

OSBORN SCHOOL DISTRICT NO. 8
GOVERNING BOARD MEETING
September 21, 2021

Regular Meeting – 5:00 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. Members of the public may attend in person or by calling the following number Phone Numbers (US) [+1 323-746-3320](tel:+13237463320) PIN: 765 283 819# or viewing in a Google Meets meet.google.com/hgc-tama-rdp if you have an Osborn Google account. Members of the public may also view the meeting on the Osborn School District Facebook page in a Facebook Live livestream. The Governing Board hereby authorizes this action to serve its goal of protecting students and staff and in the interests of safety.

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 21, 2021.

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 and School Presentation**
Students from Longview will lead the Pledge and present on their 21st Century THRIVE Academy.
 - III. District Celebrations and Announcements**
 - A. Point of Pride recipients from Longview
 - IV. Consent Agenda**
 - A. Ratification of Accounts Payable Vouchers
 - B. Ratification of Payroll Vouchers
 - C. Board Minutes
 1. August 17, 2021 Regular Meeting

- D. Approval of Personnel Items
 - 1. Employment Changes/Additions
 - 2. Addendum Contracts
 - 3. Resignations
 - 4. Terminations
 - 5. Retirements
 - 6. Leaves of Absence
 - 7. Discussion/Approval of Personnel Item
- E. Donations
- F. Expenditure and Revenue Report
- G. Student Activities Statement of Revenue and Expenditures
- H. Disposal
- I. MOUs/Agreements with Partner Organizations
 - 1. Renewal of IGA including Addendum A with the Arizona School for the Deaf and Blind
 - 2. Renewal of MOU with Hands On Greater Phoenix for the Your Experience Counts Program
 - 3. Renewal of IGNITE Fellowship Tutoring Program Agreement between Teach for America and OMS
- J. Approval of District Qualified Evaluators
- K. Approval of Potential Job Description from ESSER Funds
- L. Sole Source Listing

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

COVID-19 Mitigation Strategies School Re-Opening Update

VII. Administrative Reports since August 17 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
- F. Osborn Education Association Update

VIII. Action Items

ACTION/APPROVAL

- A. Approval of MOU between Osborn School District and Community Family Services, LLC
- B. Approval and Second Reading of ASBA Policies Revisions:

BDF	Advisory Committees
BEDD	Rules of Order

BEDH	Public Participation at Board Meetings
DIE	Audits/Financial Monitoring
DJ	Purchasing (Purchasing Ethics Policy)
EEAEA	Bus Driver Requirements, Training and Responsibilities
GCB	Professional Staff Contracts and Compensation
GCF	Professional Staff Hiring
GDB	Support Staff Contracts and Compensation
GDF	Support Staff Hiring
IC	School Year
IHA	Basic Instructional Program
IHE-E	Basic Instructional Program
IHAMB	Family Life Education
IHAMB-R	Family Life Education
IHAMD	Instruction Resources and Materials
IJ	Instructional Resources and Materials
IJJ	Textbook/ Supplementary Materials Selection Adoption
IKE-RB	Promotion and Retention of Students
JFAA	Admission of Resident Students
JFAA-EA	Admission of Resident Students.
JFAA-EB	Admission of Resident Students
JFAB	Tuition/Admission of Nonresident Students
JFAB-EA	Tuition/Admission of Nonresident Students
JFAB-EB	Tuition/Admission of Nonresident Students
JFB	Open Enrollment
JK	Student Discipline
JKD	Students Suspension
JKE	Student Expulsion
JLF	Reporting Child Abuse/Child Protection
KB	Parental Involvement in Education

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

BIB	Board Member Development
BIB-R	Board member Development
GBGB-R	Staff Personal Security and Safety
GCH	Professional/Support staff Orientation and Training
IMB	Teaching about Controversial/Sensitive Issues
JICA-RB	Student Dress (Cloth Face Coverings)
JLCB	Immunization of Students
JLCB-R	Immunization of Students
JLCB-E	Immunization of Students
KI-RB	Visitors to Schools (cloth face Coverings)

D. Approval of appointment of the Board delegate to represent Osborn School District at the Arizona School Boards Association County Meeting on October 18, 2021 as discussed.

INFORMATION UPDATES

IX. Board Development

- A. ASBA Virtual County Meeting October 18, 2021 5pm -7pm (registration required)
- B. Reflection on ASBA Law Conference

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 21, 2021
Board Meeting**

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

Agenda Item Number – I/II

Agenda Item

Call to Order

Pledge of Allegiance

For Board:

Action

Discussion

Information

Background –

Longview students will present on our 21st Century THRIVE Academy will share a short video and few student comments about the program.

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
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Agenda Item Number – III

Agenda Item

District Celebrations and Announcements

For Board: Action Discussion Information

Background –

A. Longview Point of Pride Recipients

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 21, 2021

Board Meeting

**Children want knowledge, challenge and recognition.
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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, 2021.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of FY21 and FY22 Accounts Payable Vouchers

08/01/21 through 08/31/21

Fund Title	Fund #	Total
M & O	001	197,973.47
P301 Base Pay	11	-
P301 Performance Payout	012	-
Instructional Improvement fund	20	-
Title I	100	3,368.06
Title I	101	1,959.42
Title I Targeted Support & Improvement	115	-
Title IIA - Improving Teacher Quality	140	3,500.00
Title IIA - Improving Teacher Quality	141	1,430.92
Title IV- Safe & Drug free basic	161	1,521.14
21st Century	163	1,486.51
Title III	190	-
Title III	191	-
Emergency Immigrant Funding	196	-
Title VII - Indian Ed	200	-
Idea - Basic	220	-
ARRA - IDEA BASIC	221	9,302.51
Idea - Preschool Grant	222	-
Idea Edisa	223	-
Idea Edisa-1 Implementation	224	-
JOHNSON-O'MALLEY	230	-
JOHNSON-O'MALLEY	231	792.09
Education for Homeless Children	280	-
Education for Homeless Children	281	-
Education for Homeless Children	281	-
Medicaid Reimb	290	304.20
PRE School Dev GRANT	320	-
Pre School Dev - Start - Up	322	-
ESSER CARES	326	1,917.58
Acceleration Academy Grant	327	2,025.34
ENROLLMENT STABILIZATION GRANT	328	-
TIF GRANT - ASU	352	-
Scoppes - Counseling Grant	376	-
Arts in Education	377	-
Race To The Top	396	-
GIFTED	450	-
RESULT BASED FUNDING	457	211.05
VW BUS SETTLEMENT	476	-
Safe Schools	480	-
EARLY LITERACY GRANT	472	-

School Emergency Readiness	485	-
Sch PI-Sales/Leas Over 1 YR	500	-
School Plant 1 Year/Less	505	-
Food Service	510	64,570.50
Civic Center	515	-
Community School	520	-
Community School Montessori	521	-
Auxiliary Operations	525	-
Extra Curr Tax Fees CR	526	-
Gift and Donations	530	655.79
Fingerprint	540	-
Insurance Proceeds	550	-
Textbooks	555	-
Indirect Costs	570	37,092.96
Unemployment Insurance	575	1,652.00
Insurance Refund	585	-
Unrestrict Capital Outlay	610	295,477.34
Bond Building funds	630	2,248.48
Energy & Water Savings	665	-
SFB BUILDING RENEWAL	691	-
Student Activities	850	420.00
Employee Insurance Fund	855	969.60
		<u>\$ 628,878.96</u>

OSBORN SCHOOL DISTRICT NO. 8

September 21, 2021

Board Meeting

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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, 2021.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of Payroll Vouchers 08/1/21 thru 08/31/21

<u>Fund Title</u>	<u>Fund</u>	<u>Total</u>
Maintenance & Operation	001	1,281,483.92
Proposition 301	011	59,654.28
Proposition 301	012	0.00
	13	184,172.30
Instructional Improvement Fund	020	9,683.50
	71	0.00
Title I Disadvantaged Grant	100	80,162.73
	101	20,885.21
	115	0.00
Title I Focus School	117	0.00
Title IIA	140	0.00
	141	407.59
	160	716.89
	161	271.76
21st CCLC Grant	163	1,636.28
Title III	190	0.00
Title III	191	5,276.87
Title VII-Indian Ed	200	2,809.67
IDEA - General Entitlement Grant	220	26,785.73
	221	13,758.79
IDEA-Preschol Grant	222	0.00
AZ Tech Assistive Technology	227	0.00
Johnson O'Malley	230	0.00
	231	4,528.79
McKinney Vento	280	0.00
	281	0.00
Medicaid Reimbursement Fund	290	22,642.26
Preschool Developmental Year 1	320	0.00
	326	31,063.42
	327	0.00
	336	411,271.37
	346	132,676.35
ASU - TIF Grant	352	0.00
SCOPPES-Counseling Grant	376	0.00
Arts in Education Grant	377	0.00
	457	8,850.00
	472	0.00
	480	4,211.31
	482	15,272.79

Plant Fund	505	0.00
Food Service Fund	510	74,529.22
Civic Center	515	5,403.97
Community Schools	520	12,339.30
	521	7,073.94
Auxiliary Operations	525	0.00
Extra Curr Tax Fees	526	0.00
Gifts & Donations	530	0.00
Indirect Costs Fund	570	17,098.84
Intergovernmental Agreement	955	0.00
	610	0.00
	630	0.00
		<u>\$ 2,434,667.08</u>

OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting

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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 17, 2021

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 5:03 p.m. by Board President Aguilar.

Present:

Ylenia Aguilar, Board President
Sue Corbin, Board Clerk
Juan Carlos Flamand, Board Member
Edward Hermes, Board Member
Luis Peralta, Board Member
Dr. Michael Robert, Superintendent

Pledge of Allegiance

President Aguilar led the pledge.

District Celebrations and Announcements

The district celebrates the new teachers hired to join each of our Osborn schools. Tonight we welcome and celebrate them all!

Dr. Robert shared that due to the delta variant new staff will be cautiously introduced to avoid having a large number of people in attendance. Principals introduced their new staff members using photos followed by introductions of new administrators Cathy Gentry, Jeff Martin, Diana Vargas, Allison Ahl and Melissa Robinson who shared their work history with members.

Dr. Robert expressed his appreciation for the commitment of Diana Vargas and Claudia Segura in processing payroll commending them for the additional work required to process 2 payrolls and many new staff members.

He said the district has the right team and knows it will be an exciting year.

Ms. Aguilar called for a 5 minute break at 5:35 pm.

Meeting resumed at 5:43 pm.

Consent Agenda – Approval of Items Since July Meeting

- A. Ratification of Accounts Payable Vouchers
- B. Ratification of Payroll Vouchers
- C. Board Minutes
 - 1. Special Meeting of June 24, 2021
 - 1. Amended Public Hearing Minutes of June 22, 2021
 - 2. Regular meeting of July 13, 2021
 - 3. Public Hearing of July 13, 2021
 - 4. Special Meeting of August 3, 2021
 - 5. Public Hearing of August 3, 2021
 - 6. 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

- D. Donations
- E. Expenditure and Revenue Report
- F. Student Activities Statement of Revenue and Expenditures
- G. Disposal
- H. Sole Source

Mr. Hermes moved for approval of the consent agenda. Ms. Corbin seconded. Motion carried 5-0

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

Call to the Public

No requests received.

Board Presentation

Summer School Update

Mrs. Potter-Davis shared that the summer school program this year was held at 6 sites for 90 hours serving approximately 590 students and included 100 staff hours. She said the district had no trouble recruiting teachers and used guidance from the state to prioritize invitations for students who were 1 grade level or more behind and provide high impact mitigation

Site coordinators Alicia Pierson, Amelia Hubble, Megan Jones, Alyssa Chapman, and Tyler Bachler provided members with an overview of their site programs including highlights and the number of students that attended.

President Aguilar and Mr. Hermes thanked staff for their work and Mr. Hermes expressed hope that a similar program will be offered next summer. Mrs. Potter-Davis said that in addition to the summer program offered to students who meet the criteria for an invitation to the program, that she is excited about including the 21st Century Program for next year as part of the district's offerings for summer.

Administrative Reports

Mr. Flamand requested elaboration of the multi-tiered system specialist and received details from both Mrs. Potter–Davis and Dr. Robert who explained that the work isn't new but allows master teachers to spend more time in the classroom.

Action/Approval

Approval of First Reading of ASBA Policy Revisions:

BDF	Advisory Committees
BEDD	Rules of Order
BEDH	Public Participation at Board Meetings
BIB	Board Member Development
BIB-R	Board member Development
DIE	Audits/Financial Monitoring
DJ	Purchasing (Purchasing Ethics Policy)
EEAEA	Bus Driver Requirements, Training and Responsibilities

GBGB-R	Staff Personal Security and Safety
GCB	Professional Staff Contracts and Compensation
GCF	Professional Staff Hiring
GCH	Professional/Support staff Orientation and Training
GDB	Support Staff Contracts and Compensation
GDF	Support Staff Hiring
IC	School Year
IHA	Basic Instructional Program
IHE-E	Basic Instructional Program
IHAMB	Family Life Education
IHAMB-R	Family Life Education
IHAMD	Instruction Resources and Materials
IJ	Instructional Resources and Materials
IJJ	Textbook/ Supplementary Materials Selection Adoption
IKE-RB	Promotion and Retention of Students
IMB	Teaching about Controversial/Sensitive Issues
JFAA	Admission of Resident Students
JFAA-EA	Admission of Resident Students.
JFAA-EB	Admission of Resident Students
JFAB	Tuition/Admission of Nonresident Students
JFAB-EA	Tuition/Admission of Nonresident Students
JFAB-EB	Tuition/Admission of Nonresident Students
JFB	Open Enrollment
JICA-RB	Student Dress (Cloth Face Coverings)
JK	Student Discipline
JKD	Students Suspension
JKE	Student Expulsion
JLCB	Immunization of Students
JLCB-R	Immunization of Students
JLCB-E	Immunization of Students
JLF	Reporting Child Abuse/Child Protection
KB	Parental Involvement in Education
KI-RB	Visitors to Schools (cloth face Coverings)

Dr. Robert explained that the listed policies are related to legislation from the past legislative session. Conversation took place about policy BIB and BIB-R. Dr. Robert reiterated that ADE provides clear guidance in teaching historically accurate information and the district will support teachers in presenting appropriate material. Dr. Robert suggested members pull the policy and regulation allowing for an in depth discussion during their upcoming retreat.

Members then discussed policy related to facial coverings and were comfortable pulling those items until further discussion could take place.

Mr. Hermes motioned to approve all of the recommended policy revisions listed with the exception of BIB, BIB-R, GBGB-R, GCH, IMB, JICA-RB, JLCB and regulations and exhibits, and KI-RB. Mr. Flamand seconded. Motion carried 5-0.

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

Mr. Hermes stepped out of the meeting at 6:43 pm.

Mr. Hermes returned to the meeting at 6:45 pm.

Approval of Paid Sick Leave Entitlement Benefits due to COVID-19 as a benefit of employment for the time period of July 1, 2021 to December 31, 2021.

Dr. Robert explained that the item previously brought to the Board for approval expired June 30. An extension of the benefit provides up to 80 hours of paid leave to district employees who have a confirmed COVID-19 diagnosis and up to 2/3 pay (\$200 daily) for qualifying reasons. The request is to extend the program from July 1 thru December 31, 2021 and if needed request an additional extension in January.

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

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

Suspension of a Portion of Governing Board Policy GCCA and Approval of Front Loading of Annual Leave Days

Dr. Robert requested that the Board approve front loading of annual leave days to encourage staff not feeling well to stay home adding that he is also requesting suspension of a portion of policy GCCA to allow approval with one reading.

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

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

Approval of Delegate and Alternate as Discussed to Represent Osborn School District at the Arizona School Boards Association Delegate Assembly on September 11, 2021.

President Aguilar explained that members typically volunteer for the roles of alternate and delegate and asked for volunteers. Both Mr. Peralta and Mr. Flamand volunteered to be the delegate and roles were determined with a friendly game of bear claw trap man (a variation of rock paper scissors).

Mr. Hermes moved to have Mr. Peralta serve in the role of delegate and Mr. Flamand to serve as the alternate. Mr. Flamand seconded. Motion carried 5-0.

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

Approval of Arizona School Boards Association's (ASBA) draft 2022 Political Agenda, and, Direct the District's Delegate to the ASBA Delegate Assembly to Represent the Board's Determined Position.

Mr. Peralta moved to approve the draft ASBA political agenda directing Mr. Peralta and Mr. Flamand to represent the Board's determined position. Mr. Flamand seconded. Motion carried 5-0.

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

Information/Discussion Items
2021-2022 School Year Tax Rates

Mrs. Toscano informed that tax rates would be going down just under .10 cents exceeding the district's commitment to voters.

Update on Mask Mandate

Dr. Robert reviewed that last time members were together it was decided to institute a mask opt out provision adding that most staff and students are wearing masks and have not opted out. Providing further information on events since the last meeting, he shared that in a recent ruling a judge noted that the mandate doesn't go into effect until September 29. Dr. Robert additionally shared that several organizations have brought a suit against what the legislature has done and at least one hearing in the matter is anticipated to take place prior to September 29th.

The governor has issued a declaration issuing 10 million in grants for families for transportation services to provide a choice to parents who do not want to attend their current school and \$1800 per pupil for those districts deemed as following the law. Dr. Robert stated that the district opt out is the result of an administrative directive.

Given the recent Court decision, the district will return to the old mandate and moving forward will not allow further opt outs at this time. Members stated their sense of responsibility to protect students and staff. Dr. Robert stated that a communication will be prepared for both family and staff informing of the mask mandate.

Board Development

ASBA Law Conference September 8-10, 2021 (in person)

ASBA Delegate Assembly September 11, 2021 (in person)

Noting that items are related to professional development Dr. Robert stated that an alternate date will be needed for their retreat; members agreed to move the date to September 27.

Mr. Flamand asked to be registered for the conference.

Reflections

Mr. Peralta stated that he thinks the Board is awesome.

Mr. Hermes said he was glad to hear about summer school and the choice of joy as a value and goal. Agreeing with Mr. Peralta's sentiment he appreciates the balance of the Board and is happy to be a part of something so special.

Mr. Flamand said he is looking forward to not only the opportunities that may present themselves but the opportunities members can create.

Ms. Corbin expressed appreciation for the way the members, teachers and staff work together with a positive attitude.

President Aguilar expressed agreement with what others said adding that it gives her joy to serve on the Board. She said working well together and being flexible is what makes Osborn School District special.

Dr. Robert said he enjoyed watching the Board and appreciates seeing their service in action. He also enjoyed seeing new staff and growing leaders expressing appreciation that members get to see the growth of those future leaders.

Future

Mr. Peralta

- Enrollment updates
- Plans on how the district will address learning for students who are quarantined

Mr. Hermes

- Enrollment update
- Plans to boost enrollment

Mr. Flamand

- Include a COVID update as part of the agenda until it is no longer needed
- Update on honoring community experiences with COVID

Ms. Aguilar

- Regular updates on vaccination efforts
- Look at creative ways to encourage vaccination among middle school students

Adjournment

President Aguilar declared the meeting adjourned at 7:31 pm.

Minutes submitted by:

Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

Sue Corbin, Board Clerk

OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

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>
Escobar, Diana	Teacher - 3rd grade - rehire	SOL	<u>8/9/2021</u>	<u>\$39,225.32</u>
Holderman, Melissa	MRRS Specialist	iSchool	<u>8/2/2021</u>	<u>\$43,867.00</u>
Jensen, Deann	Teacher - SPED S/C	<u>iSchool</u>	<u>8/16/2021</u>	<u>\$46,366.44</u>
Judd, Elisabeth-rehire	Teacher - 8th grade S/C, S/S	OMS	<u>8/3/2021</u>	<u>\$46,083.00</u>
Koering-Ragsdale, Marian	Teacher, SPED S/C K-1	SOL	<u>7/27/2021</u>	<u>\$42,591.00</u>

NEW EMPLOYEES: CLASSIFIED

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE HIRED</u>	<u>RATE OF PAY</u>
<u>Chaires, Veronica</u>	<u>Dispatch/Router</u>	<u>M/T</u>	<u>8/30/2021</u>	<u>\$19.09/hr</u>
Dunn, Carrie - rehire	Computer Tech	DO	8/17/2021	\$18.82/hr
Gonzales, Jose - rehire	Bus Driver	M/T	8/4/2021	\$19.84/hr
MacVean, Jennifer Lynne	Behavior Tech	MONT	9/13/2021	\$14.84/hr
McReynolds, Havannha	Health Aide	ENC	8/20/2021	\$12.87/hr
Parker, Denise	Health Aide	LV	8/24/2021	\$12.87/hr
Ramirez, Edgar	Health Aide	OMS	8/9/2021	\$12.87/hr

RATIFY ADDENDUM TO CONTRACT

NAME

PROGRAM

AMOUNT

PRE-APPROVAL ADDENDUM TO CONTRACT

NAME

PROGRAM

AMOUNT

ADDITIONAL ASSIGNMENTS

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE</u>	<u>RATE OF PAY</u>
Duran, Jessica	School meetings - 2 days	SOL	8/3/2021	\$12.87/hr
Duran, Yanet	ED Asst. - 21st century after hours	SOL	9/7/2021	\$13.84/hr
Escarcega, Valerie	Testing/interpreting extra duty	CURR	7/26/2021	\$15.02/hr
Frye, Michelle	School meetings - 2 days	SOL	8/3/2021	\$15.46/hr
Gerlock, Storm	Co-site coordinator 21st century	ENC	8/9/2021	\$30.00/hr
Jordan, Isabel Maria	School meetings - classified rep on leadership	SOL	7/29/2021	\$15.46/hr
Jordan-Yassan, Maria	Conscious Discipline PD - 16 hours	CURR	7/21/2021	\$15.63/hr
Mars, Essence	School meetings - 2 days	SOL	8/3/2021	\$12.87/hr
Martinez, Annette	Bus Driver extra duty	M/T	7/1/2021	\$20.32/hr
McCloskey, Colin	Soccer Club Leader, 4/5 girls	CL	9/7/2021	\$14.84/hr
Mendoza, Daniela	HR support - 2-3 hours/day	DO HR	8/26/2021	\$24.00/hr
Phelps, Amanda	School meetings - 2 days	SOL	8/3/2021	\$12.87/hr
Ramirez, Edgar	21st century PD - one hour	OMS	9/1/2021	\$25.00/hr
Ramirez, Edgar	Open Library Enrichment Instructor 1/hr per day	OMS	9/7/2021	\$13.36/hr
Ramirez, Juana	School meetings - 2 days	SOL	8/3/2021	\$15.45/hr
Shaw, Beatrice	School meetings - 2 days	SOL	8/3/2021	\$15.05/hr
Soto, Sonia	School meetings - 2 days	SOL	8/3/2021	\$13.76/hr
Soto, Sonia	ED Asst. - 21st century after hours	SOL	9/7/2021	\$13.76/hr
Urrutia, Beatrice	School meetings - 3 days	SOL	8/3/2021	\$15.82/hr
Weber, Ben	Co-site leader 21st century	SOL	8/6/2021	\$20.00/hr
Weber, Ben	Conscious Discipline PD - 16 hours	CURR	7/21/2021	\$15.63/hr

CHANGE OF ASSIGNMENT

<u>NAME</u>	<u>FROM POSITION</u>	<u>TO POSITION</u>	<u>LOCATION</u>	<u>DATE</u>	<u>RATE OF PAY</u>
Annibal, Brenna	Teacher, Kinder D/L	Teacher, 1st grade	ENC	8/9/2021	\$55,742.00
Arebalo, Cynthia	Teacher, 5th grade D/L	Floating Teacher (Sub)	CL	8/30/2021	\$41,555.00
Barajas, Marisol	EA, Resource	EA, Kinder	ENC	8/9/2021	\$14.81/hr
Barnett, Linda	Teacher, Kinder D/L	MTSS	ENC	8/9/2021	\$63,447.00
Brodth, Matt	Floating Teacher(LTS) - CL	Floating Teacher (Sub)	SOL	8/31/2021	\$175/day
Budoff, Stacey	Teacher, 6th grade	Teacher, Music	SOL	8/31/2021	\$36,177.00
Bucklew, Joan	Teacher, 4th grade	Teacher, PE	LV	8/9/2021	\$53,198.00
Cecena, Araceli	Teacher, 5th grade D/L	MTSS	LV	8/9/2021	\$66,534.00
Enriquez, Ascalia	EA, Preschool (SOL)	EA, Preschool DD	ENC	8/25/2021	\$15.86/hr
Kitchen, Tiffanie	Teacher, 8th grade SPED Math	Teacher, 7th/8th online math	OMS	8/3/2021	\$57,626.00
Mendoza, Daniela	Technician, HR	Admin Asst, SPED	DO	8/9/2021	\$18.52/hr
McClosky, Colin	EA	Behavior Tech	ENC	8/3/2021	\$14.84/hr
Munoz, Sephora	EA, S/C - (LV)	EA, S/C	SOL	9/9/2021	\$13.36/hr
Perez, Andy	EA (SOL)	EA, SPED	LV	8/6/2021	\$15.46/hr
Singh, Jill	Teacher (ENC)	Preschool Coordinator	MON	8/3/2021	\$63,028.00
Taylor-David, Lynn	Teacher, 3rd grade	Teacher, Kinder D/L	ENC	8/3/2021	\$59,948.00
Terriciano, Mollie	Teacher, 6th grade	Teacher, 6th grade D/L	CL	8/3/2021	\$51,766.00
Weidner, Jordan	Teacher, 4th grade	Teacher, 3rd grade	SOL	8/31/2021	\$41,055.00
Wright, Rosa	EA, Community Preschool	Instructor, Community Preschool	SOL	8/3/2021	\$13.96/hr

NEW YEAR CLASSIFIED ASSIGNMENTS

NAME

POSITION

LOCATION

DATE

RATE OF PAY

NEW YEAR SUBSTITUTES ASSIGNMENTS

RESIGNATIONS

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE</u>
Archuleta, Elizabeth	Teacher, Art	LV	9/30/2021
Escobar, Diana	Teacher - 3rd grade(passed away	SOL	8/22/2021
Flores, Jessica	Long term sub	ENC	5/21/2021
Garza, Hissley	Long term sub	ENC	5/21/2021
Gonzalez Venezuela, Baudeliz	Night custodian	M/T	8/23/2021
Guzman, Jocelyn	Teacher	SOL	5/21/2021
Krouse, Amy	Teacher	iSchool	8/20/2021
Murray, Anthony	Floating Teacher	LV	9/17/2021
Orona, Jessika	Technician, HR	DO	8/20/2021
Ortez, Karen	SPED EA	ENC	5/20/2021
Pinon, Luz	Night custodian	M/T	8/23/2021
Smiley, Caroleen	Coordinator, HR	DO	8/6/2021

TERMINATIONS

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE</u>
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RETIREMENTS

<u>NAME</u>	<u>REASON</u>	<u>LOCATION</u>	<u>DATE</u>
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LEAVE OF ABSENCES:

<u>NAME</u>	<u>REASON</u>	<u>LOCATION</u>	<u>DATE</u>
Berry, Mary Jo	Personal	CL	5/20/2021
Carillo, Anabel	Personal	CURR	7/12/2021
Duran, Elsa	Personal	M/T	1/6/2021
Moum, John	Personal	ENC	8/30/2021
Sullivan, Melissa	Personal	OMS	8/3/2021

MILITARY LEAVE:

<u>NAME</u>	<u>REASON</u>	<u>LOCATION</u>	<u>DATE</u>
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Last Name of Employee to be Paid	First Name of Employee to be Paid	Location/School	Start Date	End Date (Must be before June 30th)	Total Addendum Amount (Not to Exceed)	Extra Duty Responsibilities/Tasks	Funding Code (Colleen & Emerald)
Adams	Peyton	Clarendon	9/2/2021	9/2/2021	\$25.00	21st CCLC Instructor	163.100.1000.6115.102.000.0000
Adams	Peyton	Clarendon	9/7/2021	10/29/2021	\$445.00	21st CCLC Instructor	163.100.1000.6115.102.000.0000
Aguirre	Alexis	Encanto	8/9/2021	5/27/2022	\$5,000.00	Master Teacher (TAP)	100.250.2210.6115.520.000.000.0000
Aken	Ann	Clarendon	8/9/2021	5/27/2022	\$2,500.00	Dual Language - Spanish Teacher	001.100.2210.6115.502.520.0000
Aken	Ann	Clarendon	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Aken	Ann	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000
Anderson	Beth	Clarendon	8/9/2021	6/30/2022	\$10,000.00	21st Century Coordinator	163.100.2210.6115.102.000.0000
Anderson	Beth	Clarendon	8/9/2021	5/27/2022	\$3,000.00	Mentor Teacher	100.250.2210.6115.520.000.0000
Anderson	Rachel	Clarendon	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Anderson	Rachel	Clarendon	9/1/2021	9/1/2021	25	21ST CCLC Instructor	163.100.2213.6115.102.000.0000
Arabelo	Cynthia	Clarendon	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Bachler	Tyler	Osborn Middle School	8/9/2021	5/27/2022	\$3,000.00	Mentor Teacher	100.250.2210.6115.520.000.0000
Bachler	Tyler	Osborn Middle School	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Bailey	Jessica	DO - Special Services	7/1/2021	7/31/2021	\$2,000	Special Services Consultation	221.200.2213.6115.560.000.0000
Baltazar	Leonora	Longview	9/7/2021	10/29/2021	840	21ST CCLC Instructor	163.100.1000.6115.107.000.0000
Baltazar	Leonora	Longview	9/3/2021	9/3/2021	25	21ST CCLC Instructor	163.100.1000.6115.107.000.0000
Barnett	Desiree	Encanto	8/9/2021	5/27/2022	\$3,000.00	Mentor Teacher	100.250.2210.6115.503.520.0000
Barnett	Desiree	Encanto	8/9/2021	12/17/2021	\$1,000.00	ASU Lead Teacher	100.250.2210.6115.520.000.0000
Barnett	Desiree	Encanto	7/19/2021	7/25/2021	\$250	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Barnett	Linda	Encanto	8/9/2021	6/30/2021	\$5,000.00	21st Century Coordinator	163.100.2210.6115.103.000.0000
Barnett	Linda	Encanto	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Barnett	Linda	Encanto	8/9/2021	5/27/2022	\$3,000.00	MTSS Teacher	100.250.2210.6115.520.000.0000
Barrera-Vargas	Dayyana	Longview	8/9/2021	12/17/2021	\$1,000.00	ASU Lead Teacher	100.250.2210.6115.520.000.0000
Beebot	Taysia	Osborn Middle School	9/1/2021	9/1/2021	25	21ST CCLC Instructor	163.100.1000.6115.104.000.0000
Beebout	Taysia	Osborn Middle School	9/1/2021	12/17/2021	545	21ST CCLC Enrichment	163.100.1000.6115.104.000.0000
Beltran	Michelle	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000
Beltran	Michelle	Clarendon	8/9/2021	5/27/2022	\$3,000.00	Mentor Teacher	100.250.2210.6115.502.520.0000
Betancourth	Rebecca	Clarendon	8/9/2021	5/27/2022	\$2,500.00	Dual Language - Spanish Teacher	001.100.2210.6115.502.520.0000
Betancourth	Rebecca	Clarendon	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Bjorklund	Brianne	Encanto	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.503.520.0000
Boyd	Brad	Osborn Middle School	9/1/2021	5/27/2022	\$2,000.00	Conscious Discipline PD Leader	160.250.2210.6115.520.000.0000
Boyd	Brad	Osborn Middle School	8/30/2021	11/26/2021	1,000.00	Soccer Coach	290.620.1000.6115.104.000.0000
Brodt	Matthew	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000

Bucklew	Joan	Longview	8/9/2021	5/27/2022	\$3,000.00	Mentor Teacher	100.250.2210.6115.520.000.0000
Butts	Michael	Longview	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Butts	Michael	Longview	8/9/2021	5/27/2022	\$3,000	Mentor Teacher	100.250.2210.6115.107.000.0000
Cecena	Araceli	Longview	8/9/2021	5/27/2022	\$3,000.00	MTSS Teacher	100.250.2210.6115.520.000.0000
Cervantes	Eddie	Osborn Middle School	8/9/2021	6/30/2022	\$10,000.00	21st Century Coordinator	163.100.2210.6115.104.000.0000
Cervantes	Eddie	Osborn Middle School	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Cervantes	Eddie	Osborn Middle School	7/1/2021	7/31/2021	\$600.00	Dual Language Curriculum Planning	100.250.2210.6115.520.000.000.0000
Chapman	Alyssa	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000
Chapman	Alyssa	Clarendon	8/9/2021	5/27/2022	\$1,500.00	TAP Advisor	100.250.2210.6115.502.520.0000
Chapman	Alyssa	Clarendon	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Chavez	Cristina	Encanto	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.503.520.0000
Chavez	Cristina	Encanto	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Chavez	Cristina	Encanto	8/9/2021	12/17/2021	\$1,000.00	ASU Lead Teacher	100.250.2210.6115.520.000.0000
Chevalier	Cecilia	Clarendon	8/9/2021	5/27/2022	\$3,000.00	MTSS Teacher	100.250.2210.6115.520.000.0000
Chou	Amy	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000
Chou	Amy	Clarendon	8/9/2021	5/27/2022	\$5,000.00	Master Teacher (TAP)	100.250.2210.6115.520.000.000.0000
Chou	Amy	Clarendon	7/1/2021	7/31/2021	\$600.00	Blended Learning SE Planning	160.250.2210.6115.520.000.000.0000
Chou	Amy	Clarendon	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Clark	Martha	Clarendon	8/9/2021	5/27/2022	\$2,500.00	Dual Language - Spanish Teacher	001.100.2210.6115.502.520.0000
Cooper	Cody	Osborn Middle School	8/9/2021	12/17/2021	\$1,000.00	ASU Lead Teacher	100.250.2210.6115.520.000.0000
Cooper	Cody	Osborn Middle School	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Copelly	Rosalba	Solano	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.506.520.0000
Copelly	Rosalba	Solano	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
David	Lynn Taylor	Encanto	8/9/2021	5/27/2022	\$1,500.00	Dual Language English Teacher	001.100.2210.6115.503.520.0000
David	Lynn Taylor	Encanto	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Deer	Cynthia	Solano	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.506.520.0000
Deer	Cynthia	Solano	9/7/2021	11/6/2021	800	Soccer Coach	290.620.1000.6115.106.000.0000
Delgado	Cristina	Encanto	8/9/2021	5/27/2021	\$5,000.00	Lead Social Worker	346.100.2490.6115.520.000.0000
Delgado	Cristina	Encanto	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Elias Ulloa	Rosaisela	Longview	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.507.520.0000
Esposito	Gianni	OMS	7/27/2021	5/27/2022	3500	Athletic Director	290.620.1100.6115.104.000.0000
Evans	Hannah	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000
Evans	Hannah	Clarendon	7/29/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Evans	Hannah	Clarendon	9/7/2021	10/29/2021	\$805.00	21ST CCLC Instructor	163.100.1000.6115.102.000.0000

Evans	Hannah	Clarendon	9/2/2021	9/2/2021	25	21ST CCLC Instructor	163.100.1000.6115.102.000.0000
Formanek	John	Solano	9/7/2021	10/29/2021	560	21ST CCLC Instructor	163.100.1000.6115.106.000.0000
Garcia	Maria	Encanto	8/9/2021	5/27/2022	\$1,500.00	Dual Language English Teacher	001.100.2210.6115.503.520.0000
Garcia	Maria	Encanto	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Garcia	Maria	Encanto	8/9/2021	5/27/2022	\$3,000.00	Mentor Teacher	100.250.2210.6115.520.000.0000
Garcia	Maria	Encanto	8/9/2021	12/17/2021	\$1,000.00	ASU Lead Teacher	100.250.2210.6115.520.000.0000
Garcia	Maria	Encanto	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Garcia	D'Andre	Osborn Middle School	9/7/2021	3/4/2022	840	21ST CCLC Instructor	163.100.1000.6115.104.000.0000
Garcia	D'Andre	Osborn Middle School	9/1/2021	9/1/2021	25	21ST CCLC Instructor	163.100.1000.6115.104.000.0000
Gerstner	Doug	Osborn Middle School	8/9/2021	5/27/2022	\$5,000.00	Master Teacher (TAP)	100.250.2210.6115.520.000.000.0000
Gibson	Renee	Solano	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Gill Murray	Brigid	Solano	9/7/2021	11/6/2021	800	Soccer Coach	290.620.1000.6115.106.000.0000
Green	Maria	Longview	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.507.520.0000
Green	Maria	Longview	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Guillen	Adriana	Encanto	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.503.520.0000
Guzman	Jose	Osborn Middle School	8/9/2021	5/27/2022	\$2,500.00	Dual Language - Spanish Teacher	001.100.2210.6115.504.520.0000
Guzman	Jose	Osborn Middle School	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Guzman	Jose	Osborn Middle School	7/1/2021	7/31/2021	\$600.00	Dual Language Curriculum Planning	100.250.2210.6115.520.000.000.0000
Hacker	Jacqueline	Encanto	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.503.520.0000
Hacker	Jacqueline	Encanto	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Heath	Elizabeth	Osborn Middle School	8/9/2021	5/27/2022	\$3,000.00	MTSS Teacher	100.250.2210.6115.520.000.0000
Hernandez	Daniela	Longview	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.507.520.0000
Herscovici	Amanda	Encanto	8/9/2021	5/27/2022	\$1,500.00	Dual Language English Teacher	001.100.2210.6115.503.520.0000
Herscovici	Amanda	Encanto	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Herscovici	Amanda	Encanto	8/9/2021	5/27/2022	\$3,000.00	Mentor Teacher	100.250.2210.6115.520.000.0000
Herscovici	Amanda	Encanto	8/9/2021	12/17/2021	\$1,000.00	ASU Lead Teacher	100.250.2210.6115.520.000.0000
Herscovici	Amanda	Encanto	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Hooks	Romelo	Longview	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Hubbell	Amelia	Solano	8/9/2021	5/27/2022	\$5,000.00	Master Teacher (TAP)	100.250.2210.6115.520.000.000.0000
Hubbell	Amelia	Solano	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Hubbell	Amelia	Solano	9/7/2021	10/29/2021	1600	21ST CCLC Instructor	163.100.1000.6115.106.000.0000
Hunt	Lisa	Clarendon	8/9/2021	5/27/2022	\$5,000.00	Master Teacher (TAP)	100.250.2210.6115.520.000.000.0000
Hunt	Lisa	Clarendon	7/1/2021	7/31/2021	\$600.00	Blended Learning SE Planning	160.250.2210.6115.520.000.0000
Hurtado Diaz	Nidia	Longview	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.507.520.0000

Jacuinde	Tomas	Encanto	8/9/2021	5/27/2022	\$2,500.00	Dual Language - Spanish Teacher	001.100.2210.6115.503.520.0000
Jacuinde	Tomas	Encanto	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Jones	Megan	Solano	8/9/2021	6/30/2022	\$5,000.00	21st Century Coordinator	163.100.2210.6115.106.000.0000
Jones	Megan	Solano	8/9/2021	5/27/2022	\$5,000.00	Master Teacher (TAP)	100.250.2210.6115.520.000.000.0000
Jones	Megan	Solano	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Kahl	Kayce	Clarendon	8/9/2021	5/27/2022	\$1,500.00	Dual Language English Teacher	001.100.2210.6115.502.520.0000
Kahl	Kayce	Clarendon	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Kahl	Kayce	Clarendon	7/29/2021	7/29/2021	\$200.00	School Summer Planning	100.250.2210.6115.502.520.000.0000
Kahl	Kayce	Clarendon	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Kahl	Kayce	Clarendon	9/2/2021	9/2/2021	25	Soccer Coach	163.100.1000.6115.107.000.0000
Kahl	Kayce	Clarendon	9/7/2021	11/6/2021	800	Soccer Coach	290.620.1000.6115.102.000.0000
Katich	Kelsey	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000
Kesterson-Walker	Kelly	Encanto	8/9/2021	5/27/2022	\$5,000.00	Master Teacher (TAP)	100.250.2210.6115.520.000.000.0000
Kesterson-Walker	Kelly	Encanto	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Kilby	Kelley	Encanto	7/19/0021	7/25/0021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Koernig	Marian	Solano	9/7/2021	10/29/2021	1120	21ST CCLC Enrichment	163.100.1000.6115.106.000.0000
Kowalczyk	Tyus	Clarendon	9/2/2021	9/2/2021	25	Soccer Coach	163.100.1000.6115.102.000.0000
Kowalczyk	Tyus	Clarendon	9/7/2021	11/6/2021	800	Soccer Coach	290.620.1000.6115.102.000.0000
Lee	Jessica	Osborn Middle School	9/1/2021	4/29/2022	1105	21ST CCLC Instructor	163.100.1000.6115.104.000.0000
Lee	Jessica	Osborn Middle School	9/1/2021	9/1/2021	25	21ST CCLC Instructor	163.100.1000.6115.104.000.0000
Linn	Jennifer	Osborn Middle School	8/9/2021	5/27/2021	\$3,000.00	Mentor Teacher	100.250.2210.6115.504.520.0000
Linn	Raymond	Osborn Middle School	9/7/2021	4/29/2022	1080	21ST CCLC Instructor	163.100.1000.6115.104.000.0000
Linn	Raymond	Osborn Middle School	9/1/2021	9/1/2021	25	21ST CCLC Instructor	163.100.1000.6115.104.000.0000
Lizarraga	Mackenzie	Encanto	8/9/2021	5/27/2022	\$2,500.00	Dual Language - Spanish Teacher	001.100.2210.6115.503.520.0000
Marquez	Fabiola	Clarendon	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Maynard	Clare	Longview	8/9/2021	5/27/2022	\$3,000.00	Mentor Teacher	100.250.2210.6115.520.000.0000
Meyer	Kelsey	DO - Special Services	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Meyer	Kelsey	DO - Support Services	7/1/2021	7/31/2021	\$1,950	Student Services Training	346.100.2213.6115.560.000.0000
Meza	Jorge	Clarendon	8/9/2021	5/27/2022	\$3,000.00	Mentor Teacher	100.250.2210.6115.520.000.0000
Miller	Elaine	Encanto	8/9/2021	12/17/2021	\$2,500.00	ASU Lead Teacher Coordinator	100.250.2210.6115.520.000.0000
Miller	Elaine	Encanto	8/9/2021	12/17/2021	\$1,000.00	ASU Lead Teacher	100.250.2210.6115.520.000.0000
Murphy	John	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000
Neddenriep	Sidney	Solano	9/7/2021	11/6/2021	800	Soccer Coach	290.620.1000.6115.106.000.0000
Nelson	Ben	Solano	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000

Nevarez	Mae	iSchool	8/9/2021	5/27/2022	\$5,000.00	Master Teacher (TAP)	100.250.2210.6115.520.000.000.0000
Pacheco	Edna	Solano	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.506.520.0000
Palache Leon	Hilda	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000
Palache Leon	Hilda	Clarendon	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Parker	Naomi Alex	Solano	8/9/2021	12/17/2021	\$1,000.00	ASU Lead Teacher	100.250.2210.6115.520.000.0000
Patterson	Alice	Solano	9/7/2021	10/29/2021	1120	21ST CCLC Instructor	163.100.1000.6115.106.000.0000
Pavlisick	Kimberly	Encanto	8/9/2021	5/27/2022	\$1,500.00	Dual Language English Teacher	001.100.2210.6115.503.520.0000
Pavlisick	Kimberly	Encanto	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Perez	Katarina	Solano	8/9/2021	5/27/2022	\$3,000.00	MTSS Teacher	100.250.2210.6115.520.000.0000
Perez	Jose	Clarendon	9/2/2021	9/2/2021	25	Soccer Coach	163.100.1000.6115.102.000.0000
Perez	Jose	Clarendon	9/7/2021	11/6/2021	800	Soccer Coach	290.620.1000.6115.102.000.0000
Prutch	Mary	Longview	9/7/2021	10/29/2021	280	21ST CCLC Instructor	163.100.1000.6115.107.000.0000
Prutch	Mary	Longview	9/3/2021	9/3/2021	25	21ST CCLC Instructor	163.100.1000.6115.107.000.0000
Ramirez	Rocio	Longview	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.507.520.0000
Ramirez	Christina	Longview	8/9/2021	5/27/2022	\$5,000.00	Master Teacher (TAP)	100.250.2210.6115.520.000.000.0000
Renning	Amanda	Encanto	8/9/2021	5/27/2022	\$3,000.00	Mentor Teacher	100.250.2210.6115.503.520.0000
Renning	Amanda	Encanto	8/9/2021	12/17/2022	\$1,000.00	ASU Lead Teacher	100.250.2210.6115.520.000.0000
Renning	Amanda	Encanto	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Rios	Gabriella	Solano	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Rivera	Rachel	Clarendon	8/9/2021	5/27/2022	\$1,500.00	Dual Language English Teacher	001.100.2210.6115.502.520.0000
Rivera	Rachel	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000
Roberts	Mae	Longview	9/7/2021	10/29/2021	520	21ST CCLC Instructor	163.100.1000.6115.107.000.0000
Roberts	Mae	Longview	9/3/2021	9/3/2021	25	21ST CCLC Instructor	163.100.1000.6115.107.000.0000
Ruiz	Audrey	Osborn Middle School	8/30/2021	12/3/2021	1,000.00	Soccer Coach	290.620.1000.6115.104.000.0000
Saiz	Sarah	Osborn Middle School	9/7/2021	4/29/2022	2265	21ST CCLC Instructor	163.100.1000.6115.104.000.0000
Saiz	Sarah	Osborn Middle School	9/1/2021	9/1/2021	25	21ST CCLC Instructor	163.100.1000.6115.104.000.0000
Sanchez-Hernandez	Nayely	Encanto	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.503.520.0000
Sanchez-Hernandez	Nayely	Encanto	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Shuss	Virginia	DO - Support Services	8/2/2021	12/17/2021	\$16,000	Student Services Director (temporary)	001.200.2210.6115.560.000.0000
Stacey	Brendan	Osborn Middle School	8/9/2021	5/27/2022	\$5,000.00	Master Teacher (TAP)	100.250.2210.6115.520.000.000.0000
Stacey	Brendan	Osborn Middle School	9/7/2021	4/29/2022	2240	21ST CCLC Enrichment	163.100.1000.6115.104.000.0000
Stachel	Allison	Osborn Middle School	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Stachel	Allison	Osborn Middle School	8/30/2021	12/3/2021	1000	Volleyball Coach	290.620.1000.6115.104.000.0000
Staron	Jennifer	iSchool	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000

Stevens	Amber	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000
Suarez	Diana	Encanto	8/9/2021	5/27/2022	\$2,500.00	Dual Language - Spanish Teacher	001.100.2210.6115.503.520.0000
Tenjieth	Mia	Solano	9/7/2021	11/6/2021	800	Soccer Coach	290.620.1000.6115.106.000.0000
Terriciano	Molly	Clarendon	8/9/2021	5/27/2022	\$1,500.00	Dual Language English Teacher	001.100.2210.6115.502.520.0000
Terriciano	Molly	Clarendon	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Terriciano	Molly	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000
Tikovitsch	Erin	Osborn Middle School	8/9/2021	5/27/2022	\$3,000.00	Mentor Teacher	100.250.2210.6115.520.000.0000
Tikovitsch	Erin	Osborn Middle School	9/7/2021	10/29/2021	280	21ST CCLC Enrichment	163.100.1000.6115.104.000.0000
Tikovitsch	Erin	Osborn Middle School	9/1/2021	9/1/2021	25	21ST CCLC Instructor	163.100.1000.6115.104.000.0000
Valencia	Luis	Encanto	8/9/2021	5/27/2022	\$1,500.00	TAP Advisor	100.250.2210.6115.503.520.0000
Valencia	Luis	Encanto	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Valentine	Britnie (BJ)	Clarendon	7/29/2021	7/29/2021	\$200.00	Curriculum Planning	100.250.2210.6115.502.520.000.0000
Valentine	Britnie	Clarendon	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Vasquez	Rogelio	Longview	8/9/2021	5/27/2022	\$2,500.00	Dual Language - English & Spanish Teacher	001.100.2210.6115.507.520.0000
Vasquez	Rogelio	Longview	8/2/2021	8/2/2021	\$200.00	Dual Language Curriculum Planning	160.100.2210.6115.520.000.0000
Vehr	Rodi	Longview	8/9/2021	5/27/2022	\$5,000.00	Master Teacher (TAP)	100.250.2210.6115.520.000.000.0000
Venzor-Enrique	Citlaxochitl	Encanto	7/19/2021	7/25/2021	\$250.00	Conscious Discipline PD	160.250.2210.6115.520.000.0000
Villan Morales	Elisa	Longview	9/7/2021	10/29/2021	2160	21ST CCLC Instructor	163.100.1000.6115.107.000.0000
Villan Morales	Elisa	Longview	9/3/2021	9/3/2021	25	21ST CCLC Instructor	163.100.1000.6115.107.000.0000
Vincent	Madison	Osborn Middle School	8/30/2021	11/12/2021	1000	Volleyball Coach	290.620.1000.6115.104.000.0000
Williams	Jeffrey	Longview	9/7/2021	11/6/2021	800	Soccer Coach	290.620.1000.6155.107.000.0000
Wright	Samantha	Longview	8/9/2021	12/17/2021	\$1,000.00	ASU Lead Teacher	100.250.2210.6115.520.000.0000

OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-E

Agenda Item
Donations

For Board: Action Discussion Information

Background –

Donor	Donation	Location	Estimated Value
Changing Hands Bookstore	Books	iSchool/Longview	\$200.00

Legal

Financial

Governing Board Goals

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

Recommendation

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

Moved _____ Seconded _____ P/F

Changing Hands iSchool Donation September 2021

Title	Author	Original Price	Qty
A Long Walk To Water	Linda Sue Park	\$7.99	1
Mayor Hubble Is in Trouble!	Dan Gutman		2
Dr. Nicholas Is Ridiculous!	Dan Gutman		1
Mrs. Jafee Is Daffy!	Dan Gutman		1
Mrs. Master Is a Disaster!	Dan Gutman		1
Ms. Joni Is a Phony	Dan Gutman		1
Mr. Jack Is a Maniac	Dan Gutman		1
Miss Klute Is a Hoot!	Dan Gutman		1
Miss Laney Is Zany!	Dan Gutman		1
Ms. Sue Has No Clue!	Dan Gutman		1
Deck The Halls, We're off the Walls!	Dan Gutman		1
Miss Mary Is Scary!	Dan Gutman		1
Dr. Brad Has Gone Mad!	Dan Gutman		1
Miss Newman Isn't Human!	Dan Gutman		1
Miss Tracy Is Spacey!	Dan Gutman		1
The Outsiders	S.E. Hinton	\$7.99	1
Ms. Hall Is a Goofball!	Dan Gutman		1
Extreme Weather!	Lauren Tarshis		1
The 39 Clues	Rick Riordan		1
Ghost Stories		\$19.99	1
Christopher Robin	Elizabeth Rudnick		1
Cat and Mouse In A Haunted House	Geronimo Stilton	\$6.99	1
The Curse Of The Cheese Pyramid	Geronimo Stilton	\$7.99	1
Spy Penguins	Sam Hay	\$13.99	1
Too Many Valentines	Margaret McNamara	\$3.99	1
A Tooth Story	Margaret McNamara	\$3.99	1
Earth Day	Margaret McNamara	\$3.99	1
Butterfly Garden	Margaret McNamara		1
Fall Leaf Project	Margaret McNamara	\$3.99	1
The Counting Race	Margaret McNamara	\$3.99	1

Changing Hands iSchool Donation September 2021

Marley Farm Dog	Susan Hill	\$3.99	1
John Adams Speaks for Freedom	Deborah Hopkinson	\$3.99	1
The Great Fairy Race		\$3.99	1
Dolphins!	Sharon Bokoske & Margaret Davidson	\$3.99	1
Ming Ling	Stephen Cosgrove	\$2.95	1
Spirit of the American Red Cross	Patricia Lakin	\$3.99	
Pet Charms Bunny Surprise	Amy Edgar	\$5.99	1
The Perfect Pet Owner	Jen Malloy	\$2.99	1
The Solar System	Emily Bone		1
Strange and Amazing Plants	Kathryn Knight	\$1.00	1
Salamanders For Kids	Zahra Jazeel and John Davidson		1
There Was An Old Lady Who Swallowed Fly Guy	Tedd Arnold		1
Mouse Loves School	Lauren Thompson		1
Dolphin Tale	Emma Ryan	\$3.99	1
I'm a Caterpillar	Jean Marzollo	\$3.99	1
Sealed with a Kiss	Melissa Lagonegro	\$3.99	1
Surprise for a Princess	Jennifer Liberts Weinberg	\$3.99	1
These Are The Avengers	Thomas Macri	\$3.99	1
The Hunt For Grievous	Christopher Cerasi	\$3.99	1
Ribsy	Beverly Cleary		1
Pet Charms The Muddy Puppy	Amy Edgar	\$5.99	1
The True Story of Pocahontas	Lucille Recht Penner	\$3.99	1
Here Comes Peter Cottontail	Kristen L. Depken	\$3.99	1
The Tale Of Peter Rabbit	Beatrix Potter	\$3.99	1
A Fairy Tale	Apple Jordan	\$3.99	1
Incredible Sharks	Seymour Simon		1
Sharks	Brenda Z. Guiberson		
Sharks!	Adrienne Betz	\$3.99	1
Awesome Ocean Records	Laurie Calkhoven & Ryan Herndon		1
Arthur's Reading Trick	Marc Brown	\$3.99	1
Dreamland Fairy	Ami Van Dine & Cassie Slane		1

Changing Hands iSchool Donation September 2021

Reptiles and Amphibians	Cynthia O'Brien		1
Ballet Sisters The Duckling And The Swan	Jan Ormerod	\$3.99	1
Meet Zarina the Pirate Fairy	Lucy Rosen	\$3.99	1
A Tale Of Two Sisters	Melissa Lagonegro	\$3.99	1
The Missing Tooth	Mary Packard	\$3.99	1
Hidden Army Clay Soldiers of Ancient China	Jane O'Connor	\$3.99	1
Skippyjon Jones The Great Bean Caper	Judy Schachner		1
JoJo Loves Bow Bow	JoJo Siwa		1
Llama Llama and the bully goat	Anna Dewdney		1
Phineas L. MacGuire... Gets Cooking A Recipe for Disaster	Frances O'Roark Dowell		1
Habibi	Naomi Shihab Nye	\$6.99	1
Millicent Min Girl Genius	Lisa Yee	\$6.99	1
Spencer's adventures The Great Toilet Paper Caper	Gary Hogg	\$4.99	1
Ender's Game	Orson Scott Card	\$5.99	1
Bat and the End of Everything	Elana K. Arnold		1
The Mystery of the Jeweled Moth	Katherine Woodfine	\$6.99	1
The Mystery of the Midnight Peacock	Katherine Woodfine	\$6.99	1
Elle the Thumbelina Fairy	Daisy Meadows	\$4.99	1
Junie B., First Grader Jingle Bells, Batman Smells! (P.S. So Does May.)	Barbara Park	\$4.99	1
I Want to Go Home	Gordon Korman	\$7.99	1
Power Of Three Warriors Sunrise	Erin Hunter	\$7.99	1
Shakespeare's Secret	Elise Broach	\$3.99	1
Perfect	Natasha Friend	\$6.95	1
Ella Diaries Dreams Come True	Meredith Costain	\$5.99	1
Goosebumps Say Cheese and Die-Again!	R.L. Stine	\$3.99	1
Goosebumps Deep Trouble	R.L. Stine	\$4.99	1
Goosebumps Welcome To Camp Nightmare	R.L. Stine		1
Goosebumps You Can't Scare Me!	R.L. Stine		1
Goosebumps Monster Blood II	R.L. Stine		1
Goosebumps Return Of The Mummy	R.L. Stine		1
Goosebumps Bad Hare Day	R.L. Stine	\$3.99	1

Changing Hands iSchool Donation September 2021

Beware The Ninja Weenies And Other Warped And Creepy Tales	David Lubar	\$5.99	1
Nancy Drew and The Clue Crew The Zoo Crew	Carolyn Keene	\$3.99	1
Survival Island	Gordon Korman	\$4.50	1
Fred & Anthony Meet The Demented Super-Degerm-O Zombie	Esile Arevamirp	\$4.99	1
James and the Giant Peach	Roald Dahl	\$3.95	1
James Herriot's Favorite Dog Stories	James Herriot	\$18.99	1
Captain Underpants And The Attack Of The Talking Toilets	Dav Pilkey	\$5.99	1
Brendan Buckley's Universe And Everything In It	Sundee T. Frazier	\$6.99	1
Andy Shane Here at Last	Jennifer Richard Jacobson	\$4.99	1
Better NATE Than Ever	Tim Federle	\$7.99	1
gossip girl	Cecily von Ziegesar	\$9.99	1
The Baking Life of Amelie Day	Vanessa Curtis	\$10.95	1
Whatever After Sugar and Spice	Sarah Mlynowski	\$4.99	1
Behind The Bookcase	Mark Steensland	\$6.99	1
The Dragonling Dragon Quest	Jackie French Koller	\$5.99	1
Goosebumps Night Of The Living Dummy III	R.L. Stine	\$3.99	1
I Survived The Destruction Of Pompeii, AD 79	Lauren Tarshis	\$4.99	1
My Sister The Vampire Love Bites	Sienna Mercer	\$4.99	1
My Sister The Vampire Twin-Tastrophe	Sienna Mercer		1
My Sister The Vampire Vampalicious!	Sienna Mercer	\$6.99	1
My Sister The Vampire Lucky Break	Sienna Mercer	\$4.99	1
Dead City	James Ponti	\$5.99	1
Kat, Incorrigible	Stephanie Burgis	\$16.99	1
The Mystery of the Painted Dragon	Katherine Woodfine	\$6.99	1
Deep Blue	Jennifer Donnelly	\$9.99	1
belly up	Stuart Gibbs		1
The Girl Who Threw Butterflies	Mick Cochrane	\$6.99	1
A Boy Called BAT	Elana K. Arnold		1
A Vision Of Shadows Warriors The Raging Storm	Erin Hunter	\$7.99	1
The Mad Wolf's Daughter	Diane Magras	\$7.99	1
The Boxcar Children	Gertrude Chandler Warner	\$5.99	1

Changing Hands iSchool Donation September 2021

Slacker	Gordon Korman	\$6.99	1
POJO'S Unofficial Ultimate Guide To Pokemon Go	Scott Gerhardt, Adam Motin, & Bill Gill	\$12.95	1
The Time Warp Trio See You Later Gladiator	Jon Scieszka		1
The Homework Machine	Dan Gutman	\$4.99	1
Winter according to Humphrey	Betty G. Birney		1
My Year In The Middle	Lila Quintero Weaver		1
The Hero's Guide To Saving Your Kingdom	Christopher Healy	\$7.99	1
Holes	Louis Sachar		1
Schooled	Gordon Korman	\$6.99	1
A Wrinkle In Time	Madeleine L'Engle	\$6.50/\$6.99	2
Thor	Alex Irvine		1
Mudshark	Gary Paulsen		1
Island of the Blue Dolphins	Scott O'Dell		1
The Phantom Tollbooth	Norton Juster		1
Bud, Not Buddy	Christopher Paul Curtis		1
The Incredible Hulk	Alex Irvine		1
You Have To Stop This	Pseudonymous Bosch	\$7.99	1
The Dangerous Book for Boys	Gonn Iggulden	\$24.95	1
Lala's World	Gracey Zhang	\$18.99	1
The Gift of the Magi	O. Henry	\$5.99	1
Little Kid Big City! London	Beth Beckman	\$19.99	1
When Mindy Saved Hanukkah	Eric A. Kimmel	\$15.95	1
Nonsense! The Curious Story of Edward Gorey	Lori Mortensen	\$17.99	1
How To Train Your Dragon How to Be a Pirate	Cressida Cowell	\$6.99	1
How To Train Your Dragon How to Betray a Dragon's Hero	Cressida Cowell	\$13.00	1
How To Train Your Dragon A Hero's Guide to Deadly Dragons	Cressida Cowell	\$7.00	1
How To Train Your Dragon How to Cheat a Dragon's Curse	Cressida Cowell	\$6.99	1
Darkbeast Rebellion	Morgan Keyes	\$7.99	1
The 39 Clues In Too Deep	Jude Watson		1
The 39 Clues The Sword Thief	Peter Lerangis		1
The 39 Clues The Black Circle	Patrick Carman		1

Changing Hands iSchool Donation September 2021

The 39 Clues Beyond The Grave	Jude Watson		1
Harry Potter and the Prisoner of Azkaban	J.K. Rowling	\$7.99	1
Tuck Everlasting	Natalie Babbitt	\$5.95	1
Dragonwatch Wrath Of The Dragon King	Brandon Mull	\$8.99	1
Wish	Barbara O'Connor	\$7.99	1
One Day in the Desert	Jean Craighead George	\$4.25	1
Mary Marony and the Snake	Suzy Kline	\$3.50	1
Mary Marony, Mummy Girl	Suzy Kline	\$3.99	1
Frozen	Sarah Nathan & Sela Roman	\$4.99	1
Magic Puppy Spellbound at School	Sue Bentley	\$4.99	1
Percy Jackson & The Olympians The Ultimate Guide	Mary-Jane Knight		1
Airman	Eoin Colfer		1
When You Can Reach Me	Rebecca Stead	\$6.99	1
I Am The Ice Worm	MaryAnn Easley	\$3.99	1
The Diviners	Libba Bray	\$11.00	1
Frozen My Favorite Quotes			1
Frozen A Sister's Love	Bill Scollon		1
Fozen A Heart Unfrozen	Bill Scollon		1
Katie Kazoo Switcheroo Girls Don't Have Cooties	Nancy Krulik	\$3.99	1
Katie Kazoo Switcheroo Anyone But Me	Nancy Krulik	\$3.99	1
Katie Kazoo Switcheroo Out to Lunch	Nancy Krulik	\$3.99	1
My Weird School A.J.'s Rules for School	Dan Gutman		1
Cam Jansen The Mystery of the Television Dog	David A. Adler	\$3.99	1
Katie Kazoo Switcheroo Oh, Baby!	Nancy Krulik	\$3.99	1
My Secret Unicorn The Magic Spell	Linda Chapman		1
Junie B. Jones Loves Handsome Warren	Barbara Park	\$3.99	2
The Dollhouse Magic	Yona Zeldis McDonough		1
Puppy Pirates Stowaway!	Erin Soderberg	\$4.99	1
Junie B. Jones and that Meanie Jim's Birthday	Barbara Park	\$3.99	1
Junie B. Jones and some Sneaky Peeky Spying	Barbara Park	\$3.99	1
Junie B. Jones Has a Monster Under Her Bed	Barbara Park	\$3.99	1

Changing Hands iSchool Donation September 2021

Junie B. Jones and the Yucky Blucky Fruitcake	Barbara Park		1
Super Science Magic	Sandra Markle		1
Junie B. Jones and the Stupid Smell Bus	Barbara Park	\$3.99	1
Horrible Harry and the Mud Gremlins	Suzy Kline		1
Vidia and the Fairy Crown	Laura Driscoll	\$5.99	1
Cam Jansen and the Chocolate Fudge Mystery	David A. Adler		1
My Secret Unicorn Dreams Come True	Linda Chapman		1
The Awesome Book Of One-Minute Mysteries adn Brain Teasers	Sandy Silverthorne		1
Wild Baby Animals	Deborah Lock	\$3.99	1
National Geographic KIDS Weird Sea Creatures	Laura Marsh	\$4.99	1
Spider-Man Worst Enemies	Catherine Saunders	\$3.99	1
Fancy Nancy Hair Dos and Hair Don'ts	Jane O'Connor	\$3.99	1
Fancy Nancy and the Too-Loose Tooth	Jane O'Connor	\$3.99	1
Turkey Riddles	Katy Hall & Lisa Eisenberg	\$3.99	1
Planet Earth Deep Ocean Creatures	Lisa L. Ryan-Herndon	\$3.99	1
Fly Guy's Amazing Tricks	Tedd Arnold	\$5.99	1
Why Do Birds Sing?	Chris Arvetis & Carole Palmer		1
Clean Up, Grumpy Bunny!	Justine Korman Fontes		1
Let's Share Grumpy Bunny!	Justine Korman Fontes		1
Time Out, Grumpy Bunny!	Justine Korman Fontes		1
Hot Wheels Wild Rides	Ace Landers		1
Cooking with the Cat	Bonnie Worth	\$3.99	1
Skating Superstars	James Buckley Jr.	\$3.99	1
George And Martha One More Time	James Marshall	\$4.99	1
The Luck of the Irish	Margaret McNamara	\$3.99	1
Butterflies	Thea Feldman	\$3.99	1
Henry And Mudge under the Yellow Moon	Cynthia Rylant	\$3.99	1
Robots	Gail Tuchman	\$3.99	1
Groundhog Day	Margaret McNamara	\$3.99	1
Dad Goes to School	Margaret McNamara	\$3.99	1
Buttefly Spring	Robin Koontz		1

Changing Hands iSchool Donation September 2021

The Little Ballerina	Sally Grindley	\$3.99	1
Silly Tilly And The Easter Bunny	Lillian Hoban	\$3.99	1
Runaway Ponies!	Catherine Hapka	\$3.99	1
LEGO Friends - Friends Forever	Helen Murray		1
The Statue Of Liberty	Lucille Recht Penner	\$3.99	1
Dora the explorer Fairytale Magic!	Kristen L. Depken	\$3.99	1
Tale of a Tadpole	Karen Wallace	\$3.99	1
First-Grade Bunny	Margaret McMamara	\$3.99	1
Max & Ruby Beach Day!		\$3.99	1
Lizzie Logan Second Banana	Eileen Spinelli	\$3.99	1
American Girl Manners and Mischief	Susan S. Adler	\$9.99	1
American Girl The Sound of Applause	Jacqueline Dembar Greene	\$9.99	1
Snoop Troop Sloppy Joe Stink-O-Rama	Kirk Scroggs	\$13.99	1
How To Train Your Dragon How to Ride A Dragon's Storm	Cressida Cowell	\$7.00	1
The Jungle Book	Rudyard Kipling	\$1.00	1
The Adventures of Huckleberry Finn	Mark Twain	\$1.00	1
The Adventures of Tom Sawyer	Mark Twain	\$1.00	1
Story Thieves	James Riley	\$7.99	1
Girl meets World Friend Power	Alexa Young	\$5.99	1
my LiTTLE PONY Rainbow Dash and The Daring Do Double Dare	G.M. Berrow	\$5.99	1
my LiTTLE PONY Pinkie Pie and the Rockin' Ponypalooza Party!	G.M. Berrow	\$5.99	1
my LiTTLE PONY Starlight glimmer and The Secret Suite	G.M. Berrow	\$5.99	1
Fancy Nancy's Elegant Easter	Jane O'Connor & Robin Preiss Glasser	\$6.99	1
Fancy Nancy Explorer Extraordinaire!	Jane O'Connor & Robin Preiss Glasser	\$12.99	1
Scooby-Doo! And The Mysterious Map	Andre Du Broc		1
Library Mouse A Friend's Tale	Daniel Kirk	\$4.99	1
MANNERS	Aliki	\$6.99	1
Butterfly Colors	Helen Frost		1
Pete the Cat Checks Out the Library	James Dean	\$4.99	1
Good Job, Bear!	Carrie Weston		1
Billy Bully A school-yard counting tale.	Alvaro & Ana Galan	\$3.99	2

Changing Hands iSchool Donation September 2021

the jolly barnyard	Annie North Bedford	\$2.99	1
The Little Mermaid	Michael Teitelbaum	\$2.99	1
When I'm Feeling Scared	Trace Moroney		1
Dora the Explorer Dora Saves The Enchanted Forest	Sheila Sweeny Higginson	\$3.99	1
Paw Patrol The Pups Save The Bunnies		\$4.99	1
Dora the Explorer It's Sharing Day	Kirsten Larsen	\$3.99	1
Star Wars The Mandalorian This Is The Way	Christopher Nicholas	\$5.99	1
Peppa Pig Super Peppa!	Lauren Holowaty & Cala Spinner	\$4.99	1
Clifford's First Halloween	Norman Bridwell	\$3.99	1
A Horse to Love An Enchanted Stable Story	Melissa Lagonegro	\$3.99	1
Best Friends	Bonnie Brooke	\$1.00	1
Dora's Big Birthday Adventure	Lauryn Silverhardt	\$3.99	1
Mermaidia A Storybook	Mary Man-Kong	\$3.99	1
Fancy Nancy Ooh La La! It's Beauty Day	Jane O'Connor & Robin Preiss Glasser		1
Skippyjon Jones And The Big Bones	Judy Schachner		2
Sassy The Birthday Storm	Sharon M. Draper	\$4.99	1
Sarah, Plain and Tall	Patricia MacLachlan	\$5.99	1
PenDragon The Pilgrims of Rayne	D.J. MacHale	\$16.99	1
The Chronicles of Narnia The Silver Chair	C.S. Lewis		1
Where The Red Fern Grows	Wilson Rawls	\$4.99	1
Fairest	Gail Carson Levine	\$6.99	1
Swindle	Gordan Korman	\$6.99	1
Jacob Have I Loved	Katherine Paterson	\$6.99	1
Titanic Unsinkable	Gordan Korman	\$5.99	1
The Girl Who Could Fly	Victoria Forester	\$6.99	1
Because of Winn-Dixie	Kate DiCamillo		1
Main Street The Secret Book Club	Ann M. Martin	\$6.99	1
Invasion Of The Overworld	Mark Cheverton	\$9.99	1
Marry Poppins	P.L. Travers	\$6.99	1
Friend for Keeps My Best Frenemy	Julie Bowe	\$5.99	1
Awesome Joke The Every 9 Year Old Should Know!	Mat Waugh		1

Changing Hands iSchool Donation September 2021

Four Things My Geeky-Jack-Of-A-Best-Friend Must Do In Europe	Jane Harrington	\$15.95	1
Magic Tree House Civil War on Sunday	Mary Pope Osborne	\$3.99	1
The School Story	Andrew Clements	\$3.99	1
The Adventures of Robin Hood	John Burrows	\$5.95	1
things hoped for	Andrew Clements	\$3.99	1
Lunch Money	Andrew Clements	\$5.99	1
The Cross Of Lead	Crispin Avi	\$7.99	1
Butterfly Meadows Dazzle's First Day	Olivia Moss	\$4.99	1
Notes from a Totally Lame Vampire	Tim Collins	\$12.99	1
The Scorpions Of Zahir	Christine Brodien-Jones	\$17.99	1
Orphaned	Eliot Schrefer	\$18.99	1
Glass Sword	Victoria Aveyard	\$12.99	1
Red Queen	Victoria Aveyard	\$8.99	1
One Crazy Summer	Rita Williams-Garcia	\$6.99	1
Alien in Disguise	Clete Barrett Smith	\$6.99	1
The Twits	Roald Dahl		1
Last Things	Jacqueline West		1
Legend Of The Animal Healer The Last Leopard	Lauren St. John	\$6.99	1
Monster High The Ghoul Next Door	Lisi Harrison	\$8.99	1
Story Thieves The Stolen Chapters	James Riley	\$8.99	1
Messenger	Lois Lowry	\$16.00	1
The Birchbark House	Louise Erdrich	\$17.99	1
the dirt diary	Anna Staniszewski	\$6.99	1
Battle Of The Horizon Trilogy Book 1 Skyborn	Cameron Bolling		1
Battle Of The Horizon Trilogy Book 2 Seablood	Cameron Bolling		1
Because of the Rabbit	Cynthia Lord	\$17.99	1
The School for Good And Evil	Soman Chainani	\$16.99	1
Sheep in a Jeep	Nancy Shaw	\$5.95	1
The Biggest Pumpkin Surprise Ever!	Steven Kroll	\$6.99	1
A Hungry Lion or A Dwindling Assortment of Animals	Lucy Ruth Cummins	\$16.99	1
Rude Cakes	Rowboat Watkins	\$16.99	1

Changing Hands iSchool Donation September 2021

Oi Frog!	Kes Gray & Jim Field	\$6.99	1
The Essential Calvin And Hobbes A Calvin and Hobbes Treasury	Bill Watterson	\$16.99	1
Getting To Know The World's Greatest Inventors & Scientists	Rachel Carson	\$6.95	1
Hog Wild! A Frenzy of Dance Music	Sandra Boynton	\$17.95	1
Cuddle Up Tight			1

Changing Hands Longview Donation September 2021

Ttile	Author	Original Price	Qty
Harry Potter and the Half-Blood Prince	J.K. Rowling	\$9.99	1
Percy Jackson And The Olympians	Rick Riordan	\$7.99	1
I Am Slappy's Evil Twin	R.L. Stine		1
The Children's Blizzard, 1888	Lauren Tarshis	\$4.99	1
The Nazi Invasion, 1944	Lauren Tarshis	\$4.99	1
The American Revolution, 1776	Lauren Tarshis	\$4.99	1
The Hindenburg Disaster, 1937	Lauren Tarshis	\$4.99	1
The Bombing Of Pearl, 1941	Lauren Tarshis	\$4.99	1
The Great Chicago Fire, 1871	Lauren Tarshis	\$4.99	1
The Joplin Tornado, 2011	Lauren Tarshis	\$4.99	1
The Erupton Of Mount St. Helens, 1980	Lauren Tarshis	\$4.99	1
The Sinking Of The Titanic, 1912	Lauren Tarshis	\$4.99	1
The Destruction Of Pompeii, AD 79	Lauren Tarshis	\$4.99	1
The Battle of D-Day, 1944	Lauren Tarshis	\$4.99	1
The Japanese Tsunami, 2011	Lauren Tarshis	\$4.99	1
The Attack Of The Grizzlies, 1967	Lauren Tarshis	\$4.99	1
The Attacks of September 11, 2001	Lauren Tarshis	\$4.99	1
The Great Battle Of Gettysburg	Lauren Tarshis	\$4.99	1
Who Was Sacagawea?	Dennis Brindell Fradin & Judith Bloom Fradin		
Harry Potter and The Chamber Of Secrets	J.K. Rowling	\$10.99	1
Harry Potter And The Sorcer's Stone	J.K. Rowling	\$10.99	1
Magic Kitten Sparkling Steps	Sue Bently	\$4.99	1
Magic Kitten Classroom Chaos	Sue Bently	\$4.99	1
What Makes A Monster?	Adam Bray	\$5.99	1
Dog Finds Lost Dolphins!	Elizabeth Carney		1
The Ghost, The White House, And Me	Judith St. George	\$4.99	1
My Teacher Is an Alien	Bruce Coville		1
Ape Escapes!	Aline Alexander Newman		1
Tiger In Trouble!	Kelly Milner Halls		1
Ruth the Red Riding Hood Fairy	Daisy Meadows	\$4.99	1

Changing Hands Longview Donation September 2021

Rosalie the Rapunzel Fairy	Daisy Meadows	\$4.99	1
Doomed To Dance	Annie Barrows & Sophie Blackall	\$5.99	1
Escape Island	Gordon Korman	\$4.99	1
Race To The End Of The World	A.L. Tait	\$5.99	1
Mystery On Church Hill	Steven K. Smith		1
Ghost Of Belle Isle	Steven K. Smith		1
Warriors The Untold Stories	Erin Hunter	\$6.99	1
Warriors Tales From The Clans	Erin Hunter	\$7.99	1
Nancy Drew and The Clue Crew Double Take	Carolyn Keene		1
Nancy Drew and The Clue Crew Cooking Camp Disaster	Carolyn Keene	\$4.99	1
Nancy Drew and The Clue Crew April Fool's Day	Carolyn Keene		1
Nancy Drew and The Clue Crew The Cinderella Mystery	Carolyn Keene	\$3.99	1
Nancy Drew and The Clue Crew The Halloween Hoax	Carolyn Keene	\$4.99	1
Nancy Drew and The Clue Crew Cape Mermaid Mystery	Carolyn Keene	\$4.99	1
Nancy Drew and The Clue Crew Ticket Trouble	Carolyn Keene	\$5.99	1
Nancy Drew and The Clue Crew The Circus Scare	Carolyn Keene	\$5.99	1
Mrs. Lane Is a Pain!	Dan Gutman		1
Miss Kraft Is Daft!	Dan Gutman		1
Bummer in the Summer	Dan Gutman	\$5.99	1
Mr. Macky Is Wacky!	Dan Gutman	\$4.99	1
Miss Child Has Gone Wild	Dan Gutman		1
Ms. Beard Is Weird	Dan Gutman		1
Mr. Cooper Is Super	Dan Gutman		1
Coach Hyatt Is a Riot	Dan Gutman	\$4.99	1
Miss Blake Is a Flake	Dan Gutman	\$4.99	1
Miss Porter Is Out of Order	Dan Gutman		1
Plants VS. Zombies Grown Sweet Home	Paul Tobin	\$9.99	1
Spider-Man and Captain America Stars, Stripes, and Spiders!	Todd DeZago		1
Star Wars The Force Awakens	Elizabeth Schaefer		1
Lilly To The Rescue	W. Bruce Cameron	\$5.99	1
Diary of a Wimpy Kid 4	Jeff Kinney		1

Changing Hands Longview Donation September 2021

The Story of Doctor Dolittle	Hugh Lofting	\$6.99	1
Monday with a Mad Genius	Mary Pope Osborne		1
Ms. Hall Is a Goofball!	Dan Gutman		1
Ms. Leakey Is Freaky!	Dan Gutman	\$4.99	1
Tombquest Valley of Kings	Michael Northrop	\$12.99	1
Tombquest Book of The Dead	Michael Northrop	\$12.99	1

**OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting**

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

Agenda Item Number – IV-F

**Agenda Item
Expenditure and Revenue Report**

For Board: Action Discussion Information

Background –

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

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

Legal

A.R.S. 15-905

Financial

Governing Board Goals

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

Recommendation

For information only

Moved _____ Seconded _____ P/F

Osborn School District

Board Exp & Revenue Report

From Date: 8/1/2021

To Date: 8/31/2021

Fiscal Year: 2020-2021

- 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	\$0.00	(\$12,202,963.04)	\$12,202,963.04	\$0.00	\$12,202,963.04	0.00%
001.000.0000.2000.000.000.0000	REVENUE FROM COUNTY	\$0.00	\$0.00	(\$512,706.57)	\$512,706.57	\$0.00	\$512,706.57	0.00%
001.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$4,119,428.00)	\$4,119,428.00	\$0.00	\$4,119,428.00	0.00%
001.000.0000.6000.000.000.0000	EXPENDITURES	\$19,725,437.00	\$36,461.43	\$17,549,558.21	\$2,175,878.79	\$2,593.89	\$2,173,284.90	11.02%
	FUND: MAINTENANCE AND OPERATION - 001	\$19,725,437.00	\$36,461.43	\$714,460.60	\$19,010,976.40	\$2,593.89	\$19,008,382.51	96.36%
011.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$8,613.03)	\$8,613.03	\$0.00	\$8,613.03	0.00%
011.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$259,392.00)	\$259,392.00	\$0.00	\$259,392.00	0.00%
011.000.0000.6000.000.000.0000	EXPENDITURES	\$423,870.00	\$0.00	\$865,724.37	(\$441,854.37)	\$0.00	(\$441,854.37)	-104.24%
	FUND: P301 BASE PAY - 011	\$423,870.00	\$0.00	\$597,719.34	(\$173,849.34)	\$0.00	(\$173,849.34)	-41.01%
012.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$518,784.13)	\$518,784.13	\$0.00	\$518,784.13	0.00%
012.000.0000.6000.000.000.0000	EXPENDITURES	\$1,174,953.00	\$0.00	\$536,487.81	\$638,465.19	\$0.00	\$638,465.19	54.34%
	FUND: P301 PERFORMANCE PAY - 012	\$1,174,953.00	\$0.00	\$17,703.68	\$1,157,249.32	\$0.00	\$1,157,249.32	98.49%
013.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$518,784.13)	\$518,784.13	\$0.00	\$518,784.13	0.00%
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	(\$518,784.13)	\$2,961,012.13	\$0.00	\$2,961,012.13	121.24%
020.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$7,623.89)	\$7,623.89	\$0.00	\$7,623.89	0.00%
020.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$113,046.03)	\$113,046.03	\$0.00	\$113,046.03	0.00%
020.000.0000.6000.000.000.0000	EXPENDITURES	\$500,000.00	\$0.00	\$166,648.74	\$333,351.26	\$0.00	\$333,351.26	66.67%
	FUND: INSTRUCTIONAL IMPROVEMENT FUND - 020	\$500,000.00	\$0.00	\$45,978.82	\$454,021.18	\$0.00	\$454,021.18	90.80%
100.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$1,390,748.74)	\$1,390,748.74	\$0.00	\$1,390,748.74	0.00%
100.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$1,939.46	(\$1,939.46)	\$0.00	(\$1,939.46)	0.00%
	FUND: TITLE I - 100	\$0.00	\$0.00	(\$1,388,809.28)	\$1,388,809.28	\$0.00	\$1,388,809.28	0.00%
101.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$1,400,894.05)	\$1,400,894.05	\$0.00	\$1,400,894.05	0.00%
101.000.0000.6000.000.000.0000	EXPENDITURES	\$1,377,594.10	\$1,959.42	\$1,458,890.12	(\$81,296.02)	\$41.97	(\$81,337.99)	-5.90%
	FUND: TITLE I - 101	\$1,377,594.10	\$1,959.42	\$57,996.07	\$1,319,598.03	\$41.97	\$1,319,556.06	95.79%
115.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$13,500.00)	\$13,500.00	\$0.00	\$13,500.00	0.00%
115.000.0000.6000.000.000.0000	EXPENDITURES	\$51,165.77	\$0.00	\$33,751.92	\$17,413.85	\$0.00	\$17,413.85	34.03%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 115	\$51,165.77	\$0.00	\$20,251.92	\$30,913.85	\$0.00	\$30,913.85	60.42%
116.000.0000.6000.000.000.0000	EXPENDITURES	\$24,250.00	\$0.00	\$0.00	\$24,250.00	\$0.00	\$24,250.00	100.00%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 116	\$24,250.00	\$0.00	\$0.00	\$24,250.00	\$0.00	\$24,250.00	100.00%
140.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$105,496.50)	\$105,496.50	\$0.00	\$105,496.50	0.00%
140.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$3,500.00	\$4,000.00	(\$4,000.00)	\$0.00	(\$4,000.00)	0.00%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 140	\$0.00	\$3,500.00	(\$101,496.50)	\$101,496.50	\$0.00	\$101,496.50	0.00%
141.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$14,418.42)	\$14,418.42	\$0.00	\$14,418.42	0.00%
141.000.0000.6000.000.000.0000	EXPENDITURES	\$188,882.69	\$479.43	\$94,708.07	\$94,174.62	\$15.62	\$94,159.00	49.85%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 141	\$188,882.69	\$479.43	\$80,289.65	\$108,593.04	\$15.62	\$108,577.42	57.48%
160.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$98,553.45)	\$98,553.45	\$0.00	\$98,553.45	0.00%
160.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$16,079.92	(\$16,079.92)	\$0.00	(\$16,079.92)	0.00%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 160	\$0.00	\$0.00	(\$82,473.53)	\$82,473.53	\$0.00	\$82,473.53	0.00%
161.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$48,138.24)	\$48,138.24	\$0.00	\$48,138.24	0.00%

Osborn School District

Board Exp & Revenue Report

From Date: 8/1/2021

To Date: 8/31/2021

Fiscal Year: 2020-2021

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

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
161.000.0000.6000.000.000.0000	EXPENDITURES	\$97,234.36	\$1,463.60	\$95,193.22	\$2,041.14	\$0.00	\$2,041.14	2.10%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161	\$97,234.36	\$1,463.60	\$47,054.98	\$50,179.38	\$0.00	\$50,179.38	51.61%
163.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$58,497.06)	\$58,497.06	\$0.00	\$58,497.06	0.00%
163.000.0000.6000.000.000.0000	EXPENDITURES	\$486,000.00	\$1,046.34	\$230,390.68	\$255,609.32	\$1,929.12	\$253,680.20	52.20%
	FUND: 21ST CENTURY - 163	\$486,000.00	\$1,046.34	\$171,893.62	\$314,106.38	\$1,929.12	\$312,177.26	64.23%
190.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$1,647.00)	\$1,647.00	\$0.00	\$1,647.00	0.00%
190.000.0000.6000.000.000.0000	EXPENDITURES	\$56,236.50	\$0.00	\$0.00	\$56,236.50	\$0.00	\$56,236.50	100.00%
	FUND: TITLE III - 190	\$56,236.50	\$0.00	(\$1,647.00)	\$57,883.50	\$0.00	\$57,883.50	102.93%
191.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$49,115.33)	\$49,115.33	\$0.00	\$49,115.33	0.00%
191.000.0000.6000.000.000.0000	EXPENDITURES	\$89,268.38	\$0.00	\$45,950.95	\$43,317.43	\$0.00	\$43,317.43	48.52%
	FUND: TITLE III - 191	\$89,268.38	\$0.00	(\$3,164.38)	\$92,432.76	\$0.00	\$92,432.76	103.54%
200.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$45,322.90	(\$45,322.90)	\$0.00	(\$45,322.90)	0.00%
	FUND: TITLE VII - INDIAN ED - 200	\$0.00	\$0.00	\$45,322.90	(\$45,322.90)	\$0.00	(\$45,322.90)	0.00%
220.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$364,732.61)	\$364,732.61	\$0.00	\$364,732.61	0.00%
220.000.0000.6000.000.000.0000	EXPENDITURES	\$663,704.38	\$0.00	\$0.00	\$663,704.38	\$0.00	\$663,704.38	100.00%
	FUND: IDEA - BASIC - 220	\$663,704.38	\$0.00	(\$364,732.61)	\$1,028,436.99	\$0.00	\$1,028,436.99	154.95%
221.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$632,946.80)	\$632,946.80	\$0.00	\$632,946.80	0.00%
221.000.0000.6000.000.000.0000	EXPENDITURES	\$649,589.42	\$9,237.91	\$751,947.52	(\$102,358.10)	\$0.00	(\$102,358.10)	-15.76%
	FUND: IDEA BASIC - 221	\$649,589.42	\$9,237.91	\$119,000.72	\$530,588.70	\$0.00	\$530,588.70	81.68%
222.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$12,892.20)	\$12,892.20	\$0.00	\$12,892.20	0.00%
222.000.0000.6000.000.000.0000	EXPENDITURES	\$25,527.56	\$0.00	\$0.00	\$25,527.56	\$0.00	\$25,527.56	100.00%
	FUND: IDEA - PRESCHOOL GRANT - 222	\$25,527.56	\$0.00	(\$12,892.20)	\$38,419.76	\$0.00	\$38,419.76	150.50%
223.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$19,820.16)	\$19,820.16	\$0.00	\$19,820.16	0.00%
223.000.0000.6000.000.000.0000	EXPENDITURES	\$31,226.44	\$0.00	\$23,447.27	\$7,779.17	\$0.00	\$7,779.17	24.91%
	FUND: IDEA PREK - 223	\$31,226.44	\$0.00	\$3,627.11	\$27,599.33	\$0.00	\$27,599.33	88.38%
230.000.0000.6000.000.000.0000	EXPENDITURES	\$19,894.80	\$0.00	\$2,262.09	\$17,632.71	\$0.00	\$17,632.71	88.63%
	FUND: JOHNSON-O'MALLEY - 230	\$19,894.80	\$0.00	\$2,262.09	\$17,632.71	\$0.00	\$17,632.71	88.63%
231.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$25,977.77)	\$25,977.77	\$0.00	\$25,977.77	0.00%
231.000.0000.6000.000.000.0000	EXPENDITURES	\$69,449.54	\$1,144.80	\$50,127.01	\$19,322.53	\$0.00	\$19,322.53	27.82%
	FUND: JOHNSON-O'MALLEY - 231	\$69,449.54	\$1,144.80	\$24,149.24	\$45,300.30	\$0.00	\$45,300.30	65.23%
280.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$7,708.92)	\$7,708.92	\$0.00	\$7,708.92	0.00%
280.000.0000.6000.000.000.0000	EXPENDITURES	\$25,000.00	\$0.00	\$7,142.92	\$17,857.08	\$0.00	\$17,857.08	71.43%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 280	\$25,000.00	\$0.00	(\$566.00)	\$25,566.00	\$0.00	\$25,566.00	102.26%
281.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$19,958.69)	\$19,958.69	\$0.00	\$19,958.69	0.00%
281.000.0000.6000.000.000.0000	EXPENDITURES	\$25,000.00	\$0.00	\$28,169.09	(\$3,169.09)	\$0.00	(\$3,169.09)	-12.68%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 281	\$25,000.00	\$0.00	\$8,210.40	\$16,789.60	\$0.00	\$16,789.60	67.16%
290.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	\$12,180.86	(\$12,180.86)	\$0.00	(\$12,180.86)	0.00%
290.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$174,073.23)	\$174,073.23	\$0.00	\$174,073.23	0.00%
290.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$424,610.03	(\$424,610.03)	\$0.00	(\$424,610.03)	0.00%

Osborn School District

Board Exp & Revenue Report

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Subtotal by Collapse Mask
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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	FUND: MEDICAID REIMB - 290	\$0.00	\$0.00	\$262,717.66	(\$262,717.66)	\$0.00	(\$262,717.66)	0.00%
326.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$1,190.00	\$325,673.96	(\$325,673.96)	\$4,276.05	(\$329,950.01)	0.00%
	FUND: ESSER CARES - 326	\$0.00	\$1,190.00	\$325,673.96	(\$325,673.96)	\$4,276.05	(\$329,950.01)	0.00%
327.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$2,036.42	\$20,708.86	(\$20,708.86)	\$0.00	(\$20,708.86)	0.00%
	FUND: ACCELERATION ACADEMY GRANT - 327	\$0.00	\$2,036.42	\$20,708.86	(\$20,708.86)	\$0.00	(\$20,708.86)	0.00%
328.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$1,205,137.60)	\$1,205,137.60	\$0.00	\$1,205,137.60	0.00%
328.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$1,153,527.14	(\$1,153,527.14)	\$0.00	(\$1,153,527.14)	0.00%
	FUND: ENROLLMENT STABILIZATION GRANT - 328	\$0.00	\$0.00	(\$51,610.46)	\$51,610.46	\$0.00	\$51,610.46	0.00%
336.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$330,193.88	(\$330,193.88)	\$0.00	(\$330,193.88)	0.00%
	FUND: ESSER / CARES ROUND II - 336	\$0.00	\$0.00	\$330,193.88	(\$330,193.88)	\$0.00	(\$330,193.88)	0.00%
346.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$162.53	\$353,368.46	(\$353,368.46)	\$0.00	(\$353,368.46)	0.00%
	FUND: ESSER ROUND III - 346	\$0.00	\$162.53	\$353,368.46	(\$353,368.46)	\$0.00	(\$353,368.46)	0.00%
374.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$56.82)	\$56.82	\$0.00	\$56.82	0.00%
	FUND: E-RATE - 374	\$0.00	\$0.00	(\$56.82)	\$56.82	\$0.00	\$56.82	0.00%
400.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$2,980.07)	\$2,980.07	\$0.00	\$2,980.07	0.00%
	FUND: State projects- Interest - 400	\$0.00	\$0.00	(\$2,980.07)	\$2,980.07	\$0.00	\$2,980.07	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%
457.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$443.20)	\$443.20	\$0.00	\$443.20	0.00%
457.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$330,839.28)	\$330,839.28	\$0.00	\$330,839.28	0.00%
457.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$185,809.41	(\$185,809.41)	\$0.00	(\$185,809.41)	0.00%
	FUND: RESULTS BASED FUNDING - 457	\$0.00	\$0.00	(\$145,473.07)	\$145,473.07	\$0.00	\$145,473.07	0.00%
462.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$250,566.35)	\$250,566.35	\$0.00	\$250,566.35	0.00%
462.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$174,033.46	(\$174,033.46)	\$0.00	(\$174,033.46)	0.00%
	FUND: UNDERGROUND STORAGE TANK - 462	\$0.00	\$0.00	(\$76,532.89)	\$76,532.89	\$0.00	\$76,532.89	0.00%
472.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$189,706.19)	\$189,706.19	\$0.00	\$189,706.19	0.00%
472.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$81,150.97	(\$81,150.97)	\$0.00	(\$81,150.97)	0.00%
	FUND: EARLY LITERACY GRANT - 472	\$0.00	\$0.00	(\$108,555.22)	\$108,555.22	\$0.00	\$108,555.22	0.00%
482.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$294,135.57)	\$294,135.57	\$0.00	\$294,135.57	0.00%
482.000.0000.6000.000.000.0000	EXPENDITURES	\$360,140.00	\$0.00	\$294,135.57	\$66,004.43	\$0.00	\$66,004.43	18.33%
	FUND: SCHOOL SAFETY EXPANSION - 482	\$360,140.00	\$0.00	\$0.00	\$360,140.00	\$0.00	\$360,140.00	100.00%
500.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$69,450.18)	\$69,450.18	\$0.00	\$69,450.18	0.00%
500.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	\$0.00	(\$514.24)	\$514.24	\$0.00	\$514.24	0.00%
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	(\$69,964.42)	\$645,964.42	\$0.00	\$645,964.42	112.15%
510.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$11,515.93)	\$11,515.93	\$0.00	\$11,515.93	0.00%
510.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$1,708,995.11)	\$1,708,995.11	\$0.00	\$1,708,995.11	0.00%
510.000.0000.6000.000.000.0000	EXPENDITURES	\$2,750,000.00	\$0.00	\$1,535,867.58	\$1,214,132.42	\$0.00	\$1,214,132.42	44.15%

Osborn School District

Board Exp & Revenue Report

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Subtotal by Collapse Mask
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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	FUND: FOOD SERVICE - 510	\$2,750,000.00	\$0.00	(\$184,643.46)	\$2,934,643.46	\$0.00	\$2,934,643.46	106.71%
515.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$20,165.04)	\$20,165.04	\$0.00	\$20,165.04	0.00%
515.000.0000.6000.000.000.0000	EXPENDITURES	\$204,000.00	\$0.00	\$83,161.46	\$120,838.54	\$0.00	\$120,838.54	59.23%
	FUND: CIVIC CENTER - 515	\$204,000.00	\$0.00	\$62,996.42	\$141,003.58	\$0.00	\$141,003.58	69.12%
520.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$19,106.09)	\$19,106.09	\$0.00	\$19,106.09	0.00%
520.000.0000.6000.000.000.0000	EXPENDITURES	\$15,000.00	\$0.00	\$10,803.38	\$4,196.62	\$0.00	\$4,196.62	27.98%
	FUND: COMMUNITY SCHOOL - 520	\$15,000.00	\$0.00	(\$8,302.71)	\$23,302.71	\$0.00	\$23,302.71	155.35%
521.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$522.30)	\$522.30	\$0.00	\$522.30	0.00%
	FUND: COMMUNITY SCHOOL - MONTESSORI - 521	\$0.00	\$0.00	(\$522.30)	\$522.30	\$0.00	\$522.30	0.00%
525.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$898.12)	\$898.12	\$0.00	\$898.12	0.00%
525.000.0000.6000.000.000.0000	EXPENDITURES	\$31,000.00	\$0.00	\$3,211.10	\$27,788.90	\$0.00	\$27,788.90	89.64%
	FUND: AUXILIARY OPERATIONS - 525	\$31,000.00	\$0.00	\$2,312.98	\$28,687.02	\$0.00	\$28,687.02	92.54%
526.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$71,279.17)	\$71,279.17	\$0.00	\$71,279.17	0.00%
526.000.0000.6000.000.000.0000	EXPENDITURES	\$290,000.00	\$0.00	\$2,133.66	\$287,866.34	\$0.00	\$287,866.34	99.26%
	FUND: EXTRA CURR TAX FEES CR - 526	\$290,000.00	\$0.00	(\$69,145.51)	\$359,145.51	\$0.00	\$359,145.51	123.84%
530.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$125,704.77)	\$125,704.77	\$0.00	\$125,704.77	0.00%
530.000.0000.6000.000.000.0000	EXPENDITURES	\$105,000.00	\$0.00	\$77,725.21	\$27,274.79	\$0.00	\$27,274.79	25.98%
	FUND: GIFTS AND DONATIONS - 530	\$105,000.00	\$0.00	(\$47,979.56)	\$152,979.56	\$0.00	\$152,979.56	145.69%
540.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$1,978.53)	\$1,978.53	\$0.00	\$1,978.53	0.00%
540.000.0000.6000.000.000.0000	EXPENDITURES	\$14,000.00	\$0.00	\$242.00	\$13,758.00	\$0.00	\$13,758.00	98.27%
	FUND: FINGERPRINT - 540	\$14,000.00	\$0.00	(\$1,736.53)	\$15,736.53	\$0.00	\$15,736.53	112.40%
550.000.0000.6000.000.000.0000	EXPENDITURES	\$29,000.00	\$0.00	\$0.00	\$29,000.00	\$0.00	\$29,000.00	100.00%
	FUND: INSURANCE PROCEEDS - 550	\$29,000.00	\$0.00	\$0.00	\$29,000.00	\$0.00	\$29,000.00	100.00%
555.000.0000.6000.000.000.0000	EXPENDITURES	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
	FUND: TEXTBOOKS - 555	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
565.000.0000.6000.000.000.0000	EXPENDITURES	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
	FUND: LITIGATION RECOVERY - 565	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
570.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	\$0.00	(\$22,082.57)	\$22,082.57	\$0.00	\$22,082.57	0.00%
570.000.0000.6000.000.000.0000	EXPENDITURES	\$322,000.00	\$37,092.96	\$319,104.89	\$2,895.11	\$0.00	\$2,895.11	0.90%
	FUND: INDIRECT COSTS - 570	\$322,000.00	\$37,092.96	\$297,022.32	\$24,977.68	\$0.00	\$24,977.68	7.76%
575.000.0000.6000.000.000.0000	EXPENDITURES	\$86,000.00	\$0.00	\$29,868.81	\$56,131.19	\$0.00	\$56,131.19	65.27%
	FUND: UNEMPLOYMENT INSURANCE - 575	\$86,000.00	\$0.00	\$29,868.81	\$56,131.19	\$0.00	\$56,131.19	65.27%
585.000.0000.6000.000.000.0000	EXPENDITURES	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
	FUND: INSURANCE REFUND - 585	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
610.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$1,479,998.20)	\$1,479,998.20	\$0.00	\$1,479,998.20	0.00%
610.000.0000.2000.000.000.0000	REVENUE FROM COUNTY	\$0.00	\$0.00	(\$70,520.46)	\$70,520.46	\$0.00	\$70,520.46	0.00%
610.000.0000.6000.000.000.0000	EXPENDITURES	\$95,644.61	\$3,312.96	\$1,320,946.48	(\$1,225,301.87)	\$947.61	(\$1,226,249.48)	-1282.09%
	FUND: UNRESTRICT CAPITAL OUTLAY - 610	\$95,644.61	\$3,312.96	(\$229,572.18)	\$325,216.79	\$947.61	\$324,269.18	339.04%

Osborn School District

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630.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	\$0.00	(\$3,042,870.00)	\$3,042,870.00	\$0.00	\$3,042,870.00	0.00%
630.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$105,134.00	\$2,258,870.91	(\$2,258,870.91)	\$0.00	(\$2,258,870.91)	0.00%
	FUND: BOND BUILDING - 630	\$0.00	\$105,134.00	(\$783,999.09)	\$783,999.09	\$0.00	\$783,999.09	0.00%
665.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$8,664.40)	\$8,664.40	\$0.00	\$8,664.40	0.00%
	FUND: ENERGY & WATER SAVINGS - 665	\$0.00	\$0.00	(\$8,664.40)	\$8,664.40	\$0.00	\$8,664.40	0.00%
685.000.0000.6000.000.000.0000	EXPENDITURES	\$42,000.00	\$0.00	\$0.00	\$42,000.00	\$0.00	\$42,000.00	100.00%
	FUND: DEFICIENCIES CORRECTION - 685	\$42,000.00	\$0.00	\$0.00	\$42,000.00	\$0.00	\$42,000.00	100.00%
691.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	\$2,601.94	(\$2,601.94)	\$0.00	(\$2,601.94)	0.00%
691.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$1,255,897.92)	\$1,255,897.92	\$0.00	\$1,255,897.92	0.00%
691.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$1,224,404.92	(\$1,224,404.92)	\$0.00	(\$1,224,404.92)	0.00%
	FUND: SFB BUILDING RENEWAL - 691	\$0.00	\$0.00	(\$28,891.06)	\$28,891.06	\$0.00	\$28,891.06	0.00%
700.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$6,823,566.97)	\$6,823,566.97	\$0.00	\$6,823,566.97	0.00%
700.000.0000.6000.000.000.0000	EXPENDITURES	\$6,800,297.00	\$0.00	\$1,000.00	\$6,799,297.00	\$0.00	\$6,799,297.00	99.99%
	FUND: DEBT SERVICE - 700	\$6,800,297.00	\$0.00	(\$6,822,566.97)	\$13,622,863.97	\$0.00	\$13,622,863.97	200.33%
850.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$6,772.17)	\$6,772.17	\$0.00	\$6,772.17	0.00%
850.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$420.00	\$2,690.10	(\$2,690.10)	\$0.00	(\$2,690.10)	0.00%
	FUND: STUDENT ACTIVITIES - 850	\$0.00	\$420.00	(\$4,082.07)	\$4,082.07	\$0.00	\$4,082.07	0.00%
855.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$2,291,871.84)	\$2,291,871.84	\$0.00	\$2,291,871.84	0.00%
855.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$2,213,635.97	(\$2,213,635.97)	\$0.00	(\$2,213,635.97)	0.00%
	FUND: EMPL INSUR PGM WITHHOLDNG - 855	\$0.00	\$0.00	(\$78,235.87)	\$78,235.87	\$0.00	\$78,235.87	0.00%
Grand Total:		\$39,890,657.83	\$204,641.80	(\$7,557,295.80)	\$47,447,953.63	\$9,804.26	\$47,438,149.37	118.92%

End of Report

Osborn School District

Board Exp & Revenue Report

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From Date: 8/1/2021 To Date: 8/31/2021

Subtotal by Collapse Mask
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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
001.000.0000.6000.000.000.0000	EXPENDITURES	\$19,725,437.00	\$1,444,256.32	\$1,867,354.54	\$17,858,082.46	\$14,450,598.91	\$3,407,483.55	17.27%
	FUND: MAINTENANCE AND OPERATION - 001	\$19,725,437.00	\$1,444,256.32	\$1,867,354.54	\$17,858,082.46	\$14,450,598.91	\$3,407,483.55	17.27%
011.000.0000.6000.000.000.0000	EXPENDITURES	\$423,870.00	\$59,654.28	\$59,654.28	\$364,215.72	\$628,021.93	(\$263,806.21)	-62.24%
	FUND: P301 BASE PAY - 011	\$423,870.00	\$59,654.28	\$59,654.28	\$364,215.72	\$628,021.93	(\$263,806.21)	-62.24%
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	\$184,172.30	\$184,172.30	\$2,258,055.70	\$185,379.90	\$2,072,675.80	84.87%
	FUND: P301 CLASSROOM IMPROVMENT - 013	\$2,442,228.00	\$184,172.30	\$184,172.30	\$2,258,055.70	\$185,379.90	\$2,072,675.80	84.87%
020.000.0000.6000.000.000.0000	EXPENDITURES	\$500,000.00	\$9,683.50	\$9,683.50	\$490,316.50	\$110,779.08	\$379,537.42	75.91%
	FUND: INSTRUCTIONAL IMPROVEMENT FUND - 020	\$500,000.00	\$9,683.50	\$9,683.50	\$490,316.50	\$110,779.08	\$379,537.42	75.91%
100.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$83,835.77	\$85,862.78	(\$85,862.78)	\$853,728.18	(\$939,590.96)	0.00%
	FUND: TITLE I - 100	\$0.00	\$83,835.77	\$85,862.78	(\$85,862.78)	\$853,728.18	(\$939,590.96)	0.00%
101.000.0000.6000.000.000.0000	EXPENDITURES	\$1,377,594.10	\$20,885.21	\$25,726.31	\$1,351,867.79	\$130,060.06	\$1,221,807.73	88.69%
	FUND: TITLE I - 101	\$1,377,594.10	\$20,885.21	\$25,726.31	\$1,351,867.79	\$130,060.06	\$1,221,807.73	88.69%
115.000.0000.6000.000.000.0000	EXPENDITURES	\$57,000.00	\$0.00	\$0.00	\$57,000.00	\$7,000.00	\$50,000.00	87.72%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 115	\$57,000.00	\$0.00	\$0.00	\$57,000.00	\$7,000.00	\$50,000.00	87.72%
116.000.0000.6000.000.000.0000	EXPENDITURES	\$24,250.00	\$0.00	\$0.00	\$24,250.00	\$0.00	\$24,250.00	100.00%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 116	\$24,250.00	\$0.00	\$0.00	\$24,250.00	\$0.00	\$24,250.00	100.00%
140.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$4,527.29	(\$4,527.29)	0.00%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 140	\$0.00	\$0.00	\$0.00	\$0.00	\$4,527.29	(\$4,527.29)	0.00%
141.000.0000.6000.000.000.0000	EXPENDITURES	\$138,859.62	\$1,559.51	\$1,650.34	\$137,209.28	\$2,445.75	\$134,763.53	97.05%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 141	\$138,859.62	\$1,559.51	\$1,650.34	\$137,209.28	\$2,445.75	\$134,763.53	97.05%
160.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$716.89	\$716.89	(\$716.89)	\$486.48	(\$1,203.37)	0.00%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 160	\$0.00	\$716.89	\$716.89	(\$716.89)	\$486.48	(\$1,203.37)	0.00%
161.000.0000.6000.000.000.0000	EXPENDITURES	\$97,234.36	\$329.30	\$389.87	\$96,844.49	\$1,874.66	\$94,969.83	97.67%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161	\$97,234.36	\$329.30	\$389.87	\$96,844.49	\$1,874.66	\$94,969.83	97.67%
163.000.0000.6000.000.000.0000	EXPENDITURES	\$486,000.00	\$2,076.45	\$2,705.06	\$483,294.94	\$100,424.59	\$382,870.35	78.78%
	FUND: 21ST CENTURY - 163	\$486,000.00	\$2,076.45	\$2,705.06	\$483,294.94	\$100,424.59	\$382,870.35	78.78%
190.000.0000.6000.000.000.0000	EXPENDITURES	\$56,236.50	\$0.00	\$0.00	\$56,236.50	\$0.00	\$56,236.50	100.00%
	FUND: TITLE III - 190	\$56,236.50	\$0.00	\$0.00	\$56,236.50	\$0.00	\$56,236.50	100.00%
191.000.0000.6000.000.000.0000	EXPENDITURES	\$48,573.62	\$5,276.87	\$6,455.90	\$42,117.72	\$31,734.54	\$10,383.18	21.38%
	FUND: TITLE III - 191	\$48,573.62	\$5,276.87	\$6,455.90	\$42,117.72	\$31,734.54	\$10,383.18	21.38%
200.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$2,809.67	\$2,809.67	(\$2,809.67)	\$33,727.42	(\$36,537.09)	0.00%
	FUND: TITLE VII - INDIAN ED - 200	\$0.00	\$2,809.67	\$2,809.67	(\$2,809.67)	\$33,727.42	(\$36,537.09)	0.00%
220.000.0000.6000.000.000.0000	EXPENDITURES	\$663,704.38	\$26,785.73	\$30,484.73	\$633,219.65	\$276,083.04	\$357,136.61	53.81%

Osborn School District

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	FUND: IDEA - BASIC - 220	\$663,704.38	\$26,785.73	\$30,484.73	\$633,219.65	\$276,083.04	\$357,136.61	53.81%
221.000.0000.6000.000.000.0000	EXPENDITURES	\$649,589.42	\$13,844.28	\$17,593.18	\$631,996.24	\$252,004.91	\$379,991.33	58.50%
	FUND: IDEA BASIC - 221	\$649,589.42	\$13,844.28	\$17,593.18	\$631,996.24	\$252,004.91	\$379,991.33	58.50%
222.000.0000.6000.000.000.0000	EXPENDITURES	\$17,599.83	\$0.00	\$0.00	\$17,599.83	\$4,340.14	\$13,259.69	75.34%
	FUND: IDEA - PRESCHOOL GRANT - 222	\$17,599.83	\$0.00	\$0.00	\$17,599.83	\$4,340.14	\$13,259.69	75.34%
230.000.0000.6000.000.000.0000	EXPENDITURES	\$19,894.80	\$0.00	\$0.00	\$19,894.80	\$500.00	\$19,394.80	97.49%
	FUND: JOHNSON-O'MALLEY - 230	\$19,894.80	\$0.00	\$0.00	\$19,894.80	\$500.00	\$19,394.80	97.49%
231.000.0000.6000.000.000.0000	EXPENDITURES	\$42,153.23	\$4,176.08	\$4,176.08	\$37,977.15	\$40,968.58	(\$2,991.43)	-7.10%
	FUND: JOHNSON-O'MALLEY - 231	\$42,153.23	\$4,176.08	\$4,176.08	\$37,977.15	\$40,968.58	(\$2,991.43)	-7.10%
280.000.0000.6000.000.000.0000	EXPENDITURES	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$14,116.54	\$10,883.46	43.53%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 280	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$14,116.54	\$10,883.46	43.53%
281.000.0000.6000.000.000.0000	EXPENDITURES	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 281	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	100.00%
290.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$22,946.46	\$25,343.09	(\$25,343.09)	\$217,521.80	(\$242,864.89)	0.00%
	FUND: MEDICAID REIMB - 290	\$0.00	\$22,946.46	\$25,343.09	(\$25,343.09)	\$217,521.80	(\$242,864.89)	0.00%
326.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$32,676.02	\$40,672.48	(\$40,672.48)	\$415,116.35	(\$455,788.83)	0.00%
	FUND: ESSER CARES - 326	\$0.00	\$32,676.02	\$40,672.48	(\$40,672.48)	\$415,116.35	(\$455,788.83)	0.00%
328.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	(\$2,000.00)	0.00%
	FUND: ENROLLMENT STABILIZATION GRANT - 328	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	(\$2,000.00)	0.00%
336.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$411,271.37	\$411,271.37	(\$411,271.37)	\$507,345.16	(\$918,616.53)	0.00%
	FUND: ESSER / CARES ROUND II - 336	\$0.00	\$411,271.37	\$411,271.37	(\$411,271.37)	\$507,345.16	(\$918,616.53)	0.00%
346.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$130,053.93	\$135,815.33	(\$135,815.33)	\$1,346,811.70	(\$1,482,627.03)	0.00%
	FUND: ESSER ROUND III - 346	\$0.00	\$130,053.93	\$135,815.33	(\$135,815.33)	\$1,346,811.70	(\$1,482,627.03)	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	\$9,061.05	\$9,061.05	(\$9,061.05)	\$92,399.82	(\$101,460.87)	0.00%
	FUND: RESULTS BASED FUNDING - 457	\$0.00	\$9,061.05	\$9,061.05	(\$9,061.05)	\$92,399.82	(\$101,460.87)	0.00%
472.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$18,289.06	(\$18,289.06)	0.00%
	FUND: EARLY LITERACY GRANT - 472	\$0.00	\$0.00	\$0.00	\$0.00	\$18,289.06	(\$18,289.06)	0.00%
480.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$4,211.31	\$4,211.31	(\$4,211.31)	\$46,199.53	(\$50,410.84)	0.00%
	FUND: SAFE SCHOOLS - 480	\$0.00	\$4,211.31	\$4,211.31	(\$4,211.31)	\$46,199.53	(\$50,410.84)	0.00%
482.000.0000.6000.000.000.0000	EXPENDITURES	\$360,140.00	\$15,272.79	\$15,272.79	\$344,867.21	\$187,975.74	\$156,891.47	43.56%
	FUND: SCHOOL SAFETY EXPANSION - 482	\$360,140.00	\$15,272.79	\$15,272.79	\$344,867.21	\$187,975.74	\$156,891.47	43.56%
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%

Osborn School District

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510.000.0000.6000.000.000.0000	EXPENDITURES FUND: FOOD SERVICE - 510	\$2,750,000.00 \$2,750,000.00	\$139,099.72 \$139,099.72	\$145,990.71 \$145,990.71	\$2,604,009.29 \$2,604,009.29	\$1,246,161.84 \$1,246,161.84	\$1,357,847.45 \$1,357,847.45	49.38% 49.38%
515.000.0000.6000.000.000.0000	EXPENDITURES FUND: CIVIC CENTER - 515	\$204,000.00 \$204,000.00	\$5,403.97 \$5,403.97	\$5,736.04 \$5,736.04	\$198,263.96 \$198,263.96	\$52,808.92 \$52,808.92	\$145,455.04 \$145,455.04	71.30% 71.30%
520.000.0000.6000.000.000.0000	EXPENDITURES FUND: COMMUNITY SCHOOL - 520	\$15,000.00 \$15,000.00	\$12,339.30 \$12,339.30	\$12,359.30 \$12,359.30	\$2,640.70 \$2,640.70	\$137,852.65 \$137,852.65	(\$135,211.95) (\$135,211.95)	-901.41% -901.41%
521.000.0000.6000.000.000.0000	EXPENDITURES FUND: COMMUNITY SCHOOL - MONTESSORI - 521	\$0.00 \$0.00	\$7,073.94 \$7,073.94	\$7,073.94 \$7,073.94	(\$7,073.94) (\$7,073.94)	\$65,395.48 \$65,395.48	(\$72,469.42) (\$72,469.42)	0.00% 0.00%
525.000.0000.6000.000.000.0000	EXPENDITURES FUND: AUXILIARY OPERATIONS - 525	\$31,000.00 \$31,000.00	\$0.00 \$0.00	\$0.00 \$0.00	\$31,000.00 \$31,000.00	\$0.00 \$0.00	\$31,000.00 \$31,000.00	100.00% 100.00%
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	\$1,357.50 \$1,357.50	\$288,642.50 \$288,642.50	\$0.00 \$0.00	\$288,642.50 \$288,642.50	99.53% 99.53%
530.000.0000.6000.000.000.0000	EXPENDITURES FUND: GIFTS AND DONATIONS - 530	\$105,000.00 \$105,000.00	\$655.79 \$655.79	\$655.79 \$655.79	\$104,344.21 \$104,344.21	\$4,809.43 \$4,809.43	\$99,534.78 \$99,534.78	94.80% 94.80%
540.000.0000.6000.000.000.0000	EXPENDITURES FUND: FINGERPRINT - 540	\$14,000.00 \$14,000.00	\$0.00 \$0.00	\$0.00 \$0.00	\$14,000.00 \$14,000.00	\$2,000.00 \$2,000.00	\$12,000.00 \$12,000.00	85.71% 85.71%
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%
555.000.0000.6000.000.000.0000	EXPENDITURES FUND: TEXTBOOKS - 555	\$15,000.00 \$15,000.00	\$0.00 \$0.00	\$0.00 \$0.00	\$15,000.00 \$15,000.00	\$0.00 \$0.00	\$15,000.00 \$15,000.00	100.00% 100.00%
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	\$17,098.84 \$17,098.84	\$22,319.00 \$22,319.00	\$299,681.00 \$299,681.00	\$105,692.72 \$105,692.72	\$193,988.28 \$193,988.28	60.24% 60.24%
575.000.0000.6000.000.000.0000	EXPENDITURES FUND: UNEMPLOYMENT INSURANCE - 575	\$86,000.00 \$86,000.00	\$1,652.00 \$1,652.00	\$1,652.00 \$1,652.00	\$84,348.00 \$84,348.00	\$35,648.25 \$35,648.25	\$48,699.75 \$48,699.75	56.63% 56.63%
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%
610.000.0000.6000.000.000.0000	EXPENDITURES FUND: UNRESTRICT CAPITAL OUTLAY - 610	\$95,644.61 \$95,644.61	\$293,312.01 \$293,312.01	\$331,557.61 \$331,557.61	(\$235,913.00) (\$235,913.00)	\$224,319.71 \$224,319.71	(\$460,232.71) (\$460,232.71)	-481.19% -481.19%
630.000.0000.6000.000.000.0000	EXPENDITURES FUND: BOND BUILDING - 630	\$0.00 \$0.00	\$2,248.48 \$2,248.48	\$14,177.98 \$14,177.98	(\$14,177.98) (\$14,177.98)	\$739,940.11 \$739,940.11	(\$754,118.09) (\$754,118.09)	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%

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
700.000.0000.6000.000.000.0000	EXPENDITURES	\$6,800,297.00	\$0.00	\$0.00	\$6,800,297.00	\$0.00	\$6,800,297.00	100.00%
	FUND: DEBT SERVICE - 700	\$6,800,297.00	\$0.00	\$0.00	\$6,800,297.00	\$0.00	\$6,800,297.00	100.00%
855.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$560.00	\$560.00	(\$560.00)	\$6,160.00	(\$6,720.00)	0.00%
855.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$409.60	\$71,406.58	(\$71,406.58)	\$2,124,647.57	(\$2,196,054.15)	0.00%
	FUND: EMPL INSUR PGM WITHHOLDNG - 855	\$0.00	\$969.60	\$71,966.58	(\$71,966.58)	\$2,130,807.57	(\$2,202,774.15)	0.00%
Grand Total:		\$39,739,323.75	\$2,965,408.74	\$3,555,929.30	\$36,183,394.45	\$24,707,897.84	\$11,475,496.61	28.88%

End of Report

OSBORN SCHOOL DISTRICT NO. 8

September 21, 2021

Board Meeting

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

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, 2020.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT No. 8
Statement of Revenues and Expenditures
For Student Activities Fund
Activity from August 1, 2021 to August 31,2021

<u>School</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenditures</u>	<u>Ending Balance</u>
Clarendon	3,762.37			3,762.37
OMS	14,335.52			14,335.52
Solano	10,506.33			10,506.33
Longview	7,850.81		420.00	7,430.81
	<u>\$ 36,455.03</u>	<u>\$ -</u>	<u>\$ 420.00</u>	<u>36,035.03</u>

OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-H

Agenda Item
Disposal of Equipment-

For Board: Action Discussion Information

Background –
None this month

Legal

Financial

Governing Board Goals

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

Recommendation

Recommend approval of disposal of equipment as listed.

Moved _____ Seconded _____ P/F

**OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting**

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

Agenda Item Number – IV-I-1

Agenda Item

Renewal of IGA including Addendum A with the Arizona State School for the Deaf and Blind

For Board: Action Discussion Information

Background –

ASDB serves over 2,000 children who are blind, visually impaired, deaf, hard of hearing or deafblind from birth to grade 12. ASDB operates two schools for the deaf, one school for the blind, our statewide Early Learning Program which includes birth to three and preschool programs, and Itinerant Services for students attending a school with one of our district partners. ASDB is dedicated to empowering diverse, young children and students with the educational opportunities necessary to succeed in college, career and life. This IGA Renewal covers the services provided by ASDB to children in the district who have hearing or vision impairments.

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 IGA including Addendum A with the Arizona State School for the Deaf and Blind as presented.

Moved _____ Seconded _____

AGREEMENT

Between
The Arizona State Schools for the Deaf and the Blind and
Participating Public Schools or Other Approved
Educational Program

Osborn School District

RE: Regional Cooperative Agreement
Desert Valleys

Page 13 of 13

Date Initiated:
08/24/2020

Attorney approval required.

This Agreement has been reviewed, pursuant to A.R.S. §11-952, if applicable, by the undersigned attorney who has determined that it is in proper form and is within the powers and authority granted under the laws of the State of Arizona to the Participating School Governing Board.

By:

Legal Counsel for Participating School

Date

Jennifer A. [Signature] 9/28/20

Jennifer

Printed Name

This Agreement has been reviewed, pursuant to A.R.S. §11-952 if applicable, by the undersigned attorney who has determined that it is in proper form and is within the powers and authority granted under the laws of the State of Arizona to the ASDB Governing Board.

By:

Legal Counsel for ASDB

Date

Debra Sterling November 14, 2020

Debra Sterling, Assistant Attorney General

Printed Name

AGREEMENT

Between
The Arizona State Schools for the Deaf and the Blind and
Participating Public Schools or Other Approved
Educational Program
Osborn School District

RE: Regional Cooperative Agreement
Desert Valleys

Page 1 of 13

Date Initiated:
08/24/2020

I. INTRODUCTION AND AUTHORITY

This Agreement is made and entered into between the following participants:

1. The Arizona Schools for the Deaf and the Blind ("ASDB"), which is authorized to enter into this agreement pursuant to A.R.S. §§ 15-1303(C) (2) and 11-951 *et. seq.*
2. Osborn School District, a school district or other approved educational program ("Participating School") in an ASDB Regional Cooperative, that is authorized to enter into this agreement pursuant to A.R.S. §§ 15-764(A), -765(D), -183(H), A.R.S. § 11-951 *et seq.* or as otherwise authorized.

II. BACKGROUND AND PURPOSE

ASDB provides education for students with hearing or visual disabilities to help these students become self-sustaining individuals. A.R.S. § 15-1302(B). As part of its mission, ASDB offers optional resources to schools that participate in regional co-operatives to meet the individualized needs of students with hearing or visual disabilities that are enrolled in the Participating Schools. A.R.S. § 15-1302 (A), (E).

The purpose of this Agreement is to establish how school districts, State Institutions and Other Approved Educational Programs throughout the State obtain ASDB's specialized services for deaf and blind students by participating in a cooperative program that shares resources among Participating Schools in the regions.

This Agreement sets forth the types of services that ASDB can provide to the Participating School through its Regional Cooperatives and clarifies the allocation of collaborative and equitable responsibilities between the Participating School, an eligible student's public education agency ("PEA") or Other Approved Educational Program (which maintains primary responsibility for an eligible student's education), and the Regional Cooperative (which provides services directly related to hearing loss or vision loss of the eligible student). This Agreement does not reallocate any responsibility for providing a Free Appropriate Public Education ("FAPE") under federal or state law from the participating PEA to ASDB.

III. DEFINITIONS

"Assistive technology device," as that term is defined by 20 U.S.C. § 1401(1)(A), means any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of a child with a disability.

"Assistive technology service," as that term is defined by 20 U.S.C. § 1401(2) means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

"Deaf-blindness," as defined by 34 C.F.R. § 300.8(c)(2) means "concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness."

AGREEMENT Between The Arizona State Schools for the Deaf and the Blind and Participating Public Schools or Other Approved Educational Program Osborn School District	RE: Regional Cooperative Agreement Desert Valleys	
	Page 2 of 13	Date Initiated: 08/24/2020

“Deafness,” as defined by 34 C.F.R. § 300.8(c)(3) means “a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child’s educational performance.”

“Free appropriate public education” or “FAPE” as that term is defined by 20 U.S.C. § 1401(9), means “special education and related services that have been provided at public expense, under public supervision and direction, and without charge that meet the standards of the State educational agency include an appropriate preschool, elementary school, or secondary school education in the State involved and are provided in conformity with the Individualized Education Program.”

“Hearing impairment,” as defined by 34 C.F.R. § 300.8(c) (5) means “an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness.”

“IEP” means “individualized education program,” as that term is defined by 20 U.S.C. § 1401 (14) and 34 C.F.R. 300.320-328 and A.R.S. § 15-761(11).

“IEP Team” means “individualized education program team” as that term is defined by 34 C.F.R. 300.321, A.R.S. § 15-761(12) and A.A.C. R7-2-401(G).

“Institutional voucher” is the fund that provides monies for the education of a student who requires institutional placement or who has been placed in a residential facility by a state placing agency. A.R.S. §15-1204.

“Least Restrictive Environment” is the least restrictive and least intrusive setting in which the child’s educational needs can be safely and adequately met, including the treatment of the child’s qualifying diagnosis or behavioral health disorder. 34 C.F.R. 300.114-120.

“Multiple disabilities,” as defined by 34 C.F.R. § 300.8(c) (7), means “concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.”

“Other Approved Educational Programs” as that term is used in A.R.S. § 15-1302 (D) & (E) includes , but is not limited to, charter schools which are defined as public schools , A.R.S § 15-101 (4) and elementary and secondary educational facilities funded by the Bureau of Indian Affairs Grant as BIE, Tribally Controlled or Community Schools

Party” or “Parties” means ASDB or the Participating School, the parties to this Agreement.

“Public Education Agency” or “PEA” means a school district, charter school, accommodation school, state supported institution, or other political subdivision of the state that is responsible for providing education to children with disabilities.” A.A.C. R7-2-401(B) (16).

“Qualified Student,” as that term is used in this Agreement, means a student with deafness, hearing impairment, deaf-blindness, or visual impairment (as defined in this section) who is enrolled in a school that participates in a Regional Cooperative.

AGREEMENT

Between
The Arizona State Schools for the Deaf and the Blind and
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- iii. The time for providing notice must be reasonable under the circumstances to allow Regional Cooperative staff to complete mandatory evaluations pursuant to A.R.S. § 15-761(8),(39), and A.A.C. R7-2-401(E), and to attend meetings regarding eligibility or placement decisions.
 - iv. The Participating School must provide notice to ASDB as early as possible, but no later than the date that it notifies the parent of the student or the adult student of the meeting.
 - c. The Participating School is responsible for ensuring that the student receives a FAPE in conformity with his or her IEP pursuant to 34 C.F.R. § 300.17(d), including special education and related services for students with multiple disabilities that are in addition to the student's hearing loss or vision loss.
2. The Participating School shall assist ASDB in providing the qualified services by:
- a. To the extent legally permissible, providing transportation necessary to enable its Qualified Students to access the programming or other services that are provided by ASDB through the Regional Cooperative pursuant to this Agreement. Such services may be provided at the instant Participating School or at other Participating Schools within the area covered by the Regional Cooperative.
 - b. Providing space and non-specialized materials and equipment for services provided by the Regional Cooperative at the Participating School site.
 - c. Cooperating with the Regional Cooperative to facilitate the delivery of services provided by the Regional Cooperative.
 - d. Providing all other special education and related services not related to hearing loss or vision loss.
- B. ASDB shall offer services related to visual and hearing disabilities to Qualified Students enrolled at the Participating School in its Regional Cooperative.
- 1. ASDB will provide oversight and management over the Regional Cooperative's operations.
 - a. ASDB will employ a Regional Director to oversee the planning, development, operation, and daily function of the Regional Cooperative.
 - b. The Regional Director will receive support and guidance from the "ASDB Regional Advisory Council"
 - i. The Advisory Council is a group of individuals, representing Participating Schools and ASDB that reviews guidelines for the administration of the Regional Cooperatives and provides support, program guidance and the exchange of information for the Regional Directors of the Regional Cooperatives.

AGREEMENT

Between
The Arizona State Schools for the Deaf and the Blind and
Participating Public Schools or Other Approved
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Osborn School District

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- ii. All financial decisions, including but not limited to: setting membership rates, establishing fee schedules, reimbursing tuition vouchers, and approving expenditures of the Regional Cooperative's revenues remain the sole responsibility of ASDB.
- 2. ASDB, through its Regional Cooperative, shall provide resources to the Participating School.
 - a. Resources directly related to or resulting from an Qualified Student's hearing loss or vision loss pursuant to A.R.S. § 15-1302(D) include:
 - i. Assessments.
 - ii. Program planning and staff development.
 - iii. Information services for parents, families and the public.
 - iv. Research and development to promote improved educational programs and services.
 - b. With reasonable advance notice from the Participating School, ASDB, through its Regional Cooperative will:
 - i. Make its staff available or require its staff to participate in team meetings relating to child find, evaluation, or placement of a student attending a participating public school when ASDB's participation is appropriate or necessary by mutual agreement of the Parties.
 - ii. Assist the Participating School to complete mandatory evaluations for eligibility or placement decisions.
 - c. If a Qualified Student newly enrolls or transfers into a Participating School, the Participating School may make a temporary 30-day placement for the Qualified Student.
 - i. A Participating School that makes a temporary 30-day initial placement shall notify ASDB within 5 days of the placement.
 - ii. Upon receiving the required notice, ASDB, through its Regional Cooperative, will make its staff available or require its staff to participate in the 30-day review.
- 3. ASDB, through its Regional Cooperative, will provide resources for Qualified Students when the resources are necessary as determined by the IEP team and by mutual agreement of the Parties to address the hearing or visual disability.
 - a. The available resources for qualified students may include:
 - i. Special curriculum.
 - ii. Equipment and materials.

<p style="text-align: center;">AGREEMENT Between The Arizona State Schools for the Deaf and the Blind and Participating Public Schools or Other Approved Educational Program Osborn School District</p>	RE: Regional Cooperative Agreement Desert Valleys	
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iii. Supplemental related services.

iv. Special short-term programs.

b. Exclusions:

i. ASDB will not provide instruction and services to Qualified Students that do not directly relate to hearing or visual disabilities. Examples of services that ASDB will not provide include, but are not limited to: medical care, nursing services, behavioral health aides, foreign language interpreters, mobility devices for physical disabilities, occupational or physical therapy, speech/language therapy, and/or transportation.

ii. ASDB will not duplicate existing services available at the Participating School pursuant to A.R.S. § 15-1302(E).

c. ASDB, through its Regional Cooperative, shall make reasonable efforts to meet the needs of any Qualified Student but this Agreement shall not obligate ASDB or its staff to: assume any duty that is not required by law, perform an impossible or impracticable action, or expend public resources in excess of its available funds. A.R.S. § 1-254.

4. **Addendum A** sets forth examples of services that may be available for the Participating School or its Qualified Students from ASDB, through its Regional Cooperative. This list is not comprehensive, exclusive, or binding. It is subject to modifications and provides examples, not assurances. This list shall not be construed by any party or persons to create any benefit for any party, organization, or person that is enforceable by law.

C. This Agreement does not relieve any party of its legal duties under applicable Federal or State law.

V. FINANCING

A. Background.

1. **Administrative costs.** The State of Arizona provides ASDB with a legislative appropriation that supports the administrative costs of operating the Regional Cooperatives and providing services on behalf of the Participating Schools.
2. **Instructional and service costs.** The Participating Schools that join the Regional Cooperative combine their resources to share the costs associated with the specialized instruction, services, and equipment that pertain to the hearing or visual disabilities of qualified students enrolled in the Participating Schools.

B. Membership fees.

1. Each participating school pays a membership fee for its membership in the Cooperative.

<p style="text-align: center;">AGREEMENT Between The Arizona State Schools for the Deaf and the Blind and Participating Public Schools or Other Approved Educational Program Osborn School District</p>	RE: Regional Cooperative Agreement Desert Valleys	
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2. **Termination by law.** Notwithstanding any other provision regarding duration or termination of this Agreement, this Agreement is subject to termination by the following operations of law.
- a. **Non-Availability of Funds.** This Agreement shall be subject to available funding and nothing in this Agreement shall bind any Party to expenditures in excess of funds appropriated and authorized for purposes outlined in this Agreement.
- i. If funds are reduced or otherwise unavailable, either Party may take any of the following actions: (1) cancel the Agreement by providing advanced written notice to the other Party or (2) revise the requirements imposed by this Agreement to reduce the level of services or compensation through a written amendment mutually executed by the Parties.
 - ii. If funds are not allocated and available for the continuance of this Agreement, the non-appropriated party may terminate this Agreement by providing advanced written notice to the other Party as outlined above in Section VI(B)(2)(a)(i) and such termination shall be effective at the end of the period for which funds are available.
 - iii. The Superintendent of ASDB and the Governing Board of the Participating School shall have sole discretion to determine the availability of funds for its respective entity.
 - iv. Each party shall notify the other party as soon as possible when services or payment may or will be affected by a fund shortage.
 - v. No liability shall accrue to the terminating party in the event this provision is exercised, and the terminating party shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.
3. **Conflict of Interest Cancellation.** This Agreement is subject to cancellation under A.R.S. § 38-511, as it pertains to the cancellation of State contracts.

C. **Disposition of Property upon Termination of Agreement.** Property acquired by the Parties in order to perform its respective responsibilities and obligations under the terms of this Agreement shall be disposed of upon termination of the Agreement as follows:

1. All property purchased by ASDB shall remain the sole property of ASDB;
2. All property purchased by a Participating School shall remain the sole property of the Participating School.

VII. GENERAL TERMS AND CONDITIONS

A. **There are no third party beneficiaries.** This Agreement shall not be construed to provide any additional rights, causes of action, or participation in the placement process

AGREEMENT

Between

The Arizona State Schools for the Deaf and the Blind and
Participating Public Schools or Other Approved
Educational Program

Osborn School District

RE: Regional Cooperative Agreement
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to any students, parents, or interested persons beyond those enumerated in federal or state law.

- B. **Modification:** Modifications within the scope of this Agreement shall be made by mutual consent of the parties, and by the issuance of a written modification, signed and dated by all parties, prior to any changes being performed. Notwithstanding this provision, ASDB may modify fee schedules or membership rates in the manner specified, above.
 - 1. Either Party shall give written notice to the other Party of any non-material alteration that affects the provisions of this Agreement. Non-material alterations that do not require a written amendment are as follows:
 - a. Change of telephone number.
 - b. Change in authorized signatory.
 - c. Change in the name and/or address of the person to whom notices are to be sent.
- C. **Civil Rights Assurance and Nondiscrimination.** The parties agree to comply with Chapter 9, Title 41, Arizona Revised Statutes (Civil Rights), Arizona Executive Order No. 2009-09, and any other federal or state laws relating to equal opportunity and non-discrimination, including the Americans with Disabilities Act.
- D. **Records and Audits.** Pursuant to A.R.S. §§ 35-214, 35-215, and 41-2548, all books, accounts, reports, files and other records relating to this Agreement shall be subject, at all reasonable times, to inspection and audit by the State during the term of this Agreement and for five years after the termination of this Agreement.
- E. **Indemnification**

For District schools and "Other Approved Educational Programs that meet the definition of "public agency" in A.R.S. § 11-951 et seq.: Neither party to this Agreement agrees to indemnify the other party or hold harmless the other party from liability hereunder.

For Charter Schools and Other Approved Educational Programs (not meeting the definition of "public agency" in A.R.S. § 11-951 et seq.: The Participating School shall indemnify, defend, save and hold harmless the Arizona State Schools for the Deaf and the Blind, the State of Arizona, its departments, agencies, boards, commissions, universities and its officers, officials, agents and employees ("Indemnitee") from and against any and all claims, actions, liabilities, damages, losses or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation) ("Claims") for bodily injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of the Participating School or any of its owners, officers, directors, agents, employees or subcontractors. The indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of such Participating School to conform to any federal, state or local law, statute, ordinance, rule, regulation or court decree that is applicable to the Participating



ADDENDUM A

COOPERATIVE SERVICE OPTIONS AVAILABLE

In collaboration with ASDB's participating educational partners in Arizona, the regional cooperatives provide comprehensive direct, indirect, and non-teaching services related to students with qualified hearing and visual needs. Addendum A outlines examples of service options available to member districts and schools. Regional Cooperative Directors can provide further guidance on additional services options available upon request.

Itinerant Services

The qualified staff of Teachers of the Deaf/Hard of Hearing and Teachers of the Blind/Visual Impaired develop and revise individual educational plans with emphasis on specialized instruction, related services, and equipment for identified students with hearing or vision eligibilities.

Direct or consultative itinerant service may include, but are not limited to, specialized instruction per IEP team decision related to students hearing and/or vision needs.

Examples of specialized instruction for students who are deaf/hard of hearing are:

- Pre-teaching of concepts and vocabulary
- Listen and spoken language instruction
- Reading and writing instruction in conjunction with general education curriculum of the school district
- Content vocabulary
- Use of prior knowledge to expand on conceptual knowledge of classroom curriculum
- Instruction on the role and usage of an educational interpreter

Examples of specialized instruction for students who are blind or who have low vision are:

- Braille instruction
- Nemeth instruction
- Keyboarding skills
- Instruction on use of assistive technology/devices to access the general educational curriculum
- UEB instruction

Addendum A

Related services include, but are not limited to, services provided to students with hearing and/or vision needs determined by the IEP Team.

Examples of related services for students who are deaf and/or hard of hearing, including deafblindness are:

- Educational interpreting
- Intervener
- Educational audiologists

Examples of related services for students who are blind or have low vision are:

- Orientation and mobility
- Braille production services
- Low vision support

Specialized equipment may include, but is not limited to, equipment related to the hearing and/or vision needs determined by the IEP Team.

Examples of specialized equipment for students who are deaf and/or hard of hearing, including deaf blindness are:

- Hearing assistive technology (HAT)
 - FM Technology
 - Infrared Technology
 - Bluetooth Technology
 - Hybrid Technology

Hearing Assistive Technology (HAT) includes a variety of amplification options that are individually selected to match the personal hearing needs of each student. This technology is professionally prescribed and routinely serviced to ensure excellent reliability and quality auditory access in diverse learning environments. The purpose of this technology is to enhance hearing accessibility for students without personal amplification as well as students with personal amplification such as hearing aids and implantable devices. Hearing Assistive Technology (HAT) equipment employs the advantages of both individually worn systems and classroom systems to best accomplish this goal.

Examples of specialized equipment for students who are blind and/or have low vision are:

- Braille writing devices
- Braille displays
- Compatible printers/scanners/OCR readers
- Screen readers/Reading applications
- Portable video magnifiers

DESERT VALLEY / EASTERN HIGHLANDS / NORTH CENTRAL / SOUTHEAST / SOUTHWEST

Addendum A

- iPads/Laptop with textbooks/Internet access/Screening sharing software
- Lighting options
- Hand held magnification for near and distance

Non-Teaching Services

In collaboration with district education partners in Arizona, the regional cooperatives provide non-teaching services that support education programming for students with Hearing, Vision and Deafblind needs per the IEP Team decision.

Non-teaching services may include, but are not limited to:

- Support the educational programming
- Routine audiological testing and equipment monitoring for students using HAT
- Assistive Technology evaluations
- Functional Vision Assessments and/or Learning Media Assessments
- Clinical Low Vision examinations
- Training and technical assistance to general education and/or special education support teams
- Participation in initial re-evaluation process and related hearing and/or vision needs
- Orientation and Mobility training
- Active participation on multidisciplinary evaluation teams for initial and reevaluation of students with hearing and/or vision needs, including deafblindness

Effective March 7, 2019

DESERT VALLEY / EASTERN HIGHLANDS / NORTH CENTRAL / SOUTHEAST / SOUTHWEST



ADDENDUM B
MEMBERSHIP
FEES

Membership Fee for School Districts or Charter Schools

Fewer than 200 Students	\$	300.00
200 to 999 Students	\$	550.00
1000 to 4999 Students	\$	800.00
5000 or more	\$	1,050.00

Membership Fee for Other Approved Educational Programs

\$ 550.00

Effective July 1, 2019



Arizona State Schools for the Deaf and the Blind

ADDENDUM C

ASDB will reimburse up to \$1,500.00 per school year to member districts for each student whose institutional voucher is received – prorated based on the school calendar of the Participating School and the starting and ending dates of services provided to the student.

Effective March 7, 2019
Rev. 04/15/19



Arizona State Schools for the Deaf and the Blind

ADDENDUM D
FEE FOR SERVICE SCHEDULE

Fee for service rates are consistent across the regional cooperatives. Rates are based on the number of service minutes designated by a student IEP and must be provided by ASDB staff, and may include specialized equipment assigned to students.

Students who are not vouchered by ASDB but require provision of services for vision and/or hearing needs are placed on a fee for service schedule dependent on level of service. Those services are billed twice yearly by ASDB's Business Services.

Fees by Service Level for School Districts and Charter Schools

Direct Service (No equipment provided)

Direct/IndirectUp to 1 hour monthly\$3,080.00

Itinerant Services (Equipment provided per IEP recommendation)

Level I.....Up to 1 1/2 hours of service per week\$5,769.50
Level IIMore than 1 1/2 and up to 3 hours of service weekly\$8,068.50
Level III.....More than 3 and up to 5 hours of service weekly\$12,100.00
Level IV.....More than 5 and up to 10 hours of service weekly\$17,886.00
Level VMore than 10 up to 15 hours of service weekly.....\$23,650.00

Fees by Service Level for Other Approved Educational Programs

Direct Service (No equipment provided)

Direct/IndirectUp to 1 hour monthly\$4,004.00

Itinerant Services (Equipment provided per IEP recommendation)

Level I.....Up to 1 1/2 hours of service per week\$7,499.80
Level IIMore than 1 1/2 and up to 3 hours of service weekly\$10,488.50
Level III.....More than 3 and up to 5 hours of service weekly\$15,730.00
Level IV.....More than 5 and up to 10 hours of service weekly\$23,251.80
Level VMore than 10 up to 15 hours of service weekly.....\$30,745.00

Effective July 1, 2019

OSBORN SCHOOL DISTRICT NO. 8

September 21, 2021

Board Meeting

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

Agenda Item Number – IV-I-2

Agenda Item

Renewal of MOU with Hands on Greater Phoenix for the Your Experience Counts Program

For Board: Action Discussion Information

Background –

Your Experience Counts volunteers work alongside teachers to support the learning of 1st-8th grade students in under-resourced schools. These dedicated individuals serve in the same classroom for a full school year, encouraging both the academic success and social-emotional development of students. The purpose of the memorandum of understanding is to promote clarity between HandsOn Greater Phoenix and Osborn School District regarding responsibility, liability and support for the program Your Experience Counts (YEC). YEC is a program where adults provide academic support to elementary students.

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 renewal of the MOU with Hands on Greater Phoenix for the Your Experience Counts Program as presented.

Moved _____ Seconded _____

2021-2022
MEMORANDUM OF UNDERSTANDING
Your Experience Counts

Parties:

HandsOn Greater Phoenix, an Arizona nonprofit organization (HGP)

Osborn School District (OSD)

Purpose:

HGP and OSD, through this Memorandum of Understanding, confirm that they have agreed to collaborate on a program known as Your Experience Counts (YEC). YEC is a program where adults provide academic support to students, under the direction of classroom teachers. Support is primarily focused in grades 1-3 in literacy and 4-6 in math and science. The areas of responsibility of HGP and OSD are as follows:

HandsOn Greater Phoenix agrees to:

- Recruit, interview and select volunteers with the knowledge and skills needed to fulfill the responsibilities of this role, which is referred to as a YEC volunteer.
- Complete and monitor background checks on YEC volunteers prior to their placement in Osborn School District using the Level 3 screening process of Sterling Volunteers.
- Train YEC volunteers in academic content, strategies, testing and school-related laws including supervision, confidentiality, and Mandatory Reporting.
- Provide STEAM resources and lesson plans to participating teachers through YEC's lending program: Ozobots, VEX-IQ Robotics, Makey Makey, Forensic Investigation Lab, K'Nex Renewable Energy, and BrickLab Architecture.
- Provide program fiscal administration, fundraising, and program oversight, which includes classroom site visits to observe volunteer interactions and model best practices.
- Require YEC volunteers to be fully vaccinated against COVID-19 and to wear a face mask while on school grounds
- Communicate regularly, as needed, with Osborn School District representative.
- Submit current certificate of \$1 million liability insurance policy.
- Provide annual report detailing results for the school year

The Osborn School District agrees to:

- Recruit classroom teachers willing to host YEC volunteers.
- Help HGP with volunteer recruitment by providing access to existing community contacts and forums.
- Provide access to district training resources for YEC volunteers.
- Provide access to empirical student data results for program evaluation.
- Provide HGP access to interoffice mail or email distribution for the purpose sending program evaluations to teachers and principals.
- Provide HGP with the opportunity to take promotional photos of YEC volunteer/student interactions. (HGP will ensure student photo release is on file.)

- Share additional opportunities for academic support such as summer school or after-school programming, in which currently active Osborn YEC volunteers may choose to serve.
- Communicate regularly with YEC supervisor to support volunteer and program success.

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: Unless exempt under Federal law, HGP and District 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. 75-5 which mandates that all persons, regardless of race, color, religion, sex, age, national origin, or political affiliation, shall have equal access to employment opportunities. HGP and District shall comply with the Rehabilitation Act of 1973, as amended, which prohibits discrimination in the employment of qualified persons because of physical or mental disability. HGP and District shall comply with the requirements of the Fair Labor Standards Act of 1938, as amended.

HGP and District shall comply with Title VI of the Civil Rights Act of 1964, which prohibits the denial of benefits of, or participation in, contract services on the basis of race, color, or national origin. HGP and District shall comply with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination on the basis of disability, in delivering contract services; and with Title II of the Americans with Disabilities Act, and the Arizona Disability Act, which prohibits discrimination on the basis of physical or mental disabilities in the provision of contract programs, services, and activities.

1.2 SMOKING POLLUTION CONTROL ORDINANCE: HGP and District 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 places located within the City of Phoenix.

1.3 DRUG-FREE WORKPLACE: HGP and 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: HGP and 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. HGP, and on behalf of any subcontractor, warrants, to the extent applicable

under A.R.S. §41-4401, compliance with all federal immigration laws 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. HGP shall ensure that all school-based HGP Staff meet all state and federal requirements for working with students.

1.6 SCRUTINIZED BUSINESS OPERATIONS: HGP and District, and on behalf of any subcontracting party, certify, to the extent applicable under A.R.S. §§35-391 *et seq* and 35-393 *et seq*, that neither has “scrutinized” business operations in Sudan or Iran. HGP and District certify compliance with USA Patriot Act and other counterterrorism laws.

2. LICENSES AND PERMITS:

District shall be responsible for obtaining any and all licenses and permits from the State of Arizona, any county 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.

The indemnifying party shall have the right to take over, settle, or defend all claims through counsel of the indemnifying party's choice and under its sole direction, except that the indemnifying party shall not take any action or agree to any settlement that would adversely affect the indemnified party without the indemnified party's written approval. The indemnified party must provide to the indemnifying party reasonable written notice of a claim or potential claim, shall make all defenses available to the indemnifying party and shall give the indemnifying party all assistance and authority, at the indemnifying party's reasonable request.

Each party shall provide evidence of liability insurance to the other party upon request. In addition, evidence of District's automobile insurance policy shall be provided for the operation of any District owned vehicles that may be used in connection with the Program. District shall provide evidence that Workers' Compensation Insurance is provided to District employees.

4. 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 agent, 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.

5. OWNERSHIP:

District recognizes that HGP is the owner of all right, title, and interest in and to all HGP trademarks, logos, and names (“HGP Property”). Any use of the HGP Property by District requires the written approval of HGP. HGP recognizes that District is the owner of all right, title, and interest in and to all District trademarks, logos, and names (“District Property”). Any use of the District Property by HGP requires the written approval of District.

6. CONFIDENTIALITY:

Each party is the owner of certain information that it deems to be confidential and proprietary in nature (“Confidential Information”). For purposes of this 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 this 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 within 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.

7. 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.

Timeframe:

This MOU will commence on August 18, 2021 and will dissolve at the end of the 2021-2022 school year, June 30, 2022.

This Memorandum of Understanding is the complete agreement between **HandsOn Greater Phoenix** and **The Osborn School District** and may be amended only by written agreement signed by each of the parties involved.

Signatories must be officially authorized to sign on behalf of the agency and include title and agency name.

HandsOn Greater Phoenix

Authorized Official:

_____ Rhonda K. Oliver, President _____
Signature Printed Name and Title Date

Address: 1125 E. Southern Ave. Ste. 200
Mesa, AZ 85204
Telephone(s): 602 973 2212
E-Mail Address: rhonda@handsonphoenix.org

Osborn School District

Authorized Official:

_____ Dr. Michael Robert, Superintendent _____
Signature Printed Name and Title Date

Address: 1226 West Osborn Road, Phoenix, Arizona, 85013
Telephone(s):
E-Mail Address: mrobert@osbornsd.org

OSBORN SCHOOL DISTRICT NO. 8

September 21, 2021

Board Meeting

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

Agenda Item Number – IV-I-3

Agenda Item

Renewal of IGNITE Fellowship Tutoring Program Agreement between Teach for America and OMS

For Board: Action Discussion Information

Background –

OMS is excited to partner with Teach For America to offer a tutoring program--IGNITE Fellowship-- in an effort to supplement student learning. The goal of the IGNITE Fellowship is to partner with schools and educators in Arizona to supplement student learning and help accelerate the tremendous effort all schools will be taking on in the upcoming school year to make up for lost learning due to the global health pandemic. The focus of the OMS program will be on 8th grade mathematics. As part of the IGNITE Fellowship, Teach For America will recruit undergraduate students and provide on-going professional development to the IGNITE fellows (“Tutors”) who will be placed at OMS. In return, the tutors will develop experience in building a vision for student learning and receive professional development in order to develop an understanding of social emotional learning practices and what it takes to create inclusive environments grounded in pedagogy and teaching strategies. The Program will commence in October 4, and conclude in April 29, 2022, and run daily Monday through Friday, for 5-7 hours a week.

Teach For America and OMS will measure the success of the tutoring program by both its reach and, more importantly, by its effect on student outcomes. Near-term success will be measured by school-based assessments as well as pre- and post- self-assessments by students to measure confidence, comfort, and ability with the skills and content being supported by Tutors. Longer-term success will be measured by ongoing school based assessments as well as the overall movement of students across the distribution curve of academic performance (i.e. % of students engaged with fellows who moved out of the lowest quartile of academic performance).

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 IGNITE Fellowship Program Virtual Tutoring Program Agreement between Teach for America and OMS.

Moved _____ Seconded _____

**Teach For America: 2021-2022 Ignite Fellowship
School Memorandum of Understanding**

Ignite Fellows lead small group learning experiences in a virtual setting with the support of veteran educators. In these sessions, Fellows build meaningful relationships with youth while accelerating student learning. School partners play a crucial role in creating conditions of success for the Ignite Fellowship, enabling fellows to lead effectively and build meaningful relationships with students.

This MOU is made as of _____ by and between Teach For America and the school representative, _____, for the Fall 2021 (October 4-December 17, 2021) and Spring 2022 (February 7-April 29, 2022) Ignite Fellowship Cohorts .

Responsibilities-- Teach For America:

- Shall serve as a liaison for the Ignite Fellowship and shall act as the main point of contact for all program-related matters.
- Shall recruit, screen, select, and match fellows to schools. The screening process will include an online application and background checks, including the National Sex Offender Registry, an FBI Fingerprint Check, and State of Service/Residence check. Ignite fellows must successfully clear each background check to be matched to a school. See Addendum A for a detailed description of the background check process facilitated by Teach For America. Notwithstanding the foregoing, Teach For America makes no representations as to the Fellows' performance or quality of work, and Teach For America cannot be held responsible for any acts or omissions of any of the Fellows.
- Onboards Fellows and School-Based Trainers and provides ongoing collaboration spaces.
- Provides SEL relationship-building tools and supplementary academic resources for Fellows.
- Shall enforce a [Fellow Terms of Participation](#) and outline responsibilities for [Ignite Trainers](#)
- Shall provide a financial fellowship award for Fellows and Trainers.
- Provides a short survey for participants to understand programmatic impact.

Responsibilities-- School Partner:

- Identifies Trainers in partnership with Teach For America. Trainers work virtually with 7-8 fellows to fulfill these [responsibilities](#)
- Ensures Trainers can attend ~5 hours of Teach For America virtual training and support during Fellowship
- Identifies consistent schedules for Fellows to work with students virtually, and shares with Teach For America by **August 20, 2021**. The Fellow should work with the same group of students at least 3 times per week.
- Matches Fellows to specific student groups (if more than one fellow at a school site), and communicates this to Fellows.
- Provide individualized technology for students to work virtually with fellows (ex. iPads, computers) via tech platforms (such as Zoom, etc.).
- Shares anonymized student impact data with Teach For America to understand fellowship impact.

School Partner Name (please print)

Signature

Title

Date

Addendum A

Check Type and Descriptions. *Ignite fellows must successfully clear each background check to be matched to a school.* These checks are the Americorps background check process.

Background Check Type	Check Description
National Sex Offender Registry Website (NSOPW) <i>Truescreen</i>	A website operated by the U.S. Department of Justice; confirms that an individual is not listed on the sex offender registry.
FBI Fingerprint Checks <i>Fieldprint</i>	A summary of a person's criminal history; reported by the FBI. If there is a record or convictions related to a crime connected to murder, a sex offense, or offenses related to neglect, cruelty, or endangerment on the background check, the report will come back with a "Not Clear" designation.
State of Service/Residence <i>Truescreen</i>	A name or fingerprint based check that reviews a person's criminal history record in a particular state. These checks are completed using a state criminal history record repository. A state repository is a state-managed criminal record database that contains court records compiled from a variety of sources within the state. Fellows may complete 0, 1, or 2 state checks depending on their specific state of residence and state of service.

**Teach For America
Ignite Fellowship 2021-2022
Terms of Participation**

These Terms of Participation are established to foster and protect the core mission of Teach For America, to foster civic development of Fellows in a safe and secure virtual environment, and to protect the people, properties and processes that support Teach For America and their mission.

As a condition of participation in the Ignite Fellowship, the Fellow expressly and voluntarily agrees to the following terms:

- Must conduct themselves in a way that is consistent with our [Values](#), refrain from any conduct that is discriminatory, harassing, or retaliatory and must show respect for different views, cultures, and attitudes, and for people of every circumstance and skill level. Any participant found to have violated this condition may be recommended for dismissal from the Ignite Fellowship.
- Participation as a Fellow is contingent upon passing the following background checks: including Social Security Number, County Criminal Records, National Sex Offender Database, and National Criminal Database searches. In order to run these checks, you must provide the background check vendor with a copy of a government issued ID with your photo, legal name, birthdate, and address for the purpose of performing this check.
- Must participate in all programmatic elements including, but not limited to, live and virtual sessions for onboarding, closing, and professional development, and completion of feedback surveys
- Must consistently attend assigned virtual timeframes to work with students.
- Must maintain satisfactory performance during the course of the fellowship experience and work to address areas of improvement as needed/requested.
- Must exhibit consistent and equitable treatment of all peers, staff, partner teachers and schools, and guests that they may come into contact with during the course of the Ignite Fellowship.
- Must use acceptable and professional language and communication skills during the Ignite Fellowship. Any verbal and/or written communications with peers, teachers, staff, and guests should reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- Must use appropriate judgment and communication skills when responding to an issue within the fellowship environment.
- Shall not speak with members of the press about the Ignite Fellowship without express permission from Teach For America. Instead, the Fellow should immediately contact their assigned Teach For America staff contact if the Fellow is approached by the press (including inquiries from college-based media), or any organization seeking their input as a Fellow in the program, if there is a reasonable possibility that such input may be shared with a broader audience.
- Must use appropriate judgment when utilizing social media in relation to the volunteer activities and may not disparage the kids or communities we serve or share confidential student or Teach For America information. For the purposes of this Fellowship, all student information, including images, is considered confidential and shall not be shared or posted without written permission from TFA.
- Must dress appropriately while working with teachers, students, and stakeholders during fellowship-related activities. Teach For America staff members will provide additional information about specific dress guidelines.
- Shall not consume alcohol or recreational drugs during Fellowship related activities.
- Shall not abuse any person, threaten imminent bodily harm, or engage in virtual harassment of any kind, including acts of piracy, heckling, and cyber-bullying, or act in a manner that could reasonably endanger the health or safety of any person related to the Ignite Fellowship.

In addition, as a participant in the Ignite Fellowship you acknowledge:

- You may have access to confidential information related to Teach For America, schools, student data, etc. and you agree to keep such information confidential, regardless of the information source; Fellow will, upon request or the end of the Ignite Fellowship, deliver to Teach For America or the partner school any confidential information remaining in their possession.
- That information provided to you during the Ignite Fellowship is the intellectual property of Teach For America, partners, and teachers and as such may not be shared without written permission.
- That work and projects completed during the Ignite Fellowship are the intellectual property of Teach For America, the organization and Teach For America alumni and corps members (the "Owner(s)"); Fellows may not share, reproduce, or claim it as their own without the written permission of the Owner(s).

I, the undersigned, agree to the above and understand that any violation of the Terms of Participation, other Teach For America policies, or any other reason not listed here, may be grounds for dismissal from the Ignite Fellowship, which is an at-will engagement, and may impact candidacy and future admission to the Teach For America corps.

Teach For America will award the Fellow \$1,200.00 at the conclusion of the fellowship term (this amount is referred to as "the award" in this document)

In order to receive the award, the Fellow agrees and acknowledges:

- That they must fulfill fellowship requirements outlined above
- Teach For America reserves the right to cancel the award disbursement or receive a pro rata reimbursement of the award if the Fellow requests to stop engaging with the students, program, TFA or otherwise ceases participation.
- Fellows are not at any time an employee of Teach For America or their school/district/charter and not eligible for any employee or other benefits from any entity associated with this Fellowship. The Fellow acknowledges and agrees that they are not at any time jointly employed by Teach For America and the school/district/charter network.
- The award is taxable and, accordingly, the Fellow will be issued a Form 1099 (or other applicable form required by law) in the calendar year following the year of any disbursement. The Fellow understands that the award will be considered additional income by the IRS. The Fellow is advised to consult an accountant with any questions, as Teach For America does not provide tax advice.

I, the undersigned, also understand and voluntarily agree to the following:

- That you assume any and all other risks arising during the program and release Teach For America from all liability, and covenants not to sue it for any damages or injury to persons or property arising from participation in all or any part of the program. You also agree to indemnify and hold harmless Teach For America from any and all actions, causes of action, judgments, costs, expenses, claims or demands, of every kind and character (including reasonable attorneys' fees), arising from participation in all or any part of the program, except such liability or claim of liability as may result from gross negligence on the part of Teach For America.

Fellow Name (please print)

Fellow Signature

Date

In consideration of my participation in the **IGNITE FELLOWSHIP**, the receipt and sufficiency of which is hereby acknowledged, I hereby agree as follows:

(a) I give and grant to Teach For America, Inc., and its licensees, successors and assigns the absolute right and permission to use, in perpetuity, my name, portrait, photograph, video, performance and/or biographical materials, taken or made at any time whether taken or made by Teach For America or any other source (collectively, my "Likeness"), and if applicable, any accompanying spoken or written statements or expressions I make or have made (the "Statement"), either alone or accompanied by other material, in any manner and in any media, throughout the world for the purposes of education, advertising, promotion, marketing, and/or public relations.

(a) *For any accompanying Statement:* I agree that Teach For America will have the right to attribute the Statement (or statements in different words which have substantially the same meaning), which is an expression of my personal experience and belief, to me. I enter into this release, knowing that Teach For America is relying on the accuracy and truthfulness of the Statement I made or will make. In the event my opinion or beliefs change from the expressed belief in the Statement, I agree to inform Teach For America in writing. I agree that the Statement may be used in whole or in part and may be paraphrased, amplified, shortened, and/or put in conversational form to meet the requirements of copy, layout, and/or script provided the general sense is not changed.

(b) I hereby waive all my rights to inspect and approve any finished product in which my Likeness and Statement, if applicable is used, and agree that Teach For America owns all such materials and may copyright the same in its own name. If I should receive any print, negative, or other copy thereof, I shall not authorize its use by anyone else.

(c) I hereby release, discharge, and agree to hold harmless Teach For America (and its respective directors, officers, employees, agents, affiliates and divisions) from any and all claims, actions, demands, damages, liabilities, costs, and expenses whatsoever which I now have or may hereafter ever have against all such persons or entities resulting from or arising out of the use of my Likeness and if applicable, the Statement, and/or any copyrightable material I may provide in accordance with the terms hereof.

(d) I warrant and represent that this release does not in any way conflict with any commitment on my part.

(e) Nothing herein shall constitute any obligation on Teach For America to make any use of any of the rights set forth herein.

Fellow Name (please print)

Fellow Signature

Date

Teach For America
Ignite Fellowship 2021-2022
Ignite Trainer Agreement-- Fall and Spring Commitment

Ignite Fellows lead small group learning experiences in a virtual setting with the support of veteran educators. In these sessions, Fellows build meaningful relationships with youth, accelerate student success and gain skills that propel forward their own leadership. Ignite Trainers play a crucial role in coaching, developing, and providing school and student context to fellows, enabling them to lead effectively and build meaningful relationships with students.

This agreement is made as of _____ by and between Teach For America and the “Trainer” _____ for Fall 2021 (fellowship dates: October 4-December 17, 2021) and Spring 2022 (fellowship dates: February 7-April 29, 2022) and outlines responsibilities of both parties:

Responsibilities-- Teach For America

- Shall serve as a liaison for the Ignite Fellowship who shall act as the main point of contact for all program-related matters.
- Shall recruit, screen, select, and match fellows to schools.
- Onboards Fellows and School-Based Trainers and provides ongoing collaboration spaces.
- Provides SEL relationship-building tools and supplementary academic resources for Fellows.
- Shall enforce a [Fellow Terms of Participation](#)
- Shall provide a financial fellowship award for Trainers.
- Will check-in with the trainer to understand ongoing needs and/or offer support as requested.
- Provides a short survey for trainers to understand programmatic impact.

Responsibilities-- Ignite Trainer

- Key functions: the Trainer shall
 - Engage in fellowship virtual onboarding prior to the start of the fellowship and ongoing collaboration spaces as needed.
 - In partnership with the school, set up school-level systems for the fellowship including identifying students fellows will be working with (Reading grades 1-3 or Math grades 6-8) and matching fellows to students
 - Matches Fellows to specific student groups (if more than one fellow at a school site), and communicates this to Fellows.
 - Provide academic curriculum for Fellows to use
 - Identify and administer academic assessments to students, and share anonymized data with TFA
 - Administer standard, short SEL survey (provided by TFA) to students, and share anonymized data with TFA
 - Spend 5-7 hours per week supporting 7-8 virtual fellows through the fellowship:
 - Meet virtually with Fellows ~30 minutes every week for ongoing training and support
 - Provide feedback to Fellows on how to better support students at least twice

- Be available as the main point of contact for the Fellows and make themselves available for any questions, concerns brought forth by the Fellows.
 - Promptly notify the Teach For America Liaison of any problems or issues with a Fellow or the Fellow program.
 - Review student academic and SEL progress with fellow at the end of the Fellowship to celebrate and reflect on impact
- Provide feedback to the Ignite Fellowship team via formal surveys related to the program.
- Is advised that Fellows should not have access to identifiable student data or confidential information on students. Should access to confidential information be necessary, the trainer is responsible for obtaining school or district-specific permissions.

Teach For America will award the Ignite Trainer \$1,500.00 at the conclusion of each fellowship term served (this amount is referred to as “the award” in this document)

In order to receive the award, the Ignite Trainer agrees and acknowledges:

- They will fulfill the Ignite Trainer responsibilities outlined above.
- Teach For America reserves the right to cancel the award disbursement or request the award be returned if the Trainer requests to stop engaging with the Fellows or TFA or otherwise ceases participation.
- They are not at any time an employee of Teach For America and not eligible for any employee or other benefits from Teach For America. The Trainer acknowledges and agrees that they are not at any time jointly employed by Teach For America and their school/district/charter network.
- The award is taxable and, accordingly, the Trainer will be issued a Form 1099 (or other applicable form required by law) in the calendar year following the year of any disbursement. The Trainer understands that the award will be considered additional income by the IRS. The Trainer is advised to consult an accountant with any questions, as Teach For America does not provide tax advice.

I, the undersigned, also understand and voluntarily agree to the following:

That you assume any and all other risks arising during the program and release Teach For America from all liability, and covenants not to sue it for any damages or injury to persons or property arising from participation in all or any part of the program. You also agree to indemnify and hold harmless Teach For America from any and all actions, causes of action, judgments, costs, expenses, claims or demands, of every kind and character (including reasonable attorneys’ fees), arising from participation in all or any part of the program, except such liability or claim of liability as may result from gross negligence on the part of Teach For America.

Ignite Trainer (please print)

Signature

Date

OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting

Children want knowledge, challenge and recognition.
 Parents want independent, passionate learners in a safe environment.
 This is our mission.

Agenda Item Number – IV-J

Agenda Item
District Qualified Evaluators

For Board: Action Discussion Information

Background–

The Governing Board is required to approve the list of Qualified Evaluators who have completed the TAP certification process for the year. We ask your approval of the following list of individuals who have passed the recertification requirements. Any new evaluators* who have not passed the certification process will co-observe with a certified evaluator and not conduct evaluations on their own until they are certified.

Site	Master	Mentor	Administrator
Clarendon	Amy Chou Lisa Hunt	Beth Anderson Michelle Beltran Jorge Meza	Jeff Martin
Encanto	Alexis Aguirre Kelly Kesterson-Walker	Maria Garcia Amanda Herscovici* Desiree Barnett Amanda Renning*	Felipe Carranza
iSchool	Mae Nevarez	Melissa Holderman	Jill Crossley
Longview	Rodi Vehr Christina Ramirez	Joan Bucklew Michael Butts Clare Maynard	Karen Grose
Montecito			Alicia Pierson
Osborn Middle School	Brendan Stacey Doug Gerstner	Tyler Bachler* Jen Linn Erin Tikovistch	Carol Hayes Allison Ahl
Solano	Amelia Hubbell Megan Jones		Lisa Norwood*
District Office			Aubree Potter-Davis Cathy Gentry Melissa Robinson Michael Robert Emerald Woodland Monica Artea Jessica Bailey Kelsey Meyer

**OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting**

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

Recommendation

It is recommended that the Governing Board approve the list of Qualified Evaluators as presented

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

September 21, 2021

Board Meeting

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

Agenda Item Number – IV-K

Agenda Item

Approval of Potential Job Description from ESSER Funds

For Board: Action Discussion Information

Background–

Osborn will receive just short of \$11.8M in ESSER III funds this next school year, which will need to be expended by September 2024. The decision on how to spend these federal funds, like all federal dollars allocated to the district, lies with district administration, but in regular Osborn fashion, we have taken a very collaborative approach to thinking through these dollars. First, we immediately put on the list of consideration items from past years' budget committee that were not able to be funded due to limited funding. Second, we held a very interactive session with Master Teachers considering the needs of the school sites in terms of observed remediation and social/emotional needs of students as they return from the pandemic. We followed this same process with the Administrative Team and Budget Committee. The Budget Committee members have returned to their sites to share the list of considerations and get feedback from staffs. We are working through the district administration making determination of prioritized allocation of these federal dollars, but in the meantime, we are bringing forth potential job descriptions of positions that would be funded through these ESSER Funds. With pre-approved job descriptions, we will be prepared to post once the prioritized list is finalized, without having to wait until the next Board meeting to do so.

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 listed potential job description from ESSER Funds.

Moved _____ Seconded _____ P/F

Educational Applications Technician

Department:	District Operations - Student Data	Date Created:	09/2021
Salary Grade:	18	Date(s) Modified:	
FLSA Status:	Non-Exempt		

Position Summary

The Educational Applications Technician communicates with sites, departments and third-party service providers to manage the provision and maintenance of student/teacher accounts for digital educational resources. The Educational Applications Technician works under the direction and general supervision of the Student Data Coordinator. 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:

- Assist in establishing protocols and best practices for schools and departments regarding the provisioning and onboarding of digital curriculum resources purchased and/or piloted by the district
- Point of contact for digital curriculum resource vendors to manage set-up and implement acquired resources
- Advise department specialists, directors, and school administrators regarding viability of product integration into current district provisioning systems
- Determine data extract requirements for the creation of student/teacher accounts for all third-party digital curriculum resources
- Analyze error reports to identify and resolve data conflicts
- Query and compile SIS data for nightly/weekly/daily extracts for account provisioning and maintenance of digital resource accounts; troubleshoot and resolve issues as they arise
- Determine, configure, and manage provisioning rules for student and teacher accounts within the district's single sign-on learning dashboard (Clever)
- Provide customer service and troubleshooting for teachers and administrators regarding educational applications.
- Provides technical support to end users by monitoring and responding to helpdesk tickets, phone calls, and in-person requests; creates new accounts; sets-up and resets passwords as needed
- Create and update application guides and training materials for students and teachers regarding the use of digital resources
- Prepare written reports and oral presentations that summarize the analysis of usage data, interpret findings, and provide conclusions and recommendations.
- Interpret and apply district and state rules, policies, procedures, and regulations affecting assigned area of responsibility.
- Establish and maintain department/program files and records providing up-to-date reference and audit trail
- Researches and stays abreast of new trends in troubleshooting and educational technology needs and uses.
- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities

- Performs other duties as required or assigned.

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.
- School district policies and procedures
- Technology troubleshooting methods.
- Online learning management and single sign-on systems such as Canvas and Clever.
- Educational technology installation and maintenance.
- Computer network security.
- Customer service principles, practices, and etiquette.

Skill in –

- Providing technical support in the use of computer systems.
- Strong attention to detail with the ability to manage multiple priorities and meet deadlines while working with frequent interruptions
- Computer proficiency to include use of productivity software applications (Microsoft Office Suite, Google Apps for Education, etc.)
- Troubleshooting and managing databases and database extracts
- 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 education or equivalent required. Associate degree in Computer Science or related field is preferred AND two (2) years of IT troubleshooting and support experience; OR an equivalent combination of education, training, and experience.

Licenses, Certifications, and Equipment:

A valid State driver's license is required. Operates standard office equipment such as personal computer and related software, fax machine, and copy machine. May be required to operate a vehicle to travel between work sites.

OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-L

Agenda Item
Sole Source Listing

For Board: Action Discussion Information

Background–

A contract may be awarded for a material, service or construction item without competition if the governing board determines in writing that there is only one source for the required material, service or construction item. The school district may require the submission of cost or pricing data in connection with an award under this Section. Sole source procurement shall be avoided, except when no reasonable alternative source exists.

Curriculum products–

The District is recommending the following list of sole source products/vendors.

Legal

R7-2-1053. Sole source procurements

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

Per Board discussion/decision.

Moved _____ Seconded _____ P/F

**Sole Source List
2021-2022**

Product Type	Product Name (Vendor)	Sole Source Letter	Other Notes
Online Software, Student Support Materials	Amplify	7/15/2020	Amplify Sole Source Letter
Online Software	BoomLearning	3/27/2020	BoomLearning Sole Source
Online Software	Executive Function Junction (Brain Talk)	7/12/1905	Brain Talk Sole Source
Teacher Support, Student Support Materials	Father Flanagan's Boys Home/ Boys Town	2/27/2020	Father Flanagan Boys Home
Student Support Materials	Fountas & Pinnell Benchmark Assessment System (Heineman)	1/3/2020	Heineman Sole Source Letter
Teacher Support, Student Support Materials	GreatMinds, Student Print Materials	2/20/2020	Great Minds Sole Source Letter
Online Software	Illuminate	4/6/2020	Illuminate Sole Source Letter
Online Software	iStation	1/7/2020	iStation Sole Source Letter
Online Software	IXL	9/24/2020	IXL Learning
Online Software	Lexia (Lexia Learning Systems)	1/1/2020	Lexia Sole Source Letter
Student Support Materials	LLI Kits & Supporting Materials (Heineman)	1/3/2020	Heineman Sole Source Letter
Development/ Teacher Support, Student Support Materials	Loving Guidance/ Conscious Discipline	6/29/2020	Loving Guidance/ Conscious Discipline Sole Source Letter
Student Support Materials	MAP Growth (NWEA)	7/2/2020	NWEA Sole Source Letter
Online Software	Newsela	7/12/1905	Newsela Sole Source Letter
Professional Development/ Teacher Support	NIET	6/5/2020	NIET Sole Source Letter
Online Software, Student Support Materials	Open Up	2/23/2015	Open Up Sole Source

**Sole Source List
2021-2022**

Online Software	Pearson (Online Gifted Testing)	Not Dated	Pearson Training Sole Source Letter
Online Software	Read 180/system44 (Houghton Mifflin Harcourt)	1/1/2020	HMH Sole Source Letter
Student Support Materials	Ready to Go Independent Reading (Scholastic)	5/12/2020	Scholastic Sole Source, Other Scholastic products listed
Online Software	Second Step	2/27/2019	Second Step Sole Source Letter aka Committee for Children
Online Software	ST Math (MindResearch)	4/15/2020	MindResearch Sole Source Letter
Teacher Support, Student Support Materials	Thinking Maps	2/4/2020	Staff Development and Leadership Training, Contract #19-04PV-46
Student Support Materials	BeBop Books/ Lee & Low Books	1/18/2018	Bebop Books Sole Source Letter
Student Support Materials	WestEd	8/18/2020	WestEd Sole Source Letter
Provider of training programs and products	Crisis Prevention Institute	3/9/2021	Crisis Prevention Institute Sole Source Letter
Instructional Material/Student Support Material	95% GROUP INC	6/8/2021	95% Group Inc. Sole Source Letter

OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting

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This is our mission.

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 teleconference. 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 21, 2021.

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 21, 2021

Board Meeting

**Children want knowledge, challenge and recognition.
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Agenda Item Number –VI

Agenda Item

Board Presentation- COVID-19 Mitigation Strategies School Re-Opening Update

For Board: Action Discussion Information

Background –

Dr. Robert will update the Governing Board on the following items related to COVID-19 Mitigation Strategies and School Re-Opening:

- Updated Active Case Dashboard / Contact Tracing
- Pooled Testing
- Mitigation Strategies, including masking policies
- Vaccination Update and Campaigns
- Potential for future vaccinations
- Governing Board Q & A

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 21, 2021
Board Meeting

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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

COUGAR CONNECT

September 2021

Message from Mr. Martin

Hello Cougar Families,

We have had an exciting start to our school year so far! Our amazing staff at Clarendon has worked hard to build strong classroom families and fostering community. Students have been working hard as well, putting their brains to work, think critically and problem solving.

If you have any questions, please do not hesitate to reach out.

In Partnership,

Jeff Martin
jmartin@osbornsd.org

Remember: Cougar Pride is nothing to hide!



FastBridge Learning

FastBridge

This year, Osborn School District has transitioned to using FastBridge as our benchmark testing platform.

FastBridge is universal screening, diagnostic reporting, and progress monitoring tool for reading, math and social-emotional behavior.

To learn more about FastBridge, check out this website:

<https://www.illuminateed.com/products/fastbridge/reports/family-report/>

Important Dates

Labor Day → NO SCHOOL

Monday, September 6

Fall Break → NO SCHOOL

Mon., October 4 – Friday, Oct. 8



Learning in Action!



Follow Clarendon on
ClassDojo, Facebook, and
Instagram



Instagram



Roadrunner Reporter

Encanto *A School of Excellence*

An Osborn Education

Updates From Principal Carranza - September 2021

Monthly Calendar September



September 6, 2021
No School, Labor Day

September 8 2021
Principal Connect
Google Meets Link in
Class Dojo
6-7 PM

**September 15 -
October 15**
Hispanic Heritage
Month

September 21
Governing Board
5 PM

We are seeing COVID-19 cases rise on campus help us by screening students at home and reach out to our Health Office if you have any questions: 602-707-2315



Symptom Screening at Home

Check your child for these symptoms before they go to school:



Temperature
100.4 degrees
or higher



Sore throat



Cough

For students with
chronic cough
or asthma, or a
change from their
baseline breathing.



**Difficulty
Breathing**

For students with
asthma, or a change
from their baseline
breathing.



**Diarrhea or
Vomiting**



**Severe
Headache**

Only if headache is
newly onset or
coupled with a fever.

Check a symptom only if it has changed from usual or baseline health

If your child has any of the symptoms listed above:

- 1** KEEP THEM HOME FROM SCHOOL.
- 2** Consider whether your child needs to see a healthcare provider and COVID-19 Testing.
- 3** Contact your school's front office and report that your child is sick. Your school's front office may ask additional questions to help determine if it is safe for your child to return to school.

Symptom Screening at School



Showing Symptoms

If a child shows any of the symptoms described above:

- They will be brought to the health office for further screening.
- Families will be notified and required to pick up the child.

*Information taken from CDC Guidelines

Questions? Contact your Osborn School's front office for more information.



Like our Facebook page for more



Our Mission

Encanto school is accelerating learning through social emotional learning and academic excellence.

SEPT 2021

LONGVIEW LINK

Longview Elementary School

IMPORTANT DATES/INFO

Sept 6th No School
Sept 21- Governing Board Meeting



Nurse Notes

If your student has a health condition or needs special care during the school day such as medication, treatments, or monitoring, please inform the school nurse.

Individual health care plans help keep your students safe and healthy.

PLEASE have a current and working phone number in the school office daily in the event your child needs your attention.

Notes from Dr. G

What a wonderful first month back!

So exciting to be in and out of classrooms and such energy and excitement from students and staff.

This month we kick off our 21st Century Programming. We have a few spaces left so if you would like to register your student please contact Ms. Alex at (602) 707-2700.

Spotlight on Science

We have a FABULOUS science curriculum that has lots of hands on components. Be sure and ask your Lancer what they are learning in Science class. Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions.

What is SEL or Social Emotional Learning?

SEL is the “process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

There are 5 Key Components:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision-making

Our School Social Worker Mr. Hooks and our Behavior Intervention teacher teach weekly lessons on these topics and our teachers infuse these components into their daily lessons.



21st Century News

The 21st Century Community Learning Centers Program is intended to: 1) assist students to meet the challenging state academic standards by providing them with academic enrichment; 2) offer a broad array of activities during non-school hours or periods when school is not in session (such as before and after school or during summer recess); and 3) offer families of students served by the centers the opportunity for active and meaningful engagement in their children's education.

September is.....

Save Your Photos Month, National Potato Month, National Square Dance Month and National Sewing Month

SO WHAT IF YOU BELIEVE IT CAN'T BE DONE. STOP TRYING TO PREVENT THOSE WHO DO BELIEVE FROM REACHING FOR THE STARS.

The Mountain Lion Message



Ms. Pierson's Message

What a fabulous first month of school we have had! Students have practiced routines and procedures, and have completed their initial assessments. I'm excited to see all of the learning that will happen during this next month as teachers and students dive into our curriculum.



Important Dates

September 6- Labor Day No School
October 1- School Pictures
October 4th-8th Fall Break No School

Every Wednesday is Early Dismissal
12:30- SEAS/Changemakers
2:00-Montessori Preschool

Building Information

Hours: 7:30 am-4:00pm
Telephone Number: 602-707-2500
Address: 715 E Montecito Ave
Phoenix, AZ 85014



COVID Pooled Testing

Osborn School District has developed a partnership with Concentric by Ginko to offer pooled COVID testing on site. This testing takes place every Tuesday morning. Read below to learn more about testing.

Classroom pooling tests up to 25 people using one test. Students in a class, pod, or cohort swab their own noses using short nasal swabs; think: cotton swabs. (We like to say, "if you can pick your nose, you can take this test!") Then, everyone places their swabs in a single tube (that's the pooling step). The samples in that tube are then run using one test.

It's not too late to sign your child up to participate. You can sign him/her up at any time using this address:
<https://tinyurl.com/erbtlds>

Connecting to Class Dojo

Class Dojo is a messaging app we use to help send out information about school. If you have not already downloaded the app, please do so.

Teachers have sent out invitations for you to join our school. You can also join by going to this address:

<https://www.classdojo.com/invite/?s=5b844a30efabf9001051f741>



Health Screening at Home

This is the time of year when many people begin to feel under the weather. For everyone's health and safety, please complete the symptom screener at home prior to sending your child to school. It is also important to make sure we have a current and working phone number on file in case we need to get in touch with you.

Symptom Screening at Home
Check your child for these symptoms before they go to school:

- Temperature** 100.4 degrees or higher
- Sore throat**
- Cough** For students with chronic cough or asthma, or a change from their baseline breathing.
- Difficulty Breathing** For students with asthma, or a change from their baseline breathing.
- Diarrhea or Vomiting**
- Severe Headache** Only if headache is newly onset or coupled with a fever.

Check a symptom only if it has changed from usual or baseline health

If your child has any of the symptoms listed above:

- 1** KEEP THEM HOME FROM SCHOOL.
- 2** Consider whether your child needs to see a healthcare provider and COVID-19 Testing.
- 3** Contact your school's front office and report that your child is sick. Your school's front office may ask additional questions to help determine if it is safe for your child to return to school.

COVID-19 Testing Information

Embry Health has daily COVID-19 testing appointments available at Phoenix College. This site is open from 7am-6:30pm seven days a week. If you need to book an appointment, please visit embryhealth.com. You can also call 480-376-2170

OSBORN

School District #8

Osborn Middle School



OSBORN
MIDDLE SCHOOL

Monthly Calendar

SEPTEMBER 6

No School- Labor Day

September 7

Firehawk Academy Clubs

Begin

Fall Sports Season Begins

SEPTEMBER 21

Osborn Governing Board

Meeting 5:00

SEPTEMBER 22

Progress Reports Go Home

September 28-October 1

Parent/Teacher Conferences

October 4-8

Fall Break

September 2021

We have finished our first month of school and September brings the beginning of our 21st Century Firehawk Academy after school program and our fall sports season!

Eddie Cervantes is serving as our 21st Century Coordinator and Gianni Esposito is our Athletic Director for the upcoming sports season. September 7th will be the beginning of the after school clubs and our first games of the year. The sports that are offered this fall include 7th and 8th grade girls' volleyball, boys' soccer and girls' soccer. The Firehawk Academy after school offerings for this first cycle include Gardening Club, Speech/Debate Club, Board Game Club, Firehawk Productions, STEM Robotics, Creative Writing, Math Club and World Language and Culture Club. Future clubs for upcoming cycles include Space Science Club, Yoga/Meditation, Craft Making Club, Sports Club, Art Club and Self-Care Through Journaling.

We are proud of all the hard work our kids have put into their school work so far and are thankful for our teachers for all they are doing to support our students in their success!



Our vision is to provide an unrivaled education by creating multiple pathways for all students to achieve academic equity and excellence.



TIGER TIMES

SOLANO ELEMENTARY SCHOOL

SEPTEMBER 2021 VOLUME 1

WELCOME BACK TO SCHOOL!!!

Solano School welcomed over 400 scholars back to in-person learning. Lots of new faces to our community along with our returning smiling faces.

We also welcomed 17 new staff members. During our back to school celebration, staff enjoyed a catered breakfast and lots of teambuilding activities.

Our August parent meetings welcomed over 40 parents, where we introduced our new parent coordinator and social worker.



SOLANO HAPPENINGS

September 7 -- 21st Century Afterschool Program begins

September 16 -- Parent Meetings 10:30am and 5:30pm

September 23 -- AZ Cardinals Kids Camp



SPED Kinder enjoying lunch outside

Curriculum Department Board Meeting Updates

Director: Abby Potter-Davis Board Meeting Date: 9-21-21

Department Focus: Data and Assessment: Evidence-based Teaching and Learning	
Focus of Update:	Data and Assessment
Update:	Districtwide universal benchmark screening in reading and math began in late August and will continue through early September. FastBridge, our new assessment system, is replacing NWEA Map testing as ARS §15-701 and ARS §15-704 require the use of an approved Universal Literacy and Dyslexia Screener for K-3 students. FastBridge meets these qualifications, allows us to maintain a K-8 assessment system to measure growth and progress, and provides additional diagnostics/progress monitoring. Similar to NWEA, the data derived from FastBridge universal screening includes local and national normative data (comparative percentiles), as well as information on student performance related to grade level proficiency benchmarks.
Impact on Quality of Instruction or Student Achievement:	The purpose of screening is to assess all students at multiple points in the school year for the purpose of identifying which students might need additional instruction to meet grade-level learning goals. Just as instructional leaders and teachers used NWEA, we will use FastBridge reporting to inform lesson planning, develop and implement meaningful interventions and enrichment, and to measure the impact of instruction.

Department Focus: Curriculum: Quality of Instruction and Student Achievement	
Focus of Update:	Curriculum and Instruction
Update:	On August 12th, Cathy Gentry welcomed eleven Master Teachers for the first of a series of professional development sessions during the 2021-2022 school year. The main objective of the agenda was to plan the Master Teacher professional development for the first semester. The agenda items included determining professional development needs for each session, assessment updates from Arizona Department of Education, instruction in the English Learner and Dual language settings, and team building activities. Providing empathetic feedback to teachers based on the text <i>Leading the Rebound</i> by Fisher, Frey, and Hattie, was the coaching strategy highlighted.

Curriculum Department Board Meeting Updates

Director: Abby Potter-Davis Board Meeting Date: 9-21-21

Impact on Quality of Instruction or Student Achievement:	<p>As members of the school leadership teams, Master Teachers play an integral role in supporting teachers’ professional development. Continued development and peer collaboration of Master Teachers is fundamental to planning and leading PD training at each site. This is an opportunity to gain new knowledge, directly apply the learning in practical ways so that we continue to ensure that high academic and professional standards are in place at all Osborn schools.</p>
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Department Focus: Curriculum: Quality of Instruction and Student Achievement	
Focus of Update:	Curriculum and Instruction
Update:	<p>Osborn school district contracted with the National Institute for Excellence in Teaching to provide certified evaluator training for key staff who will conduct teacher evaluations during the 21-22SY. The NIET rubric for teaching and learning is an instrument designed to support improvements in classroom instruction. Thirteen staff attended the three-day training August 18-20th. The group included:</p> <ul style="list-style-type: none"> 8 mentor teachers 1 master teacher 1 behavior interventionist 1 school administrator 2 district administrators
Impact on Quality of Instruction or Student Achievement:	<p>The NIET rubric clearly defines effective teaching and student-centered instruction. It provides a mechanism for strengthening instructional practices and facilitating coaching conversations. Providing quality feedback to teachers that quickly leads to self-reflection and continued growth is the intended outcome.</p>

Department Focus: Curriculum: Quality of Instruction and Student Achievement	
Focus of Update:	Curriculum and Instruction
Update:	<p>On August 27th, Cathy Gentry attended the monthly Benchmark Users’ Group, which is attended by surrounding school districts</p>

Curriculum Department Board Meeting Updates

Director: Abby Potter-Davis Board Meeting Date: 9-21-21

	that are in various stages of implementing the language arts curriculum. Osborn school district is currently utilizing the 2018 Edition of the curriculum. This collaborative working group provides information about on-going training, tools for administrator's use, and support of instruction during whole group, small group, and intervention blocks.
Impact on Quality of Instruction or Student Achievement:	This is an opportunity to consult with Benchmark staff and share information related to resources, trend data from observations, and instructional practices that maximize teacher effectiveness as it pertains to the balanced-literacy block.

Department Focus: Language Acquisition: Accessing Content and Developing Language	
Focus of Update:	Professional Development
Update:	On Monday, August 3, Curriculum Specialist for Language Acquisition Monica Artea provided new and returning Dual Language teachers with an overview of Osborn's K-8 Dual Language Program. The group discussed topics related to equity, simultaneous biliteracy, Balanced Literacy, 3 pillars of dual language. In addition, teachers reviewed our Biliteracy Instructional Guides, Assessment and PD calendars
Impact on Quality of Instruction or Student Achievement:	The regular Dual Language meetings are intended to support and maintain the overarching goals of the program: academic success, bilingual/biliteracy, and socio-cultural awareness. The meetings also serve to provide ongoing equity, planning, professional growth and self-reflection for dual language teachers.

Department Focus: Language Acquisition: Accessing Content and Developing Language	
Focus of Update:	Professional Development
Update:	On Tuesday, August 31 Monica Artea led the Dual Language Spanish teachers through their second professional development meeting focused on <i>Istacion Espanol</i> , the game-based Spanish reading curriculum and instruction for students in grades K-8. The training was co-led by Angelica Wortham, a PD consultant from Istacion. The PD provided teachers with time to review the Top 4

Curriculum Department Board Meeting Updates

Director: Abby Potter-Davis Board Meeting Date: 9-21-21

	Reports (Priority Report, ISIP Summary, Student Summary Report, Student Activity Report), as well as time to create Student Data Folders for Parent Teacher Conferences.
Impact on Quality of Instruction or Student Achievement:	The purpose of this professional development meeting was to ensure dual language teachers understand how to read and analyze Isation data to make instructional decisions to close the biliteracy gap and elevate students' Spanish proficiency. In addition, teachers now have Spanish growth data to share with families during Parent Teacher Conferences.

Department Focus: Data and Assessment: Evidence-based Teaching and Learning	
Focus of Update:	Data and Assessment
Update:	On Monday, August 9 Monica Artea and the 4 English Learner (EL) Paraprofessionals began administering the AZELLA Placement test to new students who reported a Home Language Survey other than English. Required by ADE, the AZELLA Placement test serves to identify students who may need additional support learning English. So far the team has tested 82 students district wide. As of September 1, Osborn has a total of 330 ELs identified.
Impact on Quality of Instruction or Student Achievement:	The purpose of the placement test is to measure their English language proficiency and see if they qualify for placement in the English learner program.

Department Focus: Grants & School Support	
Focus of Update:	21st Century Community Learning Centers
Update:	Session #1 of the 21CCLC is set to launch on September 7th. Each 21CCLC site (Longview, Solano, Encanto, OMS, and Clarendon) is getting ready to provide students with academic and enrichment classes that will target math and literacy, as well as include other fun activities that will allow their creativity and ingenuity to shine. Among classes offered this session will be Baile Folklorico, Art, STEM, Robotics, Writing, and various clubs that cater to varying student interests.

Curriculum Department Board Meeting Updates

Director: Abby Potter-Davis Board Meeting Date: 9-21-21

Impact on Quality of Instruction or Student Achievement:	The 21CCLC programs at the school sites will provide quality academic and enrichment classes to help students achieve academic success.
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TO: Governing Board
FROM: John Bachler
DATE: September 9, 2021
RE: MAINTENANCE / TRANSPORTATION UPDATE

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

All sites:

- District office has three open work orders and 4 completed for the 21/22 school year.
- All night custodians have been moved to 8 hours per night due to Covid protocols.
- Maintenance are replacing A/C filters at all units this month.
- We continue to walk all rooms monthly to make sure we have PPE district wide.
- Trip reduction surveys will be going out this month.

Solano

- Solano has 11 open work orders and 43 completed for the 21/22 school year.
- We are working on the sewer lines as there is food that is sent down the sewer line from breakfast and is drying in the pipes.
- The turtle habitat is cleaned up and we hope to move forward with the turtle plans.
- We are replacing the A/C unit for room 64 as it has outlived its life and needs a compressor and outdoor coil.

OMS

- Maintenance Department has 12 open works orders and 12 completed for the 21/22 school year.
- The District will be painting the snack bar and stem wall around the track.
- We have had University install bird netting over the shop open area.
- We are working with Clear Channel to come up with a solution to remove the pigeons from the billboard on the track.

Clarendon

- Maintenance Department has 13 open work orders and 14 completed for the 21/22 school year.
- Maintenance continues to flush mud out of the HVAC coils.
- We have moved forward on correcting the underground pipe repairs with Midstate.
- We had University install bird netting over the equipment on the gym roof.

Encanto

- Maintenance Department has 14 open work orders and 37 completed for the 21/22 school year.
- On hold: We are working with Urban to make the repairs to the north Trane chiller but have an underground leak on the cooling towers.
- On hold: We are gathering pricing for the pump replacement in the Encanto chiller room as part of the SFB.
- We have moved all of the Encanto furniture back from Montecito.

Longview

- Maintenance Department has 16 open work orders and 39 completed for the 21/22 school year.
- Mid State energy continues to make the underground electric repairs to the grounded wires that control the lights on the field.
- We had a lightning strike to the site and damages were to the Security and fire system along with a ball field light pole.
- Head Start has started working on the site for their new building.

Montecito

- Maintenance Department has five open work orders and 36 completed for the 21/22 school year.
- We are working on the south cooling tower manifold and hope to have it completed by the end of the month.

Transportation:

The following Staff have not missed a day this school year: John Bachler, Debra Murillo, Efrain Gonzalez, Aaron Sanchez, Tedla Woldegebrel, Cheryl Gilliland, Alfredo Medina, Maria Zuniga, Jose Covarrubias, Raymond Kellogg, Bruce Eddings, Christy Hawkins.

The drivers and attendants are all pitching in for the sites serving breakfast in the classrooms. Staff have also been delivering and installing Plexiglas shields as needed.

We want to congratulate Debbie Murillo on her new position as the Transportation Supervisor.

John Bachler
Director of Maintenance and Transportation

Technology Department Report

September 2021 - Jamal Dana



- **Operation checking out devices:** We have had requests to check out devices to some classrooms that were affected by quarantining the students at Solano, Encanto and Longview. We are preparing our emergency devices in case the schools asked for more devices for quarantined students. We also were asked to go in some classrooms and disinfect devices in the mobile carts where needed. Usually, Colleen (a covid committee team member) texts directors (Cory, John and myself) about where the infected areas are located so we can take the proper measures.



- **Monsoon season:** We have had three major power outages at the district office that turn off our data center. Our power backup can hold but not more than 40 minutes. I am planning to order bigger UPS that will last at least 2 hours.
- **Dell laptops for staff:** We distributed 40 Dell laptops to District staff and board members. We are working on distributing the rest soon.
- **New technology staff:** We hired Carrie Dunn and she has been working hard on servicing our staff and repairing devices.
- **Sharp Copiers & Printers:** We have fixed five TVs and Installed a new SmartTV at Montecito conference room.
- **New Web Filters:** We have been configuring our new web filter called Cisco Umbrella that will have more powerful features against Malware/Spyware websites. We are going live with it on October 1st.
- **Helpdesk:** We are to implement a new helpdesk system that will be more robust than what we have.
- **We updated our core network with a new server that will help our network for the next five years.**
- **ECF Emergency Connectivity Fund:** The FCC has not approved any districts nationwide yet.



E-rate: Our E-rate applications got funded for this year.

During November/December, I will be planning for next year's application.

- **Bandwidth upgrade:** Our new firewall is on back order and Cox is waiting for it to start the project. We are looking to get our internet speed from 1000GB to 5000GB

Teach Team: Jamal, Derek, Zach, Gerardo, Jeff & Carrie.

OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting

Children want knowledge, challenge and recognition.
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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 2021.

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

Discipline Summary Report - August 2021 - May 2022																						
	Aug. 2021		Sept. 2021		Oct. 2021		Nov. 2021		Dec. 2021		Jan. 2022		Feb. 2022		Mar. 2022		Apr. 2022		May. 2022		YTD Total	
School	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS
Clarendon																						
Incidents	0.0	0.0																			0.0	0.0
Days	0.0	0.0																			0.0	0.0
Encanto																						
Incidents	0.0	0.0																			0.0	0.0
Days	0.0	0.0																			0.0	0.0
Longview																						
Incidents	0.0	0.0																			0.0	0.0
Days	0.0	0.0																			0.0	0.0
OMS																						
Incidents	2.0	4.0																			2.0	4.0
Days	3.0	8.0																			3.0	8.0
Solano																						
Incidents	0.0	1.0																			0.0	1.0
Days	0.0	0.5																			0.0	0.5
Month Total Incidents	2.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	5.0
Month Total Days	3.0	8.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	8.5

Monthly OSS Discipline Breakdown 2021-22														
		Discipline Categories, by Days												
	# Students	Total Days	Aggression	Alcohol, Tobacco, Drugs	Attendance Violation	Harassment, Threat, Intimidation	Lying, Cheating, Plagiarism	School Policies & Other Viol.	Sexual Offenses	Technology, Improper Use	Theft	Trespassing	Vandalism	Weapons
Clarendon	0	0												
Encanto	0	0												
Longview	0	0												
OMS	3	8	3			5								
Solano	1	0.5												0.5

*Revised 9/12/16

August 2019

School	District_Grade	Date	Disipline	Reassigned Days	Description	Disposition
OMS	8	8/12/2021	OSS	5	Harrassment - Intimidation	Removal - Out of School Suspension
OMS	8	8/25/2021	ISS	1	Aggression - Verbal Provocation	Removal - In School Suspension
OMS	8	8/26/2021	ISS	2	Harrassment- Harrassment	Removal - In School Suspension
OMS	7	8/27/2021	OSS	2	Agression - Fighting	Removal - Out of School Suspension
OMS	7	8/27/2021	OSS	1	Aggression - Fighting	Removal - Out of School Suspension
SOL	3	8/31/2021	OSS	0.5	Weapons - Other Weapons, Dangerous Items	Removal- Out of School Suspension

OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting

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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	87.86%	12.14%								
Encanto	86.44%	13.56%								
Longview	92.09%	7.91%								
OMS	96.24%	3.76%								
Solano	85.98%	14.02%								
MCS	88.74%	11.26%								
iSchool	99.91%	.09%								

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 21, 2021
Board Meeting

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Agenda Item Number – VII-D

Agenda Item

Substitute Teacher Report for 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

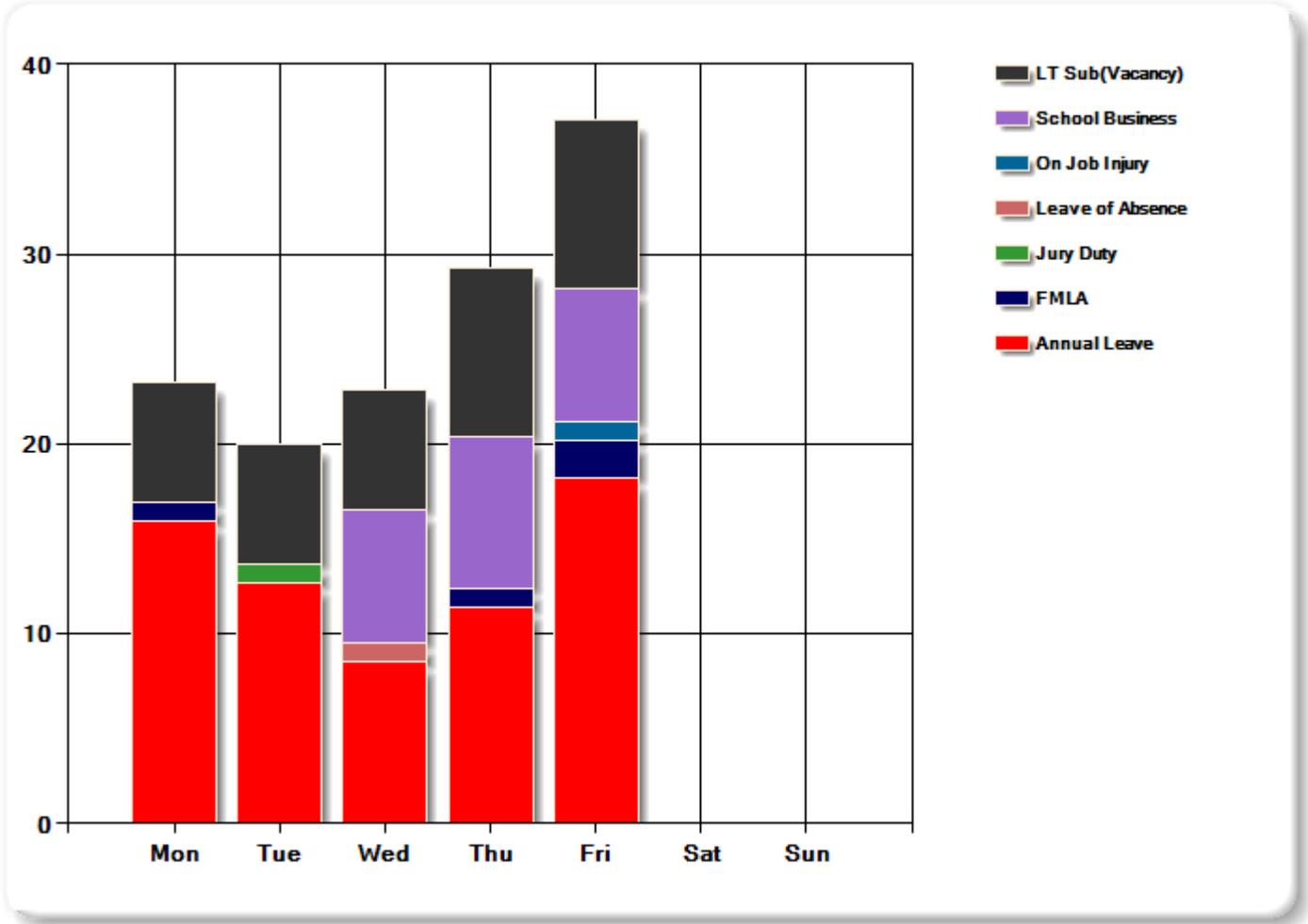
Day of Week Absence Analysis

[Return to Report Menu](#)

Start Date: 
End Date: 
Type:
Employee:

View All
Vacancy Profile:
School(s):

View All
Employee Types :



Absence Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Annual Leave	15.9	12.7	8.5	11.4	18.2	0	0	66.7
FMLA	1	0	0	1	2	0	0	4
Jury Duty	0	1	0	0	0	0	0	1
Leave of Absence	0	0	1	0	0	0	0	1
On Job Injury	0	0	0	0	1	0	0	1
School Business	0	0	7	8	7	0	0	22
Totals	16.9	13.7	16.5	20.4	28.2	0	0	95.7
Vacancy Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
LT Sub(Vacancy)	6.3	6.3	6.3	8.9	8.9	0	0	36.7
Totals	6.3	6.3	6.3	8.9	8.9	0	0	36.7

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

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

August 2021												
Sun	Mon	Tue	Wed	Thu	Fri	Sat						
1	2	3	4	5	6	7						
				Total	Total							
				Absences/Vacancies:	Absences/Vacancies:	3	3					
				Fill NOT Needed:	Fill NOT Needed:	0	0					
				Fill Needed:	Fill Needed:	3	3					
				Filled:	Filled:	0	0					
				UnFilled:	UnFilled:	3	3					
				Held:	Held:	0	0					
				Fill Rate:	Fill Rate:	0%	0%					
8	9	10	11	12	13	14						
				Total	Total	Total	Total					
				Absences/Vacancies:	Absences/Vacancies:	3	4	3	6			
				Fill NOT Needed:	Fill NOT Needed:	0	0	0	0			
				Fill Needed:	Fill Needed:	3	4	3	6			
				Filled:	Filled:	2	1	2	3			
				UnFilled:	UnFilled:	1	3	1	3			
				Held:	Held:	0	0	0	0			
				Fill Rate:	Fill Rate:	66%	25%	66%	50%			
15	16	17	18	19	20	21						
				Total	Total	Total	Total	Total				
				Absences/Vacancies:	Absences/Vacancies:	7	4	13	16	16		
				Fill NOT Needed:	Fill NOT Needed:	0	0	1	1	0		
				Fill Needed:	Fill Needed:	7	4	12	15	16		
				Filled:	Filled:	2	1	1	1	1		
				UnFilled:	UnFilled:	4	3	10	13	14		
				Held:	Held:	1	0	1	1	1		
				Fill Rate:	Fill Rate:	28%	25%	8%	6%	6%		
22	23	24	25	26	27	28						
				Total	Total	Total	Total	Total				
				Absences/Vacancies:	Absences/Vacancies:	11	6	7	9	14		
				Fill NOT Needed:	Fill NOT Needed:	1	0	0	0	0		
				Fill Needed:	Fill Needed:	10	6	7	9	14		
				Filled:	Filled:	2	1	2	2	2		
				UnFilled:	UnFilled:	7	5	4	7	11		
				Held:	Held:	1	0	1	0	1		
				Fill Rate:	Fill Rate:	20%	16%	28%	22%	14%		
29	30	31	1	2	3	4						
				Total	Total							
				Absences/Vacancies:	Absences/Vacancies:	4	7					
				Fill NOT Needed:	Fill NOT Needed:	0	0					
				Fill Needed:	Fill Needed:	4	7					
				Filled:	Filled:	0	2					
				UnFilled:	UnFilled:	4	5					
				Held:	Held:	0	0					
				Fill Rate:	Fill Rate:	0%	28%					

	Total Absences/Vacancies	Fill NOT Needed	Fill Needed	Filled	UnFilled	Held	Fill Rate
August 1-7	6	0	6	0	6	0	0%
August 8-14	20	0	20	10	10	0	50%
August 15-21	56	2	54	6	44	4	11%
August 22-28	47	1	46	9	34	3	20%
August 29-31	11	0	11	2	9	0	18%
Month	140	3	137	27	103	7	20%

OSBORN SCHOOL DISTRICT NO. 8

September 21, 2021

Board Meeting

Children want knowledge, challenge and recognition.
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Agenda Item Number – VII-E

Agenda Item
Enrollment Report

For Board: [] Action [X] Discussion [X] Information

Background –

Below is the Enrollment Report for August 2021 for schools and special education self-contained programs in comparison to 2020.

Table with 4 columns: School, Enrollment Sept. 2, 2020, Enrollment Sept, Difference. Rows include Clarendon, Encanto, Longview, Montecito, Osborn Middle, Solano, Special Ed.*, Preschool, iSchool, and Total.

*Includes students enrolled in the SOAAR Program at Montecito

Average Daily Membership

Table with 4 columns: School, 2019-20 100th day ADM, 2020-21 100th day ADM, Difference. Includes a Total row.

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 21, 2021

Board Meeting

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Agenda Item Number – VII-F

**Agenda Item
OEA Update**

For Board: Action Discussion Information

Background –

The attached report reflects the established priorities of, actions of, and future plans for the Osborn Education Association as submitted by the co-chairs on behalf of OEA membership.

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

September Board Update

Celebrations:

- OEA Members wanted to thank the Osborn School District Governing Board and district administration for prioritizing the safety of students and staff by continuing to uphold the mask mandate for indoor spaces. Members expressed their gratitude and relief to OEA leadership and feel confident that the continued use of masks is helping to reduce the spread of COVID-19.

OEA Leadership

- Erica Switalla and Storm Gerlock
 - Co-Presidents
- Tara O La Garcia
 - Secretary
- Hilda Palache
 - Treasurer
- Luis Valencia
 - Membership Chair
- Alexis Aguirre
 - Political Chair
- Brendan Stacey
 - OMS Site Representative

Updates

- As we enter into the month of September, we look forward to continuing to connect with our members, gather feedback, and provide support. OEA will continue to engage with the Osborn School District Governing Board to communicate the needs and wants of our members.



OSBORN SCHOOL DISTRICT NO. 8

September 21, 2021

Board Meeting

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Agenda Item Number – VIII-A

Agenda Item

Approval of MOU between Solano School and Community Family Services, LLC

For Board: Action Discussion Information

Background –

Community Family Services is a local nonprofit organization providing support and resources to families in the greater Phoenix area. CFS is currently serving several Solano families and inquired about how to provide services to more families in the Solano community. Specifically, CFS provides counseling, peer support, behavioral health prevention and promotion, life skills training, medical management, and family support. CFS provides services in home, school, after school, office and community.

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 between Solano School and Community Family Services.

Moved _____ Seconded _____ P/F



OSBORN SCHOOL DISTRICT AND COMMUNITY FAMILY SERVICES, LLC

The Parties of this Memorandum of Understanding (MOU) are Osborn School District and Community Family Services, hereinafter collectively referred to as the Parties.

Purpose:

The purpose of this agreement is to establish roles and responsibilities of the Parties to develop and implement a comprehensive school mental health system (CSMHS) that utilizes the strengths and expertise of school and community-partnered professionals.

CSMHS are defined as school-community partnerships that provide a multi-tiered system of mental health supports (MTSS) to support students, families and the school community. “Mental health services” include activities, services and supports that address social, emotional and behavioral well-being of students, including substance use.

Roles and Responsibilities:

The Parties agree to the following roles and responsibilities.

Responsibilities of Community Family Services

1. Actively participate in school mental health team(s) to support effective school- community collaboration that promotes:
 - well-defined roles and responsibilities of team members (with structures in place to avoid duplication of efforts),
 - data sharing,
 - data-based decision making,
 - seamless services and supports across tiers,
 - integration of mental health and other academic supports
 - Define the effective referral processes.
2. Provide mental health screening, assessment and services, to include:
Tier 1 - Mental health promotion services and supports (Tier 1): *are mental health-related activities, including promotion of positive social, emotional, and behavioral skills and wellness, which are designed to meet the needs of all students regardless of whether or not they are at risk for mental health problems. These activities can be implemented school-wide, at the grade level, and/or at the classroom level.*

- Universal mental health screening
- Social Emotional Learning (SEL) activities
- School climate activities
- Positive behavioral expectations and rules/Classroom management
- Bullying prevention
- Restorative Practices
- Mental health literacy for students
- Mental health literacy for families/caregivers
- Mental health literacy for teachers/school staff
- Teacher/staff consultation to promote mental health of all students



Tier 2 - Selective services and supports (Tier 2) to address mental health concerns are provided for groups of students who have been identified through needs assessments and school teaming processes as being at risk for a given concern or problem. When problems are identified early and supports put in place, positive youth development is promoted, and problems can be eliminated or reduced. Sometimes these are referred to as mental health “prevention” or “secondary” prevention services.

- Progress monitoring of students identified as “at-risk” and those receiving services
- Social skills training/coaching
- Group therapy for students identified as at-risk of developing mental health problems
- Teacher/staff consultation for students identified as at-risk of developing mental health problems

Tier 3 - Indicated services and supports (Tier 3) to address mental health concerns are individualized to meet the unique needs of each student who is already displaying a particular concern or problem and displaying significant functional impairment. Sometimes these are referred to as mental health “intervention” or “tertiary” or intensive services.

- Progress monitoring of students identified with mental health problems and those receiving services
 - Individual treatment for students with mental health problems
 - Group treatment for students with mental health problems
 - Family therapy to support students with mental health problems
 - Psychiatric evaluation
 - Case management
 - Teacher/staff consultation for students identified with mental health problems and those receiving services
 - Peer support/navigation services for students identified with mental health problems and those receiving services
 - Family peer support/navigation support services for families of students identified with mental health problems and those receiving services
 - Facilitate transitions to and from community agencies and programs (e.g., mental health providers, psychiatric hospitals and day programs, juvenile services, child welfare)
3. For all of above services, utilize evidence-based services and supports¹⁴, as available. When evidence-based interventions are not available for intended population, selected interventions should be based on promising/best practices and should be evaluated for program impact.
4. Collect and report data that documents
- Clinician productivity
 - Program and intervention impact on student/school psychosocial and academic functioning
 - Student/family satisfaction and engagement

¹⁴ Evidence-Based Services and Supports are programs, services or supports that are based directly on scientific evidence, have been evaluated in large scale studies and have been shown to reduce symptoms and/or improve functioning. For instance, evidence-based services and supports are recognized in national evidence-based registries, such as the Substance Abuse Mental Health Services Administration (SAMHSA), National Registry of Evidence-based Programs and Practices (NREPP), Blueprints for Healthy Youth Development, and Institute of Education Sciences (IES) What Works Clearinghouse (WWC). A full continuum of evidence-based services and supports within a school includes behavioral health promotion, selective prevention, and indicated interventions.



5. Ensure the complete confidentiality of any and all identifying student and family information gathered in the performance of this agreement. The information gathered, used and developed shall not be provided to any other party without the express written approval of individual(s) authorized to give consent for release of information.
6. Meet federal, state and local regulations required of community mental health providers, including those stipulated by the Health Insurance Portability and Accountability Act (HIPAA).
7. Community Family Services shall collect all educational or health records from the parent or guardian of the student and/or family participating in its services.

Responsibilities of Osborn School District

1. Identify school(s) for service that demonstrate readiness and a commitment to hosting a community mental health provider to support a multi-tiered system of mental health support (MTSS)
2. Identify district and school point of contact to facilitate successful integration of community mental health provider into school(s) and to address any concern.
3. Osborn School District shall not provide any educational records of students to Community Family Services.
4. Create data-based decision models and referral processes that promote early identification and intervention for students.

Independent Contractor:

In providing services to Osborn School District students, Community Family Services shall at all times operate as an independent contractor and shall have no authority to make any arrangements or incur any liabilities on behalf of the District.

Duration and Termination:

This Agreement commences on August 1, 2021 and ends on June 30, 2022. Either party may terminate this Agreement for within fifteen (15) days' notice.

Insurance and indemnification:

Community Family Services shall purchase and maintain during the term of any resulting agreement:

1. **Commercial General Liability Insurance:** of at least \$5,000,000 combined single limit coverage written on an occurrence basis covering all premises and operations, and including Personal Injury, Independent Contractor, Contractual Liability and Products and Completed Operations. The Governing Board of Osborn Elementary School District and all of its agents and employees shall be named as an additional insured, which must be shown on insurance certificates furnished to Osborn School District.
2. **Worker's Compensation Insurance:** benefits as required by Arizona law to include Employers' Liability coverage with limits of at least \$100,000 each accident, \$100,000 each employee disease, and \$500,000 disease policy limit.
3. **Professional Liability Insurance:** with limits of at least \$1,000,000 each occurrence and \$3,000,000 aggregate.

Community Family Services shall indemnify and hold harmless the Board, its employees, servants, and agents against all liabilities, loss, charges and expenses, including court costs and attorney's fees,



resulting from the failure of Community Family Services its employees, servants, and agents, to faithfully and competently perform its obligations hereunder or arising from or caused by Community Family Services' provision of services.

Miscellaneous Terms:

1. **Governing Law:** This MOU 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 MOU 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 MOU and may result in the termination of the MOU by either party under the terms of this MOU.
6. **Compliance with Governing Board Policies and Procedures:** Community Family Services shall comply with applicable Governing Board policies including the requirements of A.R.S. § 15-512(H) regarding the fingerprinting of its Program Coordinator and other 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, Community Family Services agrees to indemnify and hold harmless the District from all injuries to persons or property caused by acts or omissions of Community Family Services constituting negligence or intentional misconduct and arising out of Community Family Services' activities under this MOU. To the extent allowed by law, the District agrees to indemnify and hold harmless Community Family Services 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 MOU. 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 MOU and remain in effect.

Whole Agreement:

This MOU contains the entire agreement between the parties with respect to the subject matter set forth herein but may be modified with the written consent of both parties.



COMMUNITY FAMILY SERVICES, LLC

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their authorized representatives.

By Osborn School District,

Dr. Michael Robert, Ed.D.
Superintendent

Date: _____

By: Community Family Services,

Shanna Demus
Chief Administration Officer

Date: _____

Britany James
Chief Operations Officer

Date: _____

OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – VIII- B

Agenda Item

Approval and Second Reading of ASBA Policy Revisions:

For Board: Action Discussion Information

Background

BDF	Advisory Committees
BEDD	Rules of Order
BEDH	Public Participation at Board Meetings
DIE	Audits/Financial Monitoring
DJ	Purchasing (Purchasing Ethics Policy)
EEAEA	Bus Driver Requirements, Training and Responsibilities
GCB	Professional Staff Contracts and Compensation
GCF	Professional Staff Hiring
GDB	Support Staff Contracts and Compensation
GDF	Support Staff Hiring
IC	School Year
IHA	Basic Instructional Program
IHE-E	Basic Instructional Program
IHAMB	Family Life Education
IHAMB-R	Family Life Education
IHAMD	Instruction Resources and Materials
IJ	Instructional Resources and Materials
IJJ	Textbook/ Supplementary Materials Selection Adoption
IKE-RB	Promotion and Retention of Students
JFAA	Admission of Resident Students
JFAA-EA	Admission of Resident Students.
JFAA-EB	Admission of Resident Students
JFAB	Tuition/Admission of Nonresident Students
JFAB-EA	Tuition/Admission of Nonresident Students
JFAB-EB	Tuition/Admission of Nonresident Students
JFB	Open Enrollment
JK	Student Discipline
JKD	Students Suspension
JKE	Student Expulsion
JLF	Reporting Child Abuse/Child Protection
KB	Parental Involvement in Education

Legal

Financial

Governing Board Goals

Community Connectedness and Increased Enrollment

OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

- 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 ASBA policy revisions as recommended.

Moved _____ Seconded _____ P/F

Alph Code	Policy Name	Superintendent Notes	Recommendation
BDF	Advisory Committees	Policy BDF, Advisory Committees, is amended to make it clear that if a board creates an advisory committee or directs that the committee be created or appoints members to a committee, and that committee has the authority to act for the board or make recommendations to the board, the committee is covered as an advisory committee or subcommittee of the public body under the Open Meeting Law.	Approval
BEDD	Rules of Order	This change makes it clear that the Governing Board President has the authority to recess a meeting without a vote of the Governing Board to maintain decorum and Governing Board meeting rules of order.	Approval
BEDH	Public Participation at Board Meetings	Policy BEDH, Public Participation at Board Meetings, is amended to prohibit unsolicited commercial messages during Call to the Public	Approval
DIE	Audits / Financial Monitoring	HB 2018 pertaining to audits and financial records prescribes a requirement for school district governing boards or charter school governing bodies to publicly accept all audits and compliance questionnaires by roll call vote. This language has been added to A.R.S. 15-914 and to Policy DIE.	Approval
DJ	Purchasing (Purchasing Ethics Policy)	House Bill 2210 amended section 15-342, Arizona Revised Statutes, relating to school district governing boards by adding that the Governing Board may provide food and beverages at school district events, including official school functions and trainings, as allowed by the Arizona Constitution and policies of the Department of Education.	Approval
EEAEA	Bus Driver Requirements, Training, and Responsibilities	House Bill 2159 amended A.R.S. 28-3228, relating to driver licenses for school bus driver applicants, requiring school bus driver applicants to possess a commercial driver license issued by the Department of Public Safety or an acceptable alternate as described in the statute.	Approval
GCB	Professional Staff Contracts and Compensation	House Bill 2268 added statutes A.R.S. 15-189 for Charter Schools and A.R.S. 15-341(45) for Traditional Public Schools requiring the School/District to provide each employee a total compensation statement categorized by benefit or payment that includes specific categories.	Approval

GCF	Professional Staff Hiring	Per House Bill 2023, before employing a certificated or noncertificated person, school districts and charter schools are required to conduct a search of the educator information system that is maintained by ADE on the prospective employee. School districts and charter schools are prohibited from employing in a position that requires a valid fingerprint clearance card either a certificated person whose certificate has been suspended, surrendered, or revoked and not subsequently reinstated, or a noncertificated person who has been prohibited from employment at a school district or charter school. The additions to Policies GCF and GDF are included in the newly enacted A.R.S. 15-505.	Approval
GDB	Support Staff Contracts and Compensation	See Discussion from policy GCB	Approval
GDF	Support Staff Hiring	See Discussion from policy GCF	Approval
IC	School Year	House Bill 2862 consisted of extensive amending of statutes 15-801, 15-901, and 15-1021, repealing section 15-861, and the addition of a new statute, 15-901.08, focusing on school instructional time. The primary directives are included in Policy IC, School Year, with emphasis on districts referring to the more specific information included in A.R.S. 15-901.08. Note that for the purposes of meeting the instructional time and instructional hours requirements prescribed in A.R.S. 15-808 and A.R.S. 15-901, a school district governing board, after at least two public hearings in the school district, or a charter school governing body for one or more schools may adopt any instructional time models as prescribed in A.R.S. 15-901 to meet the minimum annual instructional time and instructional hours requirements prescribed in A.R.S. 15-808 and A.R.S. 15-901 for all of the purposes described in A.R.S. 15-901.08. The two public hearings may be held as part of regular board meetings or as separate meetings and shall include public comment. The specifics of the new requirements are in the Arizona Department of Education School Finance release from July 12, 2021: HB 2862 FINAL Guidance (7-12).pdf (azed.gov)	Approval
IHA, IHA-E	Basic Instructional Program	SB1572 changed A.R.S. 15-211 and moved the deadline by which a District must have at least one (1) kindergarten through third (K-3) grade teacher in each school who has received training related to dyslexia. The new date is July 1, 2022.	Approval

IHAMB, IHAMB-R	Family Life Education	House Bill 2035 modified A.R.S. 15-113, Rights of Parents, and A.R.S.15-711, Sex Education Instruction. Arizona Administrative Code R7-2-303 was also updated. The salient portions of these changes have been placed in Policy IHAMB and in Regulation IHAMB-R, Family Life Education.	Approval
IHAMD	Instruction and Training in Suicide Prevention	An ASBA Policy Alert for Policy IHAMD, Instruction and Training in Suicide Prevention, was released in July 2020 to make districts aware of requirements from Senate Bill 1446 (Fifty-fourth Legislature, Second Regular Session) due to be met by July 1, 2021. School district governing boards and charter school governing bodies that issue identification cards to students in grades nine through twelve shall include on each new identification card at least one of the items described in A.R.S. 15-160 that are now included in Policy IHAMD. This language should be adopted by districts that issue identification cards to students in grades nine through twelve	Approval
IJ	Instructional Resources and Materials	Policy IJ, Instructional Resources and Materials, has been updated with additional language from A.R.S. 15-721 and A.R.S. 15-722 regarding the definition of “textbook.” As more districts move away from using physical copies of textbooks in favor of electronic options, the language clarifies that “textbook” includes printed instructional materials and digital content.	Approval
IJJ	Textbook / Supplementary Materials Selection Adoption	Policy IJJ, Textbook / Supplementary Materials Selection and Adoption, has been updated with additional language from A.R.S. 15-721 and A.R.S. 15-722 regarding the definition of “textbook.” As more districts move away from using physical copies of textbooks in favor of electronic options, the language clarifies that “textbook” includes printed instructional materials and digital content	Approval
IKE-RB	Promotion and Retention of Students	Senate Bill 1572 added language pertaining to promotion of students from the third grade regarding parent written notification, updates, and information to parents or guardians on the pupil’s progress. It adds a timeframe for when the District shall provide written notification of the pupil’s reading deficiency to the parent or guardian and adds more information to what the notification must include.	Approval
JFAA, JFAA-EA, JFAA-EB	Admission of Resident Students	Senate Bill 1420 requires the state or any political subdivision of this state, including school districts and charter schools, to accept a	

JFAB, JFAB-EA, JFAB-EB	Tuition / Admission of Nonresident Students	consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques in issuing the consular identification card. Policies JFAA and JFAB and the related exhibits include the necessary language for schools. Biometric identification techniques include fingerprint identification and retina scans.	Approval
JFB	Open Enrollment	Substantive changes were made to A.R.S. 15-816.01 in House Bill 2898 pertaining to open enrollment. The required information is included in Policy JFB to clarify the statutory requirements set forth for open enrollment programs.	
JK	Student Discipline	The three policy advisories (JK, JKD and JKE) are based on changes to statute contained in House Bill 2123 pertaining to suspension and expulsion of students in kindergarten and grades one through four. Language regarding district regulation of off-campus student speech is added to Policy JK in response to the recent Supreme Court decision in Mahanoy Area School District v. B.L., 594 U.S. ___ (2021). In Tinker v. Des Moines School Dist., 393 U.S. 503 (1969), the Court ruled that districts may regulate on-campus speech that “materially disrupts classwork or involves substantial disorder or invasion of the rights of others.” In Mahanoy, the Court writes that district “regulatory interests remain significant in some off-campus circumstances.” Districts should confer with their attorney for guidance when questions arise about specific situations.	Approval
JKD	Student Suspension		Approval
JKE	Student Expulsion		Approval
JLF	Reporting Child Abuse/Child Protection	Senate Bill 1114 has added A.R.S. 15-160.01, describing the required posting related to suspected abuse and neglect of children, instructions to call 911, and directions for accessing the website of the Department of Child Safety for information on reporting child abuse, child neglect and the exploitation of children	Approval

KB	Parental Involvement in Education	Language was altered in A.R.S. 15-102, Parental involvement in the school, by House Bill 2035 which modifies the language pertaining to instruction, learning materials or presentations regarding sexuality, in courses other than formal sex education curricula. Policy KB includes this language which requires parents to opt their children in to any such instruction, learning materials, or presentations. It also reiterates language added to A.R.S. 15-113 requiring parental consent before providing sex education instruction to the student.	Approval
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**BDF ©
ADVISORY COMMITTEES**

The Board may, by majority vote, appoint ad hoc committees when deemed advisable. Recommendations of such committees cannot be binding on the Board; they may be advisory only. These committees will be responsible for presenting to the Board recommendations for action based on research and facts. Any such committee shall automatically be dissolved upon completion of its assignment.

If the Board creates an advisory committee or directs that an advisory committee be created or appoints members to an advisory committee, and that advisory committee has the specific purpose of making a recommendation concerning a decision to be made or considered or a course of conduct to be taken or considered by the public body, that committee is considered a subcommittee of the public body and is subject to the conditions of Arizona's Open Meeting Law.

The Governing Board President shall develop guidelines for each committee. These guidelines shall be approved by the Board prior to the first meeting of each committee and will include, but not necessarily be limited to, the following:

- A. A written, specific statement of the purpose of the committee.
- B. The dates on which interim and final reports of the committee are to be rendered.
- C. The date or event upon which the committee will be terminated.
- D. The extent to which facilities, supplies, equipment, and clerical support will be provided to each committee.

The Superintendent will ensure that the following actions are taken for each committee established by the Board:

- A. Each committee member will be briefed on the requirements of the Arizona Open Meeting Law (A.R.S. 38-431) as it applies to committees of the Board.
- B. Notices and agendas of all meetings of the committee will be posted.
- C. All meetings will be open for public attendance.
- D. If an executive session is authorized, all applicable requirements as presented in Policy BEC, Executive Sessions/Open Meetings will be followed.
- E. Minutes will be taken and made available for public inspection three (3) working days after the meeting.

A representative of the Board and the Superintendent will serve as ex-officio members of all advisory committees.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

38-431 *et seq.*

CROSS REF.:

BEC - Executive Sessions/Open Meetings

**BEDD ©
RULES OF ORDER**

The Board prescribes rules for its meetings as follows:

- A. It shall hold a regular meeting at least once each month during the regular school year and may hold other meetings as often as called.
- B. Each action item shall require a motion, and all motions shall require seconding.
- C. The President may make or second motions and may vote on all motions.
- D. A motion to adjourn is in order at any time. Such a motion shall require a second and a majority vote. No discussion is in order.
- E. A motion to table is in order at any time. Such a motion requires a second and is limited to being considered only once on any given agenda item. No discussion is in order.
- F. Rules of order may be subject to suspension only upon a majority vote of the members of the Board present at a meeting.
- G. The Governing Board President may recess the meeting without a vote of the Governing Board in order to maintain decorum and Governing Board meeting rules of order.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.
15-321
15-341

CROSS REF.:

BED - Meeting Procedures/Bylaws
BEDA - Notification of Board Meetings
BEDB - Agenda
BEDBA - Agenda Preparation and Dissemination
BEDC - Quorum
BEDF - Voting Method
BEDG - Minutes
BEDH - Public Participation at Board Meetings
BGF - Suspension/Repeal of Policy

**BEDH ©
PUBLIC PARTICIPATION AT
BOARD MEETINGS**

All regular and special meetings of the Board shall be open to the public.

The Board invites the viewpoints of citizens throughout the District and considers the responsible presentation of these viewpoints vital to the efficient operation of the District. The Board also recognizes its responsibility for the proper governance of the schools and therefore the need to conduct its business in an orderly and efficient manner. The Board therefore establishes the following procedures to receive input from citizens of the District:

A. Any individual desiring to address the Board shall complete a form (Request to Address Board) and give this form to the Superintendent prior to the start of the Board meeting.

B. The Board President shall be responsible for recognizing speakers, maintaining proper order, and adhering to any time limit set. Questions requiring investigation shall be referred to the Superintendent for later report to the Board. Questions or comments on matters that are currently under legal review will not receive a response.

C. If considered necessary, the President shall set a time limit on the length of the comment period. In order to ensure that each individual has an opportunity to address the Board, the President may also set a time limit for individual speakers.

D. Personal attacks upon Board members, staff personnel, or other persons in attendance or absent by individuals who address the Board are discouraged. Policies KE, KEB, KEC, and KED are provided by the Board for disposition of legitimate complaints, including those involving individuals. Upon conclusion of the open call to the public, individual members of the Board may respond to any criticism made by an individual who has addressed the Board.

E. Presentations for unsolicited services will not be permitted. Companies or businesses offering services of possible interest to the District should send information to the District Office for distribution to appropriate School District Officials.

The Superintendent shall ensure that a copy of this policy is posted at the entrance to the Board meeting room, and that an adequate supply of forms is available.

Adopted: <-- z2AdoptionDate -->

BIB-R ©

REGULATION

**BOARD MEMBER DEVELOPMENT
OPPORTUNITIES**

“Blame or judgment on the basis of race, ethnicity or sex” is defined in statute by the following concepts:

1. One race, ethnic group or sex is inherently morally or intellectually superior to another race, ethnic group or sex.
2. An individual, by virtue of the individual's race, ethnicity or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously.
3. An individual should be invidiously discriminated against or receive adverse treatment solely or partly because of the individual's race, ethnicity or sex.
4. An individual's moral character is determined by the individual's race, ethnicity or sex.
5. An individual, by virtue of the individual's race, ethnicity or sex, bears responsibility for actions committed by other members of the same race, ethnic group or sex.
6. An individual should feel discomfort, guilt, anguish or any other form of psychological distress because of the individual's race, ethnicity or sex.
7. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race, ethnic group or sex to oppress members of another race, ethnic group or sex.

**DIE ©
AUDITS / FINANCIAL MONITORING**

The Governing Board directs the Superintendent to implement procedures that assure District compliance with all state and federal requirements for financial monitoring and audits. Contingent upon prescribed qualifying criteria, such requirements may include, but are not limited to, procedural reviews by the Office of the Auditor General and the federal Single Audit Act Amendments and Office of Management and Budget (OMB) Compliance Supplement June 2016.

The procurement of the necessary services shall be consistent with the District's policy on bidding and purchasing procedures. Any allocation of costs for the services shall conform to the requirements of the Uniform System of Financial Records (USFR).

A final report of each separate fiscal management review shall be presented to the Board for examination and discussion. After a report has been presented to the Board, it will become a matter of public record, and its distribution will not be limited. Copies of a final report shall be filed with appropriate state and other authorities.

The Governing Board shall publicly accept all audits and compliance questionnaires by roll call vote.

The District shall prominently post on its website home page a copy of its profile pages that displays the percentage of every dollar spent in the classroom by that school district from the most recent status report issued by the Auditor General.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-213

15-239

15-914

15-2111

41-1279.03

41-1279.04

41-1279.05

41-1279.07

41-1279.21

41-1279.22

A.A.C.

R7-2-902

USFR – Audit Requirements

2 CFR Part 200 Appendix XI, Compliance Supplement

CROSS REF.:

DICA - Budget Format

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

**DJ ©
PURCHASING**

(Purchasing Ethics Policy)

The District's Governing Board members and employees shall not use their offices or positions to receive any valuable things or benefits that would not ordinarily accrue to them in the performance of duties if the things or benefits are of such value or character as to manifest a substantial and improper influence upon the performance of their duties.

The Governing Board may provide food and beverages at School District events, including official school functions and trainings, as allowed by the Arizona Constitution and policies of the Department of Education.

A person who supervises or participates in contracts, purchases, payments, claims or other financial transactions, or a person who supervises or participates in the planning, recommending, selecting or contracting for materials, services, goods, construction, or construction services of a school district or school purchasing cooperative is guilty of a Class 6 felony if the person solicits, accepts or agrees to accept any personal gift or benefit with a value of three hundred dollars (\$300) or more from a person or vendor that has secured or has taken steps to secure a contract, purchase, payment, claim or financial transaction with the school district or school purchasing cooperative. Soliciting, accepting or agreeing to accept any personal gift or benefit with a value of less than three hundred dollars (\$300) is a Class 1 misdemeanor.

Any person or vendor that has secured or has taken steps to secure a contract, purchase, payment, claim or financial transaction with a school district or school purchasing cooperative that offers, confers or agrees to confer any personal gift or benefit with a value of three hundred dollars (\$300) or more on a person who supervises or participates in contracts, purchases, payments, claims or other financial transactions, or on a person who supervises or participates in planning, recommending, selecting or contracting for materials, services, goods, construction or construction services of a school district or school purchasing cooperative, is guilty of a Class 6 felony. Offering, conferring or agreeing to confer any personal gift or benefit with a value of less than three hundred dollars (\$300) is a Class 1 misdemeanor.

For the purpose of this policy a *gift or benefit* means a payment, distribution, expenditure, advance, deposit or monies, any intangible personal property, or any kind of tangible personal or real property. A *gift or benefit* does not include food or beverage, expenses or sponsorships related to a special event or function related to individuals identified in this policy, nor does this include an item of nominal value such as a greeting card, T-shirt, mug or pen.

A District employee who has control over personnel actions may not take reprisal against a District employee or that employee's disclosure of information that is a matter of public concern, including a violation of District policy or laws/regulations governing the District.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-213

15-323

38-503

38-504

Article IX, section 7, Constitution of Arizona (laws pertaining to travel and subsistence, gifts, grants, including federal grants, or devises)

Policies adopted by the Department of Education

CROSS REF.:

DJE - Bidding/Purchasing Procedures

GBEAA - Staff Conflict of Interest

**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.

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: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-106

28-857

28-3228

A.A.C.

R17-4-508 *et seq.*

CROSS REF.:

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

G DFA - Support Staff Qualifications and Requirements
(fingerprinting requirements)

**GCB ©
PROFESSIONAL STAFF
CONTRACTS AND COMPENSATION**

Salaries in the District will be differentiated in relationship to duties and responsibilities.

The Superintendent will provide recommendations on salaries and fringe benefits to the Board.

The Board at any time may establish, within the budgetary constraints of the District, the salaries and benefits for all employees necessary for the succeeding year.

Every fiscal year, each School District employee will be provided a total compensation statement that is broken down by category of benefit or payment and that includes, for that employee, at least all of the following:

- A. Base salary and any additional pay.
- B. Medical benefits and the value of any employer-paid portions of insurance plan premiums.
- C. Retirement benefit plans, including social security.
- D. Legally required benefits.
- E. Any paid leave.
- F. Any other payment made to or on behalf of the employee.
- G. Any other benefit provided to the employee.

Subject to the terms of employment contracts, the Governing Board at any time may reduce salaries or eliminate certificated teachers in the District in order to effectuate economies in the operation of the District or to improve the efficient conduct and administration of the District's schools. Notice of a general salary reduction shall be given each certificated teacher affected. These provisions do not apply to salary reductions from classroom site fund money.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-341

15-502

15-503

15-544

15-952

15-977

CROSS REF.:

GCF - Professional Staff Hiring

GCO - Evaluation of Professional Staff Members

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

**GCF ©
PROFESSIONAL STAFF HIRING**

It shall be the policy of the District to employ and retain the best qualified personnel. This will be accomplished by considering qualifications and by providing competitive salary schedules within the financial capability of the District, adequate facilities, and good working conditions.

Before employing a certificated or noncertificated person, school districts and charter schools shall conduct a search of the prospective employee on the educator information system that is maintained by the Department of Education.

A school district or charter school may not employ either of the following in a position that requires a valid fingerprint clearance card:

A. A certificated person whose certificate has been suspended, surrendered or revoked, unless the State Board of Education has subsequently reinstated the person's certificate.

B. A noncertificated person who has been prohibited from employment at a school district or charter school by the State Board of Education pursuant A.R.S. 15-505.

Each school district and charter school shall annually submit to the Department of Education a list of certificated and noncertificated persons who are employed at the school district or charter school. The department shall issue guidance to school districts and charter schools regarding this requirement.

The Board has the legal responsibility of approving the employment of all employees. While this responsibility cannot be waived, the Board assigns to the Superintendent the process of recruiting staff members. In carrying out this responsibility, the Superintendent may involve other staff members as needed. All personnel selected for employment must be recommended by the Superintendent and approved by the Board. The Board adopts the following general criteria, which shall be utilized in the selection process for initial employment:

A. There will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, or disability of an otherwise qualified individual.

B. Candidates for professional positions shall be qualified for and have the training necessary to perform the instructional duties or functions for which they have applied.

C. Each candidate shall provide evidence of meeting state requirements for certification.

D. Each candidate shall be requested to complete a consent-and-release form regarding conduct of a background investigation.

E. A "background investigation" - consisting of communication with the applicant's (or employee's) former employer that concerns education, training, experience, qualifications, and job performance for the purpose of evaluation for employment - shall be conducted on each individual to be considered for a recommendation of employment. Forms developed for this purpose are to be used.

Information obtained about an employee or applicant for employment by the District in the performance of a background investigation, including any records indicating that a current or former employee of a school or school district was disciplined for violating policies of the School District Governing Board pursuant to A.R.S. 15-153, may be retained by that district and may be provided to any school district or other public school that is performing a background investigation.

Any employee's misstatement of fact that is material to qualifications for employment or the determination of salary shall be considered by the Board to constitute grounds for dismissal.

Before employment, schools or school districts shall verify the certification and fingerprint status of applicants who apply for school or school district positions that require certification.

Should the need arise to employ a teacher who meets the requirements for a conditional certificate before an applicant has obtained the appropriate valid fingerprint clearance card, the District may assist in obtaining the conditional certificate, and employ the teacher, by meeting all of the following conditions:

- A. The District verifies in writing on a form provided by the Arizona Department of Education (ADE) the necessity for hiring and placing the applicant into service before a fingerprinting check is completed.
- B. The District obtains from the Department of Public Safety a state-wide criminal record check on the applicant. Subsequent criminal records checks must be completed every one hundred twenty (120) days until a permanent certificate is received.
- C. The District searches the criminal records of all local jurisdictions outside Arizona where the applicant has lived in the previous five (5) years.
- D. The District obtains references from the applicant's current employer and two (2) most recent previous employers, except that for applicants who have been employed for at least five (5) years by the most recent employer, only references from that employer are required.
- E. The District provides general supervision of the applicant until permanent certification is issued by ADE.

Upon recommendation for employment the District shall confirm employment authorization and employment eligibility verification by participating in the E-Verify program of the Department of Homeland Security's (DHS) U.S. Citizenship and Immigration Services Bureau (USCIS) and the Social Security Administration (SSA). The District will then complete the Form I-9 as required and maintain the form with copies of the necessary documents and documentation of the authorization and verification pending any inquiry.

The Superintendent of Public Instruction may also impose any additional conditions or restrictions deemed necessary.

Any person who permits unauthorized access to criminal history record information, releases criminal history record information, or procures the release or uses criminal history record information other than in accord with A.R.S. 41-1750 is guilty of a class 6 felony.

A professional candidate's acceptance of a contract offer must be indicated within _____ (____) days from the date of the written contract or the offer is revoked. Written notice of the deadline date for acceptance shall be included in the contract offer or an attachment to the contract offer. The candidate accepts the contract by signing the contract and returning it to the Governing Board or by making a written instrument which accepts the terms of the contract and delivering it to the Governing Board. If the written instrument includes terms in addition to the terms of the contract offered by the Board, the candidate fails to accept the contract.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

13-3716

15-153

15-502

15-503

15-505

15-512

15-536

15-538.01

15-539

15-550

23-211

23-212

23-1361

38-201

38-231

38-232

38-766.01

41-1750

41-1756

CROSS REF.:

GCB - Professional Staff Contracts and Compensation

GCFE - Professional Staff Certification and Credentialing Requirements
(fingerprinting requirements)

GCO - Evaluation of Professional Staff Members

**GDB ©
SUPPORT STAFF CONTRACTS
AND COMPENSATION**

Support staff members are all employees of the District who are not required by state law or by a District policy, regulation, or job description to possess *teaching certificates* from the Arizona Department of Education for the purpose of performing their jobs, unless they are expressly designated as professional staff members in notices of employment or contracts executed by the Governing Board.

Employment Status

All support personnel are either term employees or at-will employees of the District.

Term employee. A term employee is a support staff member who is employed by the District pursuant to a written contract that specifies the duration of the employment contract, which shall not exceed one (1) year. All support staff members who are not term employees are at-will employees.

At-will employee. An at-will employee is a support staff member who is employed by the District for no specific term and who has no right of continued employment. The employment of an at-will employee may be terminated by action of the Governing Board without advance notice. No employee or Governing Board member shall have the authority to make any agreement or contract to the contrary or any agreement with an at-will employee for any specified period of time. No District policy or regulation or item within the District's handbook is intended to - and shall not operate to - create any property or contract rights inconsistent with the at-will employment status of support staff members.

Compensation

The Board will determine salaries and benefits of support staff employees, differentiated on the basis of duties and responsibilities.

Every fiscal year, each School District employee will be provided a total compensation statement that is broken down by category of benefit or payment and that includes, for that employee, at least all of the following:

- A. Base salary and any additional pay.
- B. Medical benefits and the value of any employer-paid portions of insurance plan premiums.
- C. Retirement benefit plans, including social security.
- D. Legally required benefits.
- E. Any paid leave.

F. Any other payment made to or on behalf of the employee.

G. Any other benefit provided to the employee.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-341

15-502

A.A.C.

R7-2-601 *et seq.*

CROSS REF.:

GDQB - Resignation of Support Staff Members

**GDF ©
SUPPORT STAFF HIRING**

It shall be the policy of the District to employ and retain the best qualified personnel. This will be accomplished by considering qualifications and by providing competitive wages within the financial capabilities of the District, adequate facilities, and good working conditions.

Recruitment of support staff personnel is the responsibility of the Superintendent. Other members of the administration and supervisory staff will assist as responsibilities are delegated by the Superintendent.

Before employing a certificated or noncertificated person, school districts and charter schools shall conduct a search of the prospective employee on the educator information system that is maintained by the department of education.

A school district or charter school may not employ either of the following in a position that requires a valid fingerprint clearance card:

A. A certificated person whose certificate has been suspended, surrendered or revoked, unless the State Board of Education has subsequently reinstated the person's certificate.

B. A noncertificated person who has been prohibited from employment at a school district or charter school by the State Board of Education pursuant to subsection b of this section.

Each school district and charter school shall annually submit to the Department of Education a list of certificated and noncertificated persons who are employed at the school district or charter school. The department shall issue guidance to school districts and charter schools regarding this requirement.

The Board adopts the following general criteria and procedures, which shall be utilized in the selection process for initial employment:

A. There will be no discrimination in the hiring process due to race, color, religion, sex, age, national origin, or disability of an otherwise qualified individual.

B. Candidates for all positions shall be physically and mentally able to perform the duties of the position job descriptions for which they have applied.

C. Each candidate shall be requested to complete a consent-and-release form regarding conduct of a background investigation.

D. A "background investigation" - consisting of communication with the applicant's (or employee's) former employer that concerns education, training, experience, qualifications, and job performance for the purpose of evaluation for employment - shall be conducted on each individual to be considered for a recommendation of employment. Forms developed for this purpose are to be used.

Information obtained about an employee or applicant for employment by the District in the performance of a background investigation, including any records indicating that a current or former employee of a school or school district was disciplined for violating policies of the School District Governing Board pursuant to A.R.S. 15-153, may be retained by that District and may be provided to any school district or other public school that is performing a background investigation.

Any employee's misstatement of fact that is material to qualifications for employment or the determination of salary shall be considered by the Board to constitute grounds for dismissal.

A district may hire and place a noncertificated employee into service before receiving the results of the mandatory fingerprint check or a fingerprint clearance card has been issued or denied. However, until fingerprint clearance has been received, an applicant who is required or allowed to have unsupervised contact with pupils cannot be hired and placed into service until:

A. The District documents in the applicant's file the necessity for hiring and placing the applicant into service before a fingerprint check can be completed or a fingerprint clearance card is issued or denied.

B. The District obtains from the Department of Public Safety a statewide criminal records information check on the applicant. Subsequent criminal records checks are also required every one hundred twenty (120) days until the date that the fingerprint check is completed or the fingerprint clearance card is issued or denied.

C. The District obtains references from the applicant's current employer and two (2) most recent previous employers, except that for applicants who have been employed for at least five (5) years by the most recent employer, only references from that employer are required.

D. The District provides general supervision of the applicant until the date the fingerprint check is completed or the fingerprint clearance card is issued or denied.

Upon recommendation for employment the District shall confirm employment authorization and employment eligibility verification by participating in the E-Verify program of the Department of Homeland Security's (DHS) U.S. Citizenship and Immigration Services Bureau (USCIS) and the Social Security Administration (SSA). The District will then complete the Form I-9 as required and maintain the form with copies of the necessary documents and documentation of the authorization and verification pending any inquiry.

The District reports to the Superintendent of Public Instruction on June 30 and December 31 the number of applicants hired prior to the completion of a fingerprint check or the issuance of a fingerprint clearance card and the number of applicants for whom fingerprint checks or fingerprint clearance cards have not been received after one hundred twenty (120) days and after one hundred seventy-five (175) days of hire.

The District may provide information received as a result of a fingerprint check required by section 15-512 to any other school district if requested to do so by the person who was the subject of the fingerprint check or communicate to any school district if requested to do so by the person who applied for a fingerprint clearance card whether the person has been issued or denied a fingerprint clearance card. A copy of any written communication regarding employment must be sent by the employer providing the information to the former employee's last known address.

Any person who permits unauthorized access to criminal history record information, releases criminal history record information, or procures the release or uses criminal history record information other than in accord with A.R.S. 41-1750 is guilty of a class 6 felony.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

13-3716

15-153

15-502

15-505

15-512

23-211

23-212

23-1361

38-201

38-481

41-1756

CROSS REF.:

GDFA - Support Staff Qualifications and Requirements
(fingerprinting requirements)

**IC ©
SCHOOL YEAR**

The school year shall be not less than one hundred eighty (180) instructional days.

Each instructional day shall consist of not less than the minimum amount of time prescribed in A.R.S. 15-901 for each respective program level. ~~Variance from this requirement may be sought under A.R.S. 15-861~~

The school district or charter school may satisfy any of the time and hours requirements prescribed in statute in any manner prescribed in the district's or charter school's instructional time model adopted under section 15-901.08.

Except as may be otherwise authorized by the Superintendent of Public Instruction to accommodate a year-round school operation or as otherwise prescribed under an instructional time model adopted pursuant to A.R.S. 15-901.08, the school year begins July 1 and ends June 30, and a school month is twenty (20) school days or four (4) weeks of five (5) days each.

Notwithstanding any other law, for the purposes of meeting the instructional time and instructional hours requirements prescribed in A.R.S. 15-808 and A.R.S. 15-901, a school district governing board, after at least two (2) public hearings in the school district, or a charter school governing body for one (1) or more schools may adopt any instructional time models (ITM) as prescribed in A.R.S. 15-901 to meet the minimum annual instructional time and instructional hours requirements prescribed in A.R.S. 15-808 and A.R.S. 15-901 for all of the purposes described in A.R.S. 15-901.08.

The Board shall establish the school calendar each year after recommendations from the Superintendent.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-341.01 (Laws 2000, 5th S.S., Ch 1 § 54)

15-801

15-854

15-855

~~15-861~~

15-881

15-901

15-901.08

**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, 202~~1~~2, 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.

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 falls on a Saturday, Sunday or other day when a public school is not in session, the preceding or following school day shall be observed in the public school as the holiday

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

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

1-319

15-203

15-211

15-219

15-341

15-501.01

15-701

15-701.01

15-704

15-710

15-741.01

15-802

A.A.C.

R7-2-301 *et seq.*

CROSS REF.:

IJNDB - Use of Technology Resources in Instruction

IHA-E ©

EXHIBIT

BASIC INSTRUCTIONAL PROGRAM

Reading

For students in kindergarten (K) and grades one (1) through three (3), the District shall:

- A. select and administer screening, ongoing diagnostic and classroom based instructional reading assessments, including motivational assessments, as defined by the State Board of Education;
- B. conduct a curriculum evaluation;
- C. adopt a scientifically based reading curriculum including the essentials of reading instruction;
- D. provide ongoing teacher training based on scientifically based reading research;
- E. devote reasonable amounts of time to explicit instruction and independent reading;
- F. provide intensive reading instruction as defined by the State Board of Education to each student who does not meet or exceed the Arizona standards; and
- G. review its reading program and take corrective action as specified by the State Board of Education whenever more than twenty percent (20%) of the third (3rd) grade students do not meet the Arizona standards.
- H. ensure that on or before July 1, 2021~~2~~, 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.
- I. ensure that, within forty-five (45) calendar days after the beginning of each school year or within forty-five (45) calendar days after a student enrollment occurs after the first (1st) day of school, every student who is enrolled in a kindergarten program or grade one in a public school in this state is screened for indicators of dyslexia, using the Department of Education (D.O.E.) dyslexia screening plan (the screening for indicators of dyslexia may be integrated with reading proficiency screenings as prescribed by the D.O.E.);

J. provide notifications to parents of students who are identified as having indicators of dyslexia based on a screening for indicators; and

K. ensure that screening for indicators of dyslexia includes phonological and phonemic awareness, rapid naming skills, correspondence between sounds and letters, nonsense word repetition, and sound symbol recognition.

**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.

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 districts 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.

Grades K - 8:

- ~~A. Instruction in sex education may be offered in the District in conformity with the requirements of Arizona law.~~
- ~~B. Prior to offering sex education, the Board shall establish an *ad hoc* advisory committee with membership representative of the District's 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.~~
- ~~C. The Board shall review the total instructional materials for lessons presented for approval.~~
- ~~D. The Board shall publicize and hold at least two (2) public hearings for the purpose of receiving public input at least one (1) week prior to the Board meeting at which sex education lessons will be considered for approval.~~
- ~~E. The Board shall maintain for viewing by the public the total instructional materials to be used in approved sex education lessons within the District.~~
- ~~F. The Superintendent shall, before recommending the offering of instruction in sex education, develop and implement regulations that meet the requirements of Arizona regulatory and statutory law.~~
- ~~G. If sex education is offered in grades seven (7) and eight (8) the curricula shall include instruction on the laws relating to sexual conduct with a minor.~~

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

~~Grades 9-12:~~

- ~~A. Instruction in sex education may be offered in the District in conformity with the requirements of Arizona law.~~
- ~~B. The Governing Board shall review the total instructional materials and approve all lessons in the course of study to be offered in sex education.~~
- ~~C. The Board shall maintain for viewing by the public the total instructional materials to be used in all high school sex education courses to be offered.~~
- ~~D. If sex education is offered, the curricula shall include instruction on the laws relating to sexual conduct with a minor.~~

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: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-115

15-341

15-711

15-716

A.A.C.

R7-2-303

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

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 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 ~~K~~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-eighth (1/8th) of the school year for grades kindergarten (K) through four (4).~~

4. 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 ~~K5~~ - 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.

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.

**IHAMD ©
INSTRUCTION AND TRAINING IN
SUICIDE PREVENTION**

School districts shall provide training in suicide awareness and prevention for school guidance counselors, teachers, principals and other school personnel who work with pupils in grades six through twelve (6-12). Each person who is required to obtain training shall complete that training at least once every three (3) years. The training must include the following:

- A. Training in suicide prevention.
- B. Training to identify the warning signs of suicidal behavior in adolescents and teens.
- C. Appropriate intervention and referral techniques.

The training prescribed above must use evidence-based training materials and may be provided within the framework of existing in-service training programs offered by the School District or as part of professional development activities.

School personnel, entities or any other persons are not civilly liable for any actions taken in good faith pursuant to this requirement except in cases of gross negligence, willful misconduct or intentional wrongdoing.

Student Identification Cards

The District shall include at least one (1) of the following on each new identification card issued to a student in grades nine (9) through twelve (12).

- A. The telephone number for a national suicide prevention lifeline.
- B. The telephone number for a national network of local crisis centers.
- C. A statement describing how to access a text-based emotional support service.
- D. The telephone number for a local suicide prevention hotline.

The District may include the information described by printing the information on, or by affixing a sticker that contains the information to, the identification cards.

Adopted: <-- z2AdoptionDate -->

LEGAL REF:

A.R.S.

15-120

15-160

15-341

15-701.01

CROSS REF.:

IKF - Graduation 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.

IJ ©
INSTRUCTIONAL RESOURCES
AND MATERIALS

Supplies

All students in the elementary (K-8) schools will have required textbooks and supplies furnished by the District.

The Governing Board shall furnish free required textbooks and related printed subject matter materials for high school students in grades nine (9) through twelve (12).

"Textbook" means printed instructional materials or digital content, or both, and related printed or nonprinted instructional materials, that are written and published primarily for use in school instruction and that are required by a state educational agency or a local educational agency for use by pupils in the classroom, including materials that require the availability of electronic equipment in order to be used as a learning resource.

A student or parent may purchase, at the price paid for the books, such books as are necessary for high school students. Students and their parents shall be held responsible for proper care of books and school property. Books must be kept clean and unmarked. Parents may be required to pay for any damage to school property.

The Superintendent is authorized to establish a replacement-fee schedule and make it available to students, staff members, and parents. Students and parents will be advised of this replacement-cost policy upon enrollment or at the beginning of each school year.

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.

**Access to Instructional Material
by Parents and Guardians**

The Superintendent shall establish procedures that permit parents or guardians of students enrolled in the District to have advance access to the instructional materials, learning materials and activities currently used by, or being considered for use by, the District in accordance with the terms of this policy. A parent who objects to any learning material or activity on the basis that the material or activity is harmful, because of sexual content, violent content, or profane or vulgar language, may request to withdraw that student from the activity or from the class or program in which the material is used and request an alternative assignment.

The request by the parent or guardian must be in writing and must specify the materials that the parent or guardian wishes to review.

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

Such procedures shall make available at least one (1) copy of the materials for review by the parents or guardians. Printed textbooks, printed supplementary books, and printed subject-matter materials may be checked out from the District premises by parents or guardians for periods not to exceed forty-eight (48) hours. All other materials, including films, may be reviewed only on the District premises.

Parents or guardians will be notified when and where the instructional materials may be picked up or reviewed. Materials will be made available on a first-come, first-served basis.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-102

15-113

15-341

15-342

15-721 to 15-730

CROSS REF.:

ABA - Community Involvement in Education

IJND - Technology Resources

KB - Parental Involvement in Education

IJJ ©
TEXTBOOK / SUPPLEMENTARY
MATERIALS
SELECTION AND ADOPTION

The Board will approve and adopt all new textbooks and supplementary books. The Superintendent shall establish textbook selection procedures that shall provide for the appropriate involvement of staff members, students, and community members. These procedures may provide for the establishment of textbook selection committees. Recommendations from textbook selection committees will be forwarded to the Superintendent.

Textbooks and supplementary books for common schools recommended by textbook selection committees will be placed on display in the District office for a period of at least sixty (60) days prior to the meeting at which the Board will consider their adoption.

Textbooks for high schools recommended by textbook selection committees will be placed on display in the District office for a period of at least sixty (60) days prior to the meeting at which the Board will consider their adoption. Information related to high school textbooks, which are proposed for approval, shall be placed on the District website.

In recommending books, the committees will strive for continuity of textbooks throughout the different grades and use the same book series in all classes of the same grade.

"Textbook" means printed instructional materials or digital content, or both, and related printed or nonprinted instructional materials, that are written and published primarily for use in school instruction and that are required by a state educational agency or a local educational agency for use by pupils in the classroom, including materials that require the availability of electronic equipment in order to be used as a learning resource.

Objectives of Selection

It is the responsibility of the school textbook committees to:

- A. Recommend resources that will support and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of students served.
- B. Recommend resources that will stimulate growth in factual knowledge, critical analysis of differing sides of issues, literary appreciation, aesthetic values, and recognition of various societal values.
- C. Place principle above personal opinion and reason above prejudice in the recommendation of resources of the highest quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students.

The Superintendent will establish procedures for the purchase and distribution of all necessary textbooks, supplemental books, and other related instructional materials from the adopted list free of cost to students.

Removal of Textbooks/Supplementary Materials

Textbook selection committees may recommend to the Superintendent that certain previously adopted textbooks or supplementary materials be deleted from the Board-approved list. Textbooks and supplementary materials will not be deleted without the approval of the Board.

Disposal of Learning Materials

The Board authorizes the Superintendent to establish regulations for the disposal of surplus or outdated learning materials when it has been determined that the cost of selling such materials equals or exceeds estimated market value of the learning materials.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-203

15-342

15-721

15-722

15-726

CROSS REF.:

DN - School Properties Disposition

IJL - Library Materials Selection and Adoption

KEC - Public Concerns/Complaints about Instructional Resources

IKE-RB ©

REGULATION

**PROMOTION AND RETENTION
OF STUDENTS**

**Competency Requirements
for Promotion of Students
from Third Grade**

The District shall identify each student who is at risk of reading below grade level in kindergarten and grades one (1), two (2), and three (3). The District shall provide an annual specific written notification to parents or guardians of students in kindergarten programs and first (1st), second (2nd) and third (3rd) grades that a student who obtains a score on the reading portion of the state-wide assessment that does not demonstrate sufficient reading skills as established by the Board will not be promoted from the third (3rd) grade.

If the student's school has determined that the student is substantially deficient in reading before the end of grade three (3), the District shall provide to the parent or guardian of that student a specific written notification of the reading deficiency that includes within three (3) weeks after identifying the reading deficiency. That notification shall include the following information:

- A. A Description of the student's specific individual needs.
- B. A description of the current reading services provided to the student.
- C. A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies. The District shall offer more than one (1) evidence-based intervention strategy and more than one (1) remedial strategy developed by the State Board of Education for pupils with reading deficiencies. The notification shall list the intervention and remedial strategies offered and shall instruct the parent or guardian to choose, in consultation with the student's teacher, the most appropriate strategies that will be implemented for the student.
- D. Parental/guardian strategies to assist the student to attain reading proficiency.
- E. The frequency with which the school district or charter school will provide timely updates and information to the parent on the pupil's progress toward reading proficiency.
- F. A statement that the pupil will not be promoted from the third grade if the pupil obtains a score on the reading portion of the state-wide assessment that demonstrates the pupil is reading far below the third-grade level does not demonstrate sufficient reading skills, unless the pupil is exempt from mandatory retention in grade three or the pupil qualifies for an exemption.
- FG. A description of the District policies on midyear promotion to a higher grade.

Competency requirements for the promotion of a student from the third (3rd) grade shall include the following:

A. The student shall not be promoted from the third (3rd) grade if the pupil obtains a score on the reading portion of the state-wide assessment required test that does not demonstrate sufficient reading skills as established by the Board, unless the student is exempt from mandated retention or the pupil qualifies for an exemption as determined by the Governing Board.

B. The Governing Board may promote from the third (3rd) grade a pupil who does not demonstrate sufficient reading skills if the pupil:

1. is an English learner or a limited proficient student as defined in section 15-751 and has had fewer than two (2) years of English language instruction.

2. is in the process of a special education referral or evaluation for placement in special education or a pupil who has been diagnosed as having a significant reading impairment, including dyslexia or is a child with a disability as defined in section 15-761 if the pupil's individualized education program team and the pupil's parent or guardian agree that promotion is appropriate based on the pupil's individualized education program. "Dyslexia" as defined in section 15-701 means a brain-based learning difference that impairs a person's ability to read and spell, that is independent of intelligence and that typically causes a person to read at levels lower than expected.

3. has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the third-grade reading standards as evidenced through a collection of reading assessments approved by the State Board of Education, which includes an alternative standardized reading assessment approved by the State Board

4. receives intervention and remedial services during the summer or subsequent school year pursuant to those indicated below under "Intervention and Remedial Strategies Developed by the State Board of Education" and demonstrates sufficient progress based on guidelines issued pursuant to the description of the school district or charter school policies on midyear promotion to a higher grade.

C. The student has demonstrated reading proficiency on an alternate assessment approved by the State Board of Education (SBE).

A pupil may not be retained if data regarding the pupil's performance on the state-wide assessment is not available before the end of the current academic year. A pupil who is not retained due to the unavailability of test data must receive evidence-based intervention and remedial strategies as in the section immediately below if the third-grade assessment data subsequently does not demonstrate sufficient reading skills.

***Intervention and Remedial Strategies Developed by
the State Board of Education (SBE) for Students
Who Are Not Promoted from the Third Grade***

The Governing Board shall offer more than one (1) of the intervention and remedial strategies developed by the SBE. The parent or guardian of a student not promoted from the third (3rd) grade and the student's teacher(s) and principal may choose the most appropriate intervention and remedial strategies that will be provided to that student. The intervention and remedial strategies developed by the SBE shall include:

- A. A requirement the student be assigned for evidence-based reading instruction by a different teacher who was designated in that teacher's most recent performance evaluation in one (1) of the top two (2) performance classifications pursuant to section 15-203.
- B. Summer school reading instruction.
- C. Intensive reading instruction in the next academic year that occurs before, during, or after the regular school day, or any combination of before, during and after the regular school day.
- D. Small group and teacher-led evidence-based reading instruction, which may include computer-based or online reading instruction.
- E. A requirement that a school district governing board or charter school governing body that promotes a pupil pursuant to the above provide annual reporting to the Department of Education on or before October 1 that includes information on the total number of pupils subject to the retention provisions of Policy IKE and this regulation, the total number of students promoted pursuant to Policy IKE and this regulation, the total number of pupils retained in grade three (3) and the interventions administered.

The intervention and remedial strategies developed by the SBE shall also:

- A. Provide for universal screening of pupils in preschool programs, kindergarten programs and grades one (1) through three (3) that is designed to identify students who have reading deficiencies in accordance with A.R.S. 15-704.
- B. Develop interventions and remedial strategies for pupils in kindergarten programs and grades one (1) through three (3) who are identified as having reading deficiencies pursuant to section 15-704.

**JFAA ©
ADMISSION OF
RESIDENT STUDENTS**

A student who is a resident of the District and who meets the applicable age requirements established by state law shall be admitted without payment of tuition to the school in the attendance area in which the student resides and may be admitted as a resident transfer student to another school in the District in accordance with the District's open enrollment policy.

The following students are residents of the District:

A. A student who is in the legal custody of a natural or adoptive parent or other person to whom custody has been granted by a court order and who resides with the parent or other person in the District.

B. A student who is an emancipated minor and whose place of residence is in the District. When determining whether a minor is emancipated, the Superintendent will consider such factors as whether the student is married, financially independent, and residing away from the family domicile with parental consent.

C. A student who is eighteen (18) years of age or older and whose place of residence is in the District.

D. A student who is homeless, and who attended a school in the District at the time of becoming homeless.

E. A student who resides with a family member living in the District while awaiting the outcome of a legal guardianship or custody proceeding if the family provides written documentary proof in accord with 15-821(D).

F. A student whose parent is transferred to or is pending transfer to a military installation within this state while on active military duty pursuant to an official military order. The parent shall provide proof of residency in the District to the local education agency within ten (10) days after the arrival date provided on official documentation.

The residency of a student, natural or adoptive parent, or other person to whom custody of the student has been granted by court order shall be based upon evidence of the individual's physical presence and intent to remain in the District. Such evidence of residency may be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. 15-802(B) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school.

The documentation required by A.R.S. 15-802 *must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule. PROOF OF RESIDENCY IS NOT REQUIRED FOR HOMELESS STUDENTS.*

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi-generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide *one (1)* of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

- A. Valid Arizona driver's license, Arizona identification card
- B. Valid Arizona motor vehicle registration
- C. Valid Arizona Address Confidentiality Program (ACP) authorization card.

A public school shall accept the substitute address as the address of record and shall verify student enrollment eligibility through the Secretary of State. The Secretary of State shall facilitate the transfer of student records from one school to another.

- D. Property deed
- E. Mortgage documents
- F. Property tax bill
- G. Rental agreement or lease (including Section 8 agreement or off-base military housing)
- H. Utility bill (water, electric, gas, cable, phone)
- I. Bank or credit card statement
- J. W-2 wage statement
- K. Payroll stub
- L. Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe located in Arizona

M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)

N. A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.

O. Temporary on-base billeting facility (for military families)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must have an *affidavit of shared residency* form completed indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence. (JFAA-EB)

Use of and Retention of Documents by Schools

School officials must *retain a copy* of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-802

15-816 *et seq.*

15-821

15-823

15-823.01

15-824

41-166

41-5001

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

42 U.S.C. 11432

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

CROSS REF.:

IKEB - Acceleration

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

JFAA-EA ©

EXHIBIT

**ADMISSION OF
RESIDENT STUDENTS**

ARIZONA RESIDENCY DOCUMENTATION FORM

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.

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

_____ Temporary on-base billeting facility (for military families)

_____ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit. (JFAA-EB)

Signature of Parent/Legal Guardian

Date

**Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019**

JFAA-EB ©

EXHIBIT

**ADMISSION OF
RESIDENT STUDENTS**

**STATE OF ARIZONA
AFFIDAVIT OF SHARED RESIDENCE**

Student Name: _____

Parent/Legal Guardian Name: _____

School Name: _____

School District or Charter Holder: _____

Name of Arizona Resident: _____

I, (resident name) _____, swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me: _____

Location of my residence: _____

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

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

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.

Printed Name of Affiant: _____

Signature of Affiant: _____

Acknowledgement

State of Arizona

County of _____

The foregoing was acknowledged before me this ____ day of _____, 20____,

By _____.

My Commission Expires

Notary Public

**Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019**

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

**JFAB ©
TUITION / ADMISSION OF
NONRESIDENT STUDENTS**

For purposes of open enrollment a "nonresident pupil" means a student who resides in this state and who is enrolled in or is seeking enrollment in a school district other than the school district in which the student resides. A student who is not a resident of the District but is a resident of Arizona who meets the age and other requirements for open enrollment established by state law and District policy shall be admitted to a school without payment of tuition.

A student shall also be admitted to a school *without tuition* payment, if:

A. The student is the child of a United States resident who is not a resident of Arizona, if this is in the best interest of the student and the student is placed with a relative per A.R.S. 15-823 and the placement is not to avoid tuition payment.

B. The student is a resident of the United States and evidence indicates that because the parents are homeless or the child is abandoned, as defined in A.R.S. 8-201, the child's physical, mental, moral or emotional health is best served by placement with a person who does not have legal custody of the child and who is a resident within the school district, unless it is determined that the placement is solely for the purpose of obtaining an education in this state without payment of tuition. ***PROOF OF RESIDENCY IS NOT REQUIRED FOR HOMELESS STUDENTS.***

C. The student presents a certificate of educational convenience issued by the County School Superintendent pursuant to A.R.S. 15-825.

D. The student is a child of a nonresident teaching or research faculty member of a community college district or state university or a nonresident graduate or undergraduate student of a community college district or state university whose parent's presence at the district or university is of international, national, state, or local benefit.

The District shall admit the following students, *charging tuition* as prescribed in statute:

A. The child of an Arizona resident who is not a resident of the District, if the District provides a high school and the student is a resident of an Arizona common school district that is not in a high school district and that does not offer instruction in the student's grade. Special circumstances may apply in accordance with A.R.S. 15-2041 after three hundred fifty (350) students have been admitted.

B. For an Arizona resident who is not a resident of the District, if the district of residence provides only financing for students who are instructed by another school district and for students from a unified district that does not offer instruction in the student's grade.

C. A pupil who is issued a certificate of educational convenience to attend school in the School District or adjoining the school district to that in which the pupil is placed by an agency of this state or a state or federal court of competent jurisdiction, as provided in A.R.S. 15-825.

The District shall admit a pupil who is the resident of a school district that has entered into a voluntary agreement with the District, charging tuition as agreed to in accordance with A.R.S. 15-824(E)(3).

The Governing Board may admit children who are residents of the United States, but who are nonresidents of this state, without payment of tuition if all of the following conditions exist:

A. The child is enrolled in a year-round residential boarding academy located in this state specializing in intensive instruction and skill development in sports, music or acting.

B. The child's parents have executed a current notarized guardianship agreement covering the child while enrolled at the academy, which is a condition of enrollment at the academy and authorizes academy representatives to act on the child's parent's or legal guardian's behalf in making all decisions on a daily basis as to the child's activities and needs for medical, educational and other personal issues.

The District may admit nonresident foreign exchange students without payment of tuition, or as it may otherwise prescribe.

The District shall not include in its student membership count students who are not Arizona residents. Unless authorized by statute, the District is prohibited from obtaining state funding for any student who is not a resident of the state.

"Residence" Defined

The residence of a student is the residence of the person having legal custody of the student, except as provided in A.R.S. 15-823 through A.R.S. 15-825.

Residency of the parent/guardian or surrogate may be determined by showing the individual's presence and intent to remain in the District. Documentation of residency may be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. 15-802(B) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school.

The documentation required by A.R.S. 15-802 *must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule.*

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi-generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must have an *affidavit of shared residency* form completed indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide *one (1)* of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

- A. Valid Arizona driver's license, Arizona identification card
- B. Valid Arizona motor vehicle registration
- C. Valid Arizona Address Confidentiality Program (ACP) authorization card.

A public school shall accept the substitute address as the address of record and shall verify student enrollment eligibility through the Secretary of State. The Secretary of State shall facilitate the transfer of student records from one school to another.

- D. Property deed
- E. Mortgage documents
- F. Property tax bill
- G. Rental agreement or lease (including Section 8 agreement or off-base military housing)
- H. Utility bill (water, electric, gas, cable, phone)
- I. Bank or credit card statement
- J. W-2 wage statement
- K. Payroll stub
- L. Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe
- M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)
- N. A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.

- Q. Temporary on-base billeting facility (for military families)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence.

Use of and Retention of Documents by Schools

School officials must *retain a copy* of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the school official prior to filing.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

8-201

15-802

15-816 through 15-816.07

15-821

15-823 through 15-825

41-166

41-5001

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

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

JFAB-EA ©

EXHIBIT

**TUITION / ADMISSION OF
NONRESIDENT STUDENTS**

ARIZONA RESIDENCY DOCUMENTATION FORM

Student _____ School _____

School District or Charter Holder _____

Parent/Legal Guardian _____

As the Parent/Legal Guardian of the Student, I attest that I am a resident of the State of Arizona and submit in support of this attestation a copy of the following document that displays my name and residential address or physical description of the property where the student resides:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

_____ A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.

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

_____ Temporary on-base billeting facility (for military families)

_____ I am currently unable to provide any of the foregoing documents. Therefore, I have provided an original affidavit signed and notarized by an Arizona resident who attests that I have established residence in Arizona with the person signing the affidavit. (JFAB-EB)

Signature of Parent/Legal Guardian

Date

**Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019**

JFAB-EB ©

EXHIBIT

**TUITION / ADMISSION OF
NONRESIDENT STUDENTS**

**STATE OF ARIZONA
AFFIDAVIT OF SHARED RESIDENCE**

Student Name: _____

Parent/Legal Guardian Name: _____

School Name: _____

School District or Charter Holder: _____

Name of Arizona Resident: _____

I, (resident name) _____, swear or affirm that I am a resident of the State of Arizona and that the persons listed below reside with me at my residence, described as follows:

Persons who reside with me: _____

Location of my residence: _____

I submit in support of this attestation a copy of the following document that displays my name and current residence address or physical description of my property:

_____ Valid Arizona driver's license, Arizona identification card or motor vehicle registration

_____ Valid Arizona Address Confidentiality Program (ACP) authorization card

_____ Real estate deed or mortgage documents

_____ Property tax bill

_____ Residential lease or rental agreement

_____ Water, electric, gas, cable, or phone bill

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

_____ Bank or credit card statement

_____ W-2 wage statement

_____ Payroll stub

_____ Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe in Arizona

_____ Documentation from a state, tribal or federal government agency (Social Security Administration, Veteran's Administration, Arizona Department of Economic Security)

_____ A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.

Printed Name of Affiant: _____

Signature of Affiant: _____

Acknowledgement

State _____ of _____ Arizona
County of _____

The foregoing was acknowledged before me this ____ day of _____, 20____,

By _____.

My Commission Expires

Notary Public

**Arizona Department of Education
Arizona Residency Guidelines
REVISED April 24, 2019**

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

**JFB ©
OPEN ENROLLMENT**

The District has an open-enrollment program as set forth in A.R.S. 15-816 and A.R.S.15-816.01 *et seq.* The open enrollment program described in this policy shall be placed on the District website and made available to the public on request.

No tuition shall be charged for open enrollment, except as authorized by applicable provisions of A.R.S. 15-764, 15-797, 15-823, 15-824, and 15-825.

School District policies shall include the information required by A.R.S. 15-816.01 (I) that is needed to request enrollment and that is consistent with guidance and state and federal law regarding pupil privacy and civil rights, and information regarding the provision of transportation or resources for transportation.

The policies must be easily accessible from the home page on each school's website and be available in English and in Spanish or in any other language used by a majority of the populations served by the school or School District.

A school district shall update on each school's website the school's capacity and whether the school is currently accepting open enrollment students, by grade level, at least once every twelve (12) weeks unless there are no changes to report for the individual school.

If a school has any other separate capacity by specialized program, the information required pursuant to this subsection shall also be posted by specialized program.

Schools shall accept pupils throughout the school year as capacity allows. Pupils who are denied access due to capacity shall be informed that they are on a wait list and of the details regarding the process prescribed in A.R.S. 15-816.01(E).

Pupils shall be selected as seats become available.

A school district shall enroll at any time any resident pupil who applies for enrollment to the school district.

A school district shall give enrollment preference to and reserve capacity for all of the following:

- A. Resident pupils.
- B. Pupils returning to the school from the prior year.
- C. Siblings of pupils already enrolled.

A school district may give enrollment preference to children who:

- A. Are in foster care.

B. Meet the definition of unaccompanied youth prescribed in the McKinney-Vento Homeless Assistance Act (P.L. 100-77; 101 Stat. 482; 42 United States Code Section 11434a).

C. Attend a school that is closing.

If a school remains open as part of a boundary change and capacity is available, students assigned to a new attendance area may stay enrolled in their current school.

A school district may give enrollment preference to and reserve capacity for all of the following:

A. Pupils who are children of persons who are employed by or at a school in the School District.

B. Resident transfer pupils and their siblings.

C. Pupils who meet additional criteria established and published by the School District Governing Board.

If remaining capacity at a school, as determined by the School District Governing Board, is insufficient to enroll all pupils who submit a timely request, the school or School District shall select pupils through an equitable selection process such as a lottery (but not limited to a lottery), except that preference shall be given to the siblings of a pupil selected through an equitable selection process such as a lottery.

Except as provided in A.R.S. 15-816.01, a school that is operated by a school district may not limit admission based on any of the following:

A. Ethnicity or race.

B. National origin.

C. Sex.

D. Income level.

E. Disability.

F. Proficiency in the English language.

G. Athletic ability.

Definition

Resident transfer pupil means a resident pupil who is enrolled in or seeking enrollment in a school that is within the school district - but outside the attendance area - of the pupil's residence.

Nonresident pupil means a pupil who resides in this state and who is seeking enrollment in a school district other than the school district in which the pupil resides.

Enrollment Options

District resident pupils may enroll in another school district. Nonresident pupils may enroll in schools within this District, subject to the procedures that follow.

Information and Application

The Superintendent shall prepare a written information packet concerning the District's application process, standards for acceptance or rejection, and policies, regulations, and procedures for open enrollment. The packet will be made available to everyone who requests it.

The information packet shall include the enrollment application form and shall advise applicants that they must submit enrollment applications on or before _____ of each year to be considered for enrollment during the following school year.

Capacity

The Superintendent shall annually estimate how much excess capacity may exist to accept transfer pupils. The estimate of excess capacity shall be made for each school and grade level and shall take into consideration:

- A. District resident pupils, including those issued certificates of educational convenience and those required to be admitted by statute.
- B. The enrollment of eligible children of persons who are employed by the District.
- C. Resident transfer pupils who were enrolled in the school the previous year.
- D. Nonresident pupils who were enrolled in the school the previous year.

The Governing Board shall make the final determination of excess capacity. The excess-capacity estimates shall be made available to the public in _____ of each year.

Enrollment Priorities

If the Governing Board has determined that there is excess capacity to enroll additional pupils, such pupils shall be selected on the basis of designated priority categories from the pool of pupils:

- A. Who have properly completed and submitted applications; and
- B. Who meet admission standards.

Enrollment priorities and procedures for selection shall be in the order and in accordance with the following:

A. Enrollment preference shall be given to resident transfer pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

B. Enrollment preference shall be given to nonresident pupils who were enrolled in the school the previous year and any sibling who would be enrolled concurrently with such pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

C. Enrollment preference shall be given to resident transfer pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

D. Enrollment preference shall be given to nonresident pupils who were not enrolled in the school the previous year. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

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

Admission Standards

A school district may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

Notification

The District shall notify the emancipated pupil, parent, or legal guardian in writing by _____ whether the applicant has been accepted, placed on a waiting list pending the availability of capacity, or rejected. The District shall also notify the resident school district of an applicant's acceptance or placement on a waiting list. If the applicant is placed on a waiting list, the notification shall inform the emancipated pupil, parent, or legal guardian of the date when it will be determined whether there is capacity for additional enrollment in a school. If the pupil's application is rejected, the reason for the rejection shall be stated in the notification.

As provided by A.R.S. 15-816.07, the District and its employees are immune from civil liability for decisions relative to the acceptance or rejection of the enrollment of a nonresident student when the decisions are based on good faith application of this policy and the applicable statutory requirements and standards.

Transportation of Students Admitted Through Open Enrollment

A resident transfer student is eligible for District transportation on routes within the attendance boundaries of the school to which the student has been accepted for open enrollment transfer. It is the responsibility of the parents or guardians of the resident transfer student to have the student at a designated pickup point within the receiving school's transportation area.

Nonresident open enrollment students are eligible for District transportation from a designated pickup point on a bus route serving the attendance area of the school to which the student has been admitted, or as may be otherwise determined by the District.

The District *may* provide transportation for open enrollment nonresident students who meet the economic eligibility requirements established under the national school lunch and child nutrition acts for free or reduced price lunches:

- A. of not more than ~~twenty (20)~~ thirty (30) miles to and from:
 - 1. the school of attendance, or
 - 2. a pickup point on a regular District transportation route, or
 - 3. for the total miles traveled each day to an adjacent district.

The District *shall* provide transportation for nonresident transfer students with disabilities whose individualized education program (IEP) specifies that transportation is necessary for fulfillment of the program:

- A. of not more than ~~twenty (20)~~ thirty (30) miles to and from:
 - 1. the school of attendance, or
 - 2. a pickup point on a regular District transportation route, or
 - 3. for the total miles traveled each day to an adjacent district.

Exception

Should there be excess capacity remaining for which no applications were submitted by the date established, the Superintendent, upon approval by the Board, shall authorize additional enrollment of nonresident pupils:

- A. Up to the determined capacity.
- B. On the basis of the order of the completed applications submitted after the notification date established in this policy.
- C. Without regard to enrollment preference.

D. As long as admission standards are met.

E. ~~Whose applications are submitted by _____.~~

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

8-371

15-341

15-764

15-797

15-816 *et seq.*

15-823

15-824

15-825

15-841

15-922

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.:

EEAA - Walkers and Riders

IIB - Class Size

JF - Student Admissions

JFAA - Admission of Resident Students

JFAB - Admission of Nonresident Students

JFABD - Admission of Homeless Students

JFABDA - Admission of Students in Foster Care

JG - Assignment of Students to Classes and Grade Levels

**JK ©
STUDENT DISCIPLINE**

The Superintendent shall recommend policies and develop procedures for the discipline of students that comply with A.R.S. 15-843. These policies and procedures will apply to all students traveling to, attending, and returning from school, and while visiting another school or at a school-sanctioned activity, or in any other situation in which the District may lawfully exercise its authority to discipline a student. When suspension or expulsion is involved, notice, hearing, and appeal procedures shall conform to applicable legal requirements.

The discipline, suspension and expulsion of pupils shall not be based on race, color, religion, sex, disability, national origin, ancestry or any other unlawful reason. A substantial or deliberate failure to comply with the prohibition against race, color, religion, sex, disability, national origin, ancestry or any other unlawful reason may subject the District to the loss of funds imposed by A.R.S. 15-843.

Unless required by A.R.S. 15-841(G), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

A. The pupil is seven (7) years of age or older.

B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:

1. Involves the possession of a dangerous weapon without authorization from the school.

2. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. 13-3401 or a narcotic drug as defined in A.R.S. 13-3401 or a violation of A.R.S. 13-3411.

3. Immediately endangers the health or safety of others.

4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:

a. The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.

b. The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.

c. The pupil's parent or guardian was notified and consulted about the ongoing behavior.

d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.

C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."

D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.

E. The School District or Charter School, by policy, provides for both:

1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.

2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

A. Has been documented by the school.

B. Prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.

C. Is unresponsive to targeted interventions as documented through an established intervention process.

The principal of each school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion of pupils are distributed to the parents of each pupil at the time the pupil is enrolled in school.

The principal of each school shall ensure that all rules pertaining to the discipline, suspension, and expulsion of pupils are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

Information concerning a student's disciplinary record will be held in the strictest confidence.

Disciplinary actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.

Temporary Removal

Teachers are authorized to temporarily remove a student from a class. A teacher may temporarily remove a student to the principal, or to a person designated by the school administrator, in accord with:

- A. Rules established for the referral of students.
- B. The conditions of A.R.S. 15-841, when applicable.

The Superintendent shall establish such rules as are necessary to implement the temporary removal procedure.

Confinement

If confinement is authorized by the Governing Board, in accordance with A.R.S. 15-843, the Superintendent shall ensure that disciplinary policies involving the confinement of pupils left alone in an enclosed space shall include the following:

- A. A process for prior written parental notification that confinement may be used for disciplinary purposes that is included in the pupil's enrollment packet or admission form.
- B. A process for written parental consent before confinement is allowed for any pupil in the School District. The policies shall provide for an exemption to prior written parental consent if a school principal or teacher determines that the pupil poses imminent physical harm to self or others. The school principal or teacher shall make reasonable attempts to notify the pupil's parent or guardian in writing by the end of the same day that confinement was used.

Schools are not prohibited from adopting policies which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others and defense of property (A.R.S. 15-843(B)(3)).

Threatened an Educational Institution

Threatened an educational institution means to interfere with or disrupt an educational institution as found in A.R.S. 15-841 and 13-2911. A student who is determined to have threatened an educational institution shall be expelled from school for at least one (1) year except that the District may modify this expulsion requirement for a pupil on a case-by-case basis and may reassign a pupil subject to expulsion to an alternative education program if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. The District may require the student's parent(s) to participate in mediation, community service, restitution or other programs with the student as a condition to the reassignment of the pupil to an alternative education program.

Regulating Off-Campus Speech

While the District may regulate certain types of off-campus student speech, it must be mindful of student rights of expression under the First Amendment.

Circumstances that may implicate the District's off-campus regulatory interests include, but are not limited to:

- A. Serious or severe bullying or harassment targeting particular individuals.
- B. Threats aimed at teachers or other students.
- C. The failure to follow rules concerning:
 - 1. Lessons.
 - 2. The writing of papers.
 - 3. The use of computers.
 - 4. Participation in other online school activities.
- D. Breaches of school security devices.

The District may take affirmative steps to work with the student, short of discipline, to engage in future respectful and accountable digital citizenship.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

13-403 *et seq.*

13-2911

13-3401

13-3411

15-105

15-341

15-342

15-841

15-842

15-843

15-844

CROSS REF.:

GBEB - Staff Conduct

JIC - Student Conduct

JKA - Corporal Punishment

JKD - Student Suspension

JKE - Expulsion of Students

JLDB - Restraint and Seclusion

JKD ©
STUDENT SUSPENSION

A student may be removed from contact with other students as a temporary measure.

The authority to suspend a student for up to ten (10) days, after an informal hearing is held, rests with the Superintendent, principal, or other school officials granted this power by the Governing Board of the School District. If a danger to students or staff members is present, the Superintendent may immediately remove the student from school, with prior contact with the parents and with a notice and hearing following as soon as practicable. Each suspension shall be reported to the Governing Board, within five (5) days, by the person imposing it. [A.R.S. 15-843]

In all cases, except summary suspension where a clear and present danger is evident, the student shall remain in school until applicable due process procedures are instituted. In *no* instance shall students be released early from school unless parents have been notified.

Suspension of pupils in a kindergarten program and grades one (1) through four (4) must comply with A.R.S. 15-843(K), as follows:

Unless required by A.R.S. 15-841(G), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

A. The pupil is seven (7) years of age or older.

B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:

1. Involves the possession of a dangerous weapon without authorization from the school.

2. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. 13-3401, or a narcotic drug as defined in A.R.S. 13-3401 or a violation of A.R.S. 13-3411.

3. Immediately endangers the health or safety of others.

4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:

a. The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.

b. The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.

c. The pupil's parent or guardian was notified and consulted about the ongoing behavior.

d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.

C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."

D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.

E. The School District or Charter School, by policy, provides for both:

1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.

2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

A. Has been documented by the school.

B. Prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.

C. Is unresponsive to targeted interventions as documented through an established intervention process.

The Superintendent may designate a hearing officer for suspension hearings.

Regular Education Students

Suspension for ten days or less:

A. *Step 1:* The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

1. After having received notice, the student will be asked for an explanation of the situation.
2. The authorized District personnel shall make reasonable efforts to verify facts and statements prior to making a judgment.

B. *Step 2:* Following Step 1:

1. Provided that a written record of the action taken is kept on file, authorized District personnel may:

- a. Suspend the student for up to ten (10) days.
- b. Choose other disciplinary alternatives.
- c. Exonerate the student.
- d. Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.

2. When suspension is involved:

- a. A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
- b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.

3. No appeal is available from a short-term suspension.

Suspension for over ten days:

A. *Step 3:* If the offense is one that could result in a suspension of over ten (10) days, in addition to Step 1 and Step 2 a formal hearing will be arranged and conducted by a hearing officer or by the Superintendent.

B. *Step 4:* A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following information:

1. The charges and the rule or regulation violated.
2. The extent of the punishment to be considered.
3. The date, time, and place of the formal hearing.
4. A designation of the District's witnesses.
5. That the student may present witnesses.
6. That the student may be represented by counsel at student's expense.
7. If a hearing officer has been designated, the name of the hearing officer.

C. *Step 5*: A formal hearing will be held, during which the student will be informed of the following:

1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
2. The student is entitled to a statement of the charges and the rule or regulation violated.
3. The student may be represented by counsel, without bias to the student.
4. The student may present witnesses.
5. The student or counsel may cross-examine witnesses presented by the District.
6. The burden of proof of the offense lies with the District.
7. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
8. The District has the right to cross-examine witnesses and may be represented by an attorney.

D. *Step 6*: The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.

2. The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment.

3. The decision of the Board is final.

Special Education Students

Suspension for ten days or less. Short-term suspension (ten [10] days or less) may be used for special education students for disciplinary reasons on the same basis as for a regular education student. (It is not considered a change of placement.)

A. *Step 1:* The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

1. After having received notice, the student will be asked for an explanation of the situation.

2. The authorized District personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment.

B. *Step 2:* Following Step 1:

1. Provided that a written record of the action taken is kept on file, authorized District personnel may:

a. Suspend the student for up to ten (10) days.

b. Choose other disciplinary alternatives.

c. Exonerate the student.

d. Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.

2. When suspension is involved:

a. A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.

b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.

3. No appeal is available from a short-term suspension.

Suspension for over ten days

If a special education student is recommended for a suspension of more than ten (10) days during the school year (a possible change in placement), a manifestation determination conference must be held.

A. *Step 3:* A recommended suspension of a special education student for more than ten (10) consecutive days, or a series of suspensions totaling more than ten (10) days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability.

B. *Step 4:* If the offense is not a manifestation of the disability of the student, the student may be suspended by following the District policies for students in general, provided that educational services are continued during the period of disciplinary removal for a student with a disability qualified under the Individuals with Disabilities Education Act (IDEA). A student with a disability qualified for educational services under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, and not qualified under IDEA, may be suspended or expelled from school, and educational services may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services.

C. *Step 5:* If the behaviors are a manifestation of the disability of the student, the District may not extend the suspension of the student beyond the initial ten (10) school days.

An exception to the above allows for an IDEA qualified student to be given a change in placement to an interim alternative educational setting for not more than forty-five (45) days, in accord with federal law and regulation, if the removal is for IDEA defined drug or weapons offenses or is based upon a due process hearing officer's determination that injury to the child or another is substantially likely if current placement is maintained.

Any interim alternative educational setting must be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP; and include services and modifications which are designed to prevent the behaviors for which the placement was made from recurring. (*Caution:* refer to IDEA statutes and regulations before implementing the exception.)

Alternative to Suspension

Students meeting the following requirements may participate in an alternative to suspension program described below at the determination of the Superintendent:

A. Suspension from school has been determined as the punishment for an offense and any appeal has been denied.

B. The immediate suspension was not due to:

1. Fighting or engaging in violent behavior
2. Threatening an educational institution
3. Selling, using or possessing weapons, firearms, explosives, or dangerous instruments
4. Making a bomb threat
5. Engaging in arson

C. The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.

D. The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent or guardian.

E. The student and parent or guardian has received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety should the student violate the conditions or requirements of the Alternative to Suspension Program. (*Note: Follow appropriate dismissal procedures.*)

F. Parent(s) or guardian(s) shall agree to participate by:

1. Providing transportation as necessary to and from the program location.
2. Furnishing meals prepackaged or purchasing same for the student.
3. Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program.

The Alternative to Suspension Program is to be one of social isolation. It shall be discipline intensive, requiring academic work and as determined may involve community service, groundskeeping, and litter control. Parents will participate by providing support and supervision.

A. Students will be isolated from others by means of barriers or distance at a location determined by the District. No participation in any school sponsored activity will be permitted during the program.

B. Communication by students with others will be limited to adult District staff or as directed by the adult supervisor on duty.

C. Ordered study time will be established for each student consistent with the number of classes in which the student is enrolled, divided proportionately through the academic day.

D. Students are confined to their assigned areas and seats except as designated by the supervisor. All personal maintenance will be planned and approved by the supervisor.

E. Students are to bring all books, workbooks, paper and necessary instruments for each class in which they are enrolled to the program daily and take the same material home each day of the program.

F. Protocols for implementation of the Alternative to Suspension Program following the requirements above may be established by the administrator at each location.

**Procedures and Conditions for
Readmission of Students Suspended
for More Than Ten Days**

Early readmission procedures

The Superintendent may authorize early readmission of a student suspended for more than ten (10) days. The student shall be considered for readmission only upon completion of the major portion of the suspension (usually one [1] day more than half [1/2] with consideration for the grading period or academic division as necessary). The following conditions must be met:

A. A written request must be submitted to the Superintendent on behalf of the student by the student's parent or guardian asking for readmission and requesting a meeting to determine any requirements.

B. Accompanying the written request shall be a summary of the student's activities and accomplishments during the suspension period written and signed by the student and signed and attested to by the parent or guardian. (Parents of elementary grade students may prepare the summary.)

C. The request shall include a signed statement from local law enforcement officials that there have been no infractions of local or state codes for which the student could have been charged during the period of the suspension.

D. At the time of the meeting to review the request the student may be required to explain the incident or incidents leading up to the suspension.

E. The determination to allow readmission may be based on, but not limited to, the following elements:

1. The age of the student.
2. The frequency, type, and relative magnitude of previous misbehavior by the student.
3. The relative severity of the event(s).
4. Whether the student's behavior violated civil or criminal laws.
5. The degree to which the incident(s) interfered with the educational process.
6. The extent to which the event created endangerment to the student, others or property.
7. Special intellectual, psychological, emotional, environmental and physical characteristics of the student.

8. The student's attitude concerning the event(s).
9. The expressed intent concerning the student's future behavior.

F. Should early readmission be granted, the student, with parent or guardian affirmation, shall agree to the following conditions:

1. Regular attendance—no unexcused absences.
2. No violation of school rules or policies.
3. Attendance at after school events for the remaining term of suspension only with prior approval of the administration.
4. Completion of all class tasks in timely fashion, as directed.
5. Student will receive supervision before and after school by parental arrangement, travel directly to school and from school, and report immediately to a supervisor for the balance of the term of the suspension.

G. The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the District.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

13-3401

13-3411

15-342

15-766

15-767

15-841

15-842

15-843

A.A.C.

R7-2-401

R7-2-405

A.G.O.

I78-103

I78-218

I80-055

I84-036

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

20 U.S.C. 7151 *et seq.*, The Gun-Free School Act of 1990

29 U.S.C. 794 Rehabilitation Act of 1973, (Section 504)

CROSS REF.:

IHB - Special Instructional Programs

JK - Student Discipline

JR - Student Records

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

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EXPULSION OF STUDENTS

A recommendation to expel shall be by the Superintendent. The authority to expel rests only with the Board. All expulsions requested shall have supporting data indicating the required due process procedure provided at the time of recommendation.

Expulsion of pupils in a kindergarten program and grades one (1) through four (4) must comply with A.R.S. 15-843(K), as follows:

Unless required by A.R.S. 15-841(G), bringing a firearm to school, which may be modified on a case-by-case basis, a school district or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

- A. The pupil is seven (7) years of age or older.

- B. The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:
 - 1. Involves the possession of a dangerous weapon without authorization from the school.

 - 2. Involves the possession, use or sale of a dangerous drug as defined in A.R.S. 13-3401, or a narcotic drug as defined in A.R.S. 13-3401 or a violation of A.R.S. 13-3411.

 - 3. Immediately endangers the health or safety of others.

 - 4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:
 - a. The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.

 - b. The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.

 - c. The pupil's parent or guardian was notified and consulted about the ongoing behavior.

d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.

C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as “aggravating circumstances.”

D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil’s parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.

E. The School District or Charter School, by policy, provides for both:

1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.

2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

A. has been documented by the school.

B. prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.

C. is unresponsive to targeted interventions as documented through an established intervention process.

The Governing Board (**Option A:** will decide in executive session whether the Board will conduct an expulsion hearing or designate one (1) or more hearing officers to hear the evidence) **OR** (**Option B:** directs all expulsions hearings to be conducted by a hearing officer selected from a list of hearing officers approved by the Board).

Expulsion

Regular Education Students

Expulsion is the permanent exclusion of a student from school and school activities, unless the Governing Board reinstates the student's privileges to attend school.

A. *Step 1:* Each recommendation for expulsion shall be delivered to the Superintendent. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held.

B. *Step 2:* If the Superintendent concurs with the recommendation, the Superintendent shall (**Option A:** present the recommendation to the Governing Board) **OR** (**Option B:** present the recommendation for expulsion to a hearing officer selected from a list of hearing officers approved by the Board).

C. *Step 3:* In each case in which a recommendation for expulsion receives approval by the Superintendent, (*and the Board has not determined that all expulsion hearings are to be conducted by a hearing officer*), the Governing Board will meet in executive session:

1. to determine whether the nature of the accusations against the student justify an expulsion hearing,
2. to determine whether the hearing will be held before the Governing Board or before a hearing officer,
3. to designate a hearing officer if one will be used, and
4. if the hearing will be conducted by the Governing Board to determine whether the hearing will be conducted in executive session. Under normal circumstances, the Governing Board will not review any documents or other pertinent evidence during the initial executive session.

D. *Step 4:* The expulsion hearing should be scheduled so it may be resolved, if reasonably possible, during the period of any suspension.

E. *Step 5:* A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain:

1. A statement of the charges and the rule or regulation violated.
2. The extent of the punishment to be considered.

3. The date, time, and place of the formal hearing.
4. A designation of the District's witnesses.
5. That the student may present witnesses.
6. That the student may be represented by counsel at the student's expense.
7. If a hearing officer has been appointed, the name of the hearing officer and how the hearing officer may be contacted, or a statement that the Governing Board will preside at the hearing.
8. Copies of this policy and A.R.S. 15-840 and 15-843 unless previously provided in connection with the same infraction.

F. *Step 6:* The parent, guardian or emancipated student shall be informed of the following:

1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
2. The student is entitled to a statement of the charges and the rule or regulation violated.
3. The student may be represented by counsel, without bias to the student.
4. The student may present witnesses.
5. The student or counsel may cross-examine witnesses presented by the District.
6. The burden of proof of the offense lies with the District.
7. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
8. The District has the right to cross-examine witnesses, and may be represented by an attorney.
9. If the hearing is held before a hearing officer, the hearing will be conducted in private with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.

10. If the hearing is held before the Governing Board the Board will conduct the hearing in executive session with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.

G. *Step 7:* A formal hearing will be held:

When a parent or legal guardian has disagreed that the hearing should be held in executive (closed) session, it shall be held in an open meeting unless:

- a. If only one (1) student is subject to the proposed action, and disagreement exists between that student's parents or legal guardians, then the Board (hearing officer), after consultation with the student's parents or legal guardians, shall decide in executive (closed) session whether the hearing will be in executive (closed) session.
- b. If more than one (1) student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of A.R.S. 15-843.

H. *Step 8:* The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the decision may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:

- a. The time and place of the Board meeting at which the recommendation will be made.
- b. That the recommendation may be appealed at the time the recommendation is made to the Board.
- c. That the appeal shall be in writing delivered to the Superintendent prior to the time of the Board meeting.
- d. That the written appeal shall indicate a spokesperson on behalf of the student.
- e. That the spokesperson will be given time to speak to the Board on appeal.

- f. The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary. If the Board decides to expel the student the expulsion shall become effective the day after the Board's decision. The decision of the Board is final.
2. Upon conclusion of a hearing on expulsion conducted by the Board, the decision of the Board is final.

Special Education Students

A student qualified under the Individuals with Disabilities Education Act (IDEA) as revised in 2004 may not be expelled from school, unless as a result of a manifestation determination it has been determined that the student's behavior is unrelated to the child's disability. The manifestation determination must be held within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct. In compliance with federal law and regulation, the student may be given a change in placement in lieu of expulsion. Expulsion may not result in termination of educational services for a student qualified under the Individuals with Disabilities Education Act. The individualized education program (IEP) team generally determines a change in placement of an IDEA qualified student. During any change in placement the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's individualized education programs.

A student with a disability qualified under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 and not qualified under the Individuals with Disabilities Education Act as revised in 2004, may be suspended or expelled from school and education services may be ceased, if nondisabled students in similar circumstances do not continue to receive education services.

Readmittance procedure:

A. A student expelled from the District may request readmittance by making a written application to the Board. Readmission is at the discretion of the Governing Board. In addition, it is the prerogative of the Board to stipulate appropriate conditions for readmittance. The application for readmittance shall occur no less than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least two (2) complete semesters have passed (the remainder of the semester in which the violation has occurred and two [2] additional semesters). The application must:

1. Be written and be directed to the attention of the Governing Board.

2. Contain all information that the student and parent(s) consider relevant to the Governing Board's determination as to whether or not to readmit the student. This should include information indicating:

- a. An appreciation by the student of the severity and inappropriateness of the student's prior misconduct.
- b. That such misconduct or similar misconduct will not be repeated.
- c. A description of the student's activities since the expulsion.
- d. Support of the student's application for readmission.

3. Be filed in the Superintendent's office.

B. The Governing Board shall meet in executive session to consider an initial application for readmission. The student and parents have the right to be present in the executive session but do not have the right to make a presentation or address the Governing Board unless they are asked to do so by the Governing Board. For this reason, it is important that the application for readmission contain all information that the Governing Board may deem important in determining whether to readmit the student. The Governing Board, in its sole discretion, shall determine whether the student should be readmitted, and, if so, under what restrictions and conditions. The burden is on the student and parent(s) to convince the Governing Board that readmission is appropriate considering the interests of the expelled student, the District, and the interests of the other students and staff members. The Governing Board's decision is final.

C. A student may file more than one (1) application for readmission. Applications subsequent to an initial application, however, may not be filed more frequently than every ninety (90) days, and the Governing Board shall meet to discuss and consider the application only if at least two (2) members of the Governing Board ask that the matter be placed on an agenda for discussion in executive session.

Readmittance conditions

As a condition for readmission from an expulsion, the student, with parent(s) or guardian affirmation, shall agree to the following conditions:

- A. Regular attendance – no unexcused absence.
- B. No violation of school rules or policies.
- C. Completion of all classroom tasks in a timely fashion, as directed.
- D. Depending upon the nature of the original violation for which the expulsion was provided, the student may be limited as to attendance or participation in after school activities, school sports, and extracurricular events or activities.

A student allowed readmission following expulsion shall receive a written admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

13-3401

13-3411

15-342

15-766

15-767

15-841

15-842

15-843

A.A.C.

R7-2-401

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I78-103

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29 U.S.C. 794 Rehabilitation Act of 1973, (Section 504)

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IHB - Special Instructional Programs

JK - Student Discipline

JR - Student Records

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.

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

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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

As stipulated in A.R.S. 15-342.05, a school district or charter school may not require a student or teacher to receive a vaccine for Covid-19 or to wear a face covering to participate in in-person instruction.

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
201820-201921 ARIZONA SCHOOL
IMMUNIZATION REQUIREMENTS**

**Arizona Guide to Immunizations
Required for Entry**

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

Please review the Arizona Immunization Handbook for Schools and Child Care Programs along with the Vaccine Flowchart Resource requirements by age and grade for school attendance. 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.

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

Vaccine	4 - 6 Years Old <u>and attendance in</u> Kindergarten or 1st grade	7 - 10 Years Old	11 Years and Older
<u>HepB</u> Hepatitis B (Hep B or HBV)	3 doses <u>The final dose of HepB must be given at 24 weeks of age or older. Only 3 doses acceptable if dose #3 was received at or after 24 weeks of age; otherwise 4 doses are required with the final dose if the 3rd dose was received at or after 24 weeks of age; otherwise 4 doses are required.</u>		
<u>Polio</u> Poliomyelitis (IPV) <u>Oral polio vaccine OPV)</u>	4 doses <u>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 acceptable if dose #3 are required if the 3rd dose was received on/after 4 years of age. Students who received 3 or 4 doses (with 4 weeks minimum intervals between doses) PRIOR to August 7, 2009 have met the requirement. The final dose of polio administered ON or AFTER August 7, 2009 must be given at a minimum of 4 years of age AND a minimum interval of 6 months following the previous dose the child's 4th birthday and at least six (6) months after the 2nd dose. Additional doses may be needed to meet requirements.</u>		

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<p>MMR Measles, Mumps and Rubella (MMR or MMR-V)</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. MMR and Varicella must be given on the same day or at least 28 days apart.</p>		
<p>VAR Varicella (chickenpox) (VAR or MMR-V)</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. MMR and Varicella must be given on the same day or at least 28 days apart.</p>		
<p>DTaP, Tdap, Td Diphtheria, Tetanus, and Pertussis</p>	<p>5 doses of DTaP, DTP or DT <u>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 4 doses are required if the 4th dose was received on/after on or after 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]).</u></p>	<p>4 doses of DTaP, DTP, DT, Tdap or Td 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. Tdap given at ages 7-10 will meet the 11-year-old+ Tdap requirement.</p>	<p>1 dose of Tdap is required <u>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.</u> Students must have a minimum series of <u>four (4) doses of tetanus-diphtheria-containing vaccine; 3 doses of tetanus/diphtheria vaccine which may</u></p>

			<p>include 1 Tdap.</p> <p>If Tdap has not been previously given, 1 dose of Tdap is required when at least 5 years has passed since the last dose of tetanus-containing vaccine <u>acceptable if the 1st dose was given on/after 1st birthday.</u></p>
<p>MenACWY or MCV4 Quadrivalent Meningococcal (MenACWY or MCV4)</p>			<p>1 dose of quadrivalent meningococcal <u>MenACWY</u> 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 June 2021

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).

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

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:

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

**JLF ©
REPORTING CHILD ABUSE /
CHILD PROTECTION**

Any school personnel or any other person who has responsibility for the care or treatment of a minor and who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted upon the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under A.R.S. 36-2281 shall immediately report or cause reports to be made of such information to a peace officer or to the Department of Child Safety (DCS) of the Department of Economic Security, except if the report concerns a person who does not have care, custody, or control of the minor, the report shall be made to a peace officer only. Such reports shall be made immediately either electronically or by telephone.

The Arizona Department of Economic Security, Division of Children, Youth and Families, has determined that all mandated reporters may now electronically submit non-emergency reports via a secure online reporting website. Non-emergency reports are those in which a child is not at immediate risk of abuse or neglect that could result in serious harm. Mandated reporters will be able to submit non-emergency reports twenty-four (24) hours a day without wait times.

All reports made via the online website will *require the person making the report (reporting source) to provide contact information*. A representative from the Child Abuse Hotline may contact the source for additional information, if necessary. This process will make it more convenient to meet the mandated reporting requirements and help ensure child safety.

All *emergency situations* where a child faces an immediate risk of abuse or neglect that could result in serious harm *must* still be reported by calling 911 or 1-888-SOS-CHILD (1-888-767-2445). If a reporting source is unsure as to whether or not the report is an emergency situation, the reporting source should call the Child Abuse Hotline to make a report.

Any concerns for the safety of a child due to abuse, neglect or abandonment, *must be reported*, by:

Calling 1-888-SOS-CHILD (1-888-767-2445),

TDD: 602-530-1831 (1-800-530-1831), or

Submitting *non-emergency* concerns via the Online Reporting Service at <https://dcs.az.gov/about/contacts>.

Pursuant to A.R.S. 13-3620, such reports shall contain, if known:

- A. The names and addresses of the minor, the parents, or the person or persons having custody of such minor, if known.
- B. The minor's age and the nature and extent of the minor's abuse, child abuse, or physical injuries or neglect, including any evidence of previous abuse, child abuse, physical injury or neglect.
- C. Any other information that such person believes might be helpful in establishing the cause of the abuse, child abuse, physical injury or neglect.

A person who furnishes a report, information, or records required or authorized under Arizona Revised Statutes or a person who participates in a judicial or administrative proceeding or investigation resulting from a report, information or records required or authorized under Arizona Revised Statutes is immune from any civil or criminal liability by reason of that action unless such person has acted with malice or unless such person has been charged with or is suspected of abusing or neglecting the child or children in question.

A report is not required under A.R.S. 13-3620 for conduct prescribed by A.R.S. 13-1404 and 13-1405 if the conduct involves only minors who are fourteen (14), fifteen (15), sixteen (16) or seventeen (17) years of age and there is nothing to indicate that the conduct is other than consensual.

A report is not required if a minor is of elementary school age, the physical injury occurs accidentally in the course of typical playground activity during a school day, occurs on the premises of the school that the minor attends and is reported to the legal parent or guardian of the minor and the school maintains a written record of the incident. The school will maintain a written record of the physical injury as part of the student's health file as required by Arizona State Library, Archives and Public Records (ASLAPR).

A person who fails to report abuse as provided in A.R.S. 13-3620 is guilty of a class 1 misdemeanor, except if the failure to report involves a reportable offense, the person is guilty of a class 6 felony.

Any certificated person or Governing Board member who reasonably suspects or receives a reasonable allegation that a person certificated by the Department of Education has engaged in conduct involving minors that would be subject to the reporting requirements of A.R.S. 13-3620 shall report or cause reports to be made to the Department of Education in writing as soon as is reasonably practicable but not later than three (3) business days after the person first suspects or receives an allegation of the conduct.

Any person who is employed as the immediate or next higher-level supervisor to or administrator of a person who is statutorily required to report is not required to report if the supervisor or administrator reasonably believes that the report has been made by the person who is required to report.

Any school employee who has orally reported to DCS or a peace officer a reasonable belief of an offense to a minor must provide written notification to the principal of the oral report not later than the next workday following the making of the report.

Each school that is operated by a school district and each charter school shall post in a clearly visible location in a public area of the school that is readily accessible to students a sign that contains all of the following:

A. In boldfaced type, the telephone number of the centralized intake hotline concerning suspected abuse and neglect of children that is established pursuant to A.R.S. 8-455.

B. Instructions to call 911 for emergencies.

C. Directions for accessing the website of the Department of Child Safety for more information on reporting child abuse, child neglect and the exploitation of children.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

8-201

13-1404 *et seq.*

13-1410

13-3019

13-3212

13-3506

13-3506.01

13-3552

13-3553

13-3608

13-3619

13-3620

13-3623

15-160.01

15-514

46-451

46-454

CROSS REF.:

GBEB - Staff Conduct

GBEBB - Staff Conduct With Students

JKA - Corporal Punishment

**KB ©
PARENTAL INVOLVEMENT
IN EDUCATION**

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

D. 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.

E. 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.

F. 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.

~~GH.~~ 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.

~~HI.~~ 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.

IJ. 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.

JK. 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 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. 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.

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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.

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

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 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: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

1-601

1-602

15-101

15-102

15-110

15-113

15-117

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

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OSBORN SCHOOL DISTRICT NO. 8

September 21, 2021

Board Meeting

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

Agenda Item Number – VIII- C

Agenda Item

Approval of first Reading of ASBA Policy Revisions:

For Board: Action Discussion Information

Background

BIB	Board Member Development
BIB-R	Board member Development
GBGB-R	Staff Personal Security and Safety
GCH	Professional/Support staff Orientation and Training
IMB	Teaching about Controversial/Sensitive Issues
JICA-RB	Student Dress (Cloth Face Coverings)
JLCB	Immunization of Students
JLCB-R	Immunization of Students
JLCB-E	Immunization of Students
KI-RB	Visitors to Schools (cloth face Coverings)

Legal

Financial

Governing Board Goals

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

Recommendation

It is recommended that the Governing Board approve the first reading of ASBA policy revisions as recommended.

Moved _____ Seconded _____ P/F

Alph Code	Policy Name	Superintendent Notes	Recommendation
BIB, BIB-R	Board Member Development	<p>House Bill 2906 has added statute A.R.S. 41-1494 which states, in part, that a political subdivision, including school districts and charter schools, may not expend public monies for board members for training, orientation or therapy that presents any form of blame or judgment on the basis of race, ethnicity, or sex. This does not preclude any training on sexual harassment.</p> <p>Blame or judgment on the basis of race, ethnicity or sex is defined in the statute by seven (7) concepts which are listed in the regulation</p>	<p>Approve with consideration of ADE Guidance for ARS 15-717.02.</p>
GBGB-R	Staff Personal Security and Safety	<p>House Bill 2898 enacted a new statute, A.R.S. 15-342.05, which prohibits school districts and charter schools from requiring face coverings for students and staff during school hours and on school property. Additionally, the statute provides that a school district or charter school may not require a student or teacher to receive a vaccine for Covid-19 or to wear a face covering to participate in in-person instruction. GBGB-R, JICA-RB and KI-RB, PAs 687, 704, and 711, respectively, are regulations which may be revised/deleted by the Superintendent and communicated to the Governing Board. These regulations were first changed and added in Policy Advisory Volume 32, Number 2, released in July 2020 in response to the Governor's Executive Order on July 23, 2020 (EO 2020-51). PA 672, GBGB-R, was a revision. PAs 674 and 676, JICA-RB and KI-RB, were new documents and should be deleted. Take care revising GBGB-R, as this document has other necessary language that should be retained</p>	<p>Not to be approved at this time</p>
GCH	Professional/Support Staff Orientation and Training	<p>House Bill 2906 has added statute A.R.S. 41-1494 which states, in part, that a political subdivision, including school districts and charter schools, may not require an employee to engage in and shall not use public monies for training, orientation or therapy that presents any form of blame or judgment on the basis of race, ethnicity, or sex. This does not preclude any training on sexual harassment.</p> <p>Blame or judgment on the basis of race, ethnicity or sex is defined in the statute by seven (7) concepts.</p>	

IMB	Teaching About Controversial /Sensitive Issues	<p>House Bill 2898 added A.R.S. 15-717.02, which states that a teacher, administrator or other employee of a school district, charter school or state agency who is involved with students and teachers in grades preschool through twelve may not use public monies for instruction that presents any form of blame or judgment on the basis of race, ethnicity or sex. This language is added to Policy IMB.</p> <p>The Arizona Department of Education issued a release on “Understanding A.R.S. 15-717.02 regarding ‘prohibited instruction’ and its impact on teaching the History and Social Studies Standards” in July 2021. This may be accessed at the following site: https://www.azed.gov/sites/default/files/2021/07/Teacher%20Guidance%20for%20ARS%2015-717.02-%207.22.21%20.pdf</p>	Approve with consideration of ADE Guidance for ARS 15-717.02.
JICA-RB	Student Dress (Cloth Face Coverings)	Delete See discussion on GBGB-R	Not to be approved at this time
JLCB JLCB-R JLCB-E	Immunization of Students	<p>House Bill 2898 enacted a new statute, A.R.S. 15-342.05, which prohibits school districts and charter schools from requiring face coverings for students and staff during school hours and on school property and provides that a school district or charter school may not require a student or teacher to receive a vaccine for Covid-19 or to wear a face covering to participate in in-person instruction.</p> <p>Appropriate changes have been made in Policy JLCB and Regulation JLCB-R. Exhibit JLCB-E has been updated to include the 2021-2022 requirements.</p>	Not to be approved at this time
KI-RB	Visitors to Schools (Cloth Face Coverings)	Delete See discussion on GBGB-R	Not to be approved at this time

**BIB ©
BOARD MEMBER DEVELOPMENT
OPPORTUNITIES**

Governing Board members are encouraged to attend workshops presented by the county, state, and national school boards associations. Professional journals and books in the school libraries shall be available to every Board member.

No public monies can be used for training, orientation or therapy that presents any form of blame or judgment on the basis of race, ethnicity or sex. This does not include any training on sexual harassment.

Blame or judgment on the basis of race, ethnicity or sex is defined in the statute by seven (7) concepts.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-342

41-1494

BIB-R ©

REGULATION

**BOARD MEMBER DEVELOPMENT
OPPORTUNITIES**

“Blame or judgment on the basis of race, ethnicity or sex” is defined in statute by the following concepts:

1. One race, ethnic group or sex is inherently morally or intellectually superior to another race, ethnic group or sex.
2. An individual, by virtue of the individual's race, ethnicity or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously.
3. An individual should be invidiously discriminated against or receive adverse treatment solely or partly because of the individual's race, ethnicity or sex.
4. An individual's moral character is determined by the individual's race, ethnicity or sex.
5. An individual, by virtue of the individual's race, ethnicity or sex, bears responsibility for actions committed by other members of the same race, ethnic group or sex.
6. An individual should feel discomfort, guilt, anguish or any other form of psychological distress because of the individual's race, ethnicity or sex.
7. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race, ethnic group or sex to oppress members of another race, ethnic group or sex.

GBGB-R ©

REGULATION

**STAFF PERSONAL SECURITY
AND SAFETY**

Threats

Any employee who is threatened with harm by an individual or a group while carrying out assigned duties shall immediately notify the school principal or supervisor. The principal or supervisor shall then immediately notify the Superintendent's office of the threat and together they shall take immediate steps in cooperation with the employee to provide every reasonable precaution for the employee's safety. Precautionary steps, including any advisable legal action, shall be reported to the Superintendent's office at the earliest possible time.

Eye Protective Devices

Every student, teacher, and visitor in public schools shall wear appropriate eye protective ware while participating in or when observing vocational, technical, industrial arts, art, or laboratory science activities involving exposure to:

- A. Molten metals or other molten materials.
- B. Cutting, shaping, and grinding of materials.
- C. Heat treatment, tempering, or kiln firing of any metal or other materials.
- D. Welding fabrication processes.
- E. Explosive materials.
- F. Caustic solutions.
- G. Radiation materials.

The Board shall equip the schools with eye protective ware.

Schools may receive and expend federal, state, and local monies to provide eye protective devices.

For purposes of this procedure, *eye protective ware* means devices meeting the standards of the U.S.A. Standard Safety Code for head, eye, and respiratory protection, Z21-1959, and subsequent revisions thereof, approved by the United States of America Standards Institute, Inc.

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

Cloth Face Coverings / Covid-19 Vaccine

As stipulated in A.R.S. 15-342.05, a school district or charter school may not require a student or teacher to receive a vaccine for Covid-19 or to wear a face covering to participate in in-person instruction.

~~All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District buses or vehicles rented or leased by the District.~~

~~Cloth face coverings should not be worn by:~~

- ~~A. Children under the age of two (2);~~
- ~~B. Anyone who has trouble breathing;~~
- ~~C. Anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.~~

~~The Superintendent may make exceptions to the requirement to wear a cloth face covering while keeping in mind the health and safety of everyone involved.~~

~~Cloth face coverings are to fully cover a person's nose and mouth, ideally fitting snugly but comfortably against the sides of the face and under the chin. They are to remain affixed in place without the use of one's hands and are to not have holes. They are to be laundered regularly or disposed of appropriately.~~

~~A cloth face covering does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet [6'] away) to the extent possible. Individuals are to be reminded to avoid touching their cloth face covering and to wash their hands frequently. To ensure the proper use of cloth face coverings, staff and students are to be educated on how to wear and care for their cloth face coverings.~~

**GCH ©
PROFESSIONAL / SUPPORT STAFF
ORIENTATION AND TRAINING**

The Superintendent will establish a program to provide orientation for all new District employees. At a minimum, this program will cover the following items:

- A. Goals, objectives, and programs of the District.
- B. Personnel policies.
- C. Sexual harassment.
- D. Terms of employment.
- E. General disciplinary rules and procedures.
- F. Salary and fringe-benefit plans.
- G. Self-improvement opportunities.
- H. The evaluation program and name(s) of evaluator(s).
- I. Handling of body fluids.
- J. Child abuse reporting responsibilities.

School districts and charter schools may not require an employee to engage in and shall not use public monies for training, orientation or therapy that presents any form of blame or judgment on the basis of race, ethnicity, or sex. This does not preclude any training on sexual harassment or lessons on recognizing and reporting abuse.

"Blame or judgment on the basis of race, ethnicity or sex" is defined in A.R.S.15-717.02 by seven (7) concepts.

For each violation of A.R.S.15-717.02, including subsequent or continued violations, a court may impose a civil penalty not to exceed five thousand dollars (\$5,000) per school district, charter school or state agency where the violation occurs.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-153

15-341

41-1494

CROSS REF.:

IHAMD - Instruction and Training in Suicide Prevention

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

**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 in the formation of the values 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.

A teacher, administrator or other employee of a school district or charter school who is involved with students and teachers in grades preschool through the twelfth grade (PK-12) may not use public monies for instruction that presents any form of blame or judgment on the basis of race, ethnicity, or sex.

A teacher, administrator or other employee of a school district or charter school who is involved with students and teachers in grades preschool through the twelfth grade (PK-12) may not allow instruction or make part of a course the following concepts:

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

A. One race, ethnic group or sex is inherently morally or intellectually superior to another race, ethnic group or sex.

B. An individual, by virtue of the individual's race, ethnicity or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously.

C. An individual should be invidiously discriminated against or receive adverse treatment solely or partly because of the individual's race, ethnicity or sex.

D. An individual's moral character is determined by the individual's race, ethnicity or sex.

E. An individual, by virtue of the individual's race, ethnicity or sex, bears responsibility for actions committed by other members of the same race, ethnic group or sex.

F. An individual should feel discomfort, guilt, anguish or any other form of psychological distress because of the individual's race, ethnicity or sex.

G. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race, ethnic group or sex to oppress members of another race, ethnic group or sex.

Adopted: <-- z2AdoptionDate -->

JICA-RB-©

REGULATION

STUDENT DRESS

(Cloth Face Coverings)

All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District buses or vehicles rented or leased by the District.

Cloth face coverings should not be worn by:

- A. Children under the age of two (2);
- B. Anyone who has trouble breathing;
- C. Anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

The Superintendent may make exceptions to the requirement to wear a cloth face covering while keeping in mind the health and safety of everyone involved.

Cloth face coverings are to fully cover a person's nose and mouth, ideally fitting snugly but comfortably against the sides of the face and under the chin. They are to remain affixed in place without the use of one's hands and are to not have holes. They are to be laundered regularly or disposed of appropriately.

A cloth face covering does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet [6'] away) to the extent possible. Individuals are to be reminded to avoid touching their cloth face covering and to wash their hands frequently. To ensure the proper use of cloth face coverings, staff and students are to be educated on how to wear and care for their cloth face coverings.

c. The pupil's parent or guardian was notified and consulted about the ongoing behavior.

d. Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.

C. Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."

D. Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.

E. The School District or Charter School, by policy, provides for both:

1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.

2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

A. Has been documented by the school.

B. Prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.

C. Is unresponsive to targeted interventions as documented through an established intervention process.

The principal of each school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion of pupils are distributed to the parents of each pupil at the time the pupil is enrolled in school.

The principal of each school shall ensure that all rules pertaining to the discipline, suspension, and expulsion of pupils are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

Information concerning a student's disciplinary record will be held in the strictest confidence.

Disciplinary actions taken will be recorded in an administrative log, and all types of suspensions or expulsions will be recorded in a separate file for each student.

Temporary Removal

Teachers are authorized to temporarily remove a student from a class. A teacher may temporarily remove a student to the principal, or to a person designated by the school administrator, in accord with:

- A. Rules established for the referral of students.
- B. The conditions of A.R.S. 15-841, when applicable.

The Superintendent shall establish such rules as are necessary to implement the temporary removal procedure.

Confinement

If confinement is authorized by the Governing Board, in accordance with A.R.S. 15-843, the Superintendent shall ensure that disciplinary policies involving the confinement of pupils left alone in an enclosed space shall include the following:

- A. A process for prior written parental notification that confinement may be used for disciplinary purposes that is included in the pupil's enrollment packet or admission form.
- B. A process for written parental consent before confinement is allowed for any pupil in the School District. The policies shall provide for an exemption to prior written parental consent if a school principal or teacher determines that the pupil poses imminent physical harm to self or others. The school principal or teacher shall make reasonable attempts to notify the pupil's parent or guardian in writing by the end of the same day that confinement was used.

Schools are not prohibited from adopting policies which include procedures for the reasonable use of physical force by certificated or support staff personnel in self-defense, defense of others and defense of property (A.R.S. 15-843(B)(3)).

Threatened an Educational Institution

Threatened an educational institution means to interfere with or disrupt an educational institution as found in A.R.S. 15-841 and 13-2911. A student who is determined to have threatened an educational institution shall be expelled from school for at least one (1) year except that the District may modify this expulsion requirement for a pupil on a case-by-case basis and may reassign a pupil subject to expulsion to an alternative education program if the pupil participates in mediation, community service, restitution or other programs in which the pupil takes responsibility for the results of the threat. The District may require the student's parent(s) to participate in mediation, community service, restitution or other programs with the student as a condition to the reassignment of the pupil to an alternative education program.

Regulating Off-Campus Speech

While the District may regulate certain types of off-campus student speech, it must be mindful of student rights of expression under the First Amendment.

Circumstances that may implicate the District's off-campus regulatory interests include, but are not limited to:

- A. Serious or severe bullying or harassment targeting particular individuals.
- B. Threats aimed at teachers or other students.
- C. The failure to follow rules concerning:
 - 1. Lessons.
 - 2. The writing of papers.
 - 3. The use of computers.
 - 4. Participation in other online school activities.
- D. Breaches of school security devices.

The District may take affirmative steps to work with the student, short of discipline, to engage in future respectful and accountable digital citizenship.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

13-403 *et seq.*

13-2911

13-3401

13-3411

15-105

15-341

15-342

15-841

15-842

15-843

15-844

CROSS REF.:

GBEB - Staff Conduct

JIC - Student Conduct

JKA - Corporal Punishment

JKD - Student Suspension

JKE - Expulsion of Students

JLDB - Restraint and Seclusion

**JLCB ©
IMMUNIZATIONS OF STUDENTS**

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. 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.

As stipulated in A.R.S. 15-342.05, a school district or charter school may not require a student or teacher to receive a vaccine for Covid-19 or to wear a face covering to participate in in-person instruction.

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: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-342.05

15-871

15-872

15-873

15-874

A.A.C.

R9-6-203

R9-6-313

R9-6-350

R9-6-353

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

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.

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

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

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

As stipulated in A.R.S. 15-342.05, a school district or charter school may not require a student or teacher to receive a vaccine for Covid-19 or to wear a face covering to participate in in-person instruction.

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
201820-201921 ARIZONA SCHOOL
IMMUNIZATION REQUIREMENTS**

**Arizona Guide to Immunizations
Required for Entry**

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

Please review the Arizona Immunization Handbook for Schools and Child Care Programs along with the Vaccine Flowchart Resource requirements by age and grade for school attendance. 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.

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

Vaccine	4 - 6 Years Old <u>and attendance in</u> Kindergarten or 1st grade	7 - 10 Years Old	11 Years and Older
<u>HepB</u> Hepatitis B (Hep B or HBV)	3 doses <u>The final dose of HepB must be given at 24 weeks of age or older. Only 3 doses acceptable if dose #3 was received at or after 24 weeks of age; otherwise 4 doses are required with the final dose if the 3rd dose was received at or after 24 weeks of age; otherwise 4 doses are required.</u>		
<u>Polio</u> Poliomyelitis (IPV) <u>Oral polio vaccine OPV)</u>	4 doses <u>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 acceptable if dose #3 are required if the 3rd dose was received on/after 4 years of age. Students who received 3 or 4 doses (with 4 weeks minimum intervals between doses) PRIOR to August 7, 2009 have met the requirement. The final dose of polio administered ON or AFTER August 7, 2009 must be given at a minimum of 4 years of age AND a minimum interval of 6 months following the previous dose the child's 4th birthday and at least six (6) months after the 2nd dose. Additional doses may be needed to meet requirements.</u>		

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 (MMR or MMR-V)</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) (VAR or MMR-V)</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>MMR and Varicella must be given on the same day or at least 28 days apart.</p>		
<p>DTaP, Tdap, Td Diphtheria, Tetanus, and Pertussis</p>	<p>5 doses of DTaP, DTP or DT <u>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 4 doses are required if the 4th dose was received on/after on or after 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]).</u></p>	<p>4 doses of DTaP, DTP, DT, Tdap or Td 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.</p> <p>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>Tdap given at ages 7-10 will meet the 11-year-old+ Tdap requirement.</p>	<p>1 dose of Tdap is required <u>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.</u></p> <p>Students must have a minimum series of <u>four (4) doses of tetanus-diphtheria-containing vaccine; 3 doses of tetanus/diphtheria vaccine which may</u></p>

			<p>include 1 Tdap.</p> <p>If Tdap has not been previously given, 1 dose of Tdap is required when at least 5 years has passed since the last dose of tetanus-containing vaccine acceptable if the 1st dose was given on/after 1st birthday.</p>
<p>MenACWY or MCV4 Quadrivalent Meningococcal (MenACWY or MCV4)</p>			<p>1 dose of quadrivalent meningococcal <u>MenACWY</u> 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 June 2021

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).

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

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:

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

KL-RB ©

REGULATION

VISITORS TO SCHOOLS

(Cloth Face Coverings)

~~All persons, including, but not limited to, staff, students, vendors, visitors, and volunteers, shall wear a cloth face covering while on any District property, in any District facility, at any District event, whether indoors or outdoors, and in any District vehicle, including District buses or vehicles rented or leased by the District.~~

~~Cloth face coverings should not be worn by:~~

~~A. Children under the age of two (2);~~

~~B. Anyone who has trouble breathing;~~

~~C. Anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.~~

~~The Superintendent may make exceptions to the requirement to wear a cloth face covering while keeping in mind the health and safety of everyone involved.~~

~~Cloth face coverings are to fully cover a person's nose and mouth, ideally fitting snugly but comfortably against the sides of the face and under the chin. They are to remain affixed in place without the use of one's hands and are to not have holes. They are to be laundered regularly or disposed of appropriately.~~

~~A cloth face covering does not replace the need for frequent handwashing, covering coughs and sneezes, and practicing physical distancing (six feet [6'] away) to the extent possible. Individuals are to be reminded to avoid touching their cloth face covering and to wash their hands frequently. To ensure the proper use of cloth face coverings, staff and students are to be educated on how to wear and care for their cloth face coverings.~~

OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – VIII- D

Agenda Item

Approval of appointment of the Board delegate to represent Osborn School District at the Arizona School Boards Association County Meeting on October 18, 2021 as discussed.

For Board: Action Discussion Information

Background –

Selection of Delegate Board Representative to ASBA County Meeting, October 18, 2021.

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 as discussed to represent Osborn School District at the Arizona School Boards Association County Meeting on October 18, 2021.

Moved _____ Seconded _____ P/F

**OSBORN SCHOOL DISTRICT NO. 8
September 21, 2021
Board Meeting**

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

Agenda Item Number – IX

**Agenda Item
Board Development**

For Board: Action Discussion Information

Background –

Future Board Professional Development

- A. ASBA Virtual County Meeting October 18, 2021 5pm -7pm
- B. Reflection on ASBA Law Conference

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 21, 2021
Board Meeting**

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

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 Board 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 21, 2021
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – XI

Agenda Item

Future Agenda Items

For Board: Action Discussion Information

Mr. Peralta

- Enrollment updates (**regularly updated in the Board packet**)
- Plans on how the district will address learning for students who are quarantined (**Teachers maintain Google classroom sites, put work assignments online, and provide check-ins during the school day with students who are quarantined. Whole class quarantines will move into online learning on Google Classroom like last year’s distance learning.**)

Mr. Hermes

- Enrollment update (**regularly updated in the Board packet**)
- Plans to boost enrollment (**in discussion with neighboring superintendents for reports of school enrollment projection and demographic analytics, in preparation for a potential study of Osborn/greater Phoenix**)

Mr. Flamand

- Include a COVID update as part of the agenda until it is no longer needed (**now a regular update or administrative report in regular board meetings**)
- Update on honoring community experiences with COVID (**Superintendent update to the Board 9/15/21**)

Ms. Aguilar

- Regular updates on vaccination efforts (**in the meeting Administration Report**)
- Look at creative ways to encourage vaccination among middle school students (**Superintendent update to the Board 9/15/21**)

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Adjournment

Moved _____ Seconded _____ P/F