
- Preparing clear and concise reports.
- Interacting tactfully 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.

Education and Experience:

High School Diploma or GED equivalent REQUIRED

Desired: Some previous office and/or fiscal recordkeeping experience.

Licenses, Certifications, and Equipment:

None.

Work is performed in an office environment. Operates standard office equipment such as personal computer and related software, fax machine, and copy machine.

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
Board Meeting

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

Agenda Item Number – IV-L

Agenda Item

Approval of Revised Attendance Procedure for Instructional Time Models

For Board: Action Discussion Information

Background–

[HB 2862](#) allows a school, in its adopted instructional time model, to deliver the annual required instructional time or hours to student.

HB 2862 also instructs a school to align its attendance policies to reflect the instructional time and hours under its adopted instructional time model. We are revising our attendance procedures to include only attendance at live/synchronous learning opportunities. This applies to our in person classrooms as well as our virtual classrooms.

| Action Step(s) | Person(s) Responsible | Frequency and/or Timing | Evidence of Completion |
|--|--|---|--|
| <ul style="list-style-type: none"> • Students will have several daily live/synchronous check in periods where teachers will take attendance | <ul style="list-style-type: none"> • classroom teachers | <ul style="list-style-type: none"> • Daily | <ul style="list-style-type: none"> • Students present at synchronous meetings |

Notes

- Teachers will take attendance in Synergy each day based on attendance at live/synchronous meetings

Legal

HB 2862

Governing Board Goals

- Community Connectedness and Increased Enrollment
- Maximize Student Learning & Achievement from PreK to High School
- Stewardship and Boardmanship

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
Board Meeting

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

Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve the revised attendance procedure for Instruction Time Model for Clarendon, Encanto, OMS, Longview and Solano Schools for the 2022-23 school year

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

September 20, 2022

Board Meeting

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

Agenda Item

**Approval of Out of State Travel for Abby Potter-Davis and Cathy Gentry to attend the
Minority Student Achievement Conferences in Des Plaines, Illinois November 17-18, 2022**

For Board: Action Discussion Information

Background – Osborn is thrilled to join the Minority Student Achievement Network (MSAN). MSAN is a national coalition of multiracial school districts that regularly come together to understand and eliminate racial opportunity gaps that persist in their schools. Dr. Robert, Abby Potter-Davis and Cathy Gentry will represent Osborn at four out-of-state meetings throughout the 2022-23 school year:

- Fall MSAN Community of Practice Meeting on November 17-18 in Des Plaines, Illinois
- Winter MSAN Community of Practice Meeting on March 1-2, Location TBD
- Annual MSAN Institute on April 19-20, Location TBD
- Spring MSAN Community of Practice Meeting on May 23-24, Location TBD

Legal

NA

Financial

Funding for Ms. Potter-Davis and Ms. Gentry will come from Title I, Title IV and M&O.

Approximate Lodging Cost:

2 people x 2 nights x \$200 x 4 trips = \$3200

Approximate Airfare Cost

2 people x \$350 x 4 trips = \$2800

Approximate Total Cost: \$6000

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 Board approve out of state travel to the Minority Student Achievement Conferences for Abby Potter-Davis and Cathy Gentry.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
Board Meeting

**The Osborn Community advances the full potential of every child
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Agenda Item Number –IV-M-2

Agenda Item

Approval of Out of State Travel for 6 attendees to attend the Grading From the Inside Out Conference in Minneapolis, MN December 1-2, 2022

For Board: Action Discussion Information

Background –

Approximately 7 years ago the district transitioned to a standards-based report card system, which is different from a more traditional grading system in that teachers are grading based on mastery of specific standards or skills rather than the percentage of work completed. Feedback from staff and parents indicates a need to revisit standards-based practices and communication, as well as update our report cards to better reflect the standards and skills that are taught and assessed in each grade. The Teaching and Learning team is planning to convene a committee in January to take on this work in preparation for the 2023-24 school year. In order to share with the committee the most up to date research and information regarding standards-based grading, we would like to send a small team of 6 instructional leaders to attend the [Grading from the Inside Out Workshop](#) in Minneapolis, MN on December 1-2.

Some of the takeaways from the conference include:

- Recognize why traditional grading practices are no longer relevant and how grading practices can be modernized in a standards-based instructional classroom
- Acquire a standards-based mindset and the specific strategies that begin to shape a rethinking of how grades are determined
- Gain protocols and practices to hold students more accountable for learning without compromising the accuracy of their proficiency grades
- Learn how to teach, assess, and report on student attributes, student growth, and cross-curricular competencies
- Explore specific practices including reassessment, grade determination, the five myths of standards-based grading, and the differences between levels of proficiency and the traditional grading scale

We have not determined the exact participants but would like to send an instructional leader (Master/Mentor teacher or principal) who represents the lower, middle and upper grades as well as 2-3 representatives from the Teaching & Learning Team.

Legal

NA

Financial

Funding for registration and travel for 6 participants will come from Title I.

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
Board Meeting

**The Osborn Community advances the full potential of every child
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Approximate Lodging Cost:

Registration: $\$695 \times 6 = \4170

Lodging: $\$159 \times 2 \text{ nights} \times 6 \text{ people} = \1908

Airfare: $6 \text{ people} \times \$600 = \$3600$

TOTAL: \$9678.00

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 Board approve out of state travel to the Grading from the Inside Out conference in Minneapolis for 6 attendees yet to be determined.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
Board Meeting

**The Osborn Community advances the full potential of every child
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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.

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, September 20, 2022.

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
September 20, 2022
Board Meeting

**The Osborn Community advances the full potential of every child
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Agenda Item Number –VI

Agenda Item

Board Presentation- Disaggregated Academic Data

For Board: Action Discussion Information

Background –

Academic data from spring 2022 and fall 2022 will be shared, including data that is disaggregated for different student groups.

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

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
Board Meeting

**The Osborn Community advances the full potential of every child
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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

Encanto Board Report

To: Osborn School District Governing Board

Date: 9/6/2022

Re: September 2022 Events



Staff Highlights

Teacher Leadership Team (TLT) is composed of campus leaders who meet every Monday after school to collaboratively build leadership capacity on campus, review curriculum, instruction and assessments. 1. Principal: Felipe Carranza 2. Master Teachers: Amanda Merril, Alexis Aguirre 3. Mentor Teachers: Desire Barnett, Cara Tasaris, Amanda Renning, Maria Garica 4. Behavior Coach: Luis Valencia 5. Multi Tier System of Support: Linda Barnett

- Revise TLT Mission: ***We lead a community of educators working toward one mission: positive outcomes for all students.***
- Promote and Foster continued support for school wide systems focused on our three pillars and School Integrated Action Plan (SIAP): Three Pillars; Social Emotional Learning, Math, Early Literacy, SIAP: 1. High Expectations for students, 2. Differentiated professional development 3. Collaborative Partnerships
- Create an observation systematic way of ensuring all certified teachers being observed experience the same observational process to provide relevant, timely and impactful feedback to improve instruction.

See Sample of TLT Agenda

[TLT Agenda 8.29.22](#)

Student Highlights

School Assembly - First assembly to review expectations and celebrate successes. Students practiced leaving their classrooms carrying chairs in a safe and orderly manner for our first assembly at the end of the month where parents will be invited.

Fire Drill - First fire drill to ensure we practice a safe and orderly evacuation in case of an emergency, teachers and students exited campus and our fire drill was done in 9 minutes. The goal is 5, however a classroom needed to account for all students. It was a successful practice for our staff to review procedures.

21 Century After School Programming - The 21st Century Grant supports academic intervention and enrichment opportunities during non-school hours for children and their families at Encanto. We started on 9.6.22 and the following are offerings.

| Academic Classes | Number of Students | Enrichment Classes | Number of Students |
|---------------------------------|--------------------|-----------------------|--------------------|
| Spanish Club | 15 | Cooking and Gardening | 17 |
| Sticks - STEM | 15 | Board Games | 11 |
| Literacy Math and Reading Group | 24 | Cooking and Gardening | 17 |
| Math Group | 15 | Yoga | 18 |

Partnership Highlights

Parent Teacher Organization (PTO) - First PTO meeting was held 9.6.22 with 25 attendees. The goal is to give parents and teachers the opportunity to work together to supplement and enrich the educational experience. The following activities will be planned through PTO;

- Planting day September 30, 2022 - Planting day will support students' understanding of weather and climate and how they affect plant growth. Additionally, students will explore the life cycle of a plant from seed to harvest. PTO will bring volunteers on campus Saturday September 24, 2022 to clear up the Encanto garden beds to get them ready for planting day.
- Fall Festival - PTO is beginning to plan for the Fall Festival taking place on October 21, 2022. During the fall festival families who attend will be able to screen Disney's Coco and participate in carnival-like games with the ability to purchase concessions. All funds raised will go directly to the PTO account to support school efforts.

Hinojos Barber College - The barber college will bring barber students to Encanto on Saturday 17 to provide free haircuts for students before picture day Saturday 23. Students providing the haircuts will be supervised by their instructors from the college to ensure all haircuts are done up to college standards.

Phoenix College - Continued partnership with Phoenix College has yielded in the hiring of two instructional assistants that are currently attending Phoenix College to become teachers. Currently it is difficult to find classified staff members and we are excited for our Encanto hires to begin on Monday September 12, 2022.

Clarendon Board Report

To: Osborn School District Governing Board

Date: 9/7/2022

Re: August 2022 Events



APS Supply My Class Award Recipient

In August, Ms. Martha Clark, 5th Grade Spanish Dual Language Teacher, was the recipient of the APS Supply My Classroom Award. Entering its fifth year, this APS program awards \$500 to selected teachers in APS service territory to help ensure they have the resources they need to support their students' success. This award is available to Title 1 K-12 public school teachers across the Valley.



Ms. Clark received the award from the Vice President of APS. Her students delighted in this honor, chanting "Go Ms. Clark!" followed by a Spanish Chant "¡A la bio, a la bao, a la bimbomba! ¡Ms. Clark, Ms. Clark! ¡Ra, ra, ra!" She plans to use the money for upcoming projects, social-emotional learning, and other general school supplies.



Staff Highlights

Cluster Topics

- Student Ownership of Learning
- New NIET Teaching and Learning Standards Rollout

LETRS Training

- We began our two-year journey with LETRS training. All 4-6 grade teachers are participating in the training.

The following site members began their year-long journey in the Osborn Leadership Academy:

- Kayce Kahl
- Anna Feria
- Hilda Palache
- Jose Perez

Student Highlights

Celebrated Student of the Month Donut breakfast

- We celebrated our August Cougar of the Month. We recognized students who exhibit Respect on a regular basis. Students were rewarded with certificates and yummy Bosa Donuts!



College Spirit Day

- Cougars represented their favorite college or university by wearing their school colors or apparel



Partnership Highlights

Valle Del Sol monthly meeting

- Counselor on site 2 days a week
- Meet regularly to discuss services and supports provided to Clarendon students

Longview Board Report

To: Osborn School District Governing Board

Date: 9/6/2022

Re: 2022 Events



Staff Highlights

Cluster Topics

4 Things the Brain Needs to Learn

LETRS Training (PK-3) Year 2

LETRS (Grades 4-6) Year 1

Thinking Maps Refresher

NIET Rubric Updates

Weekly Newsletter Tricks and Tidbits

How Students Typically Grow in SEL From Elementary to Middle School

3 MTSS/Data Meetings w K-6 Staff

2 Curriculum Meetings w K-6 Staff

Conscious Discipline Focus

Kindness Tree

Noticing statements

Osborn Leadership Academy Participants:

Mrs. Valles

Ms. Crompton

Ms. Wright

Staff Spotlight

Mrs. La O Garcia

Donors Choose projects funded:

Ms. Swenson

Ms. Vehr

Mr. Barton

Mr. Perez

Dr. G

Ms. Valles

Ms. Vehr

Student Highlights

XL/Lexia Intervention programs weekly announcements

LEXIA Wall of Fame

Added Dual Kinder class 21 students

Added Dual % 26 students

All EL students moved to EL Focus classes to support ADE Requirements

60 Mins Direct EL Instruction

Celebrated Student of the Month Donut breakfast

August Celebration SOM Sept 12th

Student Council Elections held Sept 22

Scholastic Book Fair 8/30-9/2

21st Century AM/PM Programming begins

Programming for all grades K-6

6 Social Worker Small Groups

Social Worker/Behavior Interventionist Weekly SEL Lessons All Students

Second Step Lesson 1-3

All Students Screened for FastBridge

12 Students in MTSS Formal Process

Partnership Highlights

Valle Del Sol monthly meeting

7 VDS REFERRALS

Price Kong Donation and Visit

Girl Scout AZ CACTUS PINE

Montecito Community School Board Report

To: Osborn School District Governing Board

Date: 9/7/2022

Re: September 2022 Events



Staff Highlights

We are excited to share that every teacher at Montecito is enrolled in LETRS training. This training will help teachers to improve their knowledge and understanding of instructional practices around reading. Multiple teachers on campus shared how they feel this training and opportunity will help them grow professionally.

At Montecito, the SEAS and Changemakers programs use a program called Boys' Town Classroom Management. Staff members that had not yet been formally trained in Boys' Town participated in a 4 day training days before school started. All staff then participated in a 2 hour session on how to collect and analyze the data the program provides us. One Wednesday a month, SEAS and Changemakers staff participate in professional development around Boys' Town.

Dr. Lushanya Echeverria (Changemakers Teacher) is a part of the inaugural Leadership Academy through Osborn School District. She shared how she loves the diversity of the members' roles across the district.

Teachers and staff have been busy submitting projects to Donors Choose, in an attempt to support students on our campus. Jill Singh (District Preschool Coordinator) had a couple projects funded that support our growing library space. She received 2 large rugs and some books. Tere Obrochta (Primary Montessori Teacher) had a project funded that focused on Simple Machines. Alicia Pierson (Administrator) received funding from Donors Choose, in partnership with ADE to purchase 3 soft stools that can be used by students while in the library reading or doing research. Denise Kohrs (Preschool Speech Pathologist) also had a project funded with the partnership of Donors Choose and ADE. Her project included materials to help engage preschool language development.

Student Highlights

Every Friday during the SEAS/Changemakers morning meeting, students that Level Up in Lexia receive a certificate congratulating them in front of their peers. In the month of August, we were able to congratulate 4 students for their accomplishments on Lexia.

Students in Ms Katrina's Early Elementary Montessori classroom are learning about Library Science. Once a week, they visit our growing library to learn about book features, genres, care of materials, along with investigative research. Students in the classroom have applied and interviewed for the position of Library Assistant. The individuals chosen for the role will learn about the dewey decimal system, reshelving books, care of materials, and eventually will help to check out books to students.

Partnership Highlights

Ms. Marlina and Socks (Gabriel's Angels) have once again returned to Montecito Community School to work with students primarily in Dr. Echeverria's classroom. They come every other Monday for around 30 minutes. It is a highlight of the week for the students in that classroom.

OMS Board Report

To: Osborn School District Governing Board

Date: 9/7/2022

Re: August 2022 Events



Staff Highlights

-Gina Marshall wrote a grant to the Arizona Diamondbacks for the girls' softball team and was awarded 1,000.00 to purchase the gloves for the team!

-Cluster Topics for August were based on the NIET Teaching and Learning rubric with differentiated options based on a survey completed by teachers:

8/10 Fastbridge presentation

8/17 NIET rubric review and staff survey completed

8/24 NIET Indicator Lesson Structure and Pacing with the choice between High Behavioral Expectations and Gathering Data on Student Mastery

8/30 NIET Indicator Questioning with follow up PD on High Behavioral Expectations and Gathering Data on Student Mastery

-Content Teams met in their PLC's each Wednesday focusing on the four essential questions:

- 1) What do we want our students to know?
- 2) How will we know if they got it?
- 3) What will we do if they don't get it?
- 4) What will we do if they do get it?

-Eddie Cervantes attended the first class of the Osborn Leadership Academy!

Student Highlights

-Lexia Intervention is happening each day during Firehawk Period.

-DeansList has taken the place of the PRIDE card in tracking student behavior. Students earn points for being to class on time, for keeping hands to themselves, for using appropriate language and for showing effort to complete work in class. Weekly reports are sent home with students to show their parents/guardian.

-Students enjoyed their first DeansList incentive award by attending and participating in the Student vs. Staff Volleyball game on Friday, September 2.

-After school 21st Century clubs and tryouts for fall sports began Tuesday, September 6. Our fall sports include girls' volleyball and boys' and girls' soccer. The 21st Century clubs offered this first cycle include Photography, Creative Writing, Robotics, Firehawk Productions, Board Game, Firehawk News, Coding and App Building, and Book Club.

Partnership Highlights

-Eight of our OMS students start their day at Central High School taking high school Geometry.

-Valle Del Sol monthly meeting with counseling sessions taking place on Thursday and Friday.

-Valle Del Sol offered sports physicals to our students for a reduced cost of \$20.00. The mobile lab came to campus on Friday, August 19 and Friday, August 26 to complete the physicals for approximately 30 students.

Solano School Board Report

To: Osborn School District Governing Board

Date: 9/7/22

Re: September 2022 Events



Staff Highlights

- Conscious Discipline
 - Solano Staff will be participating in 10 eCourse modules with a live trainer from August - February
- Cluster Topics
 - Clusters are focusing on understanding and analyzing data to create effective lessons
 - Full implementation of PBIS
- LETRS Training (K-6 and Special Areas)
 - All K-6 and special area staff are participating in the LETRS training. Special Area teachers will use their knowledge during intervention blocks starting in October
- Donors Choose projects funded:
 - Jordan Weidner
 - Coach Michael Grant
 - Amelia Hubbell
 - Ben Nelson

Student Highlights

- SEL focus for the month of August was respect. Words of the week included considerate, value, and dignity
- 21st CCLC after school programming will begin on 9/12. Students signed up for Lights, Camera, Discover will be creating a promotional video for Solano School.

Partnership Highlights

- Valle Del Sol monthly meeting
 - Counselor on site 2 days a week
- Community Family Services monthly meeting
 - Behavior Techs on site daily to support students
- Blue Watermelon Project for 3rd grade

Teaching & Learning Department

Board Meeting Updates

Chief Officer for Learning & Equity: Abby Potter-Davis Board Meeting Date: September 20, 2022

| Focus of Update: Child & Student Success | |
|---|---|
| Strategic Plan Connection: | Professional Development |
| Update: | <p>On August 31st, approximately 120 educators across the district will be embarking on a two-year professional development opportunity with Lexia/LETRs. The areas targeted for improvement through the LETRs initiative include building teacher knowledge around the science of reading, language skills, and phonics during tier I, II, and III reading instruction. Student success is one key area identified in the district strategic plan. LETRs directly addresses this district wide priority, in that it offers teachers explicit training that is grounded in the latest research related to effective reading instruction. It also supports deep learning and reflection with Bridge the Learning activities built into the course. Two of the three cohorts were funded by the Arizona Department of Education (ADE). The third cohort was funded by the Early Literacy Grant for K-3 instruction.</p> <p>In 2025, ADE will require additional coursework for in-service teachers. The LETRs coursework will meet the state's requirement for the K-5 teacher endorsement. Osborn's LETRs Launch Video: https://youtu.be/pbn_FwpSaYc</p> |
| Impact on Academic Excellence and/or Social-Emotional Learning | LETRs training offers information on how to differentiate instruction to meet the needs of all students. It promotes current research regarding what, when, and how language skills should be taught. The professional development for teachers of language arts is comprehensive. It will build teacher capacity and support student success in the classroom or intervention setting. |

| Focus of Update: Language Acquisition & Bi-Literacy | |
|--|---|
| Strategic Plan Connection: | Equity |
| Update: | At our first dual language meeting on August 24, teachers spent time discussing the importance of sociocultural |

Teaching & Learning Department

Board Meeting Updates

Chief Officer for Learning & Equity: Abby Potter-Davis Board Meeting Date:
September 20, 2022

| | |
|---|--|
| | competence in our dual language programs. Sociocultural competence is the third “pillar” of a strong dual language program. The dual language teachers worked together to brainstorm ways to promote linguistic equity in the physical environment, school messages and in general to ensure that we are consistently elevating the minority language (Spanish). |
| Impact on Academic Excellence and/or Social-Emotional Learning | Sociocultural awareness is needed in all DL programs so that staff and students are led to accept, understand, value, embrace, notice inequalities, and work for equity. Equity is a huge part of Osborn. |

| | |
|---|---|
| Focus of Update: Language Acquisition & Bi-Literacy | |
| Strategic Plan Connection: | Child & Student Success |
| Update: | Lexia English is up and running! ELs in Grades K-8 have an opportunity to develop their speaking, listening and comprehension skills on a program that values their cultural/linguistic background. |
| Impact on Academic Excellence and/or Social-Emotional Learning | Lexia English creates an environment that includes and values all students and equips educators with simple, actionable data and reports to ensure academic success and better learning outcomes for all. |

| | |
|--|--|
| Focus of Update: Language Acquisition & Bi-Literacy | |
| Strategic Plan Connection: | Child & Student Success |
| Update: | Since the start of school our wonderful EL Paraprofessionals have tested 134 new to Osborn students (including Kindergarteners) whose families indicated that another language was spoken at home. The test they were given was the AZELLA Placement test. Of the students tested, 112 qualified for EL services. Our total EL population is as follows: |

Teaching & Learning Department Board Meeting Updates

Chief Officer for Learning & Equity: Abby Potter-Davis Board Meeting Date:
September 20, 2022

| | |
|--|---|
| | <p>OSD ELLs: 17% (425) CLA: 10% (41) ENC: 29% (122) LNV: 17% (74) SOL: 29% (122) OMS: 14% (60) MCS: >1% (4) iSCHOOL: >1% (4)</p> |
| <p>Impact on Academic Excellence and/or Social-Emotional Learning</p> | <p>The AZELLA Placement assessment is administered to new ELs with a Home Language Survey that indicates that a language other than English is spoken at home. It is important to properly identify students to ensure we are providing the most appropriate services and supports.</p> |

| | |
|--|--|
| <p>Focus of Update: 21st Century Community Learning Centers</p> | |
| <p>Strategic Plan Connection:</p> | <p>Parent & Community Partnership</p> |
| <p>Update:</p> | <p>21st Century afterschool programs will be starting back up this school year on September 6th. This year we want to put an emphasis on student voice as the driving factor as we incorporate clubs and classes afterschool. Many of the classes that we have planned have been requested by students, as we want them to be active participants in their learning. While academics is a huge focus area, we also want to disguise the learning happening by incorporating math and ELA standards in all afterschool classes. This year we have a few new vendors, one of which will be providing coding and app development classes to our 7th and 8th graders at OMS. This class will be provided to us through the Televisa Foundation. Another new vendor is Phoenix Youth Circus Arts that will be teaching students at Clarendon the art of Juggling, Balancing, and Acrobatics. Parent engagement efforts will return in person this year, and we will continue to offer virtual engagement opportunities as well. We have a fun year planned for both students and parents!</p> |

Teaching & Learning Department

Board Meeting Updates

Chief Officer for Learning & Equity: Abby Potter-Davis Board Meeting Date: September 20, 2022

| | |
|--|---|
| <p>Impact on Academic Excellence and/or Social-Emotional Learning</p> | <p>Afterschool programs provide additional academic supports, as well as a safe place for learning and fun to happen beyond the school day.</p> |
|--|---|

| | |
|--|---|
| <p>Focus of Update: Ed Tech Update</p> | |
| <p>Strategic Plan Connection:</p> | <p>Child & Student Success</p> |
| <p>Update:</p> | <p>During the month of August Mae Nevarez shared the EdTech newsletter with all Osborn staff, which contained updates on the EdTech platforms Osborn uses the most often.</p> <p>For iSchool, staff just completed their first in-person days with students. Students enjoyed time with their class to socialize, get some outside time, eat delicious food from Child Nutrition, and get their Fastbridge testing completed.</p> |
| <p>Impact on Academic Excellence and/or Social-Emotional Learning</p> | <p>Teachers being updated on the latest EdTech tools can be better prepared for creating engaging lessons for their students.</p> <p>iSchool students who attend their monthly in-person days can be a part of a tighter community and feel more vulnerable in their learning and progress. Having regular in-person days was also a high request from our dedicated iSchool Families.</p> |

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

September 20, 2022

To: Osborn Governing Board President, Governing Board Members, and Superintendent Dr. Robert

HR Days at Sites

From September 12-15th, the HR Team was able to get to all school sites to hold HR days. We focused our time on updating emergency contacts for staff, as well as address and phone number changes. We provided information on the Safeschools Training that is due annually and also provided information on our EAP supports made available through ComPsych.

Fall Flu Clinic

Our Annual Fall Flu Clinics took place on Friday September 16th at various locations throughout the district. We had over 60 staff members participate in this opportunity to get vaccinated for the flu, pneumonia and/or Tdap. We are also excited to share that staff members with specific allergies were accommodated at this event as well. Many thanks to our partner, Diversified Solutions on this endeavor.

Diversifying Recruitment

We are excited to share that our recruitment net has been cast a bit wider. In addition to seeking certified staff via Handshake, Indeed and Powerschools, we have expanded our classified search. We are now seeking classified talent via AASBO and the ASPAA career boards as well as partnering with Osborn's Digital Marketing and Communications Coordinator Brendan Stacey to have targeted ads regarding employment opportunities. We are also excited to partake in partnership with Phoenix College as well as ASU within the coming months for classroom staffing needs.

Thank you for your time and attention to this report.

In Service,



Emerald Woodland, EdD
Director of Human Resources





DEPARTMENT HIGHLIGHTS

➔ Funding Success!

Thanks to the kindness of others, our Occupational Therapist, Heather Seder, received funding for her project through Donor's Choose. With this project, she was able to purchase a swing to help students regulate and receive appropriate sensory feedback. This specialized swing has been used at Montecito and will soon be used with the students at Longview as well. We are so grateful for those who donated and for Ms. Seder for seeking a specialized item to help our students.



➔ TeachTown

In Osborn, we currently have three classrooms that focus specifically functional and life skills. In order to have comprehensive wraparound curriculum for these students, we have engaged TeachTown. TeachTown uses age appropriate activities and subject-specific strategies for student ability levels. Additionally, this program includes a comprehensive progress monitoring and assessing system that allows teachers to more easily gauge incremental student progress. Teachers and district staff will have their first in-person training on Wednesday, September 14.

EARLY CHILDHOOD CHILD FIND

Our Child Find team has been hard at work screening and evaluating young children in our district who may have a suspected disability. The team is headed up by our Early Childhood School Psychologist, Christina Rodriguez who coordinates with families for screenings and also completes evaluations. Becky McNany, our Medicaid coordinator, screens students for Vision and Hearing, and the rest of the team Denise Kohrs, SLP, Melissa Lundstedt, OT, and Itzel Garcia and Erica Switalla, screen and evaluate needs.

Our charge under IDEA and ADE is to locate these children with special needs so that we can intervene early to set them on a strong educational pathway. Child Find dates and Christina Rodriguez's contact information are listed below.

➔ Open Positions

Student Services positions we are still seeking qualified candidates to fill:

- Self-contained Teachers
- Preschool Assistants
- Special Education Instructional Assistants

➔ Child Find

Dates:

- September 14, 2022
- October 19, 2022
- November 16, 2022
- December 14, 2022
- January 18, 2023
- February 22, 2023
- March 29, 2023
- April 26, 2023
- May 24, 2023
- June 28, 2023

Contact Information:

Christina Rodriguez
Early Childhood School Psychologist
602-707-2502





Technology Department Report

September 2022 - Jamal Dana



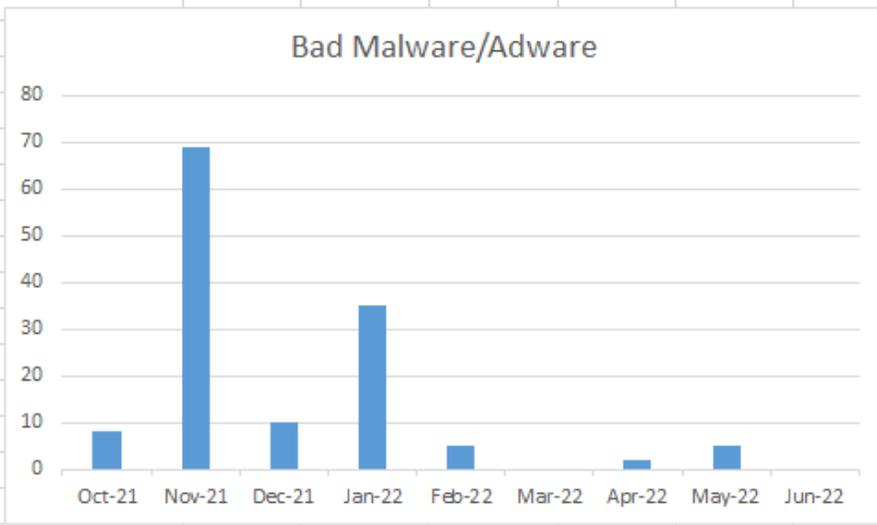
- It has been a very busy summer. We started in May preparing for summer school classrooms and got all devices and TVs ready and working. Then we focused on non-summer school classrooms and did the same. We went through each mobile cart, refreshed the devices and replaced broken ones and finally inventoried them.



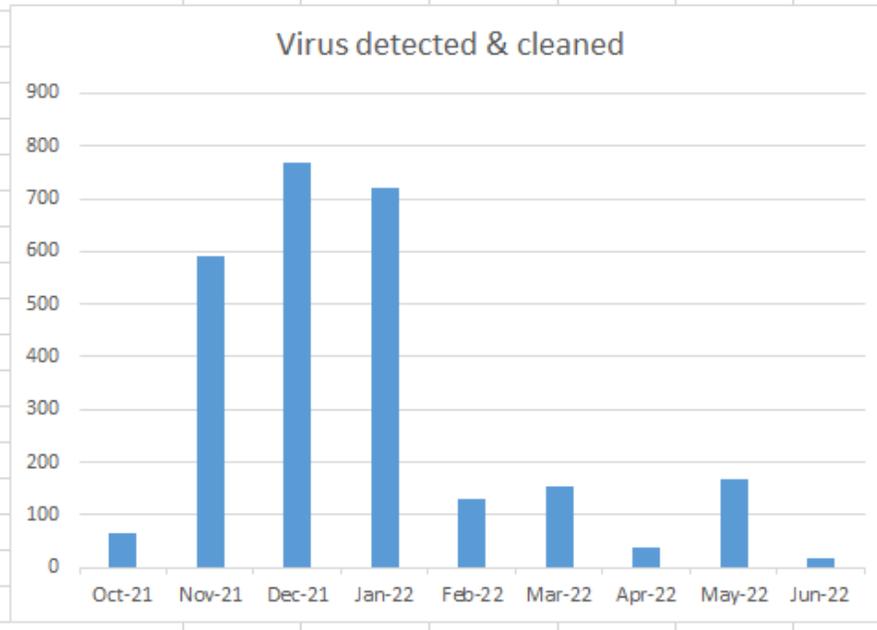
- We used our Destiny software that we also upgraded to the latest versions.
- We completed **658** online tickets during **August alone**. **Services:** We have serviced 1681 tickets in January 2021-August 2022. Built three new servers. Imaging over 300 laptops. Got 2600 Chrombooks ready for the new school year.
- We have 1100 ECF devices to take home for iSchool, 6, 7, and 8 grades. We will take the existing laptops and give the 3,4, and 5 grades and take them home too.
- **ECF/ E-rate:** Awaiting the USAC/ECF approval to fund 200 T-Mobile hotspots for our parents.
- More projects: We are cabling some areas in the district. We are also installing the new WiFi for OMS this fall break plus new critical main switches for each site.
- E-rate: We are planning on starting a new application this fall that will renew Cox. No infrastructure next year due to lack of funding.
- Added Curriculum software such as Class, Adobe Cloud and dean's list software. We are working on upgrading our automation server soon.
- **Data Assessment:** The graphs below show declining curves that indicate that as a department, we are monitoring the attacks daily. We want to see the curve decline and that is good. Each attack we as a team we look into its legitimacy and decide whether we block or let go. Because we block many bad sites and attacks, the stats are showing a decline in attacks on our network and that indicates a healthier and protected network.

Malware and Virus attacks from starting using these tools October 2021 to now, showing a decrease due to constant monitoring and filtering protection.

| Umbrell | Oct-21 | Nov-21 | Dec-21 | Jan-22 | Feb-22 | Mar-22 | Apr-22 | May-22 | Jun-22 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Bad Malware/Adware | 8 | 69 | 10 | 35 | 5 | 0 | 2 | 5 | 0 |
| Request to access internet | 90000 | 146000 | 111000 | 130000 | 115000 | 112000 | 275000 | 325000 | 61000 |
| Average risky apps: 75 apps per month | | | | | | | | | |



| AMP | Oct-21 | Nov-21 | Dec-21 | Jan-22 | Feb-22 | Mar-22 | Apr-22 | May-22 | Jun-22 |
|--------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Virus detected & cleaned | 64 | 590 | 768 | 721 | 131 | 153 | 39 | 166 | 19 |



End of Technology Report.

TO: Governing Board
FROM: John Bachler
DATE: September 7, 2022
RE: MAINTENANCE / TRANSPORTATION UPDATE

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

All sites:

- District office has 11 open work orders and 17 completed for the 22/23 school year.
- We continue to walk all rooms monthly to make sure we have PPE district wide.
- We are meeting with Don Brubaker to get the infrastructure ready for the electric buses.

Solano

- Solano has 21 open work orders and 13 completed for the 22/23 school year.
- We have been short staffed with custodians and we have transportation staff helping in the morning and afternoon.
- We are repainting the monument sign on Missouri and 15th Avenue.

OMS

- Maintenance Department has 12 open work orders and 14 completed for the 22/23 school year.
- The District will be painting the snack bar and stem wall around the track as soon as we are able to free up staff.
- We continue working with Clear Channel to come up with a solution to remove the pigeons from the billboard on the track.
- Midstate repaired the major chiller line break that was under the artificial grass.

Clarendon

- Maintenance Department has 11 open work orders and 13 completed for the 22/23 school year.
- Maintenance continues to remove dirt and mud from the closed loop. The repairs and additional filters are making a difference.
- We have been short staffed with custodians and we have transportation staff helping in the morning and afternoon.

Encanto

- Maintenance Department has 28 open work orders and 11 completed for the 22/23 school year.
- We are working with Veregy and Trane to get the north chiller back on line.
- Phoenix Fence was called out to repair the iron gate by the gym that rusted away.
- We have been short staffed with custodians and we have transportation staff helping in the morning and afternoon.

Longview

- Maintenance Department has 18 open work orders and 14 completed for the 22/23 school year.
- Last weekend Luis repaired another waterline leak above the ceiling.
- We are working on the irrigation line that was plugged up due to a blockage in the main line.

Montecito

- Maintenance Department has seven open work orders and 220 completed for the 22/23 school year.
- We continue to work on finalizing the clearing of all stored items at Montecito.
- The yard crew is working with staff to improve the center courtyard
- Dave Bang will be ordering the playground structure and swings once we finalize the order and items.

Transportation:

The following Staff have not missed a day this school year: * **John Bachler, Debra Murillo, Annette Martinez, Charity Thomas, Jesus Garcia, Mo Tuttle, Aaron Sanchez, Cheryl Gilliland, Maria Zuniga, Lina Dagnino, Raymond Kellogg, Christy Hawkins, Elsa Duran, Jose Gonzales, Santoi Prather, and Teresa Sotello.**

The drivers and attendants are all pitching in for the sites serving breakfast in the classrooms.

John Bachler
Director of Maintenance and Transportation

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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 August

For Board: Action Discussion Information

Background –

Following you will find the Suspension Report for August 2022.

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: August 2022

| Date | School | Grade | Violation | Response | Reassigned Days |
|-------------|----------------------|--------------|------------------------------------|--------------------------|------------------------|
| 8/11/2022 | Osborn Middle School | 8th | Aggression: Fighting | Out-of-School Suspension | 3 |
| 8/11/2022 | Osborn Middle School | 8th | Aggression: Fighting | Out-of-School Suspension | 4 |
| 8/11/2022 | Osborn Middle School | 8th | Aggression: Fighting | Out-of-School Suspension | 3 |
| 8/16/2022 | Clarendon Elementary | 4th | Aggression: Fighting | Out-of-School Suspension | 1 |
| 8/16/2022 | Clarendon Elementary | 4th | Aggression: Fighting | Out-of-School Suspension | 1 |
| 8/17/2022 | Osborn Middle School | 7th | Aggression: Fighting | Out-of-School Suspension | 2 |
| 8/17/2022 | Osborn Middle School | 7th | Aggression: Fighting | Out-of-School Suspension | 2 |
| 8/17/2022 | Clarendon Elementary | 4th | Aggression: Fighting | Out-of-School Suspension | 1 |
| 8/17/2022 | Clarendon Elementary | 4th | Aggression: Fighting | Out-of-School Suspension | 1 |
| 8/18/2022 | Clarendon Elementary | 4th | Aggression: Fighting | Out-of-School Suspension | 1 |
| 8/18/2022 | Clarendon Elementary | 4th | Aggression: Fighting | Out-of-School Suspension | 1 |
| 8/18/2022 | Osborn Middle School | 8th | School Threat | Out-of-School Suspension | 2 |
| 8/18/2022 | Osborn Middle School | 8th | Aggression: Verbal Provocation | In-school Suspension | 1 |
| 8/19/2022 | Longview Elementary | 4th | Aggression: Recklessness | Out-of-School Suspension | 1 |
| 8/23/2022 | Clarendon Elementary | 6th | Sexual Offenses: Sexual Harassment | Out-of-School Suspension | 1 |
| 8/24/2022 | Osborn Middle School | 7th | Aggression: Fighting | Out-of-School Suspension | 3 |
| 8/24/2022 | Osborn Middle School | 7th | Aggression: Fighting | Out-of-School Suspension | 3 |
| 8/29/2022 | Osborn Middle School | 8th | Weapons and Dangerous Items | Out-of-School Suspension | 10 |
| 8/29/2022 | Osborn Middle School | 8th | Weapons and Dangerous Items | Out-of-School Suspension | 10 |
| 8/30/2022 | Osborn Middle School | 8th | Harassment, Threat, Intimidation | Out-of-School Suspension | 3 |
| 8/30/2022 | Osborn Middle School | 7th | Aggression: Fighting | Out-of-School Suspension | 2 |
| 8/30/2022 | Osborn Middle School | 7th | Aggression: Fighting | Out-of-School Suspension | 2 |
| 8/30/2022 | Osborn Middle School | 8th | Aggression: Fighting | Out-of-School Suspension | 5 |
| 8/30/2022 | Osborn Middle School | 8th | Aggression: Fighting | Out-of-School Suspension | 3 |

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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 August

For Board: Action Discussion Information

Background –

| School | % Attendance Jan. 22 | % Absence | % Attendance Feb. 22 | % Absence | % Attendance Mar. 22 | % Absence | % Attendance Apr. 22 | % Absence | % Attendance May 22 | % Absence |
|-----------|----------------------|-----------|----------------------|-----------|----------------------|-----------|----------------------|-----------|---------------------|-----------|
| Clarendon | | | | | | | | | | |
| Encanto | | | | | | | | | | |
| Longview | | | | | | | | | | |
| OMS | | | | | | | | | | |
| Solano | | | | | | | | | | |
| MCS | | | | | | | | | | |
| iSchool | | | | | | | | | | |

| School | % Attendance Aug. 21 | % Absence | % Attendance Sept. 21 | % Absence | % Attendance Oct. 21 | % Absence | % Attendance Nov. 21 | % Absence | % Attendance Dec. 21 | % Absence |
|-----------|----------------------|-----------|-----------------------|-----------|----------------------|-----------|----------------------|-----------|----------------------|-----------|
| Clarendon | 91.77% | 8.23% | | | | | | | | |
| Encanto | 90.97% | 9.03% | | | | | | | | |
| Longview | 91.32% | 8.68% | | | | | | | | |
| OMS | 92.34% | 7.66% | | | | | | | | |
| Solano | 90.89% | 9.11% | | | | | | | | |
| MCS | 94.48% | 5.52% | | | | | | | | |
| iSchool | 93.87% | 6.13% | | | | | | | | |

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
September 20, 2022
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 August

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

Absence Monthly Summary [Return to Report Menu](#)

School(s):
August **2022** **Employee Types :**
 Type:

| August 2022 | | | | | | | | | |
|-------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|--|--|--|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat | | | |
| 31 | 1 | 2 | 3 | 4 | 5 | 6 | | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | |
| | Total | Total | Total | Total | Total | Total | | | |
| | Absences/Vacancies: 8 | Absences/Vacancies: 10 | Absences/Vacancies: 10 | Absences/Vacancies: 10 | Absences/Vacancies: 10 | Absences/Vacancies: 13 | | | |
| | Fill NOT Needed: 0 | | | |
| | Fill Needed: 8 | Fill Needed: 10 | Fill Needed: 10 | Fill Needed: 10 | Fill Needed: 10 | Fill Needed: 13 | | | |
| | Filled: 4 | Filled: 4 | Filled: 5 | Filled: 5 | Filled: 5 | Filled: 5 | | | |
| | UnFilled: 4 | UnFilled: 6 | UnFilled: 5 | UnFilled: 5 | UnFilled: 5 | UnFilled: 8 | | | |
| | Held: 0 | | | |
| | Fill Rate: 50% | Fill Rate: 40% | Fill Rate: 50% | Fill Rate: 50% | Fill Rate: 50% | Fill Rate: 38% | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | |
| | Total | Total | Total | Total | Total | Total | | | |
| | Absences/Vacancies: 16 | Absences/Vacancies: 20 | Absences/Vacancies: 17 | Absences/Vacancies: 13 | Absences/Vacancies: 13 | Absences/Vacancies: 12 | | | |
| | Fill NOT Needed: 0 | | | |
| | Fill Needed: 16 | Fill Needed: 20 | Fill Needed: 17 | Fill Needed: 13 | Fill Needed: 13 | Fill Needed: 12 | | | |
| | Filled: 6 | Filled: 8 | Filled: 7 | Filled: 6 | Filled: 6 | Filled: 5 | | | |
| | UnFilled: 10 | UnFilled: 12 | UnFilled: 10 | UnFilled: 7 | UnFilled: 7 | UnFilled: 7 | | | |
| | Held: 0 | | | |
| | Fill Rate: 37% | Fill Rate: 40% | Fill Rate: 41% | Fill Rate: 46% | Fill Rate: 46% | Fill Rate: 41% | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | |
| | Total | Total | Total | Total | Total | Total | | | |
| | Absences/Vacancies: 19 | Absences/Vacancies: 13 | Absences/Vacancies: 16 | Absences/Vacancies: 21 | Absences/Vacancies: 21 | Absences/Vacancies: 22 | | | |
| | Fill NOT Needed: 0 | Fill NOT Needed: 1 | | | |
| | Fill Needed: 19 | Fill Needed: 13 | Fill Needed: 16 | Fill Needed: 21 | Fill Needed: 21 | Fill Needed: 21 | | | |
| | Filled: 5 | Filled: 5 | Filled: 7 | Filled: 9 | Filled: 7 | Filled: 7 | | | |
| | UnFilled: 14 | UnFilled: 8 | UnFilled: 9 | UnFilled: 12 | UnFilled: 12 | UnFilled: 12 | | | |
| | Held: 0 | Held: 2 | | | |
| | Fill Rate: 26% | Fill Rate: 38% | Fill Rate: 43% | Fill Rate: 42% | Fill Rate: 42% | Fill Rate: 33% | | | |
| 28 | 29 | 30 | 31 | 1 | 2 | 3 | | | |
| | Total | Total | Total | Total | Total | Total | | | |
| | Absences/Vacancies: 17 | Absences/Vacancies: 17 | Absences/Vacancies: 12 | Absences/Vacancies: 1 | Absences/Vacancies: 2 | Absences/Vacancies: 3 | | | |
| | Fill NOT Needed: 1 | Fill NOT Needed: 0 | | | |
| | Fill Needed: 16 | Fill Needed: 17 | Fill Needed: 12 | Fill Needed: 1 | Fill Needed: 2 | Fill Needed: 3 | | | |
| | Filled: 8 | Filled: 8 | Filled: 8 | Filled: 1 | Filled: 2 | Filled: 3 | | | |
| | UnFilled: 8 | UnFilled: 9 | UnFilled: 4 | UnFilled: 0 | UnFilled: 0 | UnFilled: 0 | | | |
| | Held: 0 | | | |
| | Fill Rate: 50% | Fill Rate: 47% | Fill Rate: 66% | Fill Rate: 100% | Fill Rate: 100% | Fill Rate: 100% | | | |

| | Total Absences/Vacancies | Fill NOT Needed | Fill Needed | Filled | UnFilled | Held | Fill Rate |
|---------------------|--------------------------|-----------------|-------------|------------|------------|----------|------------|
| August 1-6 | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| August 7-13 | 51 | 0 | 51 | 23 | 28 | 0 | 45% |
| August 14-20 | 78 | 0 | 78 | 32 | 46 | 0 | 41% |
| August 21-27 | 91 | 1 | 90 | 33 | 55 | 2 | 37% |
| August 28-31 | 46 | 1 | 45 | 24 | 21 | 0 | 53% |
| Month | 266 | 2 | 264 | 112 | 150 | 2 | 42% |

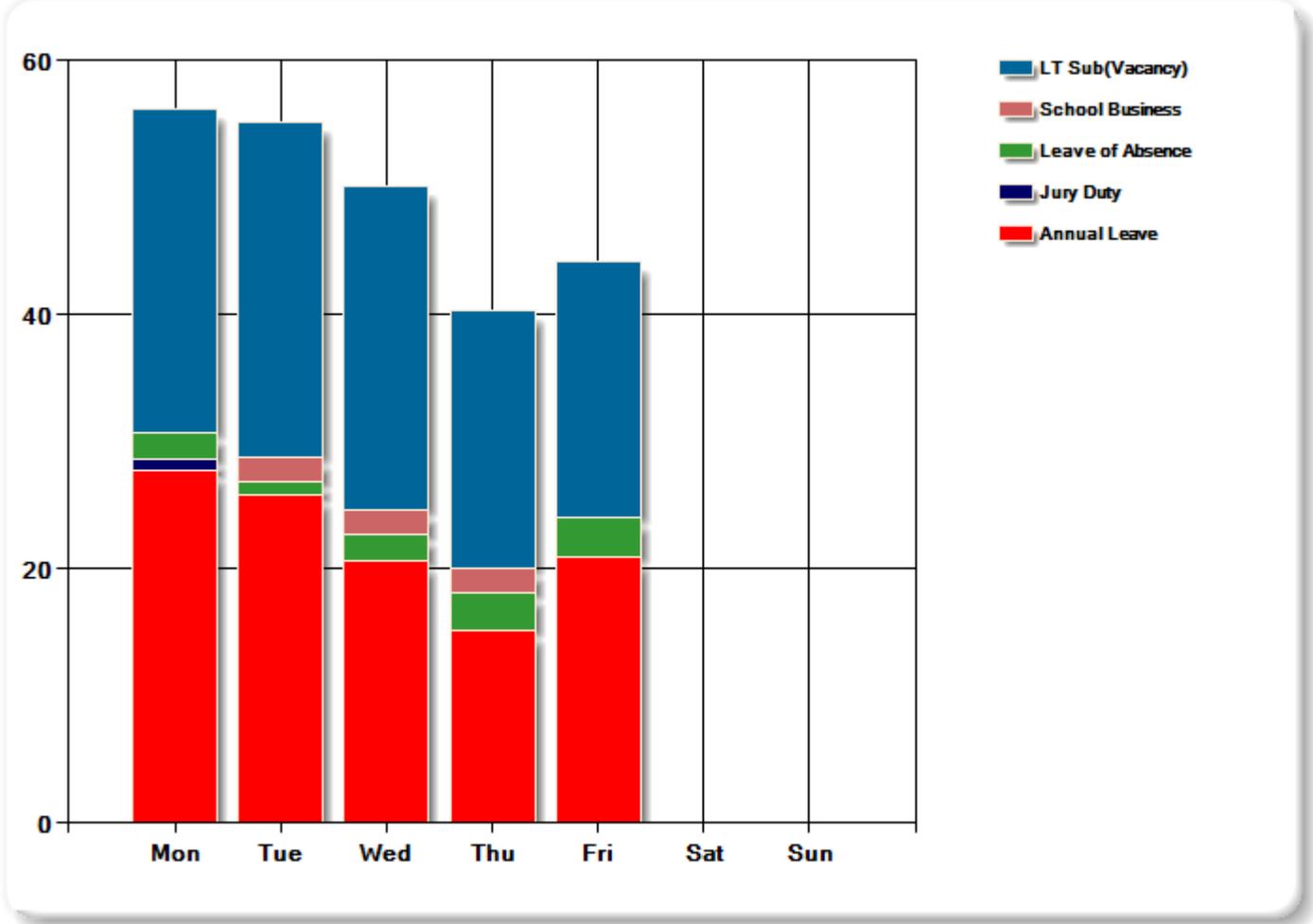
Day of Week Absence Analysis

[Return to Report Menu](#)

Start Date: 
End Date: 
Type:
Employee:

Vacancy Profile:
School(s):

Employee Types :



| Absence Reasons | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Total |
|-------------------------|--------|---------|-----------|----------|--------|----------|--------|-------|
| Annual Leave | 27.7 | 25.8 | 20.7 | 15.1 | 21 | 0 | 0 | 110.3 |
| Jury Duty | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Leave of Absence | 2 | 1 | 2 | 3 | 3 | 0 | 0 | 11 |
| School Business | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 6 |
| Totals | 30.7 | 28.8 | 24.7 | 20.1 | 24 | 0 | 0 | 128.3 |

| Vacancy Reasons | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Total |
|------------------------|--------|---------|-----------|----------|--------|----------|--------|-------|
| LT Sub(Vacancy) | 25.5 | 26.4 | 25.4 | 20.2 | 20.2 | 0 | 0 | 117.7 |
| Totals | 25.5 | 26.4 | 25.4 | 20.2 | 20.2 | 0 | 0 | 117.7 |

OSBORN SCHOOL DISTRICT NO. 8

February 22, 2022

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 September 2022 for schools and special education self-contained programs in comparison to 2021.

| School | Enrollment Sept. 10, 2021 | Enrollment Sept. 8 2022 | Difference |
|---------------|---------------------------|-------------------------|-------------|
| Clarendon | 328 | 337 | +9 |
| Encanto | 593 | 603 | +10 |
| Longview | 399 | 422 | +23 |
| Montecito | 14 | 21 | +7 |
| Osborn Middle | 530 | 476 | -54 |
| Solano | 430 | 376 | -54 |
| Special Ed.* | 48 | 58 | +10 |
| Preschool | 28 | 20 | -8 |
| iSchool | 200 | 64 | -136 |
| Total | 2570 | 2377 | -193 |

*Includes students enrolled in the SOAAR Program at Montecito

Average Daily Membership

| | 2021-22 100 th day ADM | 2022-23 100 th day ADM | Difference |
|--------------|-----------------------------------|-----------------------------------|------------|
| Total | 2382.64 | 2230.36 | -152.28 |

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 NO. 8
September 20, 2022
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

Approval and Second Reading of ASBA Policy Revisions:

For Board: Action Discussion Information

Background

A. Approval of Second Reading of ASBA Policy Revisions:

| | |
|---------|-----------------------------|
| JLDAB | Referrals to Other Agencies |
| JLDAB-R | Referrals to Other Agencies |
| JLDAB-E | Referrals to Other Agencies |

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 ASBA policy revisions as recommended.

Moved _____ Seconded _____ P/F

JLDAB ©
REFERRALS TO OTHER AGENCIES

The Superintendent is authorized, at his or her discretion, to make school-based referrals to community based behavioral health providers in compliance with A.R.S. §36-3436.01.

If the Superintendent elects to provide school-based referrals for behavioral health services to a contracted behavioral health services provider pursuant to the children's behavioral health services fund established by section A.R.S. §36-3436 or for services provided through the Arizona health care cost containment system, then the Superintendent shall:

- A. Create a process to allow parents to annually opt-in to school-based referrals. (See JLDAB-R).
- B. Create a process to conduct a survey of parents whose children were referred to and received behavioral health services pursuant to A.R.S. §36-3436.01. The survey must meet the requirements of A.R.S. §36-3436.01(2). (See JLDAB-E)
- C. Post a list of behavioral health services providers with whom the school contracts on the school's website.
- D. Post this policy on the applicable school website.
- E. At the end of each school year, report to the Arizona health care cost containment system administration the school survey results. (See JLDAB-E)

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:
A.R.S.
36-3436.01

JLDAB-R ©

REGULATION

REERRALS TO OTHER AGENCIES

**(Community Based Behavioral Health Providers -
Parental Consent and Surveys)**

Parental Consent

Annually, at student enrollment, the Superintendent will provide parents an opportunity to opt- in to school based behavioral health referrals.

Surveys

By statute, school districts are required to have a process for conducting a survey and reporting the results to Arizona Health Care Cost Containment System (AHCCCS). The Superintendent may rely on the AHCCCS generated survey, found here: <https://forms.gle/siXH3bgmn3xfw9qk9>. (See JLDAB-E). This survey reports the required data to AHCCCS in real time eliminating the need for end of the year reporting.

The Superintendent may develop a process which includes the AHCCCS survey being administered by partnering community based behavioral health providers. If the Superintendent chooses to conduct their own survey, they must report it to Arizona Health Care Cost Containment System as required by law, report to BHschools@azahcccs.gov.

JLDAB-E ©

EXHIBIT

**REERRALS TO OTHER AGENCIES
SURVEY**

Surveys

The following survey was created by the Arizona health care cost containment system. It can be found at: <https://forms.gle/siXH3bgmn3xfw9qk9>. The results will be recorded by AHCCCS and sent to the Governor annually. This survey meets the requirement of statute.

**Behavioral Health
Services Survey**

You are being invited to complete this survey as a parent/guardian whose child/children were referred for behavioral health services through their school. This information will be used to improve the process for referrals and use of behavioral health services through schools. Unless you choose to include your personal information, your responses are anonymous.

Some definitions to consider: behavioral health services means treatment for the connection between the health and well-being of the body and the mind including mental and substance use issues; referral means direction for services from the school to a provider.

Interpretation services can be provided at no cost, if needed. For interpretation services, or any other questions, please ask your provider for assistance in completing the survey.

*** *Required***

What is your child's age? * _____

What school does your child attend? * _____

What grade is your child in? * _____

What is your child's gender? * _____

What is your child's race? * _____

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

How happy were you with the way in which you were asked about consenting to, or opting-in, for your child to be referred for behavioral health services? *

Very Unhappy 😞

- 1
- 2
- 3
- 4
- 5

Very Happy 😊

How happy were you with the way you were notified of your child being referred for behavioral health services? *

Very Unhappy 😞

- 1
- 2
- 3
- 4
- 5

Very Happy 😊

How happy were you with the behavioral health services that your student received? *

Very Unhappy 😞

- 1
- 2
- 3
- 4
- 5

Very Happy 😊

How happy were you with the choice of behavioral health service providers? *

Very Unhappy 😞

- 1
- 2
- 3
- 4
- 5

Very Happy 😊

If needed again in the future, would you consent to, or opt-in to, a referral for behavioral health services through your student's school? *

___ Yes

___ No

If you would like to give any additional comments, please add here.

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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 First Reading of ASBA Policy Revisions:

For Board: Action Discussion Information

Background

A. Approval of First Review of Revisions to the Following ASBA Policies:

| | |
|----------|---|
| JRR | Student Surveys |
| JRR-R | Student Surveys |
| KI | Visitors to Schools |
| KI-R | Visitors to Schools |
| KI-E | Visitors to Schools |
| KB | Parental Involvement in Education |
| KB-R | Parental Involvement in Education |
| KB-EB | Parental Involvement in Education |
| IHAMB | Family Life Education |
| IHAMB-R | Family Life Education |
| JLCB | Immunization of Students |
| JLCB-R | Immunization of Students |
| JLCB-E | Immunization of Students |
| JLCC | Communicable/Infectious Diseases |
| GBGCB | Staff Health and Safety |
| DIA | Accounting System |
| IHA | Basic Instructional Program |
| JLDA | School Counselors and Psychologist |
| JICFA | Hazing |
| JICFA-EB | Hazing |
| IKF | Graduation Requirements |
| JJIA | Intramural Sports |
| JJIB | Interscholastic Sports |
| JJIB-R | Interscholastic Sports |
| EE | Transportation Services |
| EEAEA | Bus Driver Requirements, Training, and Responsibilities |
| JF | Student Admissions |
| IJL | Library Materials Selection and Adoption |
| IJL-R | Library materials Selection and Adoption |
| IJNC | Resource Centers/Media Centers/School Libraries |
| IJNC-R | Resource Centers/Media Centers/School Libraries |
| IJNC-E | Resource Centers/Media Centers/School Libraries |
| IMD | School Ceremonies and Observances |
| IMB | Teaching About Controversial/Sensitive Issues |

Legal

Financial

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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 the first reading of ASBA policy revisions as recommended.

Moved _____ Seconded _____ P/F

| Alph Code | Policy Name | Superintendent Notes | Recommended Action |
|-----------|--|---|--|
| DIA | Accounting System | HB2179 amended A.R.S. §15-914.01 which applies to school districts seeking that the State Board of Education (SBE) assume accounting responsibility for their district. The law now requires that the school district file their application with the county school superintendent as well as SBE. The law also requires districts apply for an evaluation with their county school superintendent before January 1 of the fiscal year preceding the fiscal year of implementation. Policy DIA has been amended to conform with the law. | Recommended to Adopt as Presented |
| EE | Transportation Services | SB1246 enables the school district to contract for vehicles and other transportation services, including electric vehicles. Specifically, §15-923 now permits districts to select preapproved contract carriers or private parties to obtain electric school buses, or other electric vehicle services, if the contract carrier or private party is approved by the school bus advisory council established under §28-3053. SB1630 expanded the type of vehicle permissible to transport school children to vehicles described in §15-925. This expands the Board's authority to utilize non-school bus vehicles. Allowable vehicles are now included in Policy EE. | Recommended to Adopt as Presented |
| EEAEA | Bus Driver Requirements, Training and Responsibilities | With the expansion of SB1630 and additional allowable vehicles came legislative changes to correspond, for example, drivers of non-bus (§15-925) vehicles can be licensed for that type of vehicle; insurance may be purchased for those vehicles; drivers must have fingerprint clearance card, and DPS certificate to drive school children. EEAEA is updated to reflect these statutory changes. | Recommended to Adopt as Presented |
| GBGCB | Staff Personal Security and Safety | House Bill 2498 prevents a school district from requiring a resident of this state to receive a vaccination for COVID-19 or any variant of COVID-19. House Bill 2453 prohibits a school district from imposing a mask or face covering requirement anywhere on district premises, except where long-standing workplace safety and infection control measures that are unrelated to COVID-19 may be required. Policy KI is amended to reflect these rules. | Not required to adopt. The district is already following legal requirements related to not requiring vaccination from COVID or wearing face coverings on district premises. |

| | | | |
|-------------------|--|--|--|
| IHA | Basic Instructional Program | House Bill 2325 established 9/11 Education Day and requires that schools dedicate some portion of September 11, or an adjoining non-weekend day, to teaching, in an age-appropriate fashion, about the terrorist attacks of September 11, 2001. This legal requirement has been added to policy IHA. Resources for age-appropriate education will be developed by the Arizona Department of Education. | Recommended to Adopt as Presented |
| IHAMB, IHAMB-R | Family Life Education | HB2495 prohibits school districts and charter schools from referring students to or using any sexually explicit material in any manner, except as part of sex education instruction as permitted by 15-711. Materials may be exempted from this rule if the materials meet certain statutory definitions such as having serious educational value. Policy IHAMB was updated to prohibit the referral to sexually explicit materials unless part of a Governing Board approved sex education program or as exempted by statute. Regulation IHAMB-R was updated with the language from statute to provide administrators with the legal language necessary to develop a sex education program for governing board approval if one is sought. | Recommended to Adopt as Presented |
| IJL IJL-R | Library Materials Selection and Adoption | HB2439 instructs school districts and charter school governing boards to adopt procedures that provide parents access to a school's library collection and a list of books and materials their child borrows. This required list is included in IJNC, the policy that applies to libraries. IJL is a policy that applies to the selection and adoption of materials. HB2439 also revised IJL as follows: For books and materials purchased after January 1, 2023, the law creates a public review period that requires districts and charter schools to notify parents at least seven (7) days before the public review period begins and ends. The law also requires the Superintendent to place new books and materials on the websites for a minimum of sixty (60) days. Finally, this does not apply to replace lost or damaged books or materials. IJL was revised to include that the Governing Board will comply with HB2439. The specifics of HB2439 were included in Regulation IJL-R. Additionally, IJL-E was created to give notice to parents that a book or material public review period was beginning and when it would end. | Recommended to Adopt as Presented |

| | | | |
|--|---|--|---|
| <p>IJNC IJNC-R IJNC-E</p> | <p>Resource Centers/MediaCenters/School Libraries</p> | <p>HB2439 instructs school districts and charter school governing boards to adopt procedures that provide parents access to a school’s library collection and a list of books and materials their child borrows. This is not required by law until January 1, 2023. ASBA has created a new regulation IJNC-R to assist Superintendents in complying with this law. The regulation provides that parents seeking access to the school’s library collection, or a list of their child’s borrowed books or materials may utilize a request form (Exhibit IJNC-E).</p> | <p>Recommended to Adopt as Presented</p> |
| <p>IKF</p> | <p>Graduation Requirements</p> | <p>HB2632 increases the number of questions a student must correctly answer on the required civics test identical to the civics portion of the naturalization test to 70, from 60, beginning with the graduating class of 2026. Schools must document the test as pass or fail on the pupil’s transcript. Permits a 7th or 8th grade pupil to take the test. Requires school districts and charter schools to report the factors in §15-701.01(L) to the Department of Education. Policy IKF is updated to reflect these changes.</p> | <p>Not required to adopt. Middle schoolers can take the Civics Test, but for the most part, this is a high school graduation requirement.</p> |
| <p>IMB</p> | <p>Teaching About controversial/ Sensitive Issues</p> | <p>HB2161’s private cause of action enables parents to sue “governmental entities” for usurping the fundamental right of parents to direct the upbringing, education, health care and mental health of their children. ASBA’s policy on teaching controversial issues, IMB, is amended to reflect that teachers have a great responsibility to educate students, but that parents ultimately direct the upbringing, education, health care and mental health of their children.</p> | <p>Board has already adopted IMB related to Teaching about Controversial issues. This adds some language that is not necessary. Not necessary to adopt. NOT Recommended for Adoption</p> |

| | | | |
|----------------------------------|--|---|--|
| <p>IMD</p> | <p>School Ceremonies and Observances</p> | <p>School districts and charter schools must set aside 1 to 2 minutes at the beginning of each day for silence. Teachers may not tell the children what to meditate on. Teachers must encourage parents to discuss with their children how to use the moment of silence.</p> | <p>Recommended to Adopt as Presented</p> |
| <p>JF</p> | <p>Student Admissions</p> | <p>SB1361 modifies eligibility, application and reporting requirements for a certificate of educational convenience (“CEC”). A certificate of educational convenience is a pupil’s ability to apply to attend a district outside of their home district if they are precluded from attending the home district because of distance, lack of adequate transportation facilities or a parent’s or guardian’s employment. The bill requires school districts that receive an application (CEC) pursuant to §15-825 to submit the completed application to the county school superintendent. Policy JF was amended to add this language because it is mandatory for the district if an application is received.</p> | <p>Recommended to Adopt as Presented</p> |
| <p>JICFA JICFA-EB</p> | <p>Hazing</p> | <p>HB2322 criminalized Hazing. Hazing is a class 1 misdemeanor unless the victim dies and then it is a class 4 felony. ASBA’s model Hazing policy, JICFA, and accompanying exhibit are based on previous law, A.R.S. §15-2301, which was largely unchanged. The major change to policy and to §15-2301 is that the definition of hazing now links directly to the criminal statute. Therefore, Hazing has been redefined in policy and in the exhibit as “an act in violation of section §13-1215 or 13-1216.” Copying the entire criminal statute into this definition would not be helpful to policy, thus a linking definition is being used.</p> | <p>Although we do not have the level of competitive sports or programs like the high schools where this normally occurs, it is recommended to adopt as presented.</p> |

| | | | |
|------------------------------|------------------------|---|--|
| JJIA | Intramural Sports | | Recommended to Adopt as Presented |
| JJIB JJIB-R | Interscholastic Sports | <p>SB1165, the "Save Women's Sports Act," requires that each school district and charter school designate their interscholastic or intramural sports based on the biological sex of the students who participate on the team or in the sport. The permissible categories are the following: Males, men or boys; Females, women or girls; or, Coed or mixed. The law outlines that a student that is harmed by the school's knowing violation of §15-120.02 may bring a private cause of action for injunctive relief, damages, or any other relief available under law. JJIB is amended to conform with statute. JJIA is an optional policy for those districts that have intramural sports which this law applies. JJIB-R is updated to include the private cause of action.</p> | Recommended to Adopt as Presented |

| | | | |
|-----------------------------------|--|---|---|
| <p>JLCB JLCB-R JLCB-E</p> | <p>Immunization of Students</p> | <p>House Bill 2086 states that immunization for COVID-19 or any variant of COVID-19 is not required for school attendance. The law goes on to state that an immunization must be prescribed by rule adopted pursuant to A.R.S. §36-672(A) before it may be required for school attendance. HB 2371 states that no governmental entity may require a person under 18 years of age to receive a COVID-19 vaccine or any variant of COVID-19 without parental or guardian consent. (A.R.S. §36-681). This law was passed after A.R.S. §15-342.05, 2021’s COVID-19 mask and immunization law, was invalidated by the Arizona Supreme Court. Appropriate changes have been made in Policy JLCB and Regulation JLCB-R. Exhibit JLCB-E has been updated to include the 2022-2023 requirements.</p> | <p>Recommended to Adopt as Presented</p> |
| <p>JLCC</p> | <p>Communicable Infectious Diseases</p> | <p>House Bill 2616 states that school districts and charter schools may not require a minor to wear a mask or face covering without parental or guardian consent. This bill was passed in response to the COVID-19 global pandemic. Therefore, Policy JLCC, Communicable Infectious Diseases, was amended to reflect this change.</p> | <p>Recommended to Adopt as Presented</p> |
| <p>JLDA</p> | <p>School Counselors and Psychologists</p> | <p>HB2178 excludes a school psychologist —who is certified by ADE to use that title, and is either employed by or contracted to provide services in an educational institution setting that services pupils in prekindergarten or kindergarten programs or the 1st-12th grades—from licensure requirements prescribed by the Board of Psychologist Examiners if the services are a part of that person's contract with the educational institution setting. Previously, only employed school psychologists were exempt from licensure. JLDA was updated to reflect this change.</p> | <p>Recommended to Adopt as Presented</p> |

| | | | |
|---|--|--|---|
| <p>JRR JRR-R (new)</p> | <p>Student Surveys</p> | <p>HB2161 amended A.R.S. §15-117 which governs district or charter school administration of student surveys relating to fourteen (14) specific topics. Districts and charter schools are cautioned to take special care when conducting a survey of pupils soliciting any information that relates to the categories defined in 15-117(A). Districts are required to provide parents a copy of any 15-117 survey and obtain informed consent from the parent at least seven (7) days before administering the survey. The previous statute limited this requirement to surveys that would be retained for longer than a year and listed that consent would be obtained at the beginning of the school year. ASBA modified JRR to retain what is appropriate for board policy and moved the bulk of the rules regarding 15-117 surveys to a new regulation, JRR-R.</p> <p>Note to Board members/administrators: student surveys under A.R.S. §15-117 are not required by law.</p> | <p>Recommended to Adopt as Presented</p> |
| <p>KB KB-R KB-EB</p> | <p>Parental Involvement in Education</p> | <p>HB2161 and HB2439 are two parental rights bills that substantially affected policy KB, and its corresponding regulation, KB-R and exhibit, KB-EB. HB2161 amended 15-102 as follows: the law requires school districts to create procedures enabling parents to request access to school district and employee electronic records that relate to their child.</p> <p>KB now has this requirement listed in policy. Regulation KB-R was amended to state that parents seeking the types of records listed in 15-102 and 15-143 may request the records from the district office.</p> <p>HB2161 amended the Parent’s Bill of Rights, 1-602, which is revised verbatim in Exhibit KB-EB. HB2161 created a parent’s cause of action that enables parents to bring a lawsuit and seek damages and other remedies if the parent’s rights are violated. If boards seek guidance on how to avoid the type of litigation discussed in KB-EB and HB2161 please contact ASBA and/or their own legal counsel.</p> <p>HB2439 also affected 15-102 and 15-189.07. Policy KB is amended to reflect the required policy addition requiring schools to provide access to parents to the school’s library collection of available books and materials and parents may receive a list of books and materials borrowed from the library by their children. KB-R provides districts and charter schools with a regulation stating that parents may request the library items and the list of library books their child has borrowed by using a request form created (Exhibit IJNC-E).</p> | <p>Recommended to Adopt as Presented</p> |

| | | | |
|--|---|--|--|
| <p> KI KI-R KI-E </p> | <p>Visitors to Schools</p> | <p> HB2025 requires governing boards and charter schools to, in a public meeting, develop and adopt policies to allow for visits, tours and observations (See A.R.S. §15-341(46); 15-184(J)). The requirement pertains to parents and parents of students that may enroll in the school district or charter school. Visits, tours and observations that threaten the health and safety of pupils and staff are not required. This practice was in policy prior to HB2025 but policy KI and regulation KI-R is now updated to conform with statute. Additionally, schools may not require anyone to wear a mask or face covering unless under a long-standing safety rule not related to COVID-19 (See HB2453). Finally, exhibit KI-E was created to require prospective visitors to fill out a form before visiting the school under policy KI. Note to Board members/administrators: a policy developing procedures for visits, tours and observations is required by law. </p> | <p> Osborn has a policy KI-RB, which requires facemasks on campus. Osborn should remove this policy from its manual. It is not necessary to adopt policy KI, but KI-R and KI-E are recommended </p> |
| | | | |
| | <p>Parents' Rights/Transparency of Government</p> | | |
| | <p>School Business, Operations and Curriculum</p> | | |
| | <p>Health/COVID-19</p> | | |

JRR © STUDENT SURVEYS

Student surveys will be prepared, administered, retained, and communicated to parents and students in a manner consistent with state and federal laws. ~~The requirements of the Arizona Revised Statutes shall be as specified in the relevant statutes and subsequent regulations.~~

No survey that solicits personal information about a pupil regarding any of the listed categories in A.R.S. §15-117(A) shall be conducted without being approved and authorized by the Superintendent. A teacher or other school employee may not administer any survey regarding A.R.S. §15-117(A) without obtaining written authorization from the Superintendent.

The categories of A.R.S. §15-117(A) and additional rules applying to surveys are listed in Regulation JRR-R.

~~The District will comply with all statutes pertaining to surveys including the requirement that notwithstanding any other law, each school district and charter school shall obtain written informed consent from the parent of a pupil before administering any survey that is retained by a school district, a charter school or the department of education for longer than one (1) year and that solicits personal information about the pupil regarding any of the following which are listed in A.R.S. [15-117](#).~~

- ~~1. Critical appraisals of another person with whom a pupil has a close relationship.~~
- ~~2. Gun or ammunition ownership.~~
- ~~3. Illegal, antisocial or self-incriminating behavior.~~
- ~~4. Income or other financial information.~~
- ~~5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy.~~
- ~~6. Medical history or medical information.~~
- ~~7. Mental health history or mental health information.~~
- ~~8. Political affiliations, opinions or beliefs.~~

- ~~9. Pupil biometric information.~~
- ~~10. The quality of home interpersonal relationships.~~
- ~~11. Religious practices, affiliations or beliefs.~~
- ~~12. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.~~
- ~~13. Sexual behavior or attitudes.~~
- ~~14. Voting history.~~

~~A parent of a pupil that has a reasonable belief that a school district or charter school has violated this section may file a complaint with the attorney general or the county attorney for the county in which an alleged violation of this section occurred. The attorney general or the county attorney for the county in which an alleged violation of this section occurred may initiate a suit in the superior court in the county in which the school district or charter school is located for the purpose of complying with this section. After receiving written notice of an alleged failure to comply with this section, a school district or charter school that determines that a violation has occurred is not subject to a penalty or cause of action under this section if the school district or charter school cures the violation. For the purposes of this subsection, "cure" means to destroy any information gathered in violation of this section and to provide written instruction to the individual circulating the survey, to be kept on file for one (1) year after receipt of the written notice of the alleged failure to comply.~~

The District will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and the Protection of Pupil Rights Act (PPRA).

If a parent or eligible student believes that the District is violating the FERPA, that person has a right to file a complaint with the U.S. Department of Education. The address is:

The Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605
Telephone number: (202) 260-3887

Annual Notification

~~At the beginning of every school year, every school district and charter school shall obtain written informed consent from the parent of a pupil to participate in any survey pursuant to A.R.S. [15-117](#) for the entire year. A parent of a pupil may at any time revoke consent for the pupil to participate in any survey pursuant to subsection A of section [15-117](#). For any pupil who is at least eighteen years of age, the permission or consent that would otherwise be required from the pupil's parent pursuant to this section is required only from the pupil. All surveys conducted pursuant to subsection A of section [15-117](#) shall be approved and authorized by the school district or charter school. The school district or charter school is subject to the penalties prescribed in subsection L of section [15-117](#). A teacher or other school employee may not administer any survey pursuant to subsection A of section [15-117](#) without written authorization from the school district or charter school.~~

Adopted: _____

LEGAL REF.:

A.R.S.

15-101

15-102

15-104

15-117

15-141

15-142

15-249

15-741

20 U.S.C. 1232g, the Family Educational Rights and Privacy Act

20 U.S.C. 1232h, the Protection of Pupil Rights Amendment

20 U.S.C. 1400 *et seq.*, Individuals with Disabilities Education Act

20 U.S.C. 7908

34 C.F.R. 98

34 C.F.R. 300

CROSS REF.:

JI - Student Rights and Responsibilities

JICEC - Freedom of Expression

JII - Student Concerns, Complaints, and Grievances

JR - Student Records

KB - Parental Involvement in Education

JRR-R ©

Regulation

STUDENT SURVEYS

**Student Surveys as Defined
in A.R.S. §15-117**

For the purposes of this regulation, the surveys discussed herein will be referred to as “15-117 surveys.”

No survey that solicits personal information about a pupil regarding any of the listed categories in A.R.S. §15-117(A) shall be conducted without being approved and authorized by the Superintendent. A teacher or other school employee may not administer any survey regarding A.R.S. §15-117(A) without obtaining written authorization from the Superintendent.

**Categories that Apply to 15-117 Survey
Provisions (A.R.S. §15-117(A))**

This regulation applies to any survey that solicits personal information about the pupil regarding any of the following:

1. Critical appraisals of another person with whom a pupil has a close relationship.
2. Gun or ammunition ownership.
3. Illegal, antisocial or self-incriminating behavior.
4. Income or other financial information.
5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy.
6. Medical history or medical information.
7. Mental health history or mental health information.
8. Political affiliations, opinions or beliefs.

9. Pupil biometric information.

10. The quality of home interpersonal relationships.

11. Religious practices, affiliations or beliefs.

12. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.

13. Sexual behavior or attitudes.

14. Voting history.

Pupil or Parental Consent Required Prior to Administering a 15-117 Survey

If the Superintendent elects to administer a survey as enumerated in A.R.S. §15-117(A), the Superintendent shall provide a copy of the survey to the pupil's parent along with a written informed consent form and shall obtain written informed consent from the pupil's parent authorizing the pupil to participate. The survey and written informed consent form must be provided and obtained at least seven (7) days before administering the survey to a pupil. A parent of a pupil may at any time revoke consent for the pupil to participate in any survey pursuant to A.R.S. 15-117 (A). If the pupil is at least eighteen (18) years of age the consent provisions listed above apply to the pupil and not their parent.

Requests for Information for 15-117 Surveys

The District shall provide any available information in a timely manner to the parent of a pupil, or the pupil if they are eighteen (18) years of age, regarding a 15-117 survey, including:

1. The name of the survey.
2. The date or dates on which the survey will be administered.
3. The method or methods of administering the survey.
4. The amount of time required to administer the survey.
5. The type of information collected by the survey.
6. The reasons for administering the survey.

Complaint Procedure

A parent that has a reasonable belief that the District has violated this section may file a complaint as stated in 15-117(K). The parent must provide written notice to the District of their complaint.

Once the District receives written notice of an alleged violation the District will attempt to cure the violation. For the purposes of this regulation, “cure” means to destroy any information gathered in violation of this section and to provide written instruction to the individual circulating the survey, to be kept on file for one year after receipt of the written notice of the alleged failure to comply.

Opt-Out Provision

Students not participating in a 15-117 survey must be provided with an alternative educational activity and shall be counted toward attendance and average daily membership and may not be counted absent.

Additional Information

When seeking to administer a survey under 15-117 the Superintendent will review 15-117 in its entirety.

KI © VISITORS TO SCHOOLS

The Superintendent shall establish school-visit procedures for the control of persons other than school personnel or students who enter District premises. Such procedures shall permit full use of all legal means to ensure that students, employees, and District property are properly safeguarded. No person, other than one who is a peace officer or one who has obtained specific authorization from the appropriate school administrator, shall carry or possess a weapon on school grounds.

No visit, tour or observation shall be permitted if it threatens the health and safety of the pupils and staff.

Parent and Prospective Parent Visitors

The Superintendent shall develop procedures to allow for visits, tours and observations of all classrooms by parents of enrolled pupils and parents who wish to enroll their children in the school district. See Regulation KI-R.

Parent and prospective parent visit, tour and observation policies shall be easily accessible from the home page of each school's website.

Mask or Face Coverings not Required

The District does not require masks or face coverings anywhere on the District's premises except where long-standing workplace safety and infection control measures that are unrelated to COVID-19 may be required.

Adopted: _____

LEGAL REF.:

A.R.S.

13-1302

13-2905

13-2911

15-184

15-341

15-507

A.G.O.

184-054

CROSS REF.:

AD - Educational Philosophy/School District Mission

BBA - Board Powers and Responsibilities

KFA - Public Conduct on School Property

KI-R ©

REGULATION

VISITORS TO SCHOOLS

Parents of enrolled pupils and parents who wish to enroll their children in the School District are encouraged may to visit, tour and observe the schools and classrooms. Visitors, including parents and parents of prospective pupils, must follow the school's procedures for scheduling visits, tours or observations. The District may discontinue visits, tours, and observations if such events threaten the health and safety of the pupils and staff.

The District may not impose any requirement to wear a mask or face covering anywhere on the governmental entity's premises, except where long-standing workplace safety and infection control measures unrelated to COVID-19 may be required.

All visitors to any school must report to the school office upon arrival.

For those who wish to visit a classroom during the school day, ~~it is preferred that the teacher and~~ the visitor must contact the principal be contacted in advance to arrange a day and time for such visit. Conflicts with the school schedule shall be avoided. ~~so as to avoid any conflicts with the school schedule.~~

In visiting a classroom, ~~parents must realize that the~~ teacher's first responsibility is to the class as a whole, and the teacher will be unable to converse at any length with the visitor. If a conference is desired, arrangements will be made by the teacher for an appointment with the parent either before or after school hours.

No person may enter onto school premises, including visits or audits to a classroom or other school activity, without approval by the principal. Neither will any person be allowed to conduct or attempt to conduct any activity on school premises that has not had prior approval by the principal.

Anyone who is not a student or staff member of the District ~~schools~~, and is in violation of this policy, may be asked to leave the property of the District. Failure to comply with the lawful directions of District officials or of District security officers or any other law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so, will be against District regulations. Failure to obey such instructions may subject the person to criminal proceedings applicable under law.

KI-E ©

Exhibit

VISITORS TO SCHOOLS

Parents of enrolled pupils and parents who wish to enroll their children in the School District must fill out this form to visit, tour, or observe a classroom.

Date: _____

Name of Parent: _____

Name of Pupil or Prospective Pupil: _____

Name of Classroom Parent seeks to visit, tour or observe: _____

Please describe the reason for your visit, tour or observation so that the District may best satisfy your request:

KB ©
PARENTAL INVOLVEMENT
IN EDUCATION

Purpose

The Governing Board adopts this policy to promote the involvement of parents and guardians of children enrolled in the School District. This policy is adopted in consultation with parents, teachers and administrators.

The Governing Board recognizes parents' rights as codified in the Parents' Bill of Rights, 1-601, 1-602, and in Arizona's other codifications of parents' rights as stated in Title 15 of the Arizona Revised Statutes.

Outline of Policy KB, Regulations and Exhibits:

- A. Policy KB contains the Governing Board's policy as developed and adopted as required by law.
- B. Regulation KB-R incorporates the Superintendent's detailed guidance in administering this policy.
- C. Exhibit KB-EA provides Superintendents with a mechanism to collect and maintain instructional staff background information.
- D. Exhibit KB-EB contains the parents' bill of rights as codified for ease of reference.

Definitions

For the purpose of this policy "parent" means the natural or adoptive parent or legal guardian of a minor child.

Parental Involvement Procedures

The Superintendent, in consultation with parents, teachers, and administrators, shall develop procedures for parental involvement in the school(s). These procedures shall include:

- A. A plan for parent participation in the school designed to improve parent and teacher cooperation in such areas as homework, attendance, and discipline. The plan shall provide for the administration of a parent-teacher satisfaction survey.

B. A method by which parents may learn about the course of study for their children and review learning materials, including the source of any supplemental educational materials.

C. Procedures by which parents have access to the school's library collection of available books and materials.

D. Procedures by which parents may receive a list of books and materials borrowed from the library by their children.

The following are exempt from paragraph C and D:

1. Schools without a full-time library media specialist or an equivalent position.
2. School district libraries that have agreements with county free library districts, municipal libraries or other entities pursuant to section 15-362, subsection D.

DE. A procedure by which parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used and request an alternative assignment. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality, or religion or, because of sexual content, violent content, or profane or vulgar language.

EF. A procedure by which parents or guardians of students enrolled in the District shall have access in advance to the instructional materials, learning materials and activities currently used by, or being considered for use by, the District.

EG. A procedure by which the District shall obtain signed, written consent from a student's parent or guardian before using video, audio or electronic materials that may be inappropriate for the age of the student.

FH. Procedures to prohibit the School District from providing sex education instruction to a student unless the student's parent provides written permission for the student to participate in the sex education curricula if the School District offers any sex education curricula pursuant to A.R.S. 15-711 on the requirement to include instruction to students in grades seven (7) through twelve (12) on laws relating to sexual conduct with a minor or 15-716 concerning instruction on immune deficiency syndrome, or pursuant to any rules adopted by the State Board of Education.

G. A procedure by which the District shall obtain signed, written consent from a student's parent or guardian before providing sex education to the student. At the same time the public educational institution seeks consent, it shall inform the student's parent or guardian of the parent's or guardian's right to review the instructional materials and activities.

H. Procedures by which parents will be notified in advance of and given the opportunity to withdraw their children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula.

I. Procedures by which parents may learn about the nature and purpose of clubs and activities that are part of the school curriculum, extracurricular clubs, and activities that have been approved by the school.

J. Procedures by which parents will be notified in advance of and given the opportunity to opt their children into any instruction, learning materials or presentations regarding sexuality, in courses other than formal sex education curricula.

K. Procedures by which parents may learn about parental rights and responsibilities under the laws of this state, including the following:

1. The right to opt into a sex education curriculum if one is provided by the District.
2. Open enrollment rights pursuant to A.R.S. 15-816.01, relating to the District policies on open enrollment.
3. The right to opt out of assignments pursuant to A.R.S. 1-601, Parents Bill of Rights. [See Exhibit KB-EB]
4. The right to opt a child out of immunizations as authorized by A.R.S. 15-873, relating to an outbreak of a communicable disease.
5. The promotion requirements prescribed in A.R.S. 15-701 for students in grades one (1) through eight (8).
6. The minimum course of study and competency requirements for graduation from high school prescribed in A.R.S. 15-701.01.

7. The right to opt out of instruction on the acquired immune deficiency syndrome as provided by A.R.S. 15-716.
8. The right to review their child's standardized norm-referenced test results pursuant to A.R.S. 15-743.
9. The right to participate in gifted programs pursuant as prescribed by A.R.S. 15-779.01.
10. The right to access instructional materials as directed by A.R.S. 15-730.
11. The right to receive the school's annual report card pursuant to A.R.S. 15-746.
12. The school attendance and age requirements for children prescribed in A.R.S. 15-802, 15-803 and 15-821.
13. The right to public review of courses of study and textbooks and library books and materials in the common schools (preschool programs through grade eight [8]), as prescribed in A.R.S. 15-721, and in high schools, prescribed in A.R.S. 15-722.
14. The right to be excused from school attendance for religious purposes as described by A.R.S. 15-806.
15. Policies related to parental involvement pursuant to A.R.S. 15-102 and set out herein.
16. The right to seek membership on school councils pursuant to A.R.S. 15-351, describing the purpose, duties, and membership of a school council. [Subject to the exemption of certain school districts exempted as described in A.R.S. 15-352.]
17. Information about the student accountability information system (SAIS) as prescribed in section 15-1042.
18. The right to access the failing schools tutoring fund pursuant to A.R.S. 15-241.
19. The right to access all written and electronic records of a school district or school district employee concerning the parent's child pursuant to section 15-143, listed in Regulation KB-R.

20.49. Access to the Arizona Department of Education (DOE) statutory handbook of parental rights, which is posted on the DOE website and is prominently posted on a publicly accessible portion of the District website with a link to the statutory handbook of parental rights with the title and sections as listed below.

- a. Title 1, chapter 6.
- b. Section 15-102.
- c. Section 15-110.
- d. Section 15-113.
- e. Section 15-117.
- f. Section 15-351.
- g. Section 15-721.
- h. Section 15-722.
- i. Section 15-730.

=====

Optional language: The following outlined items (to next double line) setting out the manner in which parents may be made aware of the District's Parental Involvement Policy are optional in whole or in part as determined by the local Governing Board.

The District plan under this policy may also include:

- A. Making parents aware of this District parental involvement policy, including:
 - 1. Rights under the Family Educational Rights and Privacy Act (FERPA) of 1974, as revised (20 U.S.C. 1232g) relating to access to children's official records.
 - 2. The parent's right to inspect the District policies and curriculum.
- B. Efforts to encourage the development of parenting skills.
- C. The communication to parents of techniques designed to assist the student's learning experience in the home.
- D. Efforts to encourage access to community and support services for children and families.

- E. The promotion of communication between the school and parents concerning school programs and the academic progress of the parents' children.
- F. Identifying opportunities for parents to participate in and support classroom instruction at the school.
- G. Efforts to support, with appropriate training, parents as shared decision makers and to encourage membership on school councils.
- H. The recognition of the diversity of parents and the development of guidelines that promote widespread parental participation and involvement in the school at various levels.
- I. The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement.
- J. The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children's education.
- K. Provide to parents the information in this policy in an electronic form.

=====

Resumés of all current and former instructional personnel shall be maintained and available for inspection by parents and guardians of pupils enrolled. The resumé shall include individual educational and teaching background and experience in a particular academic content subject area.

For the purposes of this policy *parent* means the natural or adoptive parent or legal guardian of a minor child.

When a parent submits a written request for information to the Superintendent or a school principal during regular business hours:

- A. The Superintendent or principal shall:
 - 1. Deliver the requested information to the parent within ten (10) calendar days, or
 - 2. Provide to the parent a written explanation for denial of the requested information.

B. If the requested information is denied or is not received by the parent within fifteen (15) calendar days:

1. The parent may submit in writing to the Governing Board a request for the requested information, and
2. The Governing Board shall consider the request at the next scheduled meeting of the Board on which the request can be properly noticed. If the request cannot be properly noticed on the next scheduled meeting agenda, the Governing Board shall formally consider the request at the next subsequent public meeting of the Governing Board.

Adopted: _____

LEGAL REF.:

A.R.S.
1-601
1-602
15-101
15-102
15-110
15-113
15-117
15-143
15-189.07
15-249
15-341
15-351
15-721
15-722
15-730

CROSS REF.:

ABA - Community Involvement in Education
IHBD - Compensatory Education
IJ - Instructional Resources and Materials
IJND - Technology Resources
JHD - Exclusions and Exemptions from School Attendance
KDB - Public's Right to Know/Freedom of Information

KB-R ©

REGULATION

**PARENTAL INVOLVEMENT
IN EDUCATION**

**Parent and Teacher Cooperation in
Homework, Attendance, and Discipline**

When homework, attendance, and discipline rules are being considered, a procedure similar to, but not limited to, the following shall be used:

A. An ad hoc committee shall be appointed by the appropriate administrative officer under the provisions of Board policy. The committee will study the issue and make recommendations to the appointing administrator. The committee will be dissolved when the final report is submitted.

B. School staff members, including teachers, will be appointed to study the issues and report to the appointing administrator. The administrator will schedule hearings on the staff report, give parents sufficient notice, and conduct hearings to permit parent reaction to the staff report, copies of which shall be readily available for parent review. Following the hearings, the administrator will prepare recommendations that give careful consideration to the views of teachers and parents. Such recommendations will be submitted to the Superintendent unless the recommendations are prepared by the Superintendent, in which case the recommendations will be submitted to the Board.

**Parents' Access to Courses of Study
and Learning Materials**

Parents who wish to learn about the course of study for their children or to review learning materials shall do so under provisions of Board Policy IJ and supporting regulations.

Parents' Access to the School's Library Collection of Available Books and Materials and a List of Books and Materials Borrowed from the Library by Their Children

Parents may access the school's library collection of available books and materials through following the procedures stated in Regulation IJNC-R and Exhibit IJNC-E. Parents may request a list of books and materials borrowed from the library by their children by using Exhibit IJNC-E.

Parents' Access to Written and Electronic Records of a School District or School District Employee Concerning the Parent's Child and to All Electronic Accounts of the Parent's Child

Parents may request the written and electronic records accessible under A.R.S. 15-143 from the District office, including, but not limited to, all of the following:

- A. Attendance records.
- B. Test scores of school-administered tests and statewide assessments.
- C. Grades.
- D. Extracurricular activities or club participation.
- E. Disciplinary records.
- F. Counseling records.
- G. Psychological records.
- H. Applications for admission.
- I. Health and immunization information, including any medical records that are maintained by a health clinic or medical facility operated or controlled by the school district or charter school or that are located on school district or charter school property.
- J. Teacher and counselor evaluations.
- K. Reports of behavioral patterns.
- L. E-mail accounts.
- M. Online or virtual accounts or data.

Parental Cause of Action for Violation of 15-143 and Remedies

A parent may file suit against a school district that violates subsection A of 15-143 in the superior court in the county in which the violation occurs. This section does not preclude a parent from filing a suit asserting a violation of this section or any other claim otherwise allowed by law.

A parent who successfully asserts a claim under subsection A of 15-143 may recover:

1. Declaratory relief.
2. Injunctive relief to prevent or remedy a violation of subsection A of this section or the effects of the violation.
3. Reasonable attorney fees and costs.
4. Any other appropriate relief.

Parental Objections to Learning Activities or Materials

Parents who wish to object to any learning activities or learning materials may do so under provisions of Board Policies IJ, KB and supporting regulations.

Availability of Instructional Employee Resumés

The administration shall inform parents of the availability of each teaching employee's resumé and make that document available for inspection upon request of parents or guardians of pupils enrolled at a school. Such information shall not include teacher address, salary, social security number, and telephone or other personally identifiable information as determined by the District.

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 ~~the~~ 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 forensic interview in a criminal or child safety protective 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 ~~notification~~ of the parent would impede a law enforcement or child protective 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 addressed as student disciplinary matters by the school.

K. The right to obtain information about a child ~~protective~~ 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 ~~permitted~~ by law.

M. Any attempt to encourage or coerce a minor child to withhold information from the child's parent ~~shall be~~ is 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.).*

**IHAMB ©
FAMILY LIFE EDUCATION**

Instruction in Sex Education

Instruction in sex education may be offered in the District in conformity with the requirements of Arizona law.

A public school shall not refer students to or use any sexually explicit material in any manner except as provided in a Governing Board-approved sex education program. Materials may be exempted from this requirement if the materials meet the definition of A.R.S. 15-120.02(B), listed in Regulation IHAMB-R.

The school shall obtain signed, written consent from a student's parent or guardian before doing either of the following:

- A. Using video, audio or electronic materials that may be inappropriate for the age of the student.
- B. Providing sex education instruction to the student. At the same time the public educational institution seeks consent, it shall inform the student's parent or guardian of the parent's or guardian's right to review the instructional materials and activities.

School districts and charter schools may not provide sex education instruction before grade five (5).

Before a parent provides written permission for the parent's child to participate in any sex education curricula, the school district or charter school shall make the sex education curricula available for the parent's review online and in person pursuant to A.R.S. 15-102(A)(2). The school district or charter school shall notify parents where the sex education curricula are available for review at least two (2) weeks before any instruction is offered pursuant to A.R.S. 15-711.

A school district or charter school with existing sex education curricula shall include instruction on the laws relating to sexual conduct with a minor for pupils in grades seven (7) through twelve (12).

Each school district or charter school may develop its own sex education course of study or adopt an existing sex education course of study.

Before a school district or charter school offers sex education instruction, the school district governing board or charter school governing body shall review and approve the sex education course of study that is developed, adopted, revised, or updated.

The governing board or governing body:

- A. Shall provide parents with a meaningful opportunity to participate in, review and provide input on any proposed sex education course of study before it is adopted.
- B. May not approve a course of study unless it complies with A.R.S. 15-711.

Before approving any sex education course of study developed, adopted, revised, or updated pursuant to A.R.S. 15-711, the school district governing board or charter school governing body shall do all of the following:

- A. Require that all meetings of committees that are authorized for the purposes of reviewing and selecting the sex education course of study be publicly noticed at least two (2) weeks before occurring and be open to the public pursuant to Title 38, Chapter 3, Article 3.1.
- B. Make any proposed sex education course of study available and accessible for review and public comment for at least sixty (60) days before the governing board or governing body decides whether to approve that course of study.
- C. Conduct at least two (2) public hearings within the sixty (60)-day period before the governing board or governing body decides whether to approve any course of study. Public comment may include written comments, oral comments and comments submitted through e-mail.

A school district or charter school is not required to provide sex education instruction to pupils. If a school district or charter school decides to provide sex education instruction after school hours, A.R.S. 15-711 and A.R.S. 15-102 apply.

Statute does not prohibit age and grade appropriate classroom instruction regarding child assault awareness and abuse prevention.

Certification of Compliance

The District shall certify, under the notarized signatures of both the Governing Board President and the Superintendent, compliance with A.A.C. R7-2-303. Acknowledgment of receipt of the compliance certification from the State Board of Education is required as a prerequisite to the initiation of instruction. Certification of compliance shall be in a format and with such particulars as shall be specified by the Department of Education.

Instruction on Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus

The District may provide instruction in kindergarten (K) through grade twelve (12) on acquired immune deficiency syndrome and the human immunodeficiency virus as authorized by Arizona law.

If instruction is to be offered at one (1) or more grade levels, the Superintendent shall develop and implement regulations on such instruction that conform to Arizona law.

Promotion of Childbirth

The District shall not endorse or provide financial or instructional program support to any program that does not present childbirth and adoption as preferred options to elective abortion.

The District shall not allow any presentation during instructional time or furnish any materials to pupils as part of any instruction that does not give preference, encouragement and support to childbirth and adoption as preferred options to elective abortion.

Adopted: _____

LEGAL REF.:

A.R.S.

15-115

15-341

15-711

15-716

A.A.C.

R7-2-303

IHAMB-R ©

REGULATION

FAMILY LIFE EDUCATION

Instruction in Sex Education

Instruction in sex education may be offered in the District in conformity with the requirements of Arizona law. Nothing in this regulation shall be construed to require a school district or charter school provide sex education instruction to pupils. The District shall not refer students to or use any sexually explicit material in any manner except as provided in a Governing Board-approved sex education program. Materials may be exempted from this requirement if the materials meet the definition of A.R.S. 15-120.02(B).

The school shall obtain signed, written consent from a student's parent or guardian before doing either of the following:

- A. Using video, audio or electronic materials that may be inappropriate for the age of the student.
- B. Providing sex education instruction to the student. At the same time the public educational institution seeks consent, it shall inform the student's parent or guardian of the parent's or guardian's right to review the instructional materials and activities.

School districts and charter schools may not provide sex education instruction before grade five (5).

Grades 5 - 8:

- A. *Elective lessons.* The District may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course of study.
 - 1. Such supplement may be taken by the student only upon the written request of the student's parent or guardian.
 - 2. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.

3. Elective sex education lessons shall not exceed the equivalent of one (1) class period per day for one-quarter (1/4th) of the school year for grades five (5) through eight (8).

B. Governing Board approval. All elective sex education lessons to be offered must have prior approval from the Governing Board.

1. The Governing Board shall establish an advisory committee with membership representative of District size and the racial and ethnic composition of the community to assist in the development of lessons and advise the Board on an ongoing basis. All meetings of committees that are authorized for the purposes of reviewing and selecting the sex education course of study shall be publicly noticed at least two (2) weeks before occurring and be open to the public pursuant to Arizona Revised Statutes Title 38, Chapter 3, Article 3.1.

2. The Governing Board shall review the total instructional materials and approve all lessons and curricula in the course of study to be offered in sex education.

3. The Governing Board shall make any proposed sex education course of study available and accessible for review and public comment for at least sixty (60) days before the Board decides whether to approve that course of study. The Board shall publicize and hold at least two (2) public hearings within the sixty (60)-day period for the purpose of receiving public input at least one (1) week prior to the local governing board meeting at which the elective sex education lessons will be considered for approval. Public input may include written comments, oral comments and comments submitted electronically.

4. The Governing Board shall maintain for viewing by the public, both online and in-person pursuant to A.R.S. 15-102(A)(2), the total instructional materials to be used in approved elective sex education lessons within the school district or charter school at least two (2) weeks before any instruction is offered.

C. Format of instruction:

1. Lessons shall be taught to boys and girls separately.

2. Lessons shall be ungraded and shall require no homework; any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.
3. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about personal beliefs or practices in sex, family life, morality, values, or religion on the part of students or their parents.
4. Lessons for grades seven (7) and eight (8) shall include instruction on the laws relating to sexual conduct with a minor.

Grades 9 - 12:

- A. A course in sex education may be provided in the high schools of Arizona.
- B. This course may only be taken by the student at the written request of the student's parent or guardian.
- C. Alternative elective lessons from the state-adopted optional subjects shall be provided for students who do not enroll in elective sex education.
- D. All meeting of committees that are authorized for the purposes of reviewing and selecting the sex education course of study shall be publicly noticed at least two (2) weeks before occurring and be open to the public pursuant to Arizona Revised Statutes Title 38, Chapter 3, Article 3.1.
- E. The Governing Board shall review the total instructional materials and approve all lessons and curricula in the course of study to be offered in sex education.
- F. The Governing Board shall make any proposed sex education course of study available and accessible for review and public comment for at least sixty (60) days before the Board decides whether to approve that course of study. The Board shall publicize and hold at least two (2) public hearings within the sixty (60)-day period for the purpose of receiving public input at least one (1) week prior to the local governing board meeting at which the elective sex education lessons will be considered for approval. Public input may include written comments, oral comments and comments submitted electronically.

G. Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about personal beliefs or practices in sex, family life, morality, values, or religion on the part of students or their parents.

H. The Governing Board shall maintain for viewing by the public, both online and in-person pursuant to A.R.S. 15-102(A)(2), the total instructional materials to be used in approved elective sex education lessons within the school district or charter school at least two (2) weeks before any instruction is offered.

Content of instruction (Grades 5 - 12):

A. All sex education materials and instruction shall be age appropriate, shall recognize the needs of exceptional students, shall meet the needs of the District, shall recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:

1. Emphasis upon the power of individuals to control their own personal behavior.

Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations such as respect for self and others.

2. Instruction on how to say "no" to unwanted sexual advances and to resist negative peer pressure.

Students shall be taught that it is wrong to take advantage of, or to exploit, another person.

3. Instruction on the laws relating to sexual conduct with a minor.

B. All sex education materials and instruction that discuss sexual intercourse shall:

1. Stress that students should abstain from sexual intercourse until they are mature adults.

2. Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is one hundred percent (100%) effective.
3. Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem.
4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy.
5. Advise students of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.

School districts and charter schools shall make any existing sex education course of study available and accessible for review both online and in person.

Prohibition on Use of Sexually Explicit Materials as Defined and Exemptions

Except as prescribed in a Governing Board approved sex education program, a public school in this state may not refer students to or use any sexually explicit material in any manner.

- A. **Exemptions:** Materials may be exempted from this rule if all of the following requirements are met:
1. The exempted material possesses serious educational value for minors or possesses serious literary, artistic, political or scientific value.
 2. The public school obtains parental consent before the public school refers a student to or uses the exempted material. The public school shall obtain parental consent on a per-material basis.
 3. The public school provides students for whom parental consent is not secured under paragraph 2 of this subsection with an alternative assignment that does not contain sexually explicit material.

B. Definitions:

“Sexually explicit materials” includes textual, visual or audio materials or materials accessed via any other medium that depict any of the following:

1. Sexual conduct. For the purposes of this paragraph, “sexual conduct” means acts of masturbation, sexual intercourse or physical contact with a person’s clothed or unclothed genitals, pubic area, buttocks or, if such person is a female, breast.
2. Sexual excitement. For the purposes of this paragraph, “sexual excitement” means the condition of human male or female genitals when in a state of sexual stimulation or arousal.
3. Ultimate sexual acts. For the purposes of this paragraph, “ultimate sexual acts” means sexual intercourse, vaginal or anal, fellatio, cunnilingus, bestiality or sodomy. A sexual act is simulated when it depicts explicit sexual activity that gives the appearance of consummation of ultimate sexual acts.

Instruction on Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus

The District will develop its own course of study for each grade. At a minimum, instruction shall:

- A. Be appropriate to the grade level in which it is offered.
- B. Be medically accurate.
- C. Promote abstinence.
- D. Discourage drug abuse.
- E. Dispel myths regarding transmission of the human immunodeficiency virus.

The District may request that the Department of Health Services, in conjunction with the Department of Education, review instruction materials to determine their medical accuracy.

The District may request that the Department of Education provide the following assistance:

- A. A suggested course of study.
- B. Teacher training.
- C. A list of available films and other teaching aids.

At the request of a parent, a student shall be excused from the instruction on acquired immune deficiency syndrome and the human immunodeficiency virus. The District shall notify all parents of their ability to withdraw their children from the instruction.

**JLCB ©
IMMUNIZATIONS OF STUDENTS**

The Board follows Arizona law as it applies to immunizations of students.

Immunizations Required for Attendance

Subject to the exemptions as provided by law, immunization against diphtheria, tetanus, pertussis, poliomyelitis, rubeola (measles), mumps, rubella (German measles), hepatitis B, haemophilus influenzae b (Hib), and varicella is required for attendance of a student in a District school.

Immunizations Not Required for School Attendance

The following immunizations are not required for school attendance:

- A. Human papillomavirus.
- B. COVID-19 or any variant of COVID-19.

A School District or Charter School, as a governmental entity, that requires a person under eighteen (18) years of age to receive a vaccination for COVID-19 or any variant of COVID-19 must obtain the consent of that person's parent or guardian.

Immunization Procedures

The Board authorizes the Superintendent to create procedures for verifying immunizations records of students. The procedures shall be administered in Regulation JLCB-R and Exhibit JLCB-E.

A student's immunization record must be submitted prior to attendance, although a student may be conditionally enrolled provided that necessary immunizations have been initiated and a schedule has been established for completion of the required immunizations.

The school administrator shall review the school immunization record at least twice each school year until the pupil receives all of the required immunizations.

A student shall not be allowed to attend school without submitting documentary proof of compliance to the school administrator unless the student is exempted from immunization.

On enrollment, the school administrator shall suspend that student if the administrator does not have documentary proof of compliance and the student is not exempted from immunization.

A student who fails to comply with the immunization schedule shall be suspended from school attendance until documentary proof of compliance is provided to the school administrator, except that a homeless student shall not be suspended from attendance until the fifth (5th) calendar day after enrollment.

Any student with serologic confirmation of the presence of specific antibodies against a vaccine-preventable disease shall not be subject to immunization against that disease as a condition for attending school.

The District will cooperate with county and state health departments in programs of immunization. Parents' permission must be secured before a student may participate in such immunization projects.

Adopted: _____

LEGAL REF.:

A.R.S.

15-871

15-872

15-873

15-874

36-681

A.A.C.

R9-6-203

R9-6-313

R9-6-350

R9-6-353

R9-6-356

R9-6-365

R9-6-368

R9-6-372

R9-6-388

R9-6-701 through 707

JLCB-R ©

REGULATION

IMMUNIZATIONS OF STUDENTS

Subject to the exemptions in A.R.S. 15-873, immunization against each of the following diseases is required for attendance of a child in any school:

- A. Diphtheria;
- B. Tetanus;
- C. Hepatitis B;
- D. Pertussis;
- E. Poliomyelitis;
- F. Measles (rubeola);
- G. Mumps;
- H. Rubella (German measles);
- I. *Haemophilus influenzae* type b (Hib);
- J. Varicella; and
- K. Meningococcal.
- L. Hepatitis A, for a child one (1) through five (5) years of age in a day care program in Maricopa County.

To be required for in-person school attendance the immunization must be prescribed by rule adopted pursuant to subsection A of A.R.S. §36-672.

The following immunizations are not required for school attendance:

- A. Human papillomavirus.
- B. COVID-19 or any variant of COVID-19.

A School District or Charter School, as a governmental entity, that requires a person under eighteen (18) years of age to receive a vaccination for COVID-19 or any variant of COVID-19 must obtain the consent of that person's parent or guardian.

Unless exempt in accord with R9-6-706, the schedule for compliance with the requirement for immunization against varicella is:

| Grade student entering | as of September 1, |
|---|--------------------|
| Kindergarten (K) through grade four (4) and grades seven (7) through ten (10) | 2008 |
| Kindergarten (K) through grade five (5) and grades seven (7) through eleven (11) | 2009 |
| Kindergarten (K) through grade twelve (12) | 2010 |

Unless exempt in accord with R9-6-706, the schedule for compliance for a student eleven (11) years or older who has not previously received the meningococcal vaccine is:

| Grade student entering | as of September 1, |
|------------------------------------|--------------------|
| Grade six (6) | 2008 |
| Grades six (6) and seven (7) | 2009 |
| Grades six (6) through eight (8) | 2010 |
| Grades six (6) through nine (9) | 2011 |
| Grades six (6) through ten (10) | 2012 |
| Grades six (6) through eleven (11) | 2013 |
| Grades six (6) through twelve (12) | 2014 |

The preceding schedules will remain in effect unless the school is notified by the Arizona Department of Health Services of a modification to one (1) or both of the schedules.

A child is in compliance with the requirements if the child has met the criteria of the appropriate immunization schedule as recommended by the Department of Health Services or is actively in the process of meeting such criteria as evidenced by having received one (1) dose of each of the required immunizations and has established a schedule for completion of the required immunizations.

A child shall not be allowed to attend school without submitting documentary proof to the school administrator unless the child is exempted from immunization pursuant to section 15-873. Upon enrollment, schools shall forbid attendance or (suspend) a student not meeting the requirements for immunization or exemption from immunization. Homeless students shall be referred to the liaison for homeless students and shall not be required to comply with the immunization requirements until the fifth (5th) calendar day after enrollment.

The admitting official shall deem the student to be in compliance with the requirements of this regulation if:

- A. The student's immunization record complies with the documentary proof required pursuant to A.A.C. R9-6-704, and the student has received or is in the process of receiving all required age-specific vaccine doses according to Exhibit JLCB-E; or
- B. An exemption from immunization is submitted in accordance with the procedures set forth in R9-6-706.

When the student's immunization record is not available at the time of enrollment, the school shall provide the responsible person with the following:

- A. Notification of the lack of compliance with the immunization requirements;
- B. A written notice that specifies when the required doses shall be completed, notes the availability of exemptions to immunization, and refers the student to a physician or local health department for review of the student's immunization history and provision of immunizations as needed; and
- C. Notification that the student is suspended in accordance with 15-872 until an acceptable immunization record that meets the standards of documentary proof is presented to the school.

When immunization records are presented that do not comply with the standards for documentary proof, the school shall:

- A. Notify the responsible person of the lack of compliance with the immunization requirements; and
- B. Obtain a review and verification of the student's immunization record by or in consultation with a certificated school nurse, a public health nurse, a licensed physician, or an authorized representative of a local health department.

If the admitting official is unable to verify the accuracy of the student's immunization record pursuant to the preceding paragraph, the school shall provide to the responsible person:

- A. A written referral to a physician or local health department for further review of the student's immunization history and provision of immunizations as needed; and
- B. Notification that the student is suspended until an immunization record that meets the standards of documentary proof is presented to the school.

Each school shall maintain a current list of students without evidence of immunization or immunity to the diseases listed in R9-6-702, which shall include the names of all students with incomplete immunization histories or exemptions for personal or medical reasons where evidence of immunity has not been provided.

Schools shall forbid attendance by a student lacking proof of immunization or immunity against any of the immunization-preventable diseases as determined by the State Department of Health Services or local health department during periods of outbreaks of the diseases for which immunity is lacking. The announcement of an outbreak of disease and the length of the period of communicability shall be as declared by the state or local health department.

Standards for Documentary Proof

Proof of immunity to the diseases listed in R9-6-702 shall be documented in accordance with R9-6-704.

Immunization records or statements of immunity shall be signed by a physician or authorized representative of a health agency.

Exemptions to Immunizations

Students who have reached their fifth (5th) birthday shall be exempt from the Hib immunization requirement.

Students who have reached their seventh (7th) birthday shall be exempt from the pertussis immunization requirement.

Any student with laboratory evidence of immunity shall not be subject to immunization against that disease as a condition for attending school, provided that such evidence is submitted to the school.

In accordance with A.R.S. 15-873, documentary proof is not required for a student to be admitted to school if one (1) of the following occurs:

A. The parent or guardian of the student submits a signed statement to the school administrator stating that the parent or guardian has received information about immunizations provided by the Department of Health Services, understands the risks and benefits of immunizations and the potential risks of nonimmunization, and that, due to personal beliefs, the parent or guardian does not consent to the immunization of the student.

B. The school administrator receives written certification, signed by the parent or guardian and by a physician, that states that one (1) or more of the required immunizations may be detrimental to the student's health and indicates the specific nature and probable duration of the medical condition or circumstance that precludes immunization.

An exemption pursuant to the preceding subparagraph is valid only during the duration of the circumstance or condition that precludes immunization.

If a medical exemption is granted in accordance with A.R.S. 15-873, it shall be defined by the grantor as either permanent or temporary.

A. A permanent medical exemption may be provided for one (1) or more vaccines.

B. A temporary medical exemption shall specify the date of its termination. A student with a temporary medical exemption shall be allowed to attend school on the condition that the required immunizations are obtained at the termination of the exemption. The responsible person shall be notified of the date by which the student shall complete all required immunizations.

Any exemption granted in accordance with A.R.S. 15-873 shall be recorded on the school immunization record in the student's permanent file.

Students who lack documentary proof of immunization shall not attend school during outbreak periods of communicable immunization-preventable diseases as determined by the Department of Health Services or local health department. The Department of Health Services or local health department shall transmit notice of this determination to the school administrator responsible for the exclusion of the students.

Reporting Communicable Diseases

The administrator of a school shall submit by telephone a report to the local health department any case, suspected case, or outbreak of a communicable disease as follows:

A. Within twenty-four (24) hours after detecting a case or suspected case of:

1. Cryptosporidiosis
2. Enterohemorrhagic Escherichia coli
3. Haemophilus influenzae: invasive disease
4. Hepatitis A
5. Measles
6. Meningococcal invasive disease
7. Mumps
8. Pertussis (whooping cough)
9. Rubella (German measles)
10. Salmonellosis
11. Shigellosis

B. Within twenty-four (24) hours after detecting an outbreak of:

1. Conjunctivitis: acute
2. Diarrhea, nausea, or vomiting
3. Scabies
4. Streptococcal Group A infection

C. Within five (5) working days after detecting a case or a suspected case of:

1. Campylobacteriosis
2. Varicella (chicken pox)

The report shall include:

- A. The name and address of the school
- B. The number of individuals having the disease, infestation, or symptoms
- C. The date and time the disease or infestation was detected or the symptoms began
- D. The number of rooms, grades, or classes affected and the name of each
- E. Information about each affected individual to include:
 1. Name,
 2. Date of birth or age,
 3. Residential address and telephone number,
 4. Whether the individual is a staff member, student, child in care, or a resident,
- F. The number of individuals attending or residing in the school, and
- G. The name, address, and telephone number of the person making the report.

Other Required Reports

By November 15 of each year, the Superintendent shall submit a report on the immunization status of students to the state or local health department on a form provided by the Department.

Each Superintendent of a school whose nurses are authorized to administer vaccines or immunizing agents shall submit monthly reports to the county health department in accordance with the procedures set forth in [R9-6-707](#). Reports are due by the fifth (5th) day of the following month.

An immunization record shall be maintained for each student in the school. Each immunization record shall include the following information:

- A. Name of the student;
- B. Date of birth;
- C. The date of the student's admission to the school;
- D. The month and year in which each vaccine was received, except for measles, mumps, and rubella, for which the day, month, and year are required;
- E. The type of immunizing agents administered to the student;
- F. The date each dose of immunizing agent is administered to the student; and
- G. The established schedule for completion of immunizations if the student is admitted to or allowed to continue to attend a school pursuant to section [15-872](#), subsection E.

By November 15 of each year, each administrator of a public-school-based day care program or preschool shall submit a report to the state or local health department on a form provided by the Department.

A school shall transfer an immunization record and signed requests for provision of immunizations, including any revocations thereof, with the mandatory permanent student record and provide at no charge, on request, a copy of the immunization record to the parent or guardian of the pupil.

JLCB-E ©

EXHIBIT

IMMUNIZATION OF STUDENTS

ARIZONA GUIDE TO IMMUNIZATIONS REQUIRED FOR ENTRY
Grades K-12 (School year 2022-2023)

To view the 2022-2023 Immunization Requirements, click here.

~~Requirements are shown below as stated in Arizona Administrative Code, R9-6-702, Table 7.1 and Table 7.2~~

~~Please review the Arizona Immunization Handbook for Schools and Child Care Programs along with the Vaccine Catch-up Flowcharts & FAQs Vaccine Flowchart Resource for further information and details about school immunization requirements and exemptions.~~

~~Vaccines must follow Advisory Committee on Immunization Practices (ACIP) minimum intervals and ages to be valid. See page 2 for minimum interval and catch-up schedule information.~~

~~The four (4)-day grace period only applies to vaccine-administration minimum age and intervals. Refer to the Handbook for questions.~~

| Vaccine | 4 - 6 Years Old and attendance in Kindergarten or 1st grade | 7 - 10 Years Old | 11 Years and Older |
|---|---|------------------|--------------------|
| HepB Hepatitis B | 3 doses The final dose of HepB must be given at 24 weeks of age or older. Only 3 doses are required if the 3rd dose was received at or after 24 weeks of age; otherwise 4 doses are required. | | |
| Polio Poliomyelitis (IPV) Oral polio vaccine (OPV) | 4 doses The final dose of polio must be received at/after 4 years of age and at least six (6) months after the previous dose. Only 3 doses are required if the 3rd dose was received on/after the child's 4th birthday and at least six (6) months after the 2nd dose. Additional doses may be needed to meet requirements. | | |

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

| | | | |
|---|---|---|---|
| <p>MMR Measles, _____ Mumps and Rubella</p> | <p>2 doses Minimum recommended age for dose #1 is 12 months. A 3rd dose will be required if dose #1 was given more than 4 days before 1st birthday.</p> <p>MMR and Varicella must be given on the same day or at least 28 days apart.</p> | | |
| <p>VAR Varicella (chickenpox)</p> | <p>1 dose Minimum recommended age for dose #1 is 12 months. 2 doses, at least 4 weeks apart, are required if the 1st dose was given at 13 years of age or older.</p> | | |
| <p>DTaP, _____ Tdap, _____ Td Diphtheria, _____ Tetanus, _____ and Pertussis</p> | <p>5 doses of DTaP The final dose of tetanus-diphtheria-containing vaccine must be received at/after four (4) years of age and at least six (6) months after the previous dose. Only four (4) doses are required if the 4th dose was received on/after four (4) years of age; in certain situations an additional dose may be required, up to a maximum of six (6) doses (before age seven [7]).</p> | <p>4 doses of tetanus-diphtheria-containing vaccine (or combination of DTaP, Td or Tdap doses). At least one (1) dose at/after four (4) years of age and at least six (6) months from previous dose. 3 doses (with 1 at/after 4 years) is acceptable if the first dose was given on/after 1st birthday; otherwise refer for an additional dose.</p> | <p>1 dose of Tdap is required If the student does not have a Tdap but received a dose of tetanus-diphtheria-containing vaccine within the past five (5) years, refer for the adolescent Tdap dose when five (5) years has passed since that dose. If a student has received 1 valid dose of adolescent Tdap (age ten [10] years or older), no further doses are needed.</p> <p>Students must have a minimum series of four (4) doses of tetanus-diphtheria-containing vaccine; 3 doses acceptable if the 1st dose was given on/after 1st birthday.</p> |

| | | | |
|--|--|--|--|
| <p>MenACWY or MCV4 Quadrivalent Meningococcal</p> | | | <p>1 dose of MenACWY is required.</p> <p>A dose administered at 10 years of age will meet the requirement.</p> |
|--|--|--|--|

**Arizona Immunization Program Office • 150 North 18th Avenue, Suite 120
Phoenix, AZ 85007 • (602) 364-3630
Last reviewed/revise July 2022**

~~Exceptions and Additions to the Rules~~

~~The laws and rules governing school immunization requirements are Arizona Revised Statutes §[15-871](#) - [15-874](#); and Arizona Administrative Code, [R9-6-701](#) - [708](#). Please review the school requirements in Table 7.1 and "catch-up" schedule in Table 7.2, located in [R9-6-701](#) - [708](#).~~

~~Students must have proof of all required immunizations in order to attend school. Parental recall or verbal history of any disease is not accepted; therefore these students must submit an ADHS medical exemption form. Specifically, with varicella (chickenpox), measles, or rubella disease a medical exemption with attached laboratory evidence of immunity is required. Arizona law allows K-12 immunization exemptions for medical reasons, lab evidence of immunity, and personal beliefs.~~

~~Homeless students and children in foster care are allowed a five (5)-day grace period to submit proof of immunization records (assuming that all other students have their immunization records submitted prior to attendance at school).~~

~~For further information and guidance please review the Arizona Immunization Handbook for Schools and Child Care Programs along with Frequently Asked Questions.~~

~~Quick-Look Vaccine Exceptions and Conditions:~~

- ~~● Hepatitis B – A child has received the required number of doses of hepatitis B virus (HBV) vaccine to qualify for Arizona school and child care/preschool attendance if all of the following apply:~~

Note: This material is written for informational purposes only, and not as legal advice. You may wish to consult an attorney for further explanation.

~~There are at least 4 weeks between the 1st and 2nd dose of HBV vaccine;~~

~~There are at least 8 weeks between the 2nd and final dose of HBV vaccine;~~

~~There are at least 16 weeks (4 months) between the 1st and final dose of HBV vaccine; AND~~

~~The child received the final dose of HBV vaccine when they were at least 24 weeks of age.~~

- ~~● Hepatitis B for students aged 11-15 years — 2 doses meet the requirement if adult hepatitis B vaccine (Recombivax) was received. Dosage (10mcg/1.0mL) and type of vaccine must be clearly documented. If Recombivax was not the vaccine used, a 3-dose series is required.~~
- ~~● Meningococcal Vaccine — Only quadrivalent meningococcal ACWY vaccine doses will be accepted. The only quadrivalent meningococcal vaccines given currently in the U.S. are Menactra and Menveo. The Meningococcal Polysaccharide vaccine (Menomune) was a quadrivalent vaccine so is acceptable; however, production of this vaccine was discontinued in February 2017. Students who received this polysaccharide vaccine are considered acceptable for school requirements. No monovalent or bivalent meningococcal vaccinations will be accepted (MenA, MenB, MenC, or MenC/Y).~~
- ~~● Poliomyelitis (Polio) — The U.S. currently does not give anything other than IPV (inactivated polio vaccine) whereas some foreign countries still give the OPV (oral polio vaccine). OPV given prior to April 1, 2016 will be presumed to be trivalent and therefore acceptable, regardless of country of administration. Any OPV doses administered after April 1, 2016 are presumed to be bivalent and therefore unacceptable.~~
- ~~● Td Booster — A Td booster is required 10 years after the last dose of a tetanus-containing vaccine if student is still enrolled in school.~~

Source: Arizona Immunization Program Office

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COMMUNICABLE / INFECTIOUS DISEASES

Any student with, or recovering from, a communicable disease will not be permitted in school until the period of contagion is passed or until a physician recommends a return, in accordance with A.R.S. 36-621 *et seq.*, appropriate regulations of the State Department of Health Services, and policies of the County Health Department.

Parents will be requested to provide a history of the communicable diseases for each student, and such records will be kept and maintained by the District.

A student suffering from a communicable disease shall be excluded from school to protect the student's own welfare and also to protect other students from illness. Early recognition of a communicable disease is of prime importance. The administrator or county health director shall make the decision for exclusion and readmission.

The District or charter school may require that a mask or face covering be worn by a person under eighteen (18) years of age only with the express consent of the person's parent or guardian.

Pediculosis (Lice Infestation)

Students with pediculosis shall be excluded from school until treated with a pediculicide.

Adopted: _____

LEGAL REF.:

A.R.S.

1-602

1-611

15-871

15-872

36-621

A.A.C.

R9-6-202 *et seq.*

R9-6-301

R9-6-342

R9-6-355

**GBGCB ©
STAFF HEALTH AND SAFETY**

(Communicable Diseases)

It is the policy of the School District to take reasonable and lawful measures to protect students and staff members from the transmission of communicable diseases. The Superintendent is authorized to adopt such procedures as are necessary to implement this policy in a manner consistent with state and federal laws.

**Prohibition on COVID-19 Vaccination
and Mask or Face Coverings**

The School District shall not:

- A. Require a resident of this state to receive a vaccination for COVID-19 or any variant of COVID-19.
- B. Impose any requirement to wear a mask or face covering anywhere on the School District's premises, except where long-standing workplace safety and infection control measures unrelated to COVID-19 may be required. See GBGB-R for a list of long-standing workplace safety control measures.

Exclusion from School

A staff member who has a communicable disease shall be excluded from school only if the staff member presents a direct threat to the health or safety of others in the school workplace. The outbreak control measures, and other directives of the Department of Health Services (DHS) and local health agencies shall be acted upon as the best medical knowledge and judgments with regard to the exclusion of a staff member who has a communicable disease that is addressed by DHS regulations. The communicable diseases specifically addressed by DHS regulations are listed at A.A.C. R9-6-203 *et seq.*

A staff member who has a chronic communicable disease, such as tuberculosis or HIV/AIDS, shall not be excluded unless a significant risk is presented, to the health and safety of others, which cannot be eliminated by reasonable accommodation. The Superintendent shall consult with legal counsel and health professionals, as necessary, to ensure that exclusion of a staff member with a chronic communicable disease will not violate the staff member's rights under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act.

The school nurse or other person designated by the Superintendent must reassess a staff member who is excluded from school because of a communicable disease before the staff member returns to work. The District may require a physician's written medical release as a condition for the staff member's return to work.

Reporting and Notification

The District shall report by telephone to its local health agency each diagnosed and suspected case of a communicable disease as set out in Regulation JLCB-R.

If an outbreak of a communicable disease occurs in a school setting, the Superintendent or the school nurse shall promptly inform staff members who are known to have special vulnerability to infection. The District does not assume any duty to notify an employee of health risks caused by the presence of a communicable disease in the school setting unless the at-risk employee has notified the District of the conditions when notification is needed.

Confidentiality

The District shall make reasonable efforts to maintain the confidentiality of staff members' medical conditions. All medical information relating to employees is confidential. The identity of a staff member who has a communicable disease and/or the nature of the communicable disease may be disclosed only to:

- A. Staff members who must have such information to carry out their duties under this policy; or
- B. Staff members or students (or their parents/guardians) who must have such information to protect themselves from direct threat to their health or safety.

Inquiries or concerns by staff members or others regarding communicable diseases or a staff member who is known or believed to have a communicable disease shall be directed to the Superintendent or the school nurse.

Universal Precautions

The District shall follow the "Universal Precautions Standard" set forth in the attached Exhibit GBGCB-E to protect employees who are at risk of being exposed to blood and body fluids in the course of their work.

Food Service Workers

The District shall follow the guidance of the U.S. Department of Health and Human Services concerning infectious and communicable diseases transmitted through the handling of food, and special precautions required for food services workers.

HIV/AIDS

Current medical information indicates that HIV can be transmitted by sexual intercourse with an infected partner, by injection of infected blood products, and by transmission from an infected mother to her child *in utero* or during the birth process. None of the identified cases of HIV infection in the United States are known to have been transmitted in a school setting or through any other casual person-to-person contact. There is no evidence that HIV is spread by sneezing, coughing, shaking hands, hugging, or sharing toilets, food, water, or utensils. According to best medical knowledge and judgments, the use of the "universal precautions" and other procedures that implement this policy are sufficient to protect staff members and students from transmission of HIV at school.

Adopted: _____

LEGAL REF.:

A.R.S.

36-621

36-624

36-681

36-685

A.A.C.

R9-6-203 *et seq.*

R9-6-355

29 U.S.C. 794 *et seq.*, Rehabilitation Act, (Section 504)

42 U.S.C. 12101 *et seq.* (Americans with Disabilities Act)

29 C.F.R. 1630.1 *et seq.* (ADA guidelines)

29 C.F.R. 1910.10 *et seq.* (OSHA Universal Precautions Standard)

CROSS REF.:

GBGC - Employee Assistance

GBGCA - Wellness Programs

JLCB-R - Immunizations of Students

**DIA ©
ACCOUNTING SYSTEM**

Records of all phases of the business operation shall be kept in strict accordance with the Uniform System of Financial Records, other applicable laws, and the policies of the Board.

The District may apply to the State Board of Education (SBE) to assume accounting responsibility, in which case the District shall develop and file with the SBE and the county school superintendent of the county in which the school district is located an accounting responsibility plan as specified in A.R.S. 15-914.01.

Before January 1 of the fiscal year preceding the fiscal year of implementation and before applying to assume accounting responsibility the District must apply for evaluation by the county treasurer of the county in which the school district is located.

An approval by the SBE for the District to assume accounting responsibility compels the District to contract with an independent certified public accountant for an annual financial and compliance audit.

Adopted: _____

LEGAL REF.:

A.R.S.
15-239
15-914.01
15-271
15-272

CROSS REF.:

DI - Fiscal Accounting and Reporting
DIC - Financial Reports and Statements

**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 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:

- A. Language arts - reading, spelling, handwriting, English grammar, composition, literature, and study skills.
- 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.

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, ~~which is not a legal holiday~~. 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: _____

LEGALREF.:

A.R.S.

1-319

1-321

15-203

15-211

15-219

15-341

15-501.01

15-701

15-701.01

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

**JLDA ©
SCHOOL COUNSELORS AND
PSYCHOLOGISTS**

Psychological services, including testing, are available to students through the public schools. Initial referrals for psychological evaluations may come from certificated staff members or parents, or from the student.

A school psychologist who is employed by or contracted to provide services in a public school must be certified by the Department of Education but is exempt from licensure.

Prior written or oral consent of a parent or the legal guardian of a minor child must be obtained in the manner and as required by A.R.S. 36-2272 to procure, solicit to perform, arrange for the performance of or perform mental health screening in a nonclinical setting or mental health treatment on a minor. Eligible student (age eighteen [18] years and beyond) authorization must be obtained prior to the referral or performance of a mental health screening or mental health treatment as described above, except as otherwise provided by law or a court order. These restrictions do not apply when an emergency exists that requires a person to perform mental health screening or provide mental health treatment to prevent serious injury to or save the life of a minor child.

A school psychologist shall administer preliminary tests to determine the need for psychological evaluations.

Referrals to outside agencies shall be made only with parental or eligible student authorization, except as otherwise provided by law or a court order.

Adopted: _____

LEGAL REF.:

A.R.S.

32-2075

36-2272

JICFA © HAZING

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to District schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the District school.

"Hazing" means ~~an act in violation of section §13-1215 or 13-1216, any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:~~

~~A. The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an education institution.~~

~~B. The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.~~

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

A. Customary athletic events, contests or competitions that are sponsored by an educational institution.

B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Students and others may report hazing to any professional staff member.

Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with District policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students and staff in the school offices.

Disposition of all reports/complaints shall be reported to the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in District policies related to the conduct and discipline of students, staff, and others.

Adopted: _____

LEGAL REF.:

A.R.S.

13-1215

13-1216

15-341

15-2301

CROSS REF.:

GBEB - Staff Conduct

JIC - Student Conduct

JII - Student Concerns, Complaints and Grievances

JK - Student Discipline

JKD - Student Suspension

JKE - Student Expulsion

JICF - Secret Societies/Gang Activities

KFA - Public Conduct on School Property

JICFA-EB ©

EXHIBIT

HAZING

(To be displayed in school buildings and placed in student handbooks)

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of Policy JICFA and this exhibit a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.

Definitions

"Hazing" means ~~an act in violation of section 13-1215 or 13-1216 any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:~~

- ~~A. The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an education institution.~~
- ~~B. The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.~~

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

Directions

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- A. Customary athletic events, contests or competitions that are sponsored by an educational institution.
- B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of Policy JICFA and this exhibit.

Reporting/Complaint Procedure

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with school policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

A person who complains or reports regarding hazing may complain or report directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- A. An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the timeline may only be by necessity as determined by the Superintendent.
- B. The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- C. The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

All violations of Policy JICFA and this exhibit shall be treated in accord with the appropriate procedures and penalties provided for in school policies related to the conduct and discipline of students, staff, and others.

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 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.

~~*** Beginning in the 2016-2017 school year~~ 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. ~~The District school shall document on the pupil's transcript that the pupil has passed 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: _____

LEGAL REF.:

A.R.S.

15-203

15-341

15-701.01

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

JJIA ©
INTRAMURAL SPORTS

Male, Female, or Coed
Designation

Each intramural athletic team or sport that is sponsored by a public school shall be expressly designated as one (1) of the following based on the biological sex of the students who participate on the team or in the sport:

- A. “Males,” “men” or “boys.”
- B. “Females,” “women” or “girls.”
- C. “Coed” or “mixed.”

Athletic teams or sports designated for “females,” “women” or “girls” may not be open to students of the male sex.

Any student may participate in any intramural athletic team or sport designated as being for “males,” “men” or “boys” or designated as “coed” or “mixed.”

Adopted: _____

LEGAL REF.:
A.R.S.
15-120.02

JJIB © INTERSCHOLASTIC SPORTS

General

The purpose of interscholastic athletics is both educational and recreational. The school sports program should encourage participation by as many students as possible and should always be conducted with the best interests of the participants as the first consideration.

District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, and of any new agreements with other schools for a series of games or events.

The following rules shall be observed for participation by individual students:

- A. For each type of sport in which the student engages, the parents or guardian must give written consent.
- B. The student must be determined by a physician to be physically fit for the sport.

The Superintendent shall set up other rules for participation, such as those governing academic standing, in accordance with policies of the District and pertinent regulations and recommendations of the state interscholastic athletic association.

Male, Female, or Coed Designation

Each interscholastic athletic team or sport that is sponsored by a public school shall be expressly designated as one (1) of the following based on the biological sex of the students who participate on the team or in the sport:

- A. “Males,” “men” or “boys”
- B. “Females,” “women” or “girls”
- C. “Coed” or “mixed.”

Athletic teams or sports designated for “females,” “women” or “girls” may not be open to students of the male sex.

Any student may participate in any interscholastic athletic team or sport designated as being for “males,” “men” or “boys” or designated as “coed” or “mixed.”

Health and Safety of Participants

The health and safety of participants in interscholastic athletic activities must receive careful consideration. The District shall prescribe and enforce policies and procedures relating to the health and safety of all pupils participating in District-sponsored practice sessions or games or other interscholastic athletic activities.

Participants must be provided access to water at all times during practice sessions, games, or other interscholastic athletic activities.

The Board shall develop, in consultation with the Arizona Interscholastic Association (AIA) guidelines, information and forms to inform and educate coaches, pupils and parents of the dangers of concussions and head injuries and the risks of continued participation in athletic activity after a concussion.

Before a student participates in an athletic activity, the student, the student's parents, and the coaches shall participate in a District program to educate program participants of the danger of concussions, head injuries, and the risk of continued participation in athletic activity after a concussion. Students and parents shall sign the AIA form (Exhibit JJIB-EA) at least once each school year stating awareness of the nature and risk of concussion. The District shall retain documentation of the participation of all affected coaching staff members in the program. For the purpose of this policy, athletic activity does not include:

- A. dance,
- B. rhythmic gymnastics,
- C. competition or exhibitions of academic skills or knowledge or other similar forms of physical noncontact activities,
- D. civic activities or academic activities, whether engaged in for the purpose of competition or recreation.

A student who is suspected of sustaining a concussion in a practice session, a game, or other interscholastic athletic activity shall be immediately removed from the athletic event and the pupil's parent or guardian shall be notified. A coach from the student's team or an official or licensed health care provider may remove a student from play. A team parent may also remove his or her own child from play. A student may return to play on the same day if a health care provider rules out a suspected concussion at the time the student is removed from play. On a subsequent day, the student may return to play if the student has been evaluated by and receives written clearance to resume participation in athletic activity from a health care provider who has been trained in the evaluation and management of concussions and head injuries as prescribed by A.R.S. 15-341.

A group or organization that uses property or facilities owned or operated by the District for athletic activities shall comply with the policies of the Board related to concussions and head injury. This requirement does not apply to teams based in another state participating in athletic events in Arizona.

A District employee, team coach, official, team volunteer or a parent or guardian of a team member is not subject to civil liability for any act, omission or policy undertaken in good faith to comply with the requirements of this policy or for decisions made or actions taken by a health care provider. Further, the District and its employees and volunteers are not subject to civil liability for any other person's or organization's failure or alleged failure to comply with the requirements of this policy.

The Board shall develop, in consultation with the Arizona Interscholastic Association (AIA) guidelines, information and forms to inform and educate coaches, pupils and parents of the dangers of heat-related illnesses, sudden cardiac death and prescription opioid use. Before a pupil participates in any District-sponsored practice session, game or other interscholastic athletic activity, the pupil and the pupil's parent must be provided with information at least once each school year on the risks of heat-related illnesses, sudden cardiac death and prescription opioid addiction.

District and school health and safety management plans may include Heat Acclimatization Protocol, Hydration Strategies, Return to Play standards, and follow-up/clearance requirements released by the Arizona Interscholastic Association (AIA) as Bylaw 14.17 and duplicated in JJIB-EB.

The Superintendent shall require that regulations for health and safety of participants in interscholastic athletics be developed, implemented, and enforced. Such regulations may, at the discretion of the Superintendent, be incorporated into this policy as an administrative regulation.

Adopted: _____

LEGAL REF.:

A.R.S.

15-120.02

15-341

15-802.01

A.A.C.

R7-2-808

A.G.O.

I86-095

CROSS REF.:

JJJ - Extracurricular Activity Eligibility

KF - Community Use of School Facilities

JJIB-R ©

REGULATION

INTERSCHOLASTIC SPORTS

District Students

The Superintendent shall establish a program that will be presented prior to the start of any athletic activity each year and as needed throughout the school year to educate students, parents/guardians of students, and coaches who participate or coach athletic activities of the danger of concussions, head injuries, and the risk of continued participation in athletic activity after a concussion. The program shall comply with the guidelines, information and forms developed in consultation with the Arizona Interscholastic Association.

Information related to attending a District-established program and the requirements to attend a District-established program prior to participation in an athletic event will be made available by the principal to students, parents/guardians of students, and coaches prior to the start of athletic activities each school year and throughout the school year.

School principals shall be responsible for the implementation of the program at the school site and shall ensure that no student participates in an athletic activity prior to the student and the student's parents/guardians having annually attended the District's established program as verified by their signatures. Further, the principals shall be responsible for the participation and documentation of all coaches in the program prior to beginning a coaching assignment.

Signature verification of all program participants shall be provided on the District-approved form (JJIB-EA), submitted to the school principal, and filed in the school office.

The principals shall advise all staff members assigned to the school of the requirements of Policy JJIB and this regulation.

Groups or Organizations

The principals shall ensure that all groups or organizations using property or facilities owned or operated by the District for athletic activities shall comply with Governing Board Policy JJIB related to concussions and head injury.

All groups or organizations who request use of District-owned or -operated property or facilities shall submit to the principal a written document describing the group's or organization's program and verifying that the program is and shall continue to be compliant with A.R.S. 15-341 and Board Policy JJIB. The submitted document must be signed by an official authorized by the group or organization, dated and submitted with the District's Community Use of School Facilities form to the principal a minimum of two (2) weeks prior to the requested first use date.

Records Compliance

All documentation related to Board Policy JJIB will be maintained pursuant to management standards adopted by the Arizona State Library, Archives and Public Records and Board Policy EHB, Data/Records Retention.

Student Remedies for Violations of the Save Women's Sports Act (A.R.S. §15-120.02)

A student has a private cause of action for injunctive relief, damages and any other relief available under law against the school, if either of the following occurs:

- A. Any student who is deprived of an athletic opportunity or suffers any direct or indirect harm as a result of a school knowingly violating A.R.S. §15-120.02.
- B. Any student who is subject to retaliation or another adverse action by a school as a result of reporting a violation of this section to an employee or representative of the school.

School Remedies for Violations of the Save Women's Sports Act (A.R.S. §15-120.02)

A school that suffers any direct or indirect harm as a result of a violation of this section has a private cause of action for injunctive relief, damages and any other relief available under law against the government entity, the licensing or accrediting organization or the athletic association or organization.

EE ©
TRANSPORTATION SERVICES

In the budgeting process, the Governing Board may grant appropriations for vehicles and other transportation services. This may include contracts for electric vehicles as stated in A.R.S. §15-923.

Allowable Vehicles

A school district or charter school in Arizona or a privately owned and operated entity that is contracted for compensation with a school district or charter school in Arizona may use a motor vehicle that is designed to carry at least eleven (11) and not more than fifteen (15) passengers or a motor vehicle that is designed as a type A school bus or type B school bus as defined by the Department of Public Safety to carry at least eleven (11) and up to fifteen (15) passengers to transport students to or from home or school on a regularly scheduled basis in accordance with the safety rules adopted by the Department of Public Safety pursuant to sections §28-900 and §28-3228.

Transportation of students is a privilege extended to students in the District, and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective individual education programs.

The responsibility for the operation of student transportation shall be vested in the Superintendent. Reasonable efforts shall be made to eliminate any particular hazards that might adversely affect the safety and welfare of any student.

Adopted: _____

LEGAL REF.:

A.R.S.

15-342

15-764

15-921

15-922

15-923

15-925

15-945

15-946

28-900

28-901

28-3053

EEAEA ©
BUS DRIVER REQUIREMENTS, TRAINING,
AND RESPONSIBILITIES

Bus drivers employed by the District or employed by contractors who provide transportation services to the District shall comply with applicable provisions of the Commercial Motor Vehicle Safety Act of 1986 and all applicable requirements of the state of Arizona.

Bus drivers shall submit an Identity Verified Fingerprint Card as described in A.R.S. 15-106 that the Department of Public Safety shall use to process the fingerprint clearance card as outlined in A.R.S. 15-106. A person who is issued a school bus driver certificate shall maintain a valid Identity Verified Fingerprint Clearance Card for the duration of any school bus driver certification period.

Bus driver applicants are required to possess a commercial driver license issued by the Department of Public Safety except that the applicant may possess a commercial driver license issued by another state if the applicant will be driving a school bus for a school district that is adjacent to that state.

Bus drivers are required to possess a bus endorsement that is issued by the Department of Transportation and a school bus certificate that is issued by the Department of Public Safety.

Licenses for §15-925 Vehicles

A person shall not operate a vehicle described in section §15-925 to transport school children unless the person possesses the appropriate license class for the size of the vehicle being operated, a school bus driver certificate that is issued by the Department of Public Safety and a valid fingerprint clearance card.

The District will assume the cost of required physical examinations, and the drivers will assume the cost of obtaining valid commercial driver's licenses as required by law.

Adopted: _____

LEGAL REF.:

A.R.S.
15-106

15-925

28-857

28-3228

A.A.C.

R17-4-508 *et seq.*

CROSS REF.:

EEAEB – Bus Purchasing and Maintenance

GBEFA - Staff Use of Digital Wireless Communications or
Electronic Devices While Operating a Motor Vehicle

GDFA - Support Staff Qualifications and Requirements
(fingerprinting requirements)

JF ©
STUDENT ADMISSIONS

The person enrolling a student (except homeless students) in the school for the first time will be asked to produce one (1) of the following proofs:

- A. A certified copy of the child's birth certificate.
- B. Other reliable proof of the student's identity and age, including the student's baptismal certificate, an application for a Social Security number, or original school registration records, and an affidavit explaining the inability to provide a copy of the birth certificate.
- C. A letter from the authorized representative of an agency having custody of the student (pursuant to statute) certifying that the student has been placed in the custody of the agency as prescribed by law.

The parent, guardian, or surrogate will be given thirty (30) days to provide documentation requested as listed above. If documentation is not provided, a letter will be sent to notify the parent, guardian, or surrogate that unless the documentation is provided within ten (10) days, the local law enforcement agency will be notified.

Nothing contained in this policy shall authorize the school to disclose to any person a student's educational record without prior parental consent unless the school makes a determination that disclosure of such records is necessary to protect the health and safety of the student.

Certificate of Educational Convenience Applications

A pupil who is precluded by distance, lack of adequate transportation facilities or a parent's or guardian's employment from attending a school in the School District or county of the pupil's residence or who resides in unorganized territory may apply for a certificate of educational convenience.

A school district that receives an application pursuant to §15-825 shall submit the completed application to the County School Superintendent electronically, in person or by regular mail.

Adopted: _____

LEGAL REF.:

A.R.S.

15-825

15-828

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.:

IKEB - Acceleration

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

IJL ©
LIBRARY MATERIALS
SELECTION AND ADOPTION

The Superintendent shall annually recommend to the Board an expenditure level for the purchase of library books, materials, and electronic media. The Superintendent shall approve the purchase of library books, materials, and electronic media that:

- A. Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
- B. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- C. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
- D. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
- E. Assure a comprehensive collection appropriate for the users of the library.
- F. Provide a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials that depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Superintendent is authorized to establish a professional library for the use of the District staff.

Public Review Period for adoption of Books and Materials purchased after January 1, 2023

Arizona law requires a public review period for books and materials purchased after January 1, 2023. The Superintendent shall establish procedures to make books and materials purchased after January 1, 2023 available to the public for public review. The procedures are outlined in Regulation IJL-R.

The Superintendent will establish procedures for the removal of the following categories of books and other material from the library:

- A. Damaged materials.
- B. Materials that no longer present current information.
- C. Materials that no longer support the goals of the District.
- D. Materials that have not been used frequently enough to justify the use of library space.

Adopted: _____

LEGAL

REF.:

A.R.S.

15-102

15-189.07 (refers to charters)

15-362

15-721

15-722

IJL-R ©

REGULATION

LIBRARY MATERIALS SELECTION AND ADOPTION

The following standards shall be used in the selection of library books, materials, and electronic media:

- A. Materials and media that widen the boundaries of the students' thinking, that enrich their lives and help them fulfill their recreational and emotional needs.
- B. Materials and media that have imaginative appeal and a style that is interesting and free from monotony.
- C. Materials and media that stimulate the imagination, provide for mental growth, develop a taste for good writing, and draw attention to the beautiful and artistic.
- D. Books and media that provide pleasurable reading for the reader's sake.
- E. Books and media that are illustrated in a manner that complements the text, have quality art, and are suitable for the intended readers.
- F. Materials and media that adequately cover a wide range of reading ability.

Public Review Period for adoption of Books and Materials purchased after January 1, 2023

For public review, the Superintendent shall make available, on the School District's website, and on each school's website, a list of all books and materials purchased after January 1, 2023 for any of the School District's school libraries.

- A. The Superintendent may not remove these purchases from the School District's or school's websites until sixty (60) days after the purchase of books and materials.

- B. The Superintendent is not required to publish the purchase of books or materials intended to replace lost or damaged books or materials.
- C. Notification: Seven (7) school days prior to the opening date of the public review period, each common school and high school operated by the School District shall notify the parents of each enrolled pupil of the opening and closing dates of the public review period.

The following are exempt from the requirements of the public review period discussed herein:

- A. Schools without a full-time library media specialist or an equivalent position.
- B. School District libraries that have agreements with county free library districts, municipal libraries or other entities pursuant to section 15-362, subsection D.

IJNC ©
RESOURCE CENTERS / MEDIA
CENTERS / SCHOOL LIBRARIES

Library facilities are considered of the utmost importance to the students and should be designed, to the extent possible, to accommodate:

- A. A comprehensive collection of instructional materials selected to meet the needs of the students.
- B. Maximum accessibility to these materials.
- C. A place for materials that will support the curriculum, taking into consideration the individual student's needs and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of all of the students.
- D. A place for materials for teachers and students to encourage growth in knowledge, which will develop literary, cultural, and aesthetic appreciation and ethical standards.
- E. The allotment of space for an adequate professional library.

Parental Access to Library
Books and Materials

Parents may access the school's library collection of available books and materials through following the procedures stated in Regulation IJNC-R and Exhibit IJNC-E. Parents may request a list of books and materials borrowed from the library by their children by using Exhibit IJNC-E.

Definition: For the purpose of this policy, regulation and exhibit, "parent" means the natural or adoptive parent or legal guardian of a minor child. The Superintendent will ensure that only parents, as defined, may access the information stated above.

The following are exempt from the procedures of IJNC-R and IJNC-E:

- C. Schools without a full-time library media specialist or an equivalent position.
- D. School District libraries that have agreements with county free library districts, municipal libraries or other entities pursuant to section 15-362, subsection D.

Adopted: _____

LEGAL REF.:

A.R.S.

15-102

15-189.07

15-341

15-362

IJNC-R ©

Regulation

**RESOURCE CENTERS / MEDIA
CENTERS / SCHOOL LIBRARIES**

**Parental Access to Library
Books and Materials**

Parents may access the school's library collection of available books and materials by requesting access using Exhibit IJNC-E.

**Parental Access to Their Children's
Borrowed Books and Materials**

Upon request, parents may receive a list of books and materials borrowed from the library by their children. Parents shall utilize Exhibit IJNC-E to request the list of books and materials their children have borrowed.

The Superintendent shall confirm the existence of a parent-enrolled pupil relationship prior to complying with any request to access information stated herein.

IJNC-E ©

Exhibit

**RESOURCE CENTERS / MEDIA
CENTERS / SCHOOL LIBRARIES**

**PARENTAL REQUEST TO ACCESS SCHOOL LIBRARY COLLECTION
OF AVAILABLE BOOKS AND MATERIALS OR ACCESS TO BOOKS
THEIR CHILDREN BORROWED**

Under Arizona law, A.R.S. §15-102(A)(3), parents may access available books and materials *AND* parents may receive a list of books and materials their children have borrowed from the school's library.

Please fill out the below information to enable the School District to provide this information to you as required by law.

Date: _____

Name of Parent or Guardian: _____

Name of Pupil: _____

Nature of Request: (circle one [1] or both)

(1) I am seeking access to the school's library collection of available books and materials.

(2) I am seeking a list of books and materials my child has borrowed from the library.

If you are seeking a list of books and materials your child has borrowed from the library, please state your child's name here: _____.

**IMD ©
SCHOOL CEREMONIES
AND OBSERVANCES**

The following shall be adhered to regarding required opening exercises and school programs as they pertain to customs and holidays:

A. Each student shall be provided with an opportunity to participate in the Pledge of Allegiance or other patriotic observance each day.

B. Each student in grades four (4) through six (6) shall recite the following passage from the Declaration of Independence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed..."

C. ~~Each teacher in charge of a classroom for the first class of each day shall conduct a period of meditation, not to exceed one (1) minute in duration. No other activities will be allowed in the classroom at that time.~~ For K-12 programs, each school district and charter school shall set aside at least one (1) minute but not more than two (2) minutes at the beginning of each school day for students to engage in a moment of silence during which students may not interfere with other students' participations. A teacher or other school employee may not suggest the nature of any reflection in which a student may engage during the moment of silence. Each teacher of a class in which a moment of silence occurs pursuant to law shall encourage parents of students in the class to discuss with their children how best to use the moment of silence.

D. Students whose parents have informed the school that they are not to take part in the meditation period or patriotic observances will be expected to observe the courtesy of not disturbing others.

E. When special days or significant events are recognized, it is recommended that appropriate classroom and assembly programs be presented in keeping with the traditional and historical significance of the event or season.

A teacher or administrator in any school in this District may read or post in any school copies or excerpts of the following materials:

- A. The national motto "In God We Trust."
- B. The National Anthem.
- C. The Pledge of Allegiance.
- D. The Preamble to the Constitution of this state.
- E. The Declaration of Independence.
- F. The Mayflower Compact.
- G. Writings, speeches, documents and proclamations of the founding fathers and the presidents of the United States.
- H. Published decisions of the United States Supreme Court.
- I. Acts of the United States Congress.
- J. The state motto "Ditat Deus," which means "God Enriches."

Adopted: _____

LEGAL REF.:

A.R.S.
15-203
15-342
15-506
15-717

**IMB ©
TEACHING ABOUT
CONTROVERSIAL / SENSITIVE ISSUES**

Democratic tradition often involves dealing with controversial issues. Knowledge and understanding of such issues are an indispensable part of education.

The teacher holds a position of authority and respect in the classroom and community, and by virtue of that position has great ~~influence~~ responsibility in the formation of the ~~values~~ education of all students. It must be clear that personal views are not a part of the instructional program and must be tempered by the responsibility to maintain professionalism.

To ensure that controversial issues are dealt with fairly and objectively, and with instruction as their goal, such issues may be a part of the curriculum as long as the following policies are observed:

- A. Teachers should instruct students in the principles and techniques of the scientific method and provide opportunities for practice in applying established facts to specific problems.
- B. Teachers should seek to develop in students the ideals of truth and honesty.
- C. All personnel should seek to create an atmosphere in which difference of opinion can be voiced without fear and hostility and with mutual respect for all viewpoints.
- D. Constitutional guarantees of due process and freedom of speech will continue to be observed as to students and teachers alike when they are involved in a controversial issue.
- E. Teachers should encourage the suspension of judgment and conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy.
- F. Teachers should seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, and actions.
- G. Teachers should place major emphasis upon "why" and "how" to think rather than "what" to think.

Adopted: date of Manual adoption

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
Board Meeting

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

Agenda Item Number – VIII- C

Agenda Item

Approval of appointment of the Board delegate (and alternate if desired) to represent Osborn School District at the Arizona School Boards Association County Meeting on October 17, 2022 to vote in the County Director Election

For Board: Action Discussion Information

Background –

Mr. Peralta was appointed Delegate and Mr. Flamand as Alternate Board Representative for the ASBA Delegate Assembly, September 10, 2022. The Board may choose to have Mr. Peralta and Mr. Flamand serve in these roles at the ASBA County Meeting on October 17 to vote on behalf of the Board during the ASBA Maricopa County Director election.

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 delegate and alternate as discussed to represent Osborn School District for the Arizona School Boards Association Maricopa County Director election.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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 Renewal of MOU with Valle del Sol for 2022-2023

For Board: Action Discussion Information

Background–

Valle Del Sol provides comprehensive mental health services to the Osborn Community. In partnering with Valle Del Sol, on-site sessions with qualified counselors as well as wraparound care is provided for our students and families.

Legal

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 renewal of the MOU with Valle del Sol for 2022-2023 as presented.

Moved _____ Seconded _____ P/F

MEMORANDUM OF UNDERSTANDING

Between

**Valle del Sol, Inc.
3877 North 7th St., Suite 400
Phoenix, Arizona 85014**

and

**Osborn School District
1226 W. Osborn Road
Phoenix, AZ 85013**

This document defines the responsibilities of Valle del Sol, Inc. (“VdS” or “Valle del Sol”) and the Osborn School District (“School”). The following Memorandum of Understanding (“MOU” or “Agreement”) is designed to assist VdS and the Osborn School District also known as the “Parties” or Party” in the delivery of effective programs and services to children and families in SCHOOL.

Valle del Sol is committed to providing school-based programs to strengthen families by coordinating existing social, educational, and health resources and then bringing them to a school campus. By providing preventive measures through education and other support systems, we seize the opportunity to greatly reduce the risk factors faced by families living in our communities.

Valle del Sol’s mission is inspiring positive change by investing in human services strengthening self-sufficiency for Families and building the next generation of Latino Leaders. We join Osborn School District to strengthen families by encouraging parental involvement in their child’s school activities and performance, helping families to develop healthy behaviors, and working to assist school staff in coordinating existing educational, social, health and behavioral health resources.

This agreement is based on the following outcomes as agreed upon by both parties:

Valle del Sol will:

1. Provide intake, assessment, and enrollment appointments to access public health system behavioral health services.
2. Provide comprehensive behavioral health treatment and other health education and social services as needed to students and families enrolled in services.
3. Provide services onsite at Osborn School District.
 - a. Dedicated onsite counselors, care coordinators, and counseling interns splitting time between schools.

- b. Provide counseling and case management services for special education students as agreed upon between the parties and as documented in the students' Individualized Education Plans (IEP).
4. Provide timely and consistent communication regarding problems or issues regarding the effective delivery of the program service.
5. Create tools to measure progress on agreed upon outcomes including satisfaction surveys.
6. Document the provision of counseling services as specified in a students' IEP and/or the individualized service plan.
7. Valle del Sol shall ensure that all school-based staff meet all state and federal requirements for working with students.
8. Valle del Sol shall maintain medical records for the services provided at the Osborn School District campus. All personal health information is protected according to the Health Insurance Portability and Accountability Act (HIPAA). In collecting, generating, compiling, storing or otherwise processing any personal information of any client, each Party shall comply with all data protection or privacy requirements of the laws applicable to it and all confidentiality or other obligations owed to third parties under contract or laws and if the data contains any personally identifiable health care information, the same shall be collected, stored and maintained in accordance with practice protocols that adhere to HIPAA and other applicable state and federal statutes, laws and regulations.
9. Valle del Sol is responsible for the supervision of its staff and shall ensure that each staff member holds the appropriate credentials to provide services and meet the employment standards of each Party. Each individual providing services to the Osborn School District campus shall have complied with requisite background checks and fingerprinting.
10. Valle del Sol specifically acknowledges that Osborn School District is bound by the Family Education Rights and Privacy Act and must obtain specific permission from the parents/guardians of Osborn School District students in order to release any personal identifiable information about a student. Valle del Sol will obtain the requisite permissions prior to providing the initial outreach to Osborn School District parents and will coordinate receiving written consent to treat any identified students prior to any interventions by Valle del Sol with any student or prior to conducting identification and screening activities for unmet healthcare needs in the Osborn School District student population.
11. Refer families to off-campus services as appropriate:
 - a. Skills Training
 - b. Specialty therapy and support groups
 - c. Psychiatric services
 - d. System of Care referrals through Arizona Health Care Cost Containment System ("AHCCCS") registered direct support providers

The SCHOOL Will:

1. Provide school-based and/or district staff person(s) as points of contact to serve as liaisons to VdS.
2. Provide timely and consistent communication regarding problems or issues in the effective delivery of the programs and/or services.
3. Provide access to a workspace location on the campus for the appropriate delivery of programs and services, including telephone, basic furniture, and internet service.
4. Provide private meeting area for intakes, individual sessions, and groups as needed

Duration

The term of this MOU shall be from September 1, 2022, through June 30, 2025, or until the end of the 2025 school year.

Compensation

There is no compensation exchanged between VdS and Osborn School District. Future changes will require renegotiation of this MOU.

TERMS AND CONDITIONS

1. COMPLIANCE WITH APPLICABLE LAWS:

Each Party shall comply with all applicable laws, ordinances, Executive Orders, rules, regulations, standards, and codes of the Federal, State, and Local governments whether or not specifically referenced herein. Specifically, the following apply:

1.1 NON-DISCRIMINATION: The parties agree to comply with all provisions of applicable federal, state, and local laws relating to non-discrimination, equal employment opportunity, the Americans with Disabilities Act, and Arizona Governor's Executive Order 2009-09 (superseding Executive Order 99-4) (dated January 29, 1999), as may be amended from time to time.

1.2 SMOKING POLLUTION CONTROL ORDINANCE: Valle del Sol and SCHOOL shall be subject to the provisions of City Ordinance No. G-2865, as amended, "the Smoking Pollution Control Ordinance," effective July 1, 1986. This ordinance regulates smoking in places of employment and enclosed public spaces located within the City of Phoenix.

1.3 DRUG-FREE WORKPLACE: Valle del Sol and Osborn School District agree to comply with the Drug-Free Workplace Act of 1988 (P.L. 100-690). This law requires contractors and subcontractors of federal funds to certify they will provide drug-free workplaces. This certification is a precondition to receiving a contract or grant.

1.4 IMMIGRATION AND EMPLOYMENT LAWS: Valle del Sol and Osborn School District acknowledge the applicability of the Immigration Reform and Control Act of 1986 (IRCA) and agrees to comply with IRCA and permit District inspection of personnel records to verify such compliance. Valle del Sol and on behalf of any subcontractor, warrants, to the extent applicable under A.R.S. § 41-4401, compliance with all federal immigration law and regulations that relate to their employees, as well as compliance with A.R.S. § 23-214 (A) which requires registration and participation with the E-Verify Program. Valle del Sol shall ensure that all school-based staff meet all state and federal requirements for working with students.

2. LICENSES AND PERMITS:

SCHOOL shall be responsible for obtaining any and all licenses and permits from the state of Arizona, any country or city therein, or any other government agency necessary for the Program.

3. INDEMNIFICATION:

To the extent allowed by law, each Party (as “Indemnitor”) agrees to indemnify, defend, and hold harmless the other Party, its principals, members and employees (as “Indemnitee”) from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorney’s fees) (hereinafter collectively referred to as “Claims”) brought against, incurred by or paid by such other Party at any time, in any way arising out of or relating to this agreement, except to the extent finally judicially determined to have resulted from the fault of the indemnified Party. This indemnification provision shall apply regardless of the form or action, damage, claim, liability, cost, expense, or loss, whether in contract, statute, tort (including, without limitation, negligence) or otherwise.

4. INSURANCE

Each Party, at its cost, shall maintain comprehensive general liability insurance with limits of not less than \$1,000,000 per occurrence, insuring against all liability of said Party and its authorized representatives arising out of and in connection with said Party's use or occupancy of the facilities. Said insurance shall include broad form contractual liability covering, without limitation, the liability assumed under this Indemnification provisions of this Agreement. If the policy is to be written with an annual aggregate limit, that limit shall be not less than \$2,000,000. All insurance policies shall provide that the policies cannot be cancelled, not renewed, nor limited in scope of coverage

or limits until and unless thirty (30) calendar days prior notice is given to the other Party.

5. RELATIONSHIP OF PARTIES/EMPLOYMENT DISCLAIMER

Each of the Parties hereto is an independent contractor and neither Party is, nor shall be considered to be, an agency, distributor or representative of the other. Neither Party shall act or represent itself directly or by implication, as an agent of the other or in any manner assume or create any obligation on behalf of, or in the name of, the other. In addition, the Agreement is not intended to constitute, create, give rise to, or otherwise recognize a joint venture agreement, partnership, or other formal business association or organization of any kind.

6. APPLICABLE LAW

This Agreement is made in the State of Arizona and shall be interpreted by the laws of the State of Arizona. Any dispute arising out of or relating to this Agreement shall be brought in the Maricopa County Superior Court or the United States District Court, District of Arizona.

7. OWNERSHIP

SCHOOL recognizes that Valle del Sol is the owner of all right, title, and interests in and to all Valle del Sol trademarks, logos, and names (Valle del Sol Property). Any use of the Valle del Sol property by SCHOOL requires the written approval of Valle del Sol. Valle del Sol recognizes that SCHOOL is the owner of all right, title, and interests in and to all SCHOOL trademarks, logos, and names ("SCHOOL Property"). Any use of the SCHOOL Property by Valle del Sol requires the written approval of SCHOOL.

8. CONFIDENTIALITY

Each Party is the owner of certain information that it deems to be confidential and proprietary in nature ("Confidential Information"). For purposes of the Paragraph 5, "Disclosing Party" shall refer to the Party that discloses Confidential Information, and "Receiving Party" shall refer to the Party that receives Confidential Information. Neither Party will, during or subsequent to the term of this Agreement, directly or indirectly (a) use any of the Disclosing Party's Confidential Information for the benefit of anyone other than Disclosing Party, or (b) disclose any of the Disclosing Party's Confidential Information to anyone other than an employee, representative or agent of the Receiving Party, to whom disclosure of such Confidential Information is necessary for the purposes permitted under this Agreement and who is obligated by written contract to protect the confidentiality thereof in a manner no less stringent than provided herein. Confidential Information does not include information (a) known to Receiving Party at the time of disclosure to Receiving Party by Disclosing Party, (b) publicly known through no wrongful act of Receiving Party, (c) rightfully received by Receiving Party from a third Party who is authorized to make such

disclosure, or (d) independently developed by Receiving Party other than pursuant to the Agreement.

The Receiving Party may disclose Confidential Information if required pursuant to applicable law, or under a government or court order; provided that (a) the obligations of confidentiality and non-use shall continue to the fullest extent not in conflict with such law or order, and (b) if and when Receiving Party is required to disclose Confidential Information pursuant to any law or order. Receiving Party shall promptly notify Disclosing Party and use reasonable best efforts to obtain a protective order or take other actions as shall prevent or limit, to the fullest extent possible, public access to, or disclosure of, such Confidential Information.

In the event this Agreement is terminated, receiving Party shall cease use of the Confidential Information received from Disclosing Party and, upon Disclosing Party's written request, shall promptly destroy or return Confidential Information. In the event Disclosing Party requests destruction, Receiving Party shall provide written certification of the destruction with thirty (30) days of such request.

Because each Party's obligations are personal and unique, and because the Parties will have access to and become acquainted with each other's Confidential Information, each Party agrees that its breach of this Agreement will result in irreparable harm to the other Party. An injured Party may enforce this Agreement and any of its provisions by injunction, specific performance or other equitable relief without prejudice to any other rights and remedies that the injured Party may have.

9. NON-APPROPRIATION:

All parties acknowledge that the Osborn School District is a government entity, and the contract validity is based upon the availability of public funding under its authority. In the event that the public funds are unavailable and not appropriate for the performance of either's obligations under this contract, then this contract shall automatically expire without penalty to either Party after written notice of the unavailability and non-appropriations of public funds. It is expressly agreed that neither Party shall not activate this non-appropriation provision for its convenience or to circumvent the requirements of the contract, but only as an emergency fiscal measure.

10. TERMINATION OF AGREEMENT:

Should circumstances arise which necessitate termination of this Agreement, either Party may terminate this Agreement at any time, with or without cause, by giving 30 days' prior written notice. The Osborn School District reserves all rights that it may have to cancel this Agreement for possible conflicts of interest under A.R.S. § 38-511, as amended.

This memorandum may be amended, in writing, at any time with the concurrence of all Parties.

Osborn School District

Name: Michael Robert, Ed.D.

Title: Superintendent

Date

Valle del Sol, Inc.

Name: Carmen Heredia

Title: Chief Executive Officer

Date

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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 of Renewal of Business Associate Agreement and Addendum with Valle del Sol

For Board: Action Discussion Information

Background–

Valle Del Sol provides comprehensive mental health services to the Osborn Community. In partnering with Valle Del Sol, on-site sessions with qualified counselors as well as wraparound care is provided for our students and families. In partnership, information may be shared and maintained confidentially between the school district and Valle del Sol.

Legal

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 renewal of the Business Associate Agreement and Addendum with Valle del Sol for 2022-2023 as presented.

Moved _____ Seconded _____ P/F



BUSINESS ASSOCIATE AGREEMENT

THIS BUSINESS ASSOCIATE AGREEMENT (this “Agreement”) is made and entered into as of this 3rd day of August, 202 (the “Effective Date”) by and between Valle del Sol, Inc. and its subsidiaries (“Covered Entity”) and Osborn Elementary School District No. 8 (“Business Associate”).

WHEREAS, Business Associate will provide services to Covered Entity as set forth in the MOU between Covered Entity and Business Associate of even date herewith (the “Services Agreement”);

WHEREAS, in order to provide the Services under the Services Agreement, Business Associate may receive, use and maintain certain Protected Health Information (“PHI”) on behalf of Covered Entity; and

WHEREAS, the parties desire to enter into this Agreement in order (i) to protect the privacy and provide for the security of PHI received, used and maintained by Business Associate on behalf of Covered Entity; and (ii) to satisfy certain requirements imposed upon the parties by HIPAA.

WHEREAS, Covered Entity operates a drug and alcohol treatment program that must comply with the Federal Confidentiality of Alcohol and Drug Abuse Patient Records law and regulations, 42 USC §290dd-2 and 42 CFR Part 2 (collectively, “Part 2”);

WHEREAS, Business Associate is also a Qualified Service Organization (QSO) under Part 2 and must agree to certain mandatory provisions regarding the use and disclosure of substance abuse treatment information.

NOW, THEREFORE, in consideration of the mutual benefits of complying with laws and regulations stated above, Covered Entity and Business Associate agree as follows:

Definitions

Catch-all definition: Terms used, but not otherwise defined, in this Agreement shall have the same meaning as those terms in 45 CFR 160.103 and 164.501.

Examples of specific definitions:

- (a) Business Associate. "Business Associate" shall mean Osborn Elementary School District No. 8.
- (b) Covered Entity. "Covered Entity" shall mean Valle del Sol, Inc. and its subsidiaries.
- (c) Individual. "Individual" shall have the same meaning as the term "individual" in 45 CFR 164.501 and shall include a person who qualifies as a personal representative in accordance with 45 CFR 164.502(g).
- (d) Privacy Rule. "Privacy Rule" shall mean the Standards for Privacy of Individually Identifiable Health Information at 45 CFR Part 160 and Part 164, Sub-parts A and E.

(e) Protected Health Information. "Protected Health Information" shall have the same meaning as the term "Protected Health Information" in 45 CFR 164.501, limited to the information created or received by Business Associate from or on behalf of Covered Entity.

(f) Required By Law. "Required By Law" shall have the same meaning as the term "Required by Law" in 45 CFR 164.501.

(g) Secretary. "Secretary" shall mean the Secretary of the Department of Health and Human Services or his designee.

Obligations and Activities of Business Associate

(a) Business Associate agrees to not use or further disclose Protected Health Information other than as permitted or required by the Agreement or as Required By Law.

(b) Business Associate agrees to implement and maintain the administrative, physical and technical safeguards required by HIPAA to prevent use or disclosure of the Protected Health Information except as provided for by this Agreement.

(c) Business Associate agrees to mitigate, to the extent practicable, any harmful effect that is known to Business Associate of a use or disclosure of Protected Health Information by Business Associate in violation of the requirements of this Agreement.

(d) Business Associate agrees to report to Covered Entity any use or disclosure of the Protected Health Information of which Business Associate becomes aware that is not provided for or permitted by this Agreement or under HIPAA.

(e) To the extent Business Associate uses one or more subcontractors or agents to perform its obligations under any agreement with Covered Entity, Business Associate agrees to ensure that any agent, including a subcontractor, to whom it provides Protected Health Information received from, or created or received by Business Associate on behalf of Covered Entity agrees to the same restrictions and conditions that apply through this Agreement to Business Associate with respect to such information.

(f) To the extent Business Associate maintains PHI in a Designated Record Set, Business Associate agrees to provide access to such Protected Health Information no later than ten (10) days after receipt of such written request by Covered Entity in order to meet the requirements under 45 CFR 164.524.

(g) To the extent Business Associate maintains Protected Health Information, Business Associate agrees to make any amendment(s) to Protected Health Information in a Designated Record Set in accordance with Covered Entity's written request no later than ten (10) days after receipt of such request by Covered Entity pursuant to 45 CFR 164.526.

(h) Business Associate agrees to make internal practices, books, and records relating to the use and disclosure of Protected Health Information received from, or created or received by Business Associate on behalf of, Covered Entity available to the Secretary, in a time and manner designated by the Secretary, for purposes of the Secretary determining Covered Entity's compliance with the Privacy Rule.

(i) Business Associate agrees to document such disclosures of Protected Health Information and information related to such disclosures as would be required for Covered Entity to respond to a request by an Individual for an accounting of disclosures of Protected Health Information in accordance with 45 CFR 164.528.

(j) Business Associate agrees to provide to Covered Entity or an Individual if so directed by Covered Entity no later than ten (10) days after receipt of written request for such Disclosure Accounting, to permit Covered Entity to respond to a request by an Individual for an accounting of disclosures of Protected Health Information in accordance with 45 CFR 164.528 or in accordance with HIPAA.

(k) Business Associate agrees to use appropriate safeguards to prevent use or disclosure of the Protected Health Information other than as provided for by this Agreement.

(l) Business Associate agrees to ensure that any agent, including a subcontractor, to whom it provides Protected Health Information received from, or created or received by Business Associate on behalf of Covered Entity agrees to the same restrictions and conditions that apply through this Agreement to Business Associate with respect to such information.

(m) Business Associate agrees to provide to Covered Entity or an Individual, in time and manner designated by Covered Entity, information collected, to permit Covered Entity to respond to a request by an Individual for an accounting of disclosures of Protected Health Information in accordance with 45 CFR 164.528

Permitted Uses and Disclosures by Business Associate

General Use and Disclosure Provisions

Specify purposes: As stated in the MOU

Except as otherwise limited in this Agreement, Business Associate may use or disclose Protected Health Information to perform functions, activities, or services for, or on behalf of, Covered Entity, provided that such use or disclosure would not violate the Privacy Rule if done by Covered Entity.

Specific Use and Disclosure Provisions

(a) Except as otherwise limited in this Agreement, Business Associate may use Protected Health Information for the proper management and administration of the Business Associate or to carry out the legal responsibilities of the Business Associate.

(b) Except as otherwise limited in this Agreement, Business Associate may disclose Protected Health Information for the proper management and administration of the Business Associate provided that disclosures are required by law. Or, Business Associate obtains reasonable assurances from the person to whom the information is disclosed that it will remain confidential and used or further disclosed only as required by law or for the purpose for which it was disclosed to the person, and the person notifies the Business Associate of any instances of which it is aware in which the confidentiality of the information has been breached.

(c) Except as otherwise limited in this Agreement, Business Associate may use Protected Health Information to provide Data Aggregation services to Covered Entity as permitted by 42 CFR 164.504(e)(2)(i)(B).

Obligations of Covered Entity

(a) Covered Entity shall provide Business Associate with the notice of privacy practices that Covered Entity produces in accordance with 45 CFR 164.520, as well as any changes to such notice.

(b) Covered Entity shall provide Business Associate with any changes in, or revocation of, permission by Individual to use or disclose Protected Health Information, if such changes affect Business Associate's permitted or required uses and disclosures.

(c) Covered Entity shall notify Business Associate of any restriction to the use or disclosure of Protected Health Information that Covered Entity has agreed to in accordance with 45 CFR 164.522.

Qualified Service Organization Agreement Responsibilities

(a) To the extent that in performing its services for or on behalf of Covered Entity, Business Associate uses, discloses, maintains, or transmits protected health information that is protected by Part 2, Business Associate acknowledges and agrees that it is a QSO for the purpose of such federal law; acknowledges and agrees that in receiving, storing, processing or otherwise dealing with any such patient records, it is fully bound by the Part 2 regulations; and, if necessary will resist in judicial proceedings any efforts to obtain access to patient records except as permitted by the Part 2 regulations.

(b) Notwithstanding any other language in this Agreement, Business Associate acknowledges and agrees that any patient information it receives from Covered Entity that is protected by Part 2 is subject to protections that prohibit Business Associate from disclosing such information to agents or subcontractors without the specific written consent of the subject individual.

(c) Business Associate acknowledges that any unauthorized disclosure of information under this section is a federal criminal offense.

Permissible Requests by Covered Entity

Covered Entity shall not request Business Associate to use or disclose Protected Health Information in any manner that would not be permissible under the Privacy Rule if done by Covered Entity.

Term and Termination

(a) Term. The Term of this Agreement shall be effective as of the Effective Date hereunder and terminate as of the Service Agreement or receipt of notice by either party to terminate in the event of an uncured breach of a material term of this Agreement. Upon termination of this Agreement all Protected Health Information provided by Covered Entity to Business Associate or created or received by Business Associate on behalf of Covered Entity, is destroyed or returned to Covered Entity. Or, if it is infeasible to return or destroy Protected Health Information, protections are extended to such information.

(b) Termination for Cause. Upon Covered Entity's knowledge of a material breach by Business Associate, Covered Entity shall provide an opportunity for Business Associate to cure the breach or end the violation. If Business Associate does not cure the breach or end the violation within 30 days, Covered Entity will terminate this Agreement. If Business Associate has breached a material term of this Agreement and cure is not possible, Covered Entity will immediately terminate this Agreement.

(1) Except as provided in paragraph (2) of this section, upon termination of this Agreement, for any reason, Business Associate shall return or destroy all Protected Health Information received from Covered Entity, or created or received by Business Associate on behalf of Covered Entity. This provision shall apply to Protected Health Information that is in the possession of subcontractors or agents of Business Associate. Business Associate shall retain no copies of the Protected Health Information.

(2) In the event that Business Associate determines that returning or destroying the Protected Health Information is infeasible, Business Associate shall provide to Covered Entity notification of the conditions that make return or destruction infeasible. Upon

mutual agreement of the Parties that return or destruction of Protected Health Information is infeasible; Business Associate shall extend the protections and limit further uses and disclosures to those purposes that make the return or destruction infeasible, for so long as Business Associate maintains such Protected Health Information.

Notices

All notices required to be given to either party under this Agreement will be in writing and sent by traceable carrier to each party's address indicated below, or such other address as a party may indicate by at least ten (10) days' prior written notice to the other party. Notices will be effective upon receipt.

COVERED ENTITY:

Valle del Sol, Inc.
3807 N. 7th Street
Phoenix, AZ 85014

BUSINESS ASSOCIATE:

Osborn Elementary School District
1226 W. Osborn Road
Phoenix, Arizona 85013

IN WITNESS WHEREOF, the parties have entered into this Agreement to be effective as of the Effective Date.

Business Associate

By: _____

Name: Michael Robert, Ed.D

Title: Superintendent

Date: September 21, 2022

Covered Entity

By: _____

Name: Carmen Heredia

Title: Chief Executive Officer

Date: _____

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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

Approval of MOU with Valle del Sol to Provide Mobile Health Services for 2022-2023

For Board: Action Discussion Information

Background

Valle Del Sol provides school-based Psychiatry, Primary Care, and Behavioral Health services to the Osborn Community via their Integrated Mobile Health Services. In partnering with Valle Del Sol, our families and community will have access to services that are in close proximity to their homes and/or school. The mobile clinic helps provide convenient evaluation, treatment, and services (including necessary vaccinations) for the community. In exchange, the Osborn School District provides Valle Del Sol with space and venue for needed services.

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 MOU with Valle del Sol to provide mobile health services for 2022-2023.

Moved _____ Seconded _____

**Memorandum Of Understanding
Between
Valle del Sol, Inc.
and
Osborn School District**

PURPOSE

Valle del Sol, Inc. ("VdS" or "Valle del Sol") provides School-Based Integrated Mobile Health Services by delivering three types of critical care services: Psychiatry, Primary Care, and Behavioral Health Services ("Services"). This mobile unit will be staffed with a Primary Care Provider, Behavioral Health School-Based Therapist, Psychiatric Provider, and a Medical Assistant ("MA"). The Goal of this initiative is to build on the trust already established between Osborn School District ("School") and Valle del Sol also known as the "Party" or "Parties" to deliver mobile health where families feel comfortable and to overall increase accessibility to these critical services in order build a healthier community.

The Osborn School District has determined that the education, health, and welfare of enrolled Students would improve if Services were made available on-site at the school. VdS is committed to providing these Services through school-based programs by coordinating existing educational, social, health, and behavioral health resources and bringing those services directly to the campus.

TERMS AND CONDITIONS OF AGREEMENT

- 1. LICENSED SPACES.** Subject to the terms and conditions of this Agreement, Osborn School District grants VdS a non-exclusive, non-perpetual license to use, free of charge, the following ("Licensed Spaces"):
 - A. A designated room or rooms at the school site for the purpose of providing Services to Students and their families.
 - B. The parking facility of the school for parking a vehicle or vehicles while providing Services to Students and their families at the school.
 - C. Space in the campus parking area or common areas for the mobile health clinic that is easily accessible by both students, faculty, and community.

- 2. CONDITION OF LICENSED SPACES.** VdS accepts the Licensed Spaces in their "As-Is" condition. All warranties, whether expressed, implied or statutory, such as fitness for a particular purpose, are hereby excluded or disclaimed. Upon completion of use of the Licensed Space, VdS shall leave the Licensed Space in the same condition as it existed before its use and return any school keys or other property to the school principal.

- 3. VDS RESPONSIBILITIES.** VdS shall:

- A. Upon request, provide support to school personnel in identifying Students who may need behavioral health Services.
- B. Make Services available at the school for Students enrolled in VdS Services and their families.
- C. Provide school-based Integrated Mobile Health Services to Osborn School District campuses to deliver three types of critical care: Psychiatry, Primary Care, and Behavioral Health Services.
- D. The mobile unit will be staffed with a Primary Care Provider, a Psychiatric Provider, Care Coordinators, a Behavioral Health School-Based Therapist, and a Medical Assistant.
- E. Provide critical information, marketing materials/flyers and sign-up link for the school community and outside community.
- F. Designate a liaison who will communicate directly with the school principal or designee regarding access to the Licensed Spaces, appropriate communications with Students and their families, and other matters pertaining to the delivery of Services at the Osborn School District.
- G. Authorize its Service providers to provide, upon request of the school principal or designee, emergency or "as needed" Services to a Student if the service provider can do so within his or her schedule as approved by VdS administration, and the student is deemed appropriate for Services by VdS.
- H. Upon request, provide updates to Osborn School District regarding the progress and impact of VdS programs and Services.
- I. Require its employees, contractors, agents, and volunteers to comply with Osborn School District policies and rules for visitors to its schools.
- J. Fulfill its duty under Arizona Revised Statutes ("A.R.S.") § 13-3620 with respect to reporting suspected child abuse directly to the Arizona Department of Child Safety or a law enforcement officer, without reliance upon the Osborn School District or its officials or employees to do so on its behalf.
- K. Not permit any employee, contractor, agent, or volunteer who is a registered sex offender to perform work on Osborn School District property at any time.
- L. Comply with A.R.S. § 41-4401, A.R.S. § 23-214, the Federal Immigration and Nationality Act (FINA), and all other Federal immigration laws and regulations.

4. SCHOOL RESPONSIBILITIES. The Osborn School District shall:

- A. Assign an appropriate Administrator to serve as the leadership/contact administrator for purposes of this MOU and to coordinate mobile unit schedules.
- B. Provide designated Licensed Space or Spaces in its schools for VdS to effectively administer its programs and Services.
- C. Work in collaboration with VdS to aid Students and their families to receive Services and reach their service plan goals.
- D. Provide marketing support via Osborn School District text messaging platform, flyer distribution, website announcements and any other support the SCHOOL can provide.
- E. Scheduled Campus will provide access to indoor bathrooms, private or conference rooms to be used for extended services on specified mobile health days
- F. Scheduled Campus will ensure that each participating school allows for usage of electrical outlets necessary to deliver appropriate medical services
- G. Provide timely and consistent communication regarding problems or issues regarding the effective delivery of the mobile unit on a Osborn School District campus.

- H. Designate a liaison (“Personnel”) to provide limited assistance to VdS for the purposes of directing Students and their families to the Licensed Space and providing limited scheduling Services, collection of referral forms and parent authorizations and other general, non-medical support administrative services.
 - a. The Osborn School District shall be solely responsible for supervising Personnel.
 - b. The Osborn School District retains the exclusive right to hire, fire, and discipline Personnel. The school has complete discretion to determine job descriptions and to make all other decisions relating to Personnel.
 - c. It is the intention of the Parties that Personnel who perform Services for VdS pursuant to this Agreement not become employees, shared or otherwise, of VdS, and that the Osborn School District remain sole employer of such employees throughout the term of this Agreement.
- I. Osborn School District Administrator and assigned Campus Administrator will continue working with Valle Del Sol’s Team on “temperature check” meetings to identify students who may need medical, behavioral health and/or wrap around supports.
- J. Osborn School District Administrator will provide data on attendance when requested & appropriate, or other agreed upon data as it relates analyzing program efficacy in the areas of community health and wellness.

- 5. **BILLING FOR SERVICES.** For the Services provided under this Agreement, VdS will be responsible for billing and collecting payment from the patient, the responsible party for the patient, or the applicable payor or third-party insurer. The Osborn School District is not responsible for payment of the cost of VdS.
- 6. **TERM.** This Agreement shall take effect upon signature by the authorized representative of each Party and will remain in effect through **June 30, 2025**.
- 7. **TERMINATION.** Either Party may, at any time and without defaulting on this Agreement, terminate in whole, or any part, this Agreement for convenience by providing a thirty (30) day written notice to the other Party.
- 8. **RELATIONSHIP OF THE PARTIES.** The Osborn School District and VdS (“the Parties”) shall have the status of an independent contractor for purposes of this Agreement. This Agreement is not intended to and will not create or otherwise recognize a joint venture, partnership, or formal business association or organization of any kind between the Parties, and the rights and obligations of the Parties shall only be those expressly set forth in this Agreement. The Parties agree that no person supplied by the Osborn School District or Valle del Sol to accomplish the goals of this Agreement is an employee of the other Party or accrues any rights as such.

9. CONFIDENTIAL INFORMATION. During this Agreement, the Parties may gain access, gain exposure, or acquire Student “education records” as defined and protected from disclosure by the Family Educational Rights and Privacy Act (“FERPA”) and/or Students’ and their families’ “protected health information” as defined and protected from disclosure by the Health Insurance and Portability and Accountability Act (“HIPAA”) and regulations thereto and the Health Information Technology for Economic and Clinical Health Act, as incorporated in the American Recovery and Reinvestment Act of 2009 (the “HITECH Act”). Such education records shall be referred to herein as “Education Records,” and such protected health information shall be referred to herein as “Health Records.” The Education and Health Records shall be referred to herein collectively as “Confidential Information.”

- A. **Confidentiality Obligations.** The Parties, including their employees, agents, or representatives shall (i) not disclose to any third party Confidential Information obtained pursuant to this Agreement; (ii) only permit use of the Confidential Information by employees, agents, and representatives who need the Confidential Information to perform their obligations under this Agreement; and (iii) advise their employees, agents, and representatives of their obligations to maintain confidentiality of the Confidential Information. The Parties agree that they shall be bound by and shall abide by all other applicable Federal and State statutes and regulations and Osborn School District policies pertaining to the confidentiality of records or information of the students and their families.
- B. **Confidentiality Exception.** The Parties shall not use or disclose any Confidential Information for any purpose other than performance of their obligations under this Agreement unless the Party receives prior written consent from the student’s parent or legal guardian.

10. CONFIDENTIALITY OF HEALTH RECORDS.

- A. All Health Records obtained and maintained by VdS in connection with the Services provided under this Agreement (the “Health Records”) are medical records under the maintenance and control of VdS as a health care provider and are Confidential Information. Osborn School District shall not request an VdS employee to disclose Health Records of Students or their families without prior consent of the student’s parent or guardian. The Health Records are not “education records” under FERPA or any and other State laws pertaining to the confidentiality of education records. In performing the Services under this Agreement, VdS is not acting on behalf of Osborn School District or otherwise performing any service or activity on behalf of Osborn School District.
- B. VdS is a “covered entity,” as that term is defined in HIPAA and the HITECH Act (collectively, the “Requirements”) and must comply with the Requirements. The Requirements require VdS to enter into with its “business associates,” as that term is defined in 45 C.F.R. § 160.103, an agreement containing certain minimum safeguards. The Services to be provided by VdS under this Agreement may cause Osborn School District to be a business associate of VdS. If that is the case, the

parties will enter into a Business Associate Agreement; the original draft to be prepared by VdS.

- C. All student and health records shall be kept confidential in accordance the Family Education Rights and Privacy Act (FERPA) and regulations adopted pursuant to that Act; the Individuals with Disabilities Education Act as amended (IDEA) and regulations adopted thereunder; the Health Insurance Portability and Accountability Act (HIPAA) and regulations adopted thereunder; and applicable Governing Board policies regarding the disclosure of personally identifiable information.

11. EDUCATION RECORDS. The Education Records, including the personally identifiable information therein, are under the maintenance and control of SCHOOL and are Confidential Information. VdS shall not request Osborn School District to disclose Education Records without prior consent of the parent or guardian of the student.

12. INDEMNIFICATION. Each Party (as “Indemnitor”) agrees to the extent permissible under Arizona law to indemnify, defend, and hold harmless the other Party (as “Indemnitee”) from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorneys’ fees) (collectively referred to as “Claims”) arising out of bodily injury of any person, including death, or property damage, but only to the extent that such Claims which result in vicarious/derivative liability to the Indemnitee are caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers.

13. PROOF OF INSURANCE. While this MOU is in effect, each Party shall maintain, and provide evidence of, commercial general liability, statutory workers’ compensation insurances, and such public liability insurance as is reasonably necessary to protect against claims, losses or judgments that might be occasioned by the negligent acts or omissions of the Party, its employees, or agents. The general liability insurance shall be at least in the amount of \$1,000,000 per incident and a \$2,000,000 aggregate.

14. NOTICES. Unless otherwise provided for in this Agreement, notices shall be provided in writing. Notices shall be sent by registered or certified mail with delivery confirmation. Notice is deemed given upon confirmed delivery.

A. Notices to VdS shall be sent to 3877 N. 7th St., Suite 400, Phoenix, AZ 85014.
Attention: Carmen Heredia.

B. Notice to Osborn School District shall be sent to Osborn School District; 1226 W. Osborn Rd. Phoenix AZ 85013. Attention: Mariah Kelly-Hatcher

15. COMPLIANCE WITH LAW. The parties agree that this Agreement shall, at all times, comply with applicable local, State, and Federal law.

- A. **Equal Opportunity Affirmative Action.** VdS shall not maintain or provide racially segregated facilities at any establishment under its control. VdS agrees to comply with all applicable State and Federal equal opportunity, immigration, and affirmative action requirements.
- B. **Nondiscrimination.** The Parties shall comply with Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act, and State Executive Order No. 99-4 and 2009-09, which mandates that all persons, regardless of race, color, religion, sex, age, national origin, or political affiliation, shall have equal access to employment opportunities. The Parties shall comply with the Rehabilitation Act of 1973, as amended, which prohibits discrimination in the employment or advancement of employment of qualified persons because of physical or mental handicap, and the Americans with Disabilities Act.
- C. **Fingerprinting/Background Checks.** VdS will provide Osborn School District, at all times, with a complete and accurate written list of all employees and agents of VdS who will be provided access to Osborn School District sites on a regular basis under this Agreement. VdS will ensure that all employees and agents of VdS who will be provided access to Osborn School District sites on a regular basis hold a valid fingerprint clearance card in accordance with A.R.S. § 15-512(H), and that a criminal background check has been conducted for those employees and agents who will have access to SCHOOL sites on an intermittent basis.
- D. **E-Verify Compliance.** The Parties acknowledge that immigration laws 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). The Parties warrant that they have registered with and participate with E-Verify.
- E. **Changes in Law.** If prior to the expiration of the term of this Agreement, applicable Federal, State, or local laws are enacted and affect either Party's performance or ability to perform under this Agreement, then the parties may modify this Agreement within thirty (30) days after the legislation is effective.
- F. **Severability.** If one or more of the provisions contained in this Agreement is deemed invalid, illegal, or unenforceable in any respect under any applicable statute or rule of law, then such provisions shall be deemed inoperative to the extent that it is invalid, illegal, or unenforceable, and the remainder of this Agreement shall continue in full force and effect.

16. GOVERNING LAW AND VENUE. The validity, interpretation, and performance of this Agreement shall be governed by the laws of the State of Arizona. The venue for any legal action arising out of this Agreement shall be held in a court of competent jurisdiction in Maricopa County in the State of Arizona.

17. CANCELLATION FOR CONFLICT OF INTEREST. This Agreement may be canceled for conflict of interest pursuant to A.R.S. 38-511, the pertinent provisions of which are fully incorporated herein by reference.

18. ASSIGNMENTS. No part off this Agreement may be assigned to any agency or entity not a party to this Agreement without the written consent of all Parties.

19. ENTIRETY. This Agreement contains the entire contract between the Parties. All prior negotiations between the Parties are merged into this Agreement. There are no understandings or agreements other than those incorporated herein. This Agreement may not be modified except by written instrument signed by all Parties.

20. SIGNATURE AUTHORITY. Each person signing this Agreement represents and warrants that he or she is duly authorized and has legal capacity to execute and deliver this Agreement.

Valle del Sol, Inc.

Osborn School District

Signature

Signature

Printed Name

Michael Robert, Ed.D.

Printed Name

Title

Date

Superintendent

Title

Date

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
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

Approval of MOU with GalPatch

For Board: Action Discussion Information

Background–

Solano Elementary is looking forward to working with GalPatch to provide after school programming to their girls throughout the 2022-23 school year.

Founded in 2017, GalPatch strives to provide young girls opportunities and support where they can take pride in their identity and maximize the available resource to live their full life and achieve their goals. The group strives to improve the capacity of and support girls, through focused programming and devoted mentoring.

Legal

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 MOU with GapPatch for 2022/23 as presented.

Moved _____ Seconded _____ P/F

**THIS PARTNERSHIP AGREEMENT IS MADE BETWEEN THE
OSBORN ELEMENTARY SCHOOL DISTRICT NO. 8 AND GALPATCH**

Purpose statement:

In order to build self-esteem and social, emotional and leadership skills for girls in the community in grades K-12, Osborn Elementary School District #8 (“District”) is entering a partnership with GalPatch, a nonprofit organization. GalPatch takes a proactive approach against bullying and believes that the more children are equipped with skills, education and experience, the more confident they are in themselves. Building self-esteem is a core component of bullying prevention. With healthy self-esteem, adolescents will not only be more confident, but will also be able to identify their strengths — and their weaknesses — and still feel good about themselves. Bullies are less likely to target others that are confident in who they are. The impact of bullying can be far-reaching: increasing the risk of depression, anxiety, sleep difficulties, lower academic achievement and dropping out of school. Our programs aspire to create solid foundations that will block these negative seeds from taking root.

The goals of this agreement are to:

- Ensure a high quality instructional core
- Develop student's social health/skills
- Develop student's emotional health
- Develop student's cognitive and academic skills
- Create equitable opportunities for learning
- Ensure, maintain, or support high quality and effective instruction
- Prepare students for success in college and careers
- Help ensure, create, and/or sustain safe, healthy and supportive schools
- Create accountability for quality
- Help create full service community schools in District
- Increase, raise graduation rates
- Eliminate the bully by empowering the victim

Term:

This agreement will begin September 1, 2022 and will end on June 30, 2023. The agreement may be terminated for convenience of the parties with ten days notice.

Under this Agreement, GalPatch agrees to complete the following:

2. To provide youth programming, FREE STEAM Enrichment programs for youth girls grades K-12.
3. To provide young girls opportunities and support where they can take pride in their identity and maximize the available resource to live their full life and achieve their goals.
4. To improve the capacity of and support our girls, through focused programming and devoted mentoring
5. To provide tutoring and lessons.
6. To ensure that girls build confidence that enables them to overcome the impacts of challenging life situations that they may have to encounter as they grow.
7. To equip participants with all the tools needed to take control of their lives.
8. Complete a Facility Use Agreement and provide the requisite insurance information.

Under this Agreement, Osborn Elementary School District #8 agrees to complete the following:

1. Provide venue space at Solano School.
2. Identify target students to participate in the program.
3. Cooperate with GalPatch to obtain parental consent for participation and disclosure of education records if requested.
4. Provide aggregate, de-identified data to GalPatch upon request to be used to measure program effectiveness.
5. Provide classroom in which afterschool instruction can occur.
6. Provide safe storage for GalPatch materials.
7. Monitor sessions to ensure safety and learning of students involved.
8. Provide aggregate, de-identified data on the GalPatch participants.
9. The District may permit GalPatch to offer after school programs at Solano School during the 2022-2023 school year.

Miscellaneous Terms

1. Governing Law. This Agreement shall be governed in accordance with the laws of Arizona without regard to conflict of law provisions.
2. Cancellation. The District reserves all rights that it may have to cancel this Agreement for possible conflicts of interest under A.R.S. § 38-511, as amended.
3. Non-Discrimination. The parties agree to comply with all provisions of applicable federal, state and local laws relating to non-discrimination, equal employment opportunity, the Americans with Disabilities Act, and Arizona Governor's Executive Order 2009-09 (superseding Executive Order 99-4) (dated January 29, 1999), as may be amended from time to time.

4. Non-appropriation. The parties acknowledge that the District is a government entity, and the contract validity is based upon the availability of public funding under its authority. In the event that public funds are unavailable and not appropriated for the performance of either's obligations under this contract, then this contract shall automatically expire without penalty to either party after written notice to of the unavailability and non-appropriation of public funds. It is expressly agreed that the District shall not activate this non-appropriation provision for its convenience or to circumvent the requirements of this contact, but only as an emergency fiscal measure.
5. E-verify, Records and Audits. To the extent applicable under A.R.S. § 41-4401, the parties warrant their compliance with all federal immigration laws and regulations that relate to their employees and compliance with the E-verify requirements under A.R.S. § 23-214(A). A party's breach of the above-mentioned warranty shall be deemed a material breach of the Agreement and may result in the termination of the Agreement by either party under the terms of this Agreement.
6. Compliance with Governing Board Policies and Procedures. GalPatch shall comply with applicable Governing Board policies including the requirements of A.R.S. § 15-512(H) regarding the fingerprinting of its employees, subcontractors and vendors who are likely to have unsupervised contact with pupils as determined by the District, in its sole and absolute discretion.
7. Indemnification. To the extent allowed by law, GalPatch agrees to indemnify and hold harmless the District from all injuries to persons or property caused by acts or omissions of GalPatch constituting negligence or intentional misconduct and arising out of GalPatch's activities under this Agreement. To the extent allowed by law, the District agrees to indemnify and hold harmless GalPatch from all injuries to persons or property caused by acts or omissions of the District constituting negligence or intentional misconduct and arising out of the District's activities under this Agreement. In the event of concurrent liability, the parties shall have the right of contribution from each other to the extent allowed by law. This indemnification provision shall survive termination of the Agreement and remain in effect.
8. Insurance. GalPatch agrees to maintain professional liability insurance, or self-insurance, in the minimum amounts of \$1,000,000 per claim or occurrence, \$3,000,000 aggregate, for its, employees, and agents, participating in this agreement. Contractor also agrees to maintain general liability insurance in the minimum amounts of \$1,000,000 per claim or occurrence, \$3,000,000 aggregate, for its employees participating in this MOU. GalPatch shall name the District as an additional insured on the above policies. GalPatch shall furnish District with proof of coverage upon request.

Points of Contact

GalPatch
Kiannah Parks, Founder/Head Director
Phoenix, AZ 85004
602-900-1239
kparks@galpatch.org

Osborn Elementary School District #8
Ms. Lisa Norwood, Principal
Solano School
1526 W Missouri Ave
Phoenix, AZ 85015
(602) 707-2600
lnorwood@osbornsd.org

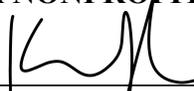
IN WITNESS WHEREOF, the Parties have executed this Agreement the day and year written below:

OSBORN ELEMENTARY SCHOOL DISTRICT #8

Governing Board President, Juan Carlos Flamand
Osborn Elementary School District #8

Date

GALPATCH, A NONPROFIT ORGANIZATION



Kiannah Parks, Founder/Head
Director
GalPatch

9/2/2022

Date

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
Board Meeting

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

Agenda Item
2022-2023 School Year Tax Rates

For Board: Action Discussion Information

Background –

In accordance with Arizona Revised Statutes, the Maricopa County Board of Supervisors will adopt a tax rate for your school district the third Monday in August and County School Superintendents must submit the tax information to the Property Tax Oversight Committee by July 24th for FY 2023 taxes.

Per A.R.S 15-991, the County School Superintendent will recalculate equalization and provide you with the tax forms as they are completed.

If you have a cash shortage issue and are planning to adjust your tax rate to generate the dollars, there is a statutory requirement A.R.S. 15-992.10. that the information and request must be submitted in writing to the School Superintendent's office

Legal

A.R.S. §15-991

Financial

| <u>FY2021 Rate</u> | <u>FY2022 Rate</u> | <u>FY2023 Rate</u> |
|---------------------------|---------------------------|---------------------------|
| Primary = \$2.2064 | Primary = \$2.2138 | Primary = \$2.0577 |
| Secondary= \$2.2656 | Secondary= \$2.1729 | Secondary= \$2.1355 |
| Total = \$4.4720 | Total = \$4.3867 | Total = \$4.1932 |

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 item

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 20, 2022
Board Meeting

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Agenda Item Number – VIII-I

Agenda Item
Policy Updates

For Board: Action Discussion Information

Background –

Members of the Board questioned in the last regular meeting of the Board whether or not it is a requirement of the Board to adopt into policy legal requirements. For instance, the legislature each year enacts new laws, and those may impact policies. The question from the Board was whether that new law required adopting a recommended policy update. The implication of the question is that the Board will follow the law, but there is not a necessity for writing policy.

Dr. Robert check with district counsel on this matter and was advised that the district *only* need adopt a policy due to legislation if the law requires that a policy be written. For example, state law requires that the district adopt a policy regarding Bullying.

When considering the new policy adoption recommendations, the Board may consider not adopting a policy update if the requirement is state law and through administration we are following the law. For example, among tonight’s policy updates, there are some changes in policies that state that the district may not require masking for COVID-19 in relation to school visitation by parents or members of the community. But if the district is already following the law on this matter, is not a requirement that we adopt a policy stating that.

The Board may choose to discuss this item prior to taking action on the Policy Updates in tonight’s meeting.

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
September 20, 2022
Board Meeting

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Agenda Item Number – IX

Agenda Item
Board Development

For Board: Action Discussion Information

Background –

- A. ASBA County Meeting October 17, 2022 4:30pm -7:15pm (registration required)
- B. Reflection on ASBA Law Conference and Delegate Assembly
- C. Availability of Members for an October 13th Special Meeting for Consideration of Approval of the FY22 Annual Financial Report

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
September 20, 2022
Board Meeting

**The Osborn Community advances the full potential of every child
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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
September 20, 2022
Board Meeting

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Agenda Item Number – XI

Agenda Item

Future Agenda Items

For Board: Action Discussion Information

Mr. Peralta

- Review of district data collection processes and how Behavior Techs are collecting ACES scores and ways to get a bigger sampling **(9/15/22 Superintendent Update to the Board)**
- How is the district supporting students in the foster care system with mental health needs **(9/15/22 Superintendent Update to the Board)**

Mr. Hermes

- Comprehensive report of ESSER fund balances **(upcoming memo from Chief Operating Officer)**
 - Explore pay out of bonuses
 - Deadline to allocate remaining funds
- Enrollment – current numbers and how to grow **(Superintendent Robert is working collectively with Phoenix area superintendents on a comprehensive demographic study)**

Ms. Aguilar

- Same as Mr. Hermes
- Future enrollment

President Flamand

- How does the district measure performance from mental health providers ensuring students are getting value from providers **(9/15/22 Superintendent Update to the Board)**

Agenda Item Number – XII

Adjournment

Moved _____ Seconded _____ P/F