OSBORN SCHOOL DISTRICT NO. 8
GOVERNING BOARD MEETING
September 15, 2026

Amended to include supporting document for item X-C, update information for item VIII-E and delete duplicate pages 267-303

Regular Meeting – 5:30 P.M.
Doors Open at 5:15 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 will hold this meeting both in person and through technological access. Members of the public may attend in person, via Youtube Livestream. Access to the livestream is found here.

The public will be able to listen to the meeting live through livestream. You may also present a live Call to the Public if you are attending in person or on the Youtube Livestream. An individual wishing to address the Governing Board using technological access must email their message or request to speak live to lnye@osbornsd.org by 12:00pm on Tuesday, September 15, 2026.

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.*

I. Call to Order

II. Pledge of Allegiance/School Presentation/Land Acknowledgement

III. Governing Board Reports

IV. District Celebrations and Announcements
Top AASA Scores

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. Consent Agenda
A. Ratification of Accounts Payable Vouchers
B. Ratification of Payroll Vouchers
C. Board Minutes
1. August 18, 2026 Regular Meeting
2. August 18, 2026 Public Hearing Time Models

3. August 18, 2026 Public Hearing Budget

D. Approval of Personnel Items
   1. New Employees
   2. Employment Changes/Additions
   3. Addendum Contracts
   4. Separations
   5. Retirements
   6. Leaves of Absence
   7. Non-renewal

E. Donations
F. Expenditure and Revenue Report
G. Student Activities Statement of Revenue and Expenditures
H. Disposal
I. Approval of Certified Evaluators for 2026-2027
J. Approval of FY27 SFD Capital Plan
K. Out of State Travel for Felipe Carrazna to attend the AASA National Conference in Atlanta, GA February 25-27, 2027
L. MOU's agreements with Partner Organizations
   1. Approval of agreement with Rising Youth Theatre 26-27
   2. Approval of IGA (Intergovernmental Agreement) with Arizona School for Deaf and Blind
   3. Approval of MOU with Community Family Services
   4. MOU with Urban Farming Education- Project Grow for the 26-27 school year
M. Out of state Travel for Violeta Ramos to Washington DC to attend the NSBA Conference for Public Education Leadership April 1-4, 2027.
N. Approval of District Authorized Bank Account Signers

VII. Board Presentation

Expansion of Montecito K-8

VIII. Administrative Reports since August Meeting

A. Administrative Reports—Principals and district office administrators submit progress reports on work completed in their school/department as well as upcoming events. Principal reports are also sent to parents to improve communication. Board members may comment.
B. Suspension Report for month of August
C. Student Absence Report for month of August
D. Substitute Teacher Report for month of August
E. Student Enrollment Report as of September
F. 2026-2027 School Year Tax Rates

IX. INFORMATION UPDATES

A. AZ Science Camp Review
B. OEA

X. Action Items

A. Second review and approval of Trust Policy Revisions to the following policies:

1-105	Board Member Conflict of Interest
3-102	Revenue
3-102.E	Revenue-Student Activities
5-212.B	Student clubs and Activities-Student Activities Fund
3-103	Expenses and Payroll
3-103.F	Expenses and Payroll—Food and Beverage Expenses
3-108	Audits

3-108.A	Audits-Audit Requirements
3-109.A	Procurement—Compliance Requirements
3-109.C	Procurement—Statutory Exemptions
3-109.D	Procurement—Construction Procurement
3-109.E	Procurement—Delegation of Authority
3-109	Procurement
1-302	Governing Board Meetings and Open Meeting Law Requirements
1-401	Parents/Legal Guardian Rights in Education
1-401.A	Parent/Legal Guardian Rights in Education—Parental Involvement (Procedure)
2-101	Duties of the Superintendent
3-203.A	Visitors—Prohibition Regarding Disruption (Procedure)
3-402.A	Records - Disclosure of Public Records (Procedure)
3-404.A	Insurance Liability Coverage (Procedure)
4-204	Mandatory Reporting
5-201	Patriotic Exercises and Observance Days
5-216.B	Promotion and Retention of Students; Passing Grades—Advanced Math NEW (Procedure)
5-402	Department of Child Safety Interview and Custody
5-410	Interscholastic Athletics
3-301.A	Food Services-Nutrition (Procedure)

B. Approval of first review of Trust Policy Revisions to the following policies:

5-102	Enrollment Requirements
5-102.A	Enrollment Requirements
5-102.D	Enrollment Requirements
5-105	Open Enrollment
5-203	Students with Disabilities Individuals with Disabilities Act (IDEA)
1-105	Conflicts of Interest
1-105.A	Conflicts of Interest
3-102	Revenue
3-102.A	Revenue
3-102.C	Revenue
3-102.D	Revenue
3-109.C	Procurement

C. ***Approval of Montecito GMP 02- Change Order 001***

XI. Board Development

XII. Future Agenda Items

XIII. Adjournment

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – I/II

Agenda Item
Call to Order **Pledge of Allegiance/ Land Acknowledgement**

For Board: ☐ Action ☐ Discussion ☒ Information

Osborn School District Land Acknowledgement

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

Osborn Land Acknowledgement Video

Background

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

Information Only

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – III

Agenda Item
Governing Board Reports

For Board: ☐ Action ☐ Discussion ☒ Information

Background –

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
Information Only

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – IV

Agenda Item
District Celebrations and Announcements

For Board: ☐ Action ☐ Discussion ☒ Information

Background –
Top AASA Scores

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 15, 2026
Board Meeting

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

Agenda Item Number – V

Agenda Item
Call to the Public

For Board: ☐ Action ☐ Discussion ☒ Information

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

An individual wishing to address the Governing Board using technological access must email their request to speak live to lnye@osbornsd.org by 12:00pm on Tuesday, September 15, 2026.

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 15, 2026
Board Meeting

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

Agenda Item Number – VI-A

Agenda Item
Ratification of Accounts Payable Vouchers

For Board: [X] 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 Accounts Payable Vouchers from August 1 through August 30, 2026.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of FY26 - FY27 Accounts Payable Vouchers Processed

8/1/26 through 8/30/26

Fund Title	Fund #	Total
M & O	1	465003.78
P301 Base Pay	11	0
P301 Performance Payout	12	0
Instructional Improvement fund	20	0
Title I	100	12.97
Title I	101	0
Direct Student Services Grant	108	0
Title I Targeted Support & Improvement	115	0
Title I Targeted Support & Improvement	116	10704
Title IIA - Improving Teacher Quality	140	0
Title IIA - Improving Teacher Quality	141	0
TITLE IV-SAFE & DRUG FREE BASIC	160	7308.64
Title IV- Safe & Drug free basic	161	705
21st Century (Enc, Sol)	162	265.94
21st Century (CL, LV, OMS)	163	0
Title III	190	8220
Title III	191	0
Emergency Immigrant Funding	196	0
Title VII - Indian Ed	200	0
Idea - Basic	220	0
ARRA - IDEA BASIC	221	579.2
Idea - Preschool Grant	222	0
Idea Edisa	223	0
Idea Edisa-1 Implementation	224	0
ARP-Idea Preschool	227	0
ARP- IDEA BASIC	228	0
JOHNSON-O'MALLEY	230	0
JOHNSON-O'MALLEY	231	0
Education for Homeless Children	280	0
Education for Homeless Children	281	0
ARRA-ED For Homeless	283	0
ARP-Homeless I	284	0
Medicaid Reimb	290	3476.44
EPACLEAN BUSES GRANT	308	0
AZ NURSES WORKFORCE GRANT	310	0
PRE School Dev GRANT	320	0
AZ PRIME GRANT	321	0
PDG-CONTINUATION GRANT	323	0
Pre School Dev - Start - Up	322	0
ESSER CARES	326	0
Acceleration Academy Grant	327	0
ENROLLMENT STABILIZATION GRANT	328	0

HQEL	333	978
ESSER/CARES ROUND II	336	0
ACCELERATION ACADEMIES	337	0
ESSER ROUND III	346	0
TIF GRANT - ASU	352	0
FED ED INNOVATION RESEARCH GRANT	364	184402.71
Scoppes - Counseling Grant	376	0
Arts in Education	377	0
ARP - HOMELESS II ENTITLEMENT	383	0
ARP - Homeless I Grant	384	0
Race To The Top	396	0
GIFTED	450	0
RESULT BASED FUNDING	457	0
AZ Transportation Modernization	465	0
EARLY LITERACY GRANT	472	0
OIE RISE GRANT	475	0
VW BUS SETTLEMENT	476	0
FEMININE HYGIENE	478	0
Safe Schools	480	0
School Emergency Readiness	485	0
Arts ED GRANT	492	0
TREES FOR SCHOOL GRANT	494	0
Sch Pl-Sales/Leas Over 1 YR	500	0
School Plant Sales	502	0
School Plant 1 Year/Less	505	0
Food Service	510	151603.81
Civic Center	515	0
Community School	520	1129.28
Community School Montessori	521	586.66
Auxiliary Operations	525	4109.99
Extra Curr Tax Fees CR	526	0
Gift and Donations	530	4029.28
Fingerprint	540	0
Insurance Proceeds	550	0
Textbooks	555	0
LITIGATION RECOVERY	565	0
Indirect Costs	570	7503.17
Unemployment Insurance	575	0
Insurance Refund	585	0
Unrestrict Capital Outlay	610	1477479.6
Bond Building funds	630	2071509.66
Energy & Water Savings	665	0
SFB BUILDING RENEWAL	691	0
Student Activities	850	0
Employee Insurance Fund	855	420441.48
		4820049.61

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-B

Agenda Item
Ratification of Payroll Vouchers

For Board: [X] 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 Payroll Vouchers processed from August 1 through Auust 31, 2026.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of Payroll Vouchers 8/01/26 thru 8/31/26

Voucher number Fund Title	Fund	Total
Maintenance & Operation	001	1,134,654.74
Proposition 301	011	153,632.28
Proposition 301	012	0.00
Instructional Improvement Fund	020	4,139.60
Structured English Emersion	71	0.00
Title I Disadvantaged Grant	101	48,038.19
na	115	0.00
Title I Targetted Support & Improvement	116	0.00
Title I Focus School	117	0.00
Title IIA	141	282.49
Title IV- Safe & Drug Free Basic	160	0.00
Title IV	161	96.00
21st CCLC Grant	162	0.00
21st CCLC Grant	163	0.00
Title III	191	3,900.18
Title VII-Indian Ed	200	3,306.35
IDEA - General Entitlement Grant	220	0.00
IDEA - BASIC	221	44,482.85
IDEA-Preschol Grant	222	0.00
IDEA EDISA - 3 TRAININ	223	0.00
ARP- IDEA PRESCHOOL	227	0.00
ARP- IDEA BASIC	228	0.00
Johnson O'Malley	231	1,417.00
McKinney Vento	281	0.00
Medicaid Reimbursement Fund	290	17,666.23
Preschool Developmental Year 1	320	0.00
AZ Prime Grant	321	0.00
PDG - CONTINUATION GRANT	323	0.00
HQEL Grant	333	13,967.91
ESSER ROUND III	346	0.00
FED ED INNOVATION RESEARCH	364	2,940.90
RESULTS BASED FUNDING	457	0.00
Early Literacy Grant	472	0.00
FOUNDATIONAL LITERACY GRANT	473	13,015.97
OIE RISE GRANT	475	2,024.34
SCHOOL SAFETY GRANT	480	31,713.10
STATE TUTORING	483	0.00
Food Service Fund	510	76,909.48
Civic Center	515	6,956.18
Community Schools	520	21,949.93
Community Schools-Montessori	521	24,642.05
Extra Curr Tax Fees	526	0.00
Gifts & Donations	530	4,011.61
Indirect Costs Fund	570	30,942.92
BOND FUNDS	630	10,540.70
UNRESTRICT CAPITAL OUTLAY	610	0.00
		$ 1,651,231.00

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-C-1-3

Agenda Item
Approval of Governing Board Minutes

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

Background –
Approval is requested for the minutes of the following meetings:

1. Time Models Public Hearing August 18, 2026
2. Public Hearing August 18, 2026 Budget and Approval to Spend Insurance Proceeds
3. Regular Meeting of August 18, 2026

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

COUNTY OF MARICOPA
OSBORN SCHOOL DISTRICT NO. 8
Governing Board Public Hearing
August 18, 2026

The Osborn School District's Instructional Time Models Public Hearing began at 5:37 p.m.

Present:
Violeta Ramos, Board President
Rhiannon Ford Board Clerk
Ed Hermes, Board Member- absent
Eric Thompson, Board Member
Ben Blink, Board Member
Felipe Carranza, Superintendent

Public Hearing Instructional Time Models
Mrs. Potter Davis shared that this is the second of two required hearings that gives the district the option to propose time models. Stating that there is also an attendance plan in place that allows the district to take advantage of this option.

There were no public comments.

The Hearing concluded at 5:36 pm.

Minutes submitted by:

_____
Lisa Nye, Executive Administrative Assistant
to the Superintendent and Governing Board

_____
Rhiannon Ford Board Clerk

The Osborn School District's 2026-2027 Budget and Approval to Spend Insurance Proceeds began at 5:30 p.m.

Present:
Violeta Ramos, Board President
Rhiannon Ford, Board Clerk
Ed Hermes, Board Member
Eric Thompson, Board Member
Ben Blink, Board Member
Mr. Felipe Carranza, Superintendent

Discussion of the 2026-2027 Budget
Ms. McCabe shared that the budget approved in June /July was preliminary due to not yet having the final adjustments. The proposed budget with revised student counts will be brought back in December to revise to current enrollment numbers. The current revision includes additional funds approved during the legislative process of just under $300,000 one time dollars to M and O.

There were no public comments.

The Hearing concluded at 5:34 pm.

Minutes submitted by:

_____
Lisa Nye, Executive Assistant to the
Superintendent and Governing Board

_____
Rhiannon Ford Board Clerk

COUNTY OF MARICOPA
OSBORN SCHOOL DISTRICT NO. 8
Governing Board Regular Meeting
August 18, 2026

The Regular Meeting of the Osborn School District Governing Board was called to order at 5:37 PM by Board President Violeta Ramos.

Violeta Ramos, Board President
Rhiannon Ford, Board Clerk
Edward Hermes, Board Member
Eric Thompson, Board Member
Ben Blink, Board Member
Mr. Felipe Carranza, Superintendent

Pledge of Allegiance/Land Acknowledgement
Mr. Carranza led the pledge. President Ramos read the land acknowledgement.

Governing Board Reports
Mr. Blink expressed appreciation for the energy from staff at Meet the Teacher Night and thanked teachers and principals. He also enjoyed the ribbon cutting at Montecito Montessori referring to the event as exceptional. Referring to the update from Teaching and Learning he shared his excitement over the 4% increase in academic achievement over last year.

Mr. Thompson stated he also attended Meet the Teacher at Montecito and Clarendon and is impressed with the additions he saw while attending the ribbon cutting at Montecito. He then shared that while attending the summer AASBO conference he saw Mr. Alexander's impressive presentation.

Mr. Hermes expressed appreciation for a smooth start to the school year noting seeing Mr. Carranza working as a crossing guard the first day. Recognizing a representative from Latino Access he said he looks forward to students participating in incentives offered by the program. He also shared that he attended Coach D's memorial service and plans to help continue with Coach's legacy.

Mrs. Ford shared that she and President Ramos participated in the last meeting from Los Angeles while attending the NALEO Conference that she enjoyed. Since the last meeting she also attended Meet the Teacher and a Save Our Schools Alliance meeting. While touring Solano with Mr. Carranza she was thrilled to see the new curriculum in use with students using books. Referring to a travel item on the agenda she shared that she was selected to work with NSBA on a committee that will look at educator retention and recruitment.

President Ramos shard that in addition to the NALEO conference she also attended the convocation at Roosevelt adding the benefit of relationships with other districts. She also shared that with Mr. Carranza assuming his role of superintendent they have been in close communication and they want to ensure that staff feel safe and that we are improving things for everyone

District Celebrations and Announcements
Principals each reviewed their mission and introduced new staff who shared what they like about Osborn or their site.

New leadership at the district office were also introduced to members.

Mr. Carranza expressed appreciation that staff chose Osborn and the joy each will bring to students.

President Ramos called for a break at 6:20 pm. Meeting resumed at 6:29 pm.

Call to the Public

Vanessa Palma introduced herself as a Solano teacher and expressed concerns with HVAC issues.

Mr. Hermes returned at 6:32 pm.

Ms. Palma asked members to review current practice, establish guidelines and create contingency plans for these situations.

Consent Agenda – Approval of Items Since March Meeting

A. Ratification of Accounts Payable Vouchers
B. Ratification of Payroll Vouchers
C. Board Minutes
    1. Time Models Public Hearing July 14, 2026
    2. Public Hearing July 14, 2026 Budget and Approval to Spend Insurance Proceeds
    3. Regular Meeting of July 14, 2026
D. Approval of Personnel Items
    1. New Employees
    2. Employment Changes/Additions
    3. Resignations
    4. Terminations
    5. Retirements
    6. Leaves of Absence
    7. Extra Duty Contracts
    8. Non Renewals
E. Donations
F. Expenditure and Revenue Reports
G. Student Activities Statement of Revenue and Expenditures
H. Disposal
I. Approval of 2026/27 Student Activity Events
J. MOU's / Agreements with Partner Organizations
    1. Approval of the continuation of the Food Program Permanent Service Agreement (FPPSA)
    2. Approval of renewal of Affiliation Agreement with ASU School of Social Work for 2026-2027
    3. Renewal of Agreement with Arizona Dept. of Homeland Security, Cyber Readiness Program
    a. Approval of renewal of agreement with AzAC 26-27
    5. Approval of agreement with Paws for Youth 2026-2027
    6. Agreement with Latino Access
K. Out of state travel for Rhiannon Ford to attend the NSBA Advocacy Institute January 31-February 2, 2027 in Washington DC
L. Approval of Hearing Officers for Student Discipline and Personnel Matters
M. Approval of 2026/27 Student Fees
N. Extracurricular Fee/Tax Credit Resolution
O. Approval of the Prop 301 Performance Based Compensation Plan for 2026/27
P. Approval of Co-op Procurements for FY27

Q. Renewal of BIDs, RFPs, RFQs

Mrs. Ford requested to move items C-1 and D-4 from the consent agenda for discussion. Mr. Hermes seconded. Motion carried 5-0.

Mrs. Ramos aye
Mrs. Ford aye
Mr. Hermes aye
Mr. Thompson aye
Mr. Blink aye

Mrs. Ford noted that members listed in items C-I page 20 of the packet should reflect corrected member names replacing Mrs. Greenberg's name with Mr. Blink's.

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

Mrs. Ramos aye
Mrs. Ford aye
Mr. Hermes aye
Mr. Thompson aye
Mr. Blink aye

Mrs. Ford then requested that item D Personnel page 32 in the packet should be revised to reflect the date of Mr. Deyette's death of July 7th ensuring that his family receives all benefits.

Mr. Carranza suggested that counsel should be consulted prior to making a change.

President Ramos motioned to table item IV-D. Mr. Hermes seconded. Motion carries 5-0.

Mrs. Ford motioned to approve remaining items listed under consent. Mr. Hermes seconded. Motion carried 5-0.

Mrs. Ramos aye
Mrs. Ford aye
Mr. Hermes aye
Mr. Thompson aye
Mr. Blink aye

Board Presentation-
None

Admin Reports
No comments

Information/Discussion Items
Ms. Gerlock provided an overview for the 26-27 school year. She said the group continues representing staff and she and Ms. Callisen met with Mr. Carranza in July and will continue to meet and work together throughout the year. There were a total of 41 advocacy cases

numerous cases involving transfers and annual leave with many resolved thru clarification around the policy. Ms. Gerlock suggested approval or denial of requests be made public.

She said that they will continue their work with Meet and Confer reviewing the district calendar, strengthening hiring practices and reviewing black out day policies.

Ms. Callisen said additionally with the extreme summer heat they would like to have a clear response for a plan. She stated that in addition to enrollment they will be looking at class size adding that they look forward to continuing to work on the strategic plan.

Action Items

Approval of Revised FY27 Budget

Mr. Hermes motioned to approve. Mr. Thompson seconded. Motion carried 5-0.

Mrs. Ramos aye
Mrs. Ford aye
Mr. Hermes aye
Mr. Thompson aye
Mr. Blink aye

Approval of the proposed Instruction Time Model for Clarendon, Encanto, OMS, Longview, Montecito and Solano Schools for the 2026-27 school year

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

Mrs. Ramos aye
Mrs. Ford aye
Mr. Hermes aye
Mr. Thompson aye
Mr. Blink aye

Approval of first review of Trust Policy Revisions to the following policies:

1-105	Board Member Conflict of Interest
3-102	Revenue
3-102.E	Revenue-Student Activities
5-212.B	Student clubs and Activities-Student Activities Fund
3-103	Expenses and Payroll
3-103.F	Expenses and Payroll—Food and Beverage Expenses
3-108	Audits
3-108.A	Audits-Audit Requirements
3-109.A	Procurement—Compliance Requirements
3-109.C	Procurement—Statutory Exemptions
3-109.D	Procurement—Construction Procurement
3-109.E	Procurement—Delegation of Authority
3-109	Procurement
1-302	Governing Board Meetings and Open Meeting Law Requirements
1-401	Parents/Legal Guardian Rights in Education
1-401.A	Parent/Legal Guardian Rights in Education—Parental Involvement (Procedure)

2-101	Duties of the Superintendent
3-203.A	Visitors—Prohibition Regarding Disruption (Procedure)
3-402.A	Records - Disclosure of Public Records (Procedure)
3-404.A	Insurance Liability Coverage (Procedure)
4-204	Mandatory Reporting
5-201	Patriotic Exercises and Observance Days
5-216.B	Promotion and Retention of Students; Passing Grades—Advanced Math NEW (Procedure)
5-402	Department of Child Safety Interview and Custody
5-410	Interscholastic Athletics
3-301.A	Food Services-Nutrition (Procedure)

Mr. Thompson motioned to approve. Mrs. Hermes seconded.

Mr. Thompson questioned a few items and after discussion preferences were stated to include the Auditor General's recommendation in policy 1-105 Conflicts of Interest , option 2 was stated as the preference in policy 3-102 Revenue.

After expressing concern with procedure 3-109.A and 3-109.E Mr. Blink received clarification around quotes and procedures in the event of emergency situations.

Motion carried 5-0.

Mrs. Ramos aye
Mrs. Ford aye
Mr. Hermes aye
Mr. Thompson aye
Mr. Blink aye

Special Education Handbook

Ms. Martin requested approval of the Student Services Handbook noting that it has been pre-audited by the State who would like to use it as a State model.

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

Mrs. Ramos
Mrs. Ford aye
Mr. Hermes aye
Mr. Thompson aye
Mr. Blink aye

Board Development

none

Future

Mr. Hermes-

- Would like to take a closer look at the most recent enrollment numbers
    - Are there trends

- Policy for heat mitigation and safety

Adjournment
Mrs. Ramos declared the meeting adjourned at 6:54 PM.

Minutes submitted by:

_____
Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

_____
Rhiannon Ford, Board Clerk

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-D-1-7

Agenda Item
Approval of Personnel Items

For Board: [X] 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 Separations/Retirements and Employment/Changes/Additions, Non Renewal as presented.

Moved _____ Seconded _____ P/F

NEW EMPLOYEES: CERTIFIED

FIRST NAME	LAST NAME	POSITION	LOCATION	DATE HIRED	RATE OF PAY
Elisabeth	Judd	Teacher - 4th	Longview	9/2/2026	$47,129.10

NEW EMPLOYEES: CLASSIFIED

FIRST NAME	NAME	POSITION	LOCATION	DATE HIRED	RATE OF PAY
Victor	**Cruz**	**Ed. Asst - Resour**	**Clarendon**	**8/12/2026**	**19.27**
Rubi	Aguliar - Bernal	Ed. Asst	Solano	9/8/2026	16.16
Lidia	Armijo	Food II	Child Nutrition	9/1/2026	15.89
Melissa	Gavitt	Ed, Asst - SC/CC	Encanto	8/24/2026	20.28+2.50
Azalea	Gomez	Food II	Child Nutrition	8/14/2026	18.2
Aide	Medina	Bus Attendant	Maintenance &	9/1/2026	15.26
Ariana	Mercado	Behavior Tech	Longview	8/26/2026	17.94+ 4 diff

ADDITIONAL ASSIGNMENTS

FIRST NAME	LAST NAME	POSITION	LOCATION	DATE	RATE OF
Sara	Borghaus	XD-FAMILY ENGAGEMENT LIAISO	Clarendon	8/3/2026	21.75
Sara	Borghaus	XD-SITE SOCIAL MEDIA MANAGEI	Clarendon	8/17/2026	21.75
Jessica	Dodge	XD- Training	Montecito	8/17/2026	24.13
Jessica	Duran	XD-SITE SOCIAL MEDIA MANAGEI	Solano	8/17/2026	14/4
Elaine	Marxer	XD- 21ST CENTURY ATTENDANCE	Longview	8/24/2026	28.29
Breanna	Meza	XD- ALARM CALLS	Maintenance & Transportation	8/18/2026	16.9
Dorinda	Montoya	XD- 21ST CENTURY ENRICHMENT	Longview	8/24/2026	25.86
Andres	Perez	XD- 21ST CENTURY ENRICHMENT	Longview	8/24/2026	24.25

CHANGE OF HOURS

FIRST NAME	LAST NAME	POSITION	CHANGE OF HOURS	LOCATION	DATE	RATE OF

CHANGE OF ASSIGNMENT

FIRST NAME	LAST NAME	FROM POSITION	TO POSITION	LOCATION	DATE	RATE OF
Amanda	Allen	Teacher-Prof. Growth Movement	Teacher	Clarendon	7/27/2026	$56,199.00
Clare	Maynard	Teacher-Prof. Growth Movement	Teacher	Encanto	7/27/2026	$72,871.00
Francisco	Villareal	Teacher-Prof. Growth Movement	Teacher	Clarendon	7/27/2026	$62,525.00
Juanita	Stubbs	Teacher-Prof. Growth Movement	Teacher	Encanto	7/27/2026	$56,438.00
Michelle	Beltran	Teacher-Prof. Growth Movement	Teacher	Clarendon	7/27/2026	$60,391.00
Rosaisela	Elias Ulloa	Teacher-Prof. Growth Movement	Teacher	Longview	7/27/2026	$61,034.00
Samuel	Serrato	Teacher-Prof. Growth Movement	Teacher	Clarendon	7/27/2026	$57,460.00
Scott	Whaley	Teacher-Prof. Growth Movement	Teacher	Encanto	7/27/2026	$57,460.00
Vanessa	Palma	Teacher-Prof. Growth Movement	Teacher	Solano	7/27/2026	$59,530.00
Yehudy	Assaf Silva	Teacher-Prof. Growth Movement	Teacher	Encanto	7/27/2026	$57,460.00
Jessica	Sauter	Teacher-Prof. Growth Movement	Teacher	Encanto	7/27/2026	$56,750.00
Lanaya	Nash	Behavior Technician	Educational Assistant- Library	Solano	8/13/2026	$20.39

NEW YEAR CLASSIFIED ASSIGNMENTS

FIRST NAME	LAST NAME	POSITION	LOCATION	DATE	RATE OF

NEW YEAR SUBSTITUTES ASSIGNMENTS

SEPARATIONS

FIRST NAME	LAST NAME	POSITION	LOCATION	DATE
Marrlyn	Clemons	Bus Attendant	M&T	5/20/2026
Diana	Curiel	Bus Attendant	M&T	5/20/2026
Kenna	Hernandez	Ed. Asst- Resource	Solano	5/20/2026
Sara	Quinarez	Food II	Child Nutrition	8/3/2026
Christina	Castillo-Lee	Educational Asst- Library	Solano	8/7/2026
Norma	Rodriguez	Food II	Child Nutrition	5/20/2026
Clarence	Grayson	Custodian	Maintenance & Trans	8/21/2026
Katrina	Roberts	Teacher - MONTESSORI	Montecito	10/2/2026
Maria	Flores	Bus Driver	Maintenance & Trans	9/11/2026

LEAVE OF ABSENCES:

FIRST NAME	LAST NAME	REASON	LOCATION	DATE
Maria	Armas	Uncompensated LOA	CN	07/22/2026
Maria	Guzman Castro	Uncompensated LOA	SOL	07/21/2026
Madison	Furey	LOA	CN	08/10/2026

MILITARY LEAVE:

FIRST NAME	LAST NAME	REASON	LOCATION	DATE

PRE-APPROVAL ADDENDUM TO CONTRACT		
NAME	PROGRAM	AMOUNT
Anderson, Beth	Mentor Teacher 7/30/26-5/19/27	$3,000.00
Assaf, Yehudy	Club sponsor 7/30/26-5/19/27	$750.00
Avina, Amber	Summer Child Find Eval Team 7/1-7/17/26	$3,627.00
Ayres, Heather	Club sponsor 7/30/26-5/19/27	$750.00
Ayres, Heather	ELD Lead 7/30/26-5/19/27	$500.00
Banchs,Denise	Summer Medicaid Coordinator 7/1-7/24/26	$4,930.64
Beebe-Guidice, Lucero	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Bejarano, Vanessa	Summer Planning 7/22/26	$160.00
Bejarano, Vanessa	Curriculum Training/Planning 7/20-7/23/26	$500.00
Beltran, Michelle	Club Sponsor 7/30/26-5/19/27	$1,500.00
Beltran, Michelle	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Bracy, Sarah	Curriculum Training /Planning/ Coaching 9/24/26	$80.00
Campbell, Amelia	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Cecena, Araceli	Early Kinder Testing/Jumpstart 7/1-7/10/26	$300.00
Chhim, Sokunthear	Curriculum Training Planning 7/20-7/23/26	$500.00
Cobb, Cicely	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Davey, Jenny	Early Kinder Testing/Jumpstart 7/14-7/15/26	$600.00
Delgado-Beagley, Cristina	Club Sponsor 7/30/26-5/19/27	$1,500.00
Denean Cobb, Cicely	Curriculum Training/Planning 7/20-7/23/26	$500.00
Dine, Yasmine	Curriculum Training/Planning 7/20-7/23/26	$500.00
Elias Ulloa, Roaisela	School Social Media Manager 8/3/26-5/21/27	1500.00.
Ellison, Brianne	Summer Child find Evaluation Team 7/1-7/31/26	$300.00
Ellison, Brianne	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Feria Mohr, Anna	Mentor Teacher 7/30/26-5/19/27	$3,000.00
Feria, Anna	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Frederick, Macklin	Curriculum Training/Planning 7/20-7/23/26	$500.00
Garcia, Cynthia	Club Sponsor 7/30/26-5/19/27	$1,500.00
Garcia, Cynthia	Curriculum Training/Planning 7/20-7/23/26	$500.00
Garcia, Cynthia	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Georges, Julia	Lead Teacher 7/30/26-5/26/27	$500.00
Goetter, Ashley	Summer Planning 7/6-7/24/26	$800.00
Hasenstab, Stephanie	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Hernandez, Daniella	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Herra Silva, Luis	Curriculum Training/Planning 7/20-7/23/26	$500.00
Hinton, Donald	Football Coach 8/17-11/26/26	$1,000.00
Hurtado Diaz, Nidia	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Judd,Elisabeth	Curriculum Training/Planning/Coaching 9/24/26	$80.00
June, Kathryn	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Kahl, Kayce	Family Engmnt Liaison/Comm Mbr 7/30/26-5/19/27	$1,000.00
Kahl, Kayce	Gifted Lead (Title IV) 7/30/26-5/19/27	$1,000.00
Kahl, Kayce	Mentor Teacher 7/30/26-5/19/27	$3,000.00

Khripunov, Kimberly	Summer Planning 7/22/26	$160.00
Klanke, Liana	Club sponsor 7/30/26-5/19/27	$1,500.00
Linn, Jennifer	School Social Media Manager 8/17/26-5/21/27	$1,500.00
Lizarraga, Machenzie	Summer Planning 7/22/26	$160.00
Lizerraga, Mackenzie	Curriculum Training/Planning 7/20-7/23/26	$500.00
Marina Wright, Rosa	Curriculum Planning/Data Ananlysis 8/21-10/29/26	$2,100.00
Maynard, Clare	Early Kinder Testing/Jumpstart 7/1-7/10/26	$400.00
Maynard, Clare	Early Kinder Testing/Jumpstart 7/14-7/15/26	$800.00
McHugh, Lindsay	Child find Evaluation Team 7/1-7/31/26	$300.00
Merrill, Amanda	Early Kinder Testing/Jumpstart 7/1-7/10/26	$300.00
Moreno, Alexa	Athletic Director 7/30/26-5/14/27	$5,000.00
Murray, Jennifer Nikki	Early Kinder Testing/Jumpstart 7/14-7/15/26	$600.00
Oehler, Ashley	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Palma, Vanessa	Curriculum Training Planning/Coaching 9/24/26	$80.00
Pendall-Castro, Emily	Summer Child Find Eval Team 7/1-7/24/26	$728.82
Rasor, Jennifer	Club sponsor 7/30/26-5/19/27	$1,500.00
Rasor, Jennifer	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Roberts, Katrina	Summer Planning 7/13-7/24/26	$480.00
Roberts, Mae	Curriculum Training Planning 7/20-7/23/26	$500.00
Roberts, Mae	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Robins, Jennifer	Club sponsor 7/30/26-5/19/27	$1,500.00
Ruiz, Dezzy	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Sanchez- Hernandez, Nyely	Club sponsor 7/30/26-5/19/27	$1,500.00
Sanchez-Hernandez, Nayely	Summer Planning 7/22/26	$160.00
Santillano, Magali	Curriculum Planning/Data Ananlysis 8/21-10/29/26	$2,100.00
Santllano, Magali	Summer Planning 7/20-7/24/26	$320.00
Sarmiento, Erica	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Sing, Jill	Summer Child Find Evaluation Team 7/1-7/31/26	$300.00
Singh, Jill	Bond Moves 7/6-7/24/26	$1,000.00
Singh, Jill	Summer Planning 7/13-7/23/26	$480.00
Singh, Jill	School Social Media Manager 8/3/26-5/21/27	$1,500.00
Smith Miracles, Angelica	Curriculum Planning/Data Ananlysis 7/20-7/23/26	$500.00
Smith, Dasaminique	Volleyball Coach 8/10-11/6/26	$1,000.00
Stubbs, Juanita	Curriculum Training/Planning 7/20-7/23/26	$500.00
Tenijieth, Mia	Curriculum Trining/Planning 7/20-7/23/26	$500.00
Tenijieth, Mia	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Terriciano, Molly	TAP Advisor 7/30/26-5/19/27	$1,500.00
Terriciano, Molly	Curriculum Training/Planning 7/20-7/23/26	$500.00
Terriciano, Molly	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Torres, Bedonie, Brianna	Curriculum Training/Planning 7/20-7/23/26	$500.00
Torres, Brianna	TAP Advisor 7/30/26-5/19/27	$1,500.00
Valencia, Luis	Summer Planning 7/20/26	$400.00
Villanueva Corrales, Lorenna	TAP Advisor 7/30/26-5/19/27	$1,500.00

Villanueva Corrales, Lorenna	Curriculum Training/Planning/Coaching 9/24/26	$80.00
Villarreal, Frank	Curriculum Training/Planning 7/20-7/23/26	$500.00
Vincent, Madison	Lead Teacher 7/30/26-5/26/27	$500.00
Whaley, Scott	Summer Planning 7/22/26	$160.00
Wharton, Patricia	Volleyball Coach 8/10-11/6/26	$2,000.00
Wilhelmy, Danielle	Summer Planning 7/22/26	$160.00
Wright, Rosa Marina	Bond Moves 7/1-7/17/26	$750.00

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-E

Agenda Item
Donations

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

Background –

Donor	Donation	Location	Estimated Value
Philip Sayre	Fishing equipment	Fish and Wildlife Room	$800.00

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

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

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-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 Rev & Expense Report

From Date: 8/1/2026 To Date: 8/31/2026

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
001.000.0000.1000.000.000.0000	DO NOT USE	$0.00	$162,131.53	$149,487.70	($149,487.70)	$0.00	($149,487.70)	0.00%
001.000.0000.2000.000.000.0000	Undesignated	$0.00	($0.66)	($0.66)	$0.66	$0.00	$0.66	0.00%
001.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	($840,283.70)	($1,680,567.41)	$1,680,567.41	$0.00	$1,680,567.41	0.00%
001.000.0000.6000.000.000.0000	BUDGET LINE	$23,604,982.00	$1,505,912.44	$1,889,126.15	$21,715,855.85	$14,775,693.60	$6,940,162.25	29.40%
	FUND: MAINTENANCE AND OPERATION - 001	$23,604,982.00	$827,759.61	$358,045.78	$23,246,936.22	$14,775,693.60	$8,471,242.62	35.89%
010.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	($361,896.96)	($361,896.96)	$361,896.96	$0.00	$361,896.96	0.00%
	FUND: CLASSROOM SITE FUND - 010	$0.00	($361,896.96)	($361,896.96)	$361,896.96	$0.00	$361,896.96	0.00%
011.000.0000.1000.000.000.0000	DO NOT USE	$0.00	$6.65	($6,635.90)	$6,635.90	$0.00	$6,635.90	0.00%
011.000.0000.6000.000.000.0000	BUDGET LINE	$5,186,674.57	$164,540.94	$164,540.94	$5,022,133.63	$1,707,211.33	$3,314,922.30	63.91%
	FUND: P301 BASE PAY - 011	$5,186,674.57	$164,547.59	$157,905.04	$5,028,769.53	$1,707,211.33	$3,321,558.20	64.04%
020.000.0000.6000.000.000.0000	BUDGET LINE	$200,000.00	$4,398.28	$4,398.28	$195,601.72	$47,317.63	$148,284.09	74.14%
	FUND: INSTRUCTIONAL IMPROVEMENT FUND - 020	$200,000.00	$4,398.28	$4,398.28	$195,601.72	$47,317.63	$148,284.09	74.14%
071.000.0000.6000.000.000.0000	BUDGET LINE	$54,377.31	$0.00	$0.00	$54,377.31	$0.00	$54,377.31	100.00%
	FUND: STRUCTURED ENGLISH IMMERSION - 071	$54,377.31	$0.00	$0.00	$54,377.31	$0.00	$54,377.31	100.00%
100.000.0000.6000.000.000.0000	BUDGET LINE	$1,153,863.70	$12.97	$12.97	$1,153,850.73	$1,100.00	$1,152,750.73	99.90%
	FUND: TITLE I - 100	$1,153,863.70	$12.97	$12.97	$1,153,850.73	$1,100.00	$1,152,750.73	99.90%
101.000.0000.6000.000.000.0000	BUDGET LINE	$1,607,134.39	$50,631.59	$58,277.89	$1,548,856.50	$531,803.24	$1,017,053.26	63.28%
	FUND: TITLE I - 101	$1,607,134.39	$50,631.59	$58,277.89	$1,548,856.50	$531,803.24	$1,017,053.26	63.28%
110.000.0000.6000.000.000.0000	BUDGET LINE	$1,707.92	$0.00	$0.00	$1,707.92	$0.00	$1,707.92	100.00%
	FUND: TITLE ID - NEGLECTED OR DELINQUENT - 110	$1,707.92	$0.00	$0.00	$1,707.92	$0.00	$1,707.92	100.00%
115.000.0000.6000.000.000.0000	BUDGET LINE	$40,000.00	$0.00	$0.00	$40,000.00	$0.00	$40,000.00	100.00%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 115	$40,000.00	$0.00	$0.00	$40,000.00	$0.00	$40,000.00	100.00%
116.000.0000.6000.000.000.0000	BUDGET LINE	$30,000.00	$10,704.00	$10,704.00	$19,296.00	$13,239.51	$6,056.49	20.19%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 116	$30,000.00	$10,704.00	$10,704.00	$19,296.00	$13,239.51	$6,056.49	20.19%
140.000.0000.6000.000.000.0000	BUDGET LINE	$143,776.29	$0.00	$0.00	$143,776.29	$0.00	$143,776.29	100.00%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 140	$143,776.29	$0.00	$0.00	$143,776.29	$0.00	$143,776.29	100.00%
141.000.0000.6000.000.000.0000	BUDGET LINE	$251,373.39	$282.49	$451.96	$250,921.43	$2,523.02	$248,398.41	98.82%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 141	$251,373.39	$282.49	$451.96	$250,921.43	$2,523.02	$248,398.41	98.82%
160.000.0000.6000.000.000.0000	BUDGET LINE	$95,886.60	$1,408.64	$1,408.64	$94,477.96	$787.79	$93,690.17	97.71%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 160	$95,886.60	$1,408.64	$1,408.64	$94,477.96	$787.79	$93,690.17	97.71%
161.000.0000.6000.000.000.0000	BUDGET LINE	$169,955.66	$801.00	$858.58	$169,097.08	$2,076.07	$167,021.01	98.27%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161	$169,955.66	$801.00	$858.58	$169,097.08	$2,076.07	$167,021.01	98.27%
162.000.0000.6000.000.000.0000	BUDGET LINE	$240,000.00	$130.00	$130.00	$239,870.00	$11,734.44	$228,135.56	95.06%
	FUND: 21ST CENTURY (ENC, SOL) - 162	$240,000.00	$130.00	$130.00	$239,870.00	$11,734.44	$228,135.56	95.06%
163.000.0000.6000.000.000.0000	BUDGET LINE	$330,000.00	$0.00	$0.00	$330,000.00	$0.00	$330,000.00	100.00%
	FUND: 21ST CENTURY (CL, LV, OMS) - 163	$330,000.00	$0.00	$0.00	$330,000.00	$0.00	$330,000.00	100.00%

Board Rev & Expense Report

From Date: 8/1/2026 To Date: 8/31/2026

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
190.000.0000.6000.000.000.0000	BUDGET LINE	$70,747.77	$3,680.00	$3,680.00	$67,067.77	$865.60	$66,202.17	93.57%
	FUND: TITLE III - 190	$70,747.77	$3,680.00	$3,680.00	$67,067.77	$865.60	$66,202.17	93.57%
191.000.0000.6000.000.000.0000	BUDGET LINE	$110,951.69	$3,900.18	$6,240.56	$104,711.13	$34,857.99	$69,853.14	62.96%
	FUND: TITLE III - 191	$110,951.69	$3,900.18	$6,240.56	$104,711.13	$34,857.99	$69,853.14	62.96%
200.000.0000.6000.000.000.0000	BUDGET LINE	$35,595.00	$3,306.35	$3,306.35	$32,288.65	$36,752.49	($4,463.84)	-12.54%
	FUND: TITLE VII - INDIAN ED - 200	$35,595.00	$3,306.35	$3,306.35	$32,288.65	$36,752.49	($4,463.84)	-12.54%
220.000.0000.6000.000.000.0000	BUDGET LINE	$1,130,009.75	$0.00	$0.00	$1,130,009.75	$0.00	$1,130,009.75	100.00%
	FUND: IDEA - BASIC - 220	$1,130,009.75	$0.00	$0.00	$1,130,009.75	$0.00	$1,130,009.75	100.00%
221.000.0000.6000.000.000.0000	BUDGET LINE	$895,850.30	$48,208.84	$48,208.84	$847,641.46	$601,090.01	$246,551.45	27.52%
	FUND: IDEA BASIC - 221	$895,850.30	$48,208.84	$48,208.84	$847,641.46	$601,090.01	$246,551.45	27.52%
222.000.0000.6000.000.000.0000	BUDGET LINE	$29,517.50	$0.00	$0.00	$29,517.50	$0.00	$29,517.50	100.00%
	FUND: IDEA - PRESCHOOL GRANT - 222	$29,517.50	$0.00	$0.00	$29,517.50	$0.00	$29,517.50	100.00%
223.000.0000.6000.000.000.0000	BUDGET LINE	$29,973.04	$0.00	$0.00	$29,973.04	$0.00	$29,973.04	100.00%
	FUND: IDEA EDISA - 2 Training - 223	$29,973.04	$0.00	$0.00	$29,973.04	$0.00	$29,973.04	100.00%
230.000.0000.6000.000.000.0000	BUDGET LINE	$37,173.47	$0.00	$0.00	$37,173.47	$0.00	$37,173.47	100.00%
	FUND: JOHNSON-O'MALLEY - 230	$37,173.47	$0.00	$0.00	$37,173.47	$0.00	$37,173.47	100.00%
231.000.0000.6000.000.000.0000	BUDGET LINE	$37,173.47	$1,417.00	$1,417.00	$35,756.47	$15,751.10	$20,005.37	53.82%
	FUND: JOHNSON-O'MALLEY - 231	$37,173.47	$1,417.00	$1,417.00	$35,756.47	$15,751.10	$20,005.37	53.82%
280.000.0000.6000.000.000.0000	BUDGET LINE	$29,828.93	$0.00	$0.00	$29,828.93	$0.00	$29,828.93	100.00%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 280	$29,828.93	$0.00	$0.00	$29,828.93	$0.00	$29,828.93	100.00%
290.000.0000.1000.000.000.0000	DO NOT USE	$0.00	$5,303.41	$4,637.89	($4,637.89)	$0.00	($4,637.89)	0.00%
290.000.0000.6000.000.000.0000	BUDGET LINE	$550,000.00	$19,581.05	$21,028.43	$528,971.57	$206,130.85	$322,840.72	58.70%
	FUND: MEDICAID REIMB - 290	$550,000.00	$24,884.46	$25,666.32	$524,333.68	$206,130.85	$318,202.83	57.86%
310.000.0000.6000.000.000.0000	BUDGET LINE	$8,690.00	$0.00	$0.00	$8,690.00	$0.00	$8,690.00	100.00%
	FUND: AZ NURSES WORKFORCE GRANT - 310	$8,690.00	$0.00	$0.00	$8,690.00	$0.00	$8,690.00	100.00%
320.000.0000.6000.000.000.0000	BUDGET LINE	$708,000.00	$0.00	$0.00	$708,000.00	$0.00	$708,000.00	100.00%
	FUND: PRESCHOOL DEVELOPMENT GRANT - 320	$708,000.00	$0.00	$0.00	$708,000.00	$0.00	$708,000.00	100.00%
322.000.0000.6000.000.000.0000	BUDGET LINE	$276,000.00	$0.00	$0.00	$276,000.00	$0.00	$276,000.00	100.00%
	FUND: PRESCHOOL DEV - START-UP - 322	$276,000.00	$0.00	$0.00	$276,000.00	$0.00	$276,000.00	100.00%
323.000.0000.6000.000.000.0000	BUDGET LINE	$350,000.00	$0.00	$0.00	$350,000.00	$0.00	$350,000.00	100.00%
	FUND: PDG- CONTINUATION GRANT - 323	$350,000.00	$0.00	$0.00	$350,000.00	$0.00	$350,000.00	100.00%
333.000.0000.6000.000.000.0000	BUDGET LINE	$800,000.00	$15,667.18	$20,239.40	$779,760.60	$140,614.44	$639,146.16	79.89%
	FUND: HQEL - 333	$800,000.00	$15,667.18	$20,239.40	$779,760.60	$140,614.44	$639,146.16	79.89%
364.000.0000.6000.000.000.0000	BUDGET LINE	$1,000,000.00	$2,940.90	$2,940.90	$997,059.10	$32,426.41	$964,632.69	96.46%
	FUND: FED ED INNOVATION RESEARCH GRANT - 364	$1,000,000.00	$2,940.90	$2,940.90	$997,059.10	$32,426.41	$964,632.69	96.46%

Board Rev & Expense Report

From Date: 8/1/2026 To Date: 8/31/2026

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
457.000.0000.6000.000.000.0000	BUDGET LINE	$26,000.00	$0.00	$0.00	$26,000.00	$0.00	$26,000.00	100.00%
	FUND: RESULTS BASED FUNDING - 457	$26,000.00	$0.00	$0.00	$26,000.00	$0.00	$26,000.00	100.00%
472.000.0000.6000.000.000.0000	BUDGET LINE	$180,000.00	$0.00	$0.00	$180,000.00	$0.00	$180,000.00	100.00%
	FUND: EARLY LITERACY GRANT - 472	$180,000.00	$0.00	$0.00	$180,000.00	$0.00	$180,000.00	100.00%
473.000.0000.6000.000.000.0000	BUDGET LINE	$185,820.00	$13,015.97	$13,015.97	$172,804.03	$142,395.38	$30,408.65	16.36%
	FUND: FOUNDATIONAL LITERACY GRANT - 473	$185,820.00	$13,015.97	$13,015.97	$172,804.03	$142,395.38	$30,408.65	16.36%
475.000.0000.6000.000.000.0000	BUDGET LINE	$45,000.00	$2,024.34	$2,024.34	$42,975.66	$22,501.63	$20,474.03	45.50%
	FUND: OIE RISE GRANT - 475	$45,000.00	$2,024.34	$2,024.34	$42,975.66	$22,501.63	$20,474.03	45.50%
480.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	$0.00	$0.00	$11,900.52	($11,900.52)	0.00%
480.000.0000.6000.000.000.0000	BUDGET LINE	$407,053.00	$36,501.29	$36,501.29	$370,551.71	$352,455.04	$18,096.67	4.45%
	FUND: SAFE SCHOOLS - 480	$407,053.00	$36,501.29	$36,501.29	$370,551.71	$364,355.56	$6,196.15	1.52%
500.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($1,420.55)	($1,420.55)	$1,420.55	$0.00	$1,420.55	0.00%
500.000.0000.6000.000.000.0000	BUDGET LINE	$686,000.00	$0.00	$0.00	$686,000.00	$0.00	$686,000.00	100.00%
	FUND: SCH PL-SALE/LEAS OVR 1 YR - 500	$686,000.00	($1,420.55)	($1,420.55)	$687,420.55	$0.00	$687,420.55	100.21%
502.000.0000.6000.000.000.0000	BUDGET LINE	$80,000.00	$0.00	$0.00	$80,000.00	$0.00	$80,000.00	100.00%
	FUND: SCHOOL PLANT SALES - 502	$80,000.00	$0.00	$0.00	$80,000.00	$0.00	$80,000.00	100.00%
510.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($1,284.00)	($3,742.54)	$3,742.54	$0.00	$3,742.54	0.00%
510.000.0000.6000.000.000.0000	BUDGET LINE	$2,750,000.00	$232,331.54	$245,647.88	$2,504,352.12	$1,583,882.91	$920,469.21	33.47%
	FUND: FOOD SERVICE - 510	$2,750,000.00	$231,047.54	$241,905.34	$2,508,094.66	$1,583,882.91	$924,211.75	33.61%
515.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($1,807.27)	($2,228.54)	$2,228.54	$0.00	$2,228.54	0.00%
515.000.0000.6000.000.000.0000	BUDGET LINE	$200,000.00	$6,766.26	$7,345.09	$192,654.91	$82,297.53	$110,357.38	55.18%
	FUND: CIVIC CENTER - 515	$200,000.00	$4,958.99	$5,116.55	$194,883.45	$82,297.53	$112,585.92	56.29%
520.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($8,035.00)	($8,035.00)	$8,035.00	$0.00	$8,035.00	0.00%
520.000.0000.6000.000.000.0000	BUDGET LINE	$246,393.60	$24,299.70	$26,557.38	$219,836.22	$230,663.85	($10,827.63)	-4.39%
	FUND: COMMUNITY SCHOOL - 520	$246,393.60	$16,264.70	$18,522.38	$227,871.22	$230,663.85	($2,792.63)	-1.13%
521.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($12,119.00)	($12,119.00)	$12,119.00	$0.00	$12,119.00	0.00%
521.000.0000.6000.000.000.0000	BUDGET LINE	$403,606.40	$24,642.05	$25,394.61	$378,211.79	$276,120.31	$102,091.48	25.29%
	FUND: COMMUNITY SCHOOL - MONTESSORI - 521	$403,606.40	$12,523.05	$13,275.61	$390,330.79	$276,120.31	$114,210.48	28.30%
525.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($502.08)	($578.61)	$578.61	$0.00	$578.61	0.00%
525.000.0000.6000.000.000.0000	BUDGET LINE	$30,000.00	$4,109.99	$4,109.99	$25,890.01	$8,564.01	$17,326.00	57.75%
	FUND: AUXILIARY OPERATIONS - 525	$30,000.00	$3,607.91	$3,531.38	$26,468.62	$8,564.01	$17,904.61	59.68%
526.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($600.00)	($600.00)	$600.00	$0.00	$600.00	0.00%
526.000.0000.6000.000.000.0000	BUDGET LINE	$370,000.00	$0.00	$614.42	$369,385.58	$2,000.00	$367,385.58	99.29%
	FUND: EXTRA CURR TAX FEES CR - 526	$370,000.00	($600.00)	$14.42	$369,985.58	$2,000.00	$367,985.58	99.46%
530.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($1,702.01)	($2,532.74)	$2,532.74	$0.00	$2,532.74	0.00%
530.000.0000.6000.000.000.0000	BUDGET LINE	$500,000.00	$5,807.29	$5,807.29	$494,192.71	$51,437.14	$442,755.57	88.55%
	FUND: GIFTS AND DONATIONS - 530	$500,000.00	$4,105.28	$3,274.55	$496,725.45	$51,437.14	$445,288.31	89.06%
540.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($108.00)	($108.00)	$108.00	$0.00	$108.00	0.00%

Board Rev & Expense Report

From Date: 8/1/2026 To Date: 8/31/2026

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
540.000.0000.6000.000.000.0000	BUDGET LINE	$10,500.00	$0.00	$66.00	$10,434.00	$2,079.00	$8,355.00	79.57%
	FUND: FINGERPRINT - 540	$10,500.00	($108.00)	($42.00)	$10,542.00	$2,079.00	$8,463.00	80.60%
550.000.0000.6000.000.000.0000	BUDGET LINE	$30,500.00	$0.00	$0.00	$30,500.00	$0.00	$30,500.00	100.00%
	FUND: INSURANCE PROCEEDS - 550	$30,500.00	$0.00	$0.00	$30,500.00	$0.00	$30,500.00	100.00%
555.000.0000.6000.000.000.0000	BUDGET LINE	$18,000.00	$0.00	$0.00	$18,000.00	$0.00	$18,000.00	100.00%
	FUND: TEXTBOOKS - 555	$18,000.00	$0.00	$0.00	$18,000.00	$0.00	$18,000.00	100.00%
570.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($329.31)	($4,308.24)	$4,308.24	$0.00	$4,308.24	0.00%
570.000.0000.6000.000.000.0000	BUDGET LINE	$900,000.00	$30,942.92	$48,744.56	$851,255.44	$308,513.08	$542,742.36	60.30%
	FUND: INDIRECT COSTS - 570	$900,000.00	$30,613.61	$44,436.32	$855,563.68	$308,513.08	$547,050.60	60.78%
575.000.0000.6000.000.000.0000	BUDGET LINE	$30,000.00	$0.00	$0.00	$30,000.00	$24,715.13	$5,284.87	17.62%
	FUND: UNEMPLOYMENT INSURANCE - 575	$30,000.00	$0.00	$0.00	$30,000.00	$24,715.13	$5,284.87	17.62%
585.000.0000.6000.000.000.0000	BUDGET LINE	$7,500.00	$0.00	$0.00	$7,500.00	$0.00	$7,500.00	100.00%
	FUND: INSURANCE REFUND - 585	$7,500.00	$0.00	$0.00	$7,500.00	$0.00	$7,500.00	100.00%
610.000.0000.1000.000.000.0000	DO NOT USE	$0.00	$14,314.90	$2,143.86	($2,143.86)	$0.00	($2,143.86)	0.00%
610.000.0000.2000.000.000.0000	Undesignated	$0.00	($0.11)	($0.11)	$0.11	$0.00	$0.11	0.00%
610.000.0000.6000.000.000.0000	BUDGET LINE	$6,727,437.00	$224,243.09	$484,879.31	$6,242,557.69	$836,319.01	$5,406,238.68	80.36%
	FUND: UNRESTRICT CAPITAL OUTLAY - 610	$6,727,437.00	$238,557.88	$487,023.06	$6,240,413.94	$836,319.01	$5,404,094.93	80.33%
630.000.0000.6000.000.000.0000	BUDGET LINE	$24,600,000.00	$10,540.70	$18,227.15	$24,581,772.85	$16,329,228.06	$8,252,544.79	33.55%
	FUND: BOND BUILDING - 630	$24,600,000.00	$10,540.70	$18,227.15	$24,581,772.85	$16,329,228.06	$8,252,544.79	33.55%
665.000.0000.6000.000.000.0000	BUDGET LINE	$70,000.00	$0.00	$0.00	$70,000.00	$0.00	$70,000.00	100.00%
	FUND: ENERGY & WATER SAVINGS - 665	$70,000.00	$0.00	$0.00	$70,000.00	$0.00	$70,000.00	100.00%
691.000.0000.6000.000.000.0000	BUDGET LINE	$69,964.00	$0.00	$0.00	$69,964.00	$0.00	$69,964.00	100.00%
	FUND: SFB BUILDING RENEWAL - 691	$69,964.00	$0.00	$0.00	$69,964.00	$0.00	$69,964.00	100.00%
700.000.0000.1000.000.000.0000	DO NOT USE	$0.00	$306,051.83	$2,458,000.43	($2,458,000.43)	$0.00	($2,458,000.43)	0.00%
700.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	$0.00	$0.00	$5,530,000.00	($5,530,000.00)	$0.00	($5,530,000.00)	0.00%
700.000.0000.6000.000.000.0000	BUDGET LINE	$8,174,150.00	$0.00	$0.00	$8,174,150.00	$0.00	$8,174,150.00	100.00%
	FUND: DEBT SERVICE - 700	$8,174,150.00	$306,051.83	$7,988,000.43	$186,149.57	$0.00	$186,149.57	2.28%
850.000.0000.1000.000.000.0000	DO NOT USE	$0.00	$283.70	($1,223.95)	$1,223.95	$0.00	$1,223.95	0.00%
850.000.0000.6000.000.000.0000	BUDGET LINE	$40,000.00	$0.00	$0.00	$40,000.00	$0.00	$40,000.00	100.00%
	FUND: STUDENT ACTIVITIES - 850	$40,000.00	$283.70	($1,223.95)	$41,223.95	$0.00	$41,223.95	103.06%
855.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($77,435.64)	($77,435.64)	$77,435.64	$0.00	$77,435.64	0.00%
855.000.0000.6000.000.000.0000	BUDGET LINE	$2,750,000.00	$400,060.43	$400,060.43	$2,349,939.57	$2,313,291.09	$36,648.48	1.33%
	FUND: EMPL INSUR PGM WITHHOLDNG - 855	$2,750,000.00	$322,624.79	$322,624.79	$2,427,375.21	$2,313,291.09	$114,084.12	4.15%
	Grand Total:	$88,747,166.75	$2,033,377.15	$9,536,802.63	$79,210,364.12	$40,740,339.21	$38,470,024.91	43.35%

End of Report

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-G

Agenda Item
Student Activities Statement of Revenue and Expenditures

For Board: [X] 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 Statement of Revenues and Expenditures for the Student Activities Fund from August 1 through August 31, 2026.

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Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-H

Agenda Item
Disposal of Equipment

For Board: [X] 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
Statement of Revenues and Expenditures
For Student Activities Fund
Activity from Aug 1, 2026 to Aug 31, 2026

School	Beginning Balance	Revenues	Expenditures	Ending Balance
Clarendon	5,483.34			5,483.34
OMS	12,466.43			12,466.43
Solano	7,834.76	897.00		8,731.76
Longview	13,393.90			13,393.90
	$ 39,178.43	$ 897.00	$ -	40,075.43

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-I

Agenda Item
Approval of Certified Evaluators for 2026-2027

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

Background –
The Governing Board is required to approve the list of Qualified Evaluators who have completed the NIET evaluator certification process for the year. We ask your approval of the following individuals who have passed the recertification requirements for the 2026-2027 school year.

School	Principal	Master Teachers	Mentor Teachers
CLA	Hilda Palache Leon	Heather Ayres	Beth Anderson Anna Feria (Oct.) Kayce Kahl (Oct.)
ENC	Kimberly Fernandez	Clare Maynard Maria Garcia	Danielle Wilhelmy Mackenzie Lizarraga Kimberly Pavlisick Ashley Goetter
LNV	Ken White	Araceli Cecena	Daniela Hernandez Charles Barton
OMS	Carol Hayes Allison Ahl	Patricia Wharton Erin Tikovitsch	Allison Stachel (Oct.)
SOL	Brandon Witherspoon Sandra Hammon	Amanda Merrill	
MCS	Stefaney Sotomayor	Jill Singh	Katrina Roberts
District Office	Abby Potter-Davis, Melissa Robinson, Alexis Aguirre, Felipe Carranza, Melynda Martin (Oct.), Savanna Spalding (Oct.), Aaron Vogel		

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

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

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

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 15, 2026
Board Meeting

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

Agenda Item Number – VI-J

Agenda Item
Approval of FY27 SFD Capital Plan

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

Background –
Attached is a copy of the FY27 SFD Capital Plan.

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 FY27 SFD Capital Plan as presented.

Moved _____ Seconded _____ P/F

Osborn Elementary District

RESOLUTION FOR SUBMISSION OF THE FY 2027 CAPITAL PLAN
TO THE ARIZONA SCHOOL FACILITIES OVERSIGHT BOARD
PURSUANT TO A.R.S. §41-5741 B.

This FY 2027 Capital Plan was approved by the Governing Board of **Osborn Elementary District** on ____/____/2026.

Name Printed

_____
Governing Board President

Signature

_____
Governing Board President

Osborn Elementary District
070408000 2027

Submission Date:
Print Date:09/07/2026

Master Plan

Osborn School District Master Plan

Tuition In / Out

District	Tuitioned in current School Year	Tuitioned in last year	Tuitioned out current School Year	Tuitioned out last year

Open Enrollment

District	Open enrollment current school year	Open enrollment last year

ADM Methodology

Growth projections based on incoming Prek & KG cohort sizes, planned developments, county demographic data, and historical trends.

ADM Projections

Grade Configuration	Year	ADM	% Percentage	Capacity
P-8				
	FY-27	2100		0.00
	FY-28	2115	0.71	0.00
	FY-29	2130	0.71	0.00
	FY-30	2145	0.7	0.00
	FY-31	2160	0.7	0.00
	FY-32	2175	0.69	0.00
	FY-33	2190	0.69	0.00
	FY-34	2205	0.68	0.00
	FY-35	2220	0.68	0.00
	FY-36	2235	0.68	0.00
	FY-37	2250	0.67	0.00

School Facilities Oversight Board FY 2027 Capital Plan

Osborn Elementary District
070408000 2027

Submission Date:
Print Date:09/07/2026

New Construction Project Request

Project Description	Project	Grade Level	Number of Students	Projected Opening	Land Need	Land Status

Locally-Funded Project List

Project Description	Grade Config	Funding Source	Estimated Contract Date	Estimated Completion Date	Replacement Space	Gross Square Footage	District Administrative Square Footage

District Owned - Vacant Land

Parcel Number	Area Acres	Cross Streets	Description of Planned Use

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-K

Agenda Item
Out of State Travel for Felipe Carrazna to attend the AASA (School Superintendents Association) National Conference in Atlanta, GA February 25-27, 2027

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

Background –
This program comes in a variety of formats to match learning styles and real life priorities. There will be more than 200 educational sessions Thought Leader Sessions, general sessions and roundtable sessions. All educational programming for the National Conference on Education 2027 will take place at the Georgia World Congress Center Atlanta GA February 25-27, 2027.

Legal

Financial

Registration (by October 31)	$795
Hotel (approx.)	$807
Flight (approx.)	$400
Total	$2002

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 Out of State Travel for Felipe Carrazna to attend the AASA National Conference in Atlanta, GA February 25-27, 2027.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-L-1

Agenda Item
Approval of Agreement with Rising Youth Theatre 26-27

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

Background –
Encanto Elementary will continue a partnership with Rising Youth Theatre to implement the Inner Canvas program. Rising Youth Theatre is an arts and youth leadership organization that uses theatre and storytelling to position young people as leaders. They share many aligned values with Encanto Elementary. This year we will work with Rising Youth to present Inner Canvas, a stress resilience through arts program. Participating youth will develop skills in nervous system regulation through creative arts practices and mentorship from local artists and mental health providers. Students will learn about managing stress and coping with difficult experiences from behavioral health professionals and then get to embody those tools through a creative arts program from artists over the course of 9 weeks. Tools will also be provided to teachers and families to continue the learning outside of the workshops.

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 agreement with Rising Star Youth Theatre for 2026-2027.

Moved _____ Seconded _____ P/F

MEMORANDUM OF UNDERSTANDING
September 1, 2026 through June 30, 2027

Rising Youth Theatre and Osborn School District

Osborn School District hereinafter referred to as the "District" and **Rising Youth Theatre** agree to a collaborative approach to supporting student health and well-being through the Inner Canvas Program.

The purpose of this memorandum of understanding is to outline the scope of services to be provided by Rising Youth Theatre to Osborn District students, namely at Encanto Elementary School and the responsibilities of the District.

Rising Youth Theatre, an arts and youth leadership organization, will provide arts programming to students at Encanto Elementary School. Rising Youth Theatre works with young people and adults to use art as a tool for connection and community. The primary program we work on will be Inner Canvas, a stress resilience through arts program designed to empower youth to develop skills in nervous system regulation through creative arts practices and mentorship from local artists and mental health providers. Students will explore their own capacity for resilience through storytelling and art, building an academic foundation that supports reading and writing skills. RYT will work with leadership at Encanto to identify participating students and to implement the program. Inner canvas supports foundational skills that lead to academic and social success, deepening the curriculum and content that Encanto is already using. Students will learn about managing stress and coping with difficult experiences from behavioral health professionals and then get to embody those tools through a creative arts program from artists over the course of 9 weeks. Tools will also be provided to teachers and families to continue the learning outside of the workshops.

Rising Youth Theatre Producing Artistic Collaborator Sarah Sullivan worked with Principal Kimberly Fernandez to write grant proposals to support this program, one of which has been already awarded, and one of which is currently pending.

This MOU is effective from September 1, 2026, through June 30, 2027.

Rising Youth Theatre will:

Provide students with a high quality arts and mental health program that includes multiple arts modalities

1. Ensure staff working with students obtain/retain up-to-date fingerprint clearance cards and have submitted to a background check administered by Rising Youth Theatre

2. Maintain a valid general liability insurance policy with minimum coverage of $1,000,000

per occurrence and $3,000,000 aggregate.

3. Be responsible for obtaining signed permission slips from all participants' families/guardians and providing copies to Encanto to keep on file

4. Be in regular communication with Encanto staff about the program implementation and regarding any program changes, including staff, schedules, and students.

5. When invited, attend staff and school board meetings to inform the community of collaboration activities, specific needs, and volunteer opportunities.

Osborn School District will:

1. Identify students for participation and promote the program

2. Provide for any additional safety needs and supplies as reasonably necessary to participate in activities.

3. Ensure at least one staff member will serve as liaison between said organization and District to support compliance with program, organization needs, and other related business activities.

TERMS AND CONDITIONS

1. COMPLIANCE WITH APPLICABLE LAWS:

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

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

1.2 SMOKING POLLUTION CONTROL ORDINANCE: Agency 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 spaces located within the City of Phoenix.

1.3 DRUG-FREE WORKPLACE: Agency 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: Agency and District acknowledge the applicability of the Immigration Reform and Control Act of 1986 (IRCA) and agree to comply with IRCA and permit District inspection of personnel records to verify such compliance. Agency and on behalf of any subcontractor, warrants, to the extent applicable under A.R. S. 41-4401, compliance with all federal immigration law and regulations that relate to their employees, as well as compliance with A.R. S. 23-214 (A) which requires registration and participation with the E-Verify Program. Agency shall ensure that all school-based staff meet all state and federal requirements for working with students, children, and parents. Agency facilitators and child care aides have been fingerprinted and criminal background checks have been completed.

1.5 CONFLICT OF INTEREST. Pursuant to A.R.S. § 38-511, as applicable, the provisions which are incorporated herein by reference, this Agreement is subject to cancellation if any person significantly involved in initiating, negotiating, securing, drafting or creating the Agreement is, at any time while the Agreement is in effect, an employee or agent of any other party to the Agreement in any capacity or a consultant to any other party of the Agreement with respect to the subject matter of the Agreement.

1.6 FINGERPRINT CLEARANCE CARD. If it involves any personnel dealing with children or potentially being on campus when children are present, make sure there is a provision that requires fingerprinting pursuant to A.R.S. §15-512 (H).

1.7

2. LICENSES AND PERMITS:

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

3. INDEMNIFICATION:

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

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 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 or 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 agency,

distributor, or representative of the other. Neither party shall act or represent itself directly or by implication, as an agent of the other or in any manner assume or create any obligation on behalf of, or in the name of, the other. In addition, the Agreement is not intended to constitute, create, give rise to, or otherwise recognize a joint venture agreement, partnership, or other formal business association or organization of any kind.

5. **CONFIDENTIALITY**

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

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

In the event this Agreement is terminated, the receiving party shall cease use of the Confidential Information received from the Disclosing Party and, upon Disclosing Party’s written request, shall promptly destroy, or return Confidential Information. In the event Disclosing Party requests destruction, Receiving Party shall provide written certification of the destruction with thirty (30) days of such request.

Because each party’s obligations are personal and unique, and because the parties will have access to and become acquainted with each other’s Confidential Information, each party agrees that its breach of this Agreement will result in irreparable harm to the other party. An injured party may enforce this Agreement and any of its provisions by injunction, specific performance, or other equitable relief without prejudice to any other rights and remedies that the injured party may have.

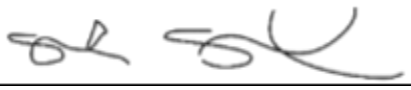
6. **NON-APPROPRIATION.**

All 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 the public funds are unavailable and not appropriate for the performance of either's obligations under this contract, then this contract shall automatically expire without penalty to either party after written notice of the unavailability and non-appropriations of public funds. It is expressly agreed that neither party shall not activate this non appropriation provision for its convenience or to circumvent the requirements of the contract, but only as an emergency fiscal measure.

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. The District reserves all rights that it may have to cancel this Agreement for possible conflicts of interest under A.R.S.38-511, as amended.

Rising Youth Theatre:

	Sarah Sullivan
Signature	Print Name
Producing Artistic Collaborator	8/4/2026
Title	Date

Osborn School District:

Signature	Felipe Carranza
Superintendent	
Title	Date

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-L-2

Agenda Item
Approval of IGA (Intergovernmental Agreement) with Arizona School for Deaf and Blind

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

Background –
The Arizona State Deaf and Blind School (ASDB) provides special education services and Individualized Education Plan (IEP) goal support to students who are identified with a disability of either hearing impairment, vision impairment or both. Due to the specialization of the services necessary, Osborn Elementary School District utilizes the specifically designed location, resources and educational instruction of ASDB to support students within our district who meet the criteria of eligibility for special education services with a hearing or vision impairment.

The district attorney has reviewed the Intergovernmental Agreement (IGA) and approved to form.

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 Intergovernmental Agreement (IGA) between the Osborn Elementary School District and the Arizona School of the Deaf and Blind as presented.

Moved _____ Seconded _____ P/F

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 Elementary School District (07-04-08-000) , 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."

"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. § 140l (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.

"Regional Co-operative" or "Cooperative" means a "regional program in appropriate locations in this State," A.R.S. § 15-1302(A), that offers optional services to enable Participating Schools to identify and to serve students enrolled in those schools with a hearing impairment, deafness, and/or a visual impairment more efficiently and cost-effectively than they could do separately.

"Related services," as that term is defined by 20 U.S.C. § 1401(26), means supportive services designed to enable a student with a disability to receive a FAPE as described in the student's IEP.

"Student" means a "[person] with disabilities" pursuant to 34 C.F.R. 300.7, who is between the ages of three and twenty-two who has not received a regular high school diploma.

"Supplementary Aids and Services," as that term is defined by 20 U.S.C. § 1401(33), means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

"Visual impairment," as that term is defined by 34 C.F.R. § 300.8(c) (13), includes blindness and means "an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness."

IV. RESPONSIBILITIES

A. The Participating School is responsible for providing a FAPE to every student enrolled in its school(s).

1. As the student's PEA or Other Approved Educational Program, , the Participating School must establish an IEP for its Qualified Student that meets the standards set forth in applicable federal and State laws, including but not limited to: adherence to procedural safeguards, child find, evaluation, consideration of the appropriate continuum of services and supports for students, establishment of measurable IEP goals, and identification of instructional or support services by appropriate personnel pursuant to A.A.C. R7-2-401(G).

    a. The Participating School is responsible for identifying the need for services related to hearing or visual impairment.

    b. If a student's suspected or confirmed hearing or visual disability begins to interfere with educational progress, the Participating School should contact ASDB as soon as possible.

        i. When the Participating School requests services from ASDB, ASDB (through the Regional Cooperative) will make its staff available or require its staff to participate in team meetings relating to identification, evaluation, or placement of a Qualified Student attending the Participating School when ASDB's participation is deemed appropriate or necessary by mutual agreement of the Parties.

        ii. The Participating School shall notify the Regional Cooperative's staff in writing of such meetings sufficiently in advance of such meetings.

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.

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.

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.

2. ASDB has established the membership fees with the intent that these fees will cover the cost of Supplementary Aids and Services that pertain to hearing or visual disabilities for Qualified Students enrolled in the Participating School.

3. The membership fee schedule for schools in each Region is attached as **Addendum B** to this Agreement and is incorporated by reference. The membership fee schedule is subject to modification on an annual basis. ASDB shall provide a Participating School with reasonable and timely notice of any changes to the membership fee schedule prior to billing at an adjusted rate.

C. **Instructional Costs.** Schools that participate in the Regional Cooperatives share the instructional costs related to hearing or visual disabilities for a Qualified Student enrolled at a Participating School either through institutional voucher funds or through a fee for services agreement.

1. **Institutional vouchers.** A Regional Cooperative may apply for and use an institutional voucher, *see* A.R.S. §§ 15-1201 through -1205, towards the instructional costs of its Qualified Student(s).

   a. Participating Schools, unless otherwise agreed upon by ASDB, shall use the institutional voucher to pay ASDB, through its Regional Cooperative, for services that address the hearing and visual disabilities of qualified students. *See* A.A.C. R7-2-404(A).

   b. The use of an institutional voucher to pay for services from ASDB, through its Regional Cooperative, does not divest responsibility from the Participating School for providing a FAPE.

      i. A Participating School that uses an institutional voucher to pay for cooperative services cannot designate ASDB, its Regional Cooperatives, or its employees, as the PEA that is responsible for providing an education to Qualified Students.

      ii. A Qualified Student, whose Participating School uses the institutional voucher to pay ASDB for services provided through its Regional Cooperatives, is not "enrolled" or "attending" ASDB, as contemplated by A.A.C. R7-2-404(A).

   c. In appropriate situations, the Participating School may be eligible for reimbursement of unexpended institutional vouchers payments. *See* **Addendum C** for an example of anticipated reimbursements to participating schools.

   d. **Additional Fees or Costs.** In certain situations, ASDB may need to assess fees and/or costs incurred by ASDB to the Participating School when the costs for services that are directly related to a Qualified Student's hearing impairment, deafness and/or a visual impairment exceed institutional voucher funds.

i. Additional costs will be negotiated on a case by case basis, approved by the ASDB Superintendent, the Regional Director of the Regional Cooperative, and the appropriate designee of the Participating School.

ii. ASDB, through the Regional Cooperatives, may not incur any obligation or make any expenditure that is not authorized by appropriation or allotment to provide specific services for a Qualified Student pursuant to A.R.S. § 1-254.

2. **Fee for services.** For those students with additional disabilities identified by the MET/IEP. a Participating School shall reimburse ASDB for its costs in providing services through the Regional Cooperative under a Fee For Service agreement *See* **Addendum D**.

a. A fee for service schedule will vary depending on location, nature, duration, and extent of services provided by ASDB through its Regional Cooperative.

b. The fees for services may change at unexpected intervals. ASDB shall provide a Participating School with reasonable and timely notice of any changes to a fee schedule prior to billing at an adjusted rate.

3. ASDB, through its Regional Cooperatives and Regional Directors, shall maintain the budgets for each Regional Cooperative.

VI. DURATION, TERMINATION, AND DISPOSITION OF PROPERTY

A. **Duration.** This Agreement shall become effective after approval by each Party's respective Governing Board on the later of the date of execution by ASDB and the Participating School.

1. The duration of the Agreement shall be for 5 years after the date of execution.

2. It may be extended for an additional 5 years upon approval of the parties' respective Governing Boards.

B. **Termination.**

1. The parties may terminate this Agreement prior to the end of its terms as follows:

a. **Mutual Agreement.** The parties may terminate the Agreement by mutual agreement by providing written notice of termination specifying the date of termination prior to termination of the Agreement. ASDB shall continue to provide services, through its Regional Cooperative, and the Participating School shall continue to pay for the services throughout the notification period.

b. **Unilateral.** Either party may terminate the Agreement by providing written notice of termination 90 days prior to termination. ASDB shall continue to provide services, through its Regional Cooperative, and the Participating School shall continue to pay for the services throughout the notification period.

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

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

School. It is the specific intention of the parties that the indemnitee shall, in all instances, except for Claims arising solely from the negligent or willful acts or omissions of the indemnitee, be indemnified by the Participating School from and against any and all claims. It is agreed that the Participating School will be responsible for primary loss investigation, defense and judgment costs where this indemnification is applicable.

F. **Insurance 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 Schools shall obtain and maintain insurance in accordance with the laws of the State of Arizona.

Waiver of Rights: The Participating School and its insurers providing the required **coverage** shall waive all rights of recovery against the State of Arizona and the Arizona State Schools for the Deaf and the Blind.

G. **Participation in Similar Activities**. This Agreement in no way restricts the parties from participating in similar activities with other public or private agencies, organizations, and individuals.

H. **Limitations.** Nothing in this Agreement shall be construed as limiting or expanding the statutory responsibilities of parties in performing functions beyond those granted to them by law, or as requiring the parties to expend any sum in excess of its appropriations.

I. **Confidentiality.** Both Parties agree to comply with all applicable state and federal privacy laws including the federal Family Educational Rights and Privacy Act of 1974 and the Health Insurance Portability and Accountability Act of 1996.

J. **Anti-Trust Violations**. The parties shall assign any claim for overcharges resulting from antitrust violations to the extent that such violations concern materials or services supplied by third parties to the parties toward fulfillment of this Agreement to the State of Arizona.

K. **Privatization.** To the extent that this Agreement may require or lead to the privatization of any governmental function, the parties agree to comply with the requirements of A.R.S. § 41-2772.

L. **Choice of Law.** This Agreement shall be construed in accordance the laws of the State of Arizona.

M. **Arbitration**: To the extent required by A.R.S. §§ 12-1518(B) and 12-133, the parties agree to resolve any dispute arising out of this agreement by arbitration, except as may be required by other applicable statutes.

N. **Entire Agreement**: This Agreement contains the entire agreement of the Parties and supersedes all oral representations, negotiations, and prior writings between the parties with respect to the subject matter hereof.

VIII. **NOTICES, REPORTS, CORRESPONDENCE** shall be sent to the following addresses:

ASDB Regional Administrator	**Participating School Administrator**
Signature **Date** Jason Lilly, MSp.Ed. Statewide Director of Itinerant Services	**Signature** **Date** Melynda Martin Student Services Director
Typed Name and Title	**Typed Name and Title**
11620 N. Copper Spring Trail	1226 W. Osborn Road
Mailing Address	**Mailing Address**
Oro Valley, AZ 85737	Phoenix, AZ 85013
City/State/Zip	**City/State/Zip**

IX. SIGNATURE AUTHORITY

A. This Agreement is entered into and is effective as of the date of the last signature.

B. By signing below, the signer certifies that he or she has the authority to enter into this agreement and has read the foregoing and agrees to accept the provisions herein.

C. This Agreement may be executed in counterparts, each of which shall be an original and all of which together shall constitute but one and the same instrument.

ASDB Administrator	**Participating School Administrator**
Signature **Date** Shaina Cooper, Assistant Superintendent	**Signature** **Date** Felipe Carranza, Superintendent
Typed Name and Title	**Typed Name and Title**
11620 N. Copper Spring Trail	1226 W. Osborn Road
Mailing Address	**Mailing Address**
Oro Valley , AZ 85737	Phoenix, AZ 85013
City/State/Zip	**City/State/Zip**

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: _____ 8/23/26

Legal Counsel for Participating School — Date

_____

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

Elizabeth Norman, Assistant Attorney General

Printed Name

ADDENDUM A

ASDB REGIONAL OUTREACH AND COOPERATIVE SERVICES

Effective July 1, 2026

Overview

The Arizona State Schools for the Deaf and the Blind ("ASDB") Regional Outreach and Cooperative Services provide direct, indirect, and non-teaching services related to students of member districts, charters, state institutions, and other approved educational programs who are qualified as a Deaf/Hard of Hearing ("DHH"), Blind/Low Vision ("BLV"), and/or Deafblind ("DB") student in accordance with A.R.S. § 15-1302 and the student's Individualized Education Program ("IEP"). This Addendum outlines examples of available service options as part of the provision of services via the ASDB Regional Outreach and Cooperative Services. Upon request, ASDB Regional Directors can provide further guidance on additional services options available.

Evaluations/Re-evaluations for Eligibility

The District of Residence ("DOR") (for initial evaluations) or the District of Attendance ("DOA") (for re-evaluations) must take the lead on all evaluations to be performed by a Multi-Disciplinary Evaluation Team ("MET") and serve as the primary contacts for such evaluations and MET meetings. The DOR or the DOA, as applicable, shall invite all necessary members of the MET, open the MET documents, run the meeting, close the MET document, and complete the Prior Written Notice ("PWN") for the meeting. The Participating School will ensure MET members, including the ASDB Regional Outreach and Cooperative Services team, are informed of upcoming evaluations and projected timelines. The ASDB Regional Outreach and Cooperative Services team will add any information specific to the students' hearing impairment ("HI") and/or vision impairment(s) ("VI").

Case Management

The ASDB Regional Outreach and Cooperative Services team *will not* case-manage students who receive Itinerant Services, irrespective of whether the student's sole eligibility category is HI and/or VI. If the student is HI and/or VI *only*, the ASDB Teachers of the Deaf/Hard of Hearing ("ToDHH") and/or ASDB Teachers of the Visually Impaired ("TVI") will write the majority of the IEP as it pertains to the student's HI and/or VI. The Participating School supports the IEP development by adding details from content-area teachers and is the point of contact for any day-to-day details that arise.

For the Cooperative Site(s), the ASDB Regional Outreach and Cooperative Services team shall case-manage students who have an HI and/or VI only eligibility because ASDB is on-site daily; the member will still need a representative at each IEP meeting. The Participating School will support the IEP development by agreeing to provide any services not covered by the ASDB Regional Outreach and Cooperative Services and provide a point-of-contact for any member issues.

Itinerant Services (*Services are contingent upon staff availability*)

ASDB Regional Outreach and Cooperative Services will assign qualified staff, including, as appropriate, a ToDHH or TVI, to students who are the sending district, charter, state institution, and other approved educational program have referred. ASDB Regional Outreach and Cooperative Services will

help the referral source develop and/or revise the student's eligibility document via participation in the Multidisciplinary Team (MET), IEPs with emphasis on the student's present levels of academic and functional performance (PLAAFP), goal writing with quarterly progress reporting, specially designed instruction (SDI), accommodations to include assistive technology and/or other student support services such as braille production, indirect services for school personnel consultation, and/or other supports or recommendations for students who are DHH and/or BLV eligible.

Cooperative Site Services (*Services are contingent upon staff availability*)

To participate in a Cooperative Site, the district must first have an Agreement with ASDB.

ASDB Regional Outreach and Cooperative Services, in conjunction with Participating Schools, will offer Cooperative Site services to students in appropriate locations across the state. These services are provided to qualifying student(s) and will be at designated site(s) outside of the ASDB Oro Valley Campus and/or Phoenix Day School for the Deaf. The services will be provided at designated Cooperative Sites, via in-district or across-district clustering, or an Amendment to the Agreement. The availability of such Cooperative Sites is subject to change based on student need and staffing availability. The services themselves are the same as indicated in this document under Itinerant Services, Teaching Services, Related Services, Assistive Technologies, and Non-Teaching Services. As the Placing District, the District of Residence shall be responsible for providing transportation to eligible students to and from the Cooperative Site daily, participation in their student's MET/IEPs, and pay for the provision of services via institutional vouchers or fee for services.

- **Placing District**
  - Provides transportation to and from the Cooperative Site
  - Attend MET/IEP meetings to discuss need or continued need for placement
  - Approve the Institutional Voucher or pay the Fee for Service

- **Host District**
  - Provides evaluations for students that are not related to HI/VI
  - Provides all instructional/support services for General Education and Special Education (LRE Levels A, B, C)
  - Provides Related Services such as OT/PT/SLP, etc. and activities of daily living (ADL) from an instructional aid

- **ASDB BLV Cooperative Site Staff**
  - Provides support for literacy via large print and braille production
  - Provides access via AT devices and instructional support for those devices
  - Provides SDI related to IEP goals which should reflect the student's Expanded Core Curriculum ("ECC") needs
  - Provides ongoing training and consultation to classroom and site teachers

- **ASDB DHH Cooperative Site Staff**
  - Provides language support for students via Direct Instruction, Deaf Mentors, or Educational Interpreters
  - Provides HAT devices and support for those devices
  - Provides SDI related to IEP goals which should reflect the student's ECC needs
  - Provides ongoing training and consultation to classroom and site teachers

Itinerant and Cooperative Site Services options

Itinerant and Cooperative Site services must be determined by the student's IEP team and is *not* considered an ASDB campus placement or satellite placement. Personnel and resources shall directly relate to, or result from, a Qualified Student's HI and/or VI pursuant to A.R.S. § 15-1302(D), including:

I. Assessments (*Services are contingent upon staff availability*)

Participating Schools can request that ASDB provide specialized assessments for students who are suspected of having or have been identified as having a HI and/or VI. Assessments include, but are not limited to:

- Audiological testing/evaluation (not included in the membership fee; *see* Addendum B.)
- Functional Listening Evaluations (FLE)
- Functional Vision Assessments (FVA)
- Learning Media Assessments (LMA)
- Clinical Low Vision examinations for students already receiving services from ASDB
- Orientation and Mobility Services as a Related Service Assessment
- Educational Sign Language Interpreting Services as a Related Service Assessment (fee for service only; no longer included for vouchered students)

II. Special Curriculum (*Services are contingent upon staff availability*)

Special curriculum is provided by teachers as part of their teaching services, which are provided through direct instruction. The direct instruction is the same as the Specially Designed Instruction (SDI) portion of the IEP and can be provided via in-person, hybrid, or virtual service. These services may include, but are not limited to:

Specialized instruction for students who are DHH and/or DB may include, but is not limited to:

- Pre-teaching of concepts and vocabulary
- Listen and spoken language instruction
- Reading/writing instruction that supports the general education curriculum of the PEA
- Content vocabulary
- Use of prior knowledge to expand on conceptual knowledge of classroom curriculum
- Instruction on the role and usage of an educational interpreter
- Consultation Services in addition to Specially Designed Instruction (SDI)

Specialized instruction for students who are BVI and/or DB may include, but is not limited to:

- Braille instruction
- Nemeth instruction
- Computer Skills, including shortcuts
- Instruction on use of assistive technology/devices to access the general educational curriculum
- Consultation Services in addition to Specially Designed Instruction (SDI)

III. Equipment and Materials (*Services are contingent upon equipment availability*)

Equipment and materials may include Assistive Technology (AT). AT is equipment related to the students' DHH, BVI, and/or DB eligibility and should be determined by the MET/IEP or 504 Team.

Specialized equipment for students who are DHH and/or DB may include, but are not limited to:

- 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 amplification.

Specialized equipment for students who are BVI and/or DB may include, but are not limited to:

- Braille writing devices
- Braille displays
- Compatible printers/scanners/OCR readers for use with Braille devices
- Screen readers/Reading applications screen reading software or other specialized applications or software to be installed on school-owned computer/laptop/tablet
- Portable video magnifiers
- iPads/Laptop with textbooks/Internet access/Screening sharing software
- Ordering and distributing of APH Quota materials for qualifying BVI or DB students
- Lighting options
- Hand held magnification for near and distance

IV. Supplemental Related Services (*Services are contingent upon staff availability*)

Related services that may be provided to eligible students who are Deaf/Hard of Hearing (DHH), Blind/Low Vision, and/or Deafblind. Evaluation for Related Service needs are determined by the MET/IEP Team.

Related Services for students who are DHH and DB may include, but are not limited to:

- Educational interpreting
- Training for PEA Intervener via the Deafblind project

Related Services for students who are Blind/Visually Impaired/Low Vision and DeafBlind include, but are not limited to:

- Orientation and Mobility
- Braille production services (supplementary aids and services)
- Low-vision assistive technology (supplementary aids and services)

V. Special Short-term Programs (*Services are contingent upon staff availability*)

Short-term programs are programs that are designed to support students through intensive instruction in a short amount of time. Short-term programs may occur during the school year or during the summer. Any program outside of the 180 school calendar days will include an additional charge per day (*see* Addendum D). These programs may include, but are not limited to:

- Assistive Technology Workshops
- American Sign Language (ASL) Acquisition Programs
- DeafBlind Intervener Workshops

- Expanded Core Curriculum learning opportunities

VI. Program Planning and Staff Development (*Services are contingent upon staff availability*)

ASDB Regional Outreach and Cooperative Services supports program planning and staff development via indirect consultative itinerant services. These services may be indicated in the IEP under "Support for School Personnel." These services are non-teaching services that support the education programming for students who are DHH, BLV, and/or DB per the IEP Team decision and may include, but are not limited to:

- Monthly or quarterly consultations, which includes training and technical assistance to general education and/or special education support teams
- Audiological equipment monitoring for HAT
- Clinical Low Vision examinations for students already receiving services from ASDB
- Orientation and Mobility training for school staff
- Active participation in initial/and or re-evaluation process and for students related the eligibility criteria for DHH, BLV, and/or DB
- Active participation in IEP and/or 504 Teams for students related to the eligibility criteria for DHH, BLV, and/or DB

VII. Information Services for Parents, Families, and the Public (*Services are contingent upon staff availability and funding*)

ASDB Regional Outreach and Cooperative Services supports for parents, families, and the public may include, but are not limited to:

- Regional family support groups
- ASL language support
- Braille literacy support
- Transition support specific to students who are DHH, BLV, and DB

VIII. Research and Development to promote improved Educational Programs and Services

ASDB Regional Outreach and Cooperative Services promotes the improvement of Educational Programs and Services via research and development to include, but not limited to:

- Partnerships with universities, colleges, and other state/federal agencies
- Annual survey to PEA Superintendents and/or their designee, such as a Special Education Director, about services provided by ASDB Regional Outreach and Cooperative Services
- Annual survey to parent(s)/guardian(s) about the services being provided by ASDB Regional Outreach and Cooperative Services

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

REGION 1/ REGION 2/ REGION 3

REVISED VOUCHER REIMBURSEMENTS
ADDENDUM C

Rev. 08/15/25

ASDB will reimburse participating schools 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.

- Students with Hearing Impairment eligibility or Visual Impairment eligibility may receive approximately $42 per day of enrollment based on 180 days of enrollment eligibility. Not to exceed $7,500 per year.
    - Students who have interpreting services or Deaf Mentors assigned to them are not eligible for a voucher reimbursement.
    - Students who have a braillist assigned to them are not eligible for a voucher reimbursement.
- Students with Multiple Disabilities eligibility (does **not** include Deafblindness) may receive approximately $50 per day of enrollment based on 180 days of enrollment eligibility. Not to exceed $9,000 per year.
    - Students who have interpreting services or Deaf Mentors assigned to them are not eligible for a voucher reimbursement.
    - Students who have a braillist assigned to them are not eligible for a voucher reimbursement.

ASDB will inform participating schools about the amount of reimbursement each student is eligible for but it is the participating schools responsibility to invoice ASDB for the reimbursement.

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/Indirect	Up to 1 hour monthly	$3,080.00

Itinerant Services (Equipment provided per IEP recommendation)

Level I	Up to 1½ hours of service per week	$5,769.50
Level II	More than 1½ 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 V	More 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/Indirect	Up to 1 hour monthly	$4,004.00

Itinerant Services (Equipment provided per IEP recommendation)

Level I	Up to 1½ hours of service per week	$7,499.80
Level II	More than 1½ 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 V	More than 10 up to 15 hours of service weekly	$30,745.00

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-L-3

Agenda Item
Approval of MOU with Community Family Services

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

Background –
Community Family Services is a school-community partnership that provides a multi-tiered system of mental health support to our students, families, and school community. "Mental health services" include activities, services and supports that address the social, emotional, and behavioral well-being of students. We are asking for your approval, so Solano can continue with services

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the Governing Board approve the MOU with Community Family Services for 2026/27.

Moved _____ Seconded _____ P/F

COMMUNITY FAMILY SERVICES, LLC

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.*

   - Community Family Services commits to creating and furnishing instructional videos or newsletters that uphold the principles of Conscious Discipline for circulation among teachers and staff members. Themes of these videos or newsletters will change every four weeks. The administration will have access to these videos or newsletters to distribute them to the relevant staff members as needed.

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.*

- Support and/or lead 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.*

Tier 3 services will be provided to individual who have an active patient file with Community Family 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 support, 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

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 al educational or health records from the parent or guardian of the student and/or family participating in its services.

8. Community Family Services will allocate a full-time staff member to be on campus for every 9-11 students enrolled who qualify as Tier 3 active clients of Community Family Services. Community Family Services reserves the right to adjust the staff-to-client ratio at their discretion. Written notice of any staffing changes will be provided to each campus principal, behavioral health interventionist, social worker, or designated contact person at least 15 days prior to the implementation of such changes.

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. The Osborn School district shall provide a confidential space within its school(s), equipped with a locked file cabinet and appropriate mechanisms for communication with families and other providers. These mechanisms may include phone, computer, and Internet access. This provision within the MOU shall serve as the agreement regarding facility use

4. Create data-based decision models and referral process that promote early identification and intervention for students.

5. Considerations for special populations (e.g., English Language Learners)

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 is for the period beginning upon execution end June 30, 2029. Either party may terminate this Agreement for non-performance after first giving written notice of breach to the other party and an opportunity for the other party to cure the non-performance within fifteen (15) days of the receipt of written 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 Board of Education of Osborn 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.

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 al 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

5. 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.

6. 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.

7. 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.

8. Indemnification: To the extent allowed by the 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 consisting 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 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 or to the extent allowed by law. This indemnification provision allows 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.

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

By Osborn School District,

_____

Felipe Carranza
Superintendent

Date: _____

By: Community Family Services,

_____

Britany James McDonald
Chief Operations Officer

Date: _____

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-L-4

Agenda Item
MOU with Urban Farming Education- Project Grow for the 26-27 school year

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

Background –
Project Grow, a gardening education program, will provide programming to students, staff and families at Montecito Montessori School. Urban Farming Education-Project Grow partners with schools to create meaningful, hands-on learning experiences that connect students to food systems, environmental stewardship, STEM education, and their local community. Through participation in the Urban Farming Education School Partnership Program, schools gain access to educational resources, technical support, professional learning opportunities, and a network of educators and community partners committed to cultivating healthy, sustainable learning environments.

Legal

Financial
Once the MOU has been approved, Montecito will join the Project Grow member cohort for the 26-27 school year at a cost of $1000 using grant funds derived from the Arizona Community Foundation which will provide for a weekly visit from a service intern who will check and support maintenance of the microforest, provide monthly learning workshops with students, and co-facilitate school community learning opportunities and service days.

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 Osborn School District/Montecito and Urban Farming Education.

Moved _____ Seconded _____ P/F

MEMORANDUM OF UNDERSTANDING

September 1, 2026 through June 30, 2027

URBAN FARMING EDUCATION - PROJECT GROW and Osborn School District

Osborn School District hereinafter referred to as the "District" and **Urban Farming Education** agree to a collaborative approach to supporting garden-based education, regenerative farming practices, environmental stewardship, STEM learning, and community engagement.

The purpose of this memorandum of understanding is to outline the scope of services to be provided by Urban Farming Education to Osborn District students and community, namely at Montecito Montessori School and responsibilities of the District.

Project Grow, a gardening education program, will provide programming to students, staff and families at Montecito Montessori School. Urban Farming Education-Project Grow partners with schools to create meaningful, hands-on learning experiences that connect students to food systems, environmental stewardship, STEM education, and their local community. Through participation in the Urban Farming Education School Partnership Program, schools gain access to educational resources, technical support, professional learning opportunities, and a network of educators and community partners committed to cultivating healthy, sustainable learning environments.

This MOU is effective from September 1, 2026, through June 30, 2027.

Urban Farming Education-Project Grow will:

1. Ensure staff working with students and/or on the Montecito school campus obtain/retain up-to-date fingerprint clearance cards and have submitted to a background check administered by Urban Farming Education.

2. Maintain a valid general liability insurance policy.

3. When invited, attend staff and/or school board meetings to inform the community of collaboration activities, specific needs, and volunteer opportunities.

Project Grow program participation includes:

Garden Education & Support

- One (1) hands-on garden education class per month (September - May) within the school's

designated region.

- Weekly garden check-ins to monitor garden progress, answer questions, and provide technical assistance.
- Twice a month virtual partner meetings to review program progress, discuss challenges, share updates, and identify opportunities for growth.
- UFE will co-teach 2 lessons with a teacher(s) of the school's choice.

Events & Community Engagement

- Five (5) complimentary registrations to the Urban Farming Education Conference. • Five (5) complimentary admissions to the SkyFire Environmental Film Festival. • Access to UFE workshops, volunteer opportunities, and community events. • UFE will help schools connect garden-based learning to emerging careers in agriculture, sustainability, environmental science, engineering, conservation, food systems, and related fields.

Marketing & Recognition

- One (1) feature on the Harvesting Wisdom Podcast, highlighting the school's garden program, student achievements, and community impact.
- Recognition through Urban Farming Education's website, newsletters, social media channels, and promotional materials, as appropriate.
- Educational Resources
- Access to Urban Farming Education curriculum resources and lesson materials, when available.
- Guidance on garden development, composting, water conservation, pollinator habitats, soil health, and regenerative farming practices.
- Support connecting garden activities to STEM, environmental education, project-based learning, and workforce development opportunities.

Osborn School District/Montecito Montessori School will:

1. Designate a primary school contact for communication with UFE.
2. Provide reasonable access to the garden area for scheduled classes and support visits.
3. Encourage participation by teachers, students, and volunteers.
4. Maintain garden infrastructure between scheduled UFE visits.
5. Promote a safe learning environment for all participants.

Urban Farming Education and Montecito Montessori School agree to:

- Foster a culture of environmental stewardship.
- Support equitable access to outdoor and experiential learning.
- Encourage student voice and leadership.
- Promote connections between classroom learning, community challenges, and future careers.
- Work collaboratively to sustain and grow the school garden program.

TERMS AND CONDITIONS

1. COMPLIANCE WITH APPLICABLE LAWS:

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

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

1.2 SMOKING POLLUTION CONTROL ORDINANCE: Agency 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 spaces located within the City of Phoenix.

1.3 DRUG-FREE WORKPLACE: Agency 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: Agency and District acknowledge the applicability of the Immigration Reform and Control Act of 1986 (IRCA) and agree to comply with IRCA and permit District inspection of personnel records to verify such compliance. Agency and on behalf of any subcontractor, warrants, to the extent applicable under A.R. S. 41-4401, compliance with all federal immigration law and regulations that relate to their employees, as well as compliance with A.R. S. 23-214 (A) which requires registration and participation with the E-Verify Program. Agency shall ensure that all school-based staff meet all state and federal requirements for working with students, children, and parents. Agency facilitators and childcare aides have been fingerprinted and full, with criminal background checks have been done.

2. LICENSES AND PERMITS:

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

3. INDEMNIFICATION:

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

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 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 agency, distributor, or representative of the other. Neither party shall act or represent itself directly or by implication, as an agent of the other or in any manner assume or create any obligation on behalf of, or in the name of, the other. In addition, the Agreement is not intended to constitute, create, give rise to, or otherwise recognize a joint venture agreement, partnership, or other formal business association or organization of any kind.

5. **CONFIDENTIALITY**

Each party is the owner of certain information that it keeps to be confidential and proprietary in nature ("Confidential Information"). For purposes of the Paragraph 5, "Disclosing Party" shall refer to the party that discloses Confidential Information, and

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

The Receiving Party may disclose Confidential Information if required pursuant to applicable law, or under a government or court order; provided that (a) the obligations of confidentiality and non-use shall continue to the fullest extent no 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, the receiving party shall cease use of the Confidential Information received from the Disclosing Party and, upon Disclosing Party's written request, shall promptly destroy, or return Confidential Information. In the event the Disclosing Party requests destruction, Receiving Party shall provide written certification of the destruction with thirty (30) days of such request.

Because each party's obligations are personal and unique, and because the parties will have access to and become acquainted with each other's Confidential Information, each party agrees that its breach of this Agreement will result in irreparable harm to the other party. An injured party may enforce this Agreement and any of its provisions by injunction, specific performance, or other equitable relief without prejudice to any other rights and remedies that the injured party may have.

6. **NON-APPROPRIATION.**

All 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 the public funds are unavailable and not appropriate for the performance of either's obligations under this contract, then this contract shall automatically expire without penalty to either party after written notice of the unavailability and non-appropriations of public funds. It is expressly agreed that neither party shall not activate this non appropriation provision for its convenience or to circumvent the requirements of the contract, but only as an emergency fiscal measure.

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. The District reserves all rights that it may have to cancel this Agreement for possible conflicts of interest under A.R.S.38-511, as amended.

Urban Farming Education:

Signature	Dr. Charles Rosile Print Name
Chief Operating Officer Title	8/4/26 Date

Osborn School District/Montecito Montessori School:

Signature	Print Name
Title	Date

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-M

Agenda Item

Out of State Travel for Violeta Ramos to Washington DC to Attend the NSBA Conference for Public Education Leadership April 1-4, 2027.

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

Background –

The national event brings together education leaders from across the country, offering a unique opportunity to learn about best governance practices, gain insights into child development, and explore cutting-edge programs and technology to enrich student learning.

Legal

Financial

Registration	$1020
Hotel (approx.)	$1080
Flight (approx.)	$ 600
Total	$2700

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 out of state travel for Violeta Ramos to travel to Washington DC to attend the NSBA Conference for Public Education Leaders April 2-4, 2027.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VI-N

Agenda Item
Approval of District Authorized Bank Account Signers

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

Background –
Attached is a listing of all authorized district bank accounts along with the respective signers for each account. This item updates the listing to replace Michael Robert with Felipe Carranza on all accounts.

Legal
Authority is listed on following page

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 district bank account signers as presented on the attached listing.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT
AUTHORIZED BANK ACCOUNTS/SIGNERS

BANK NAME	PURPOSE	SIGNERS
JP Morgan Chase	Child Nutrition General Account	Colleen Toscano Cory Alexander Felipe Carranza
JP Morgan Chase	Miscellaneous Receipts Clearing Account	Colleen Toscano Cory Alexander Felipe Carranza
JP Morgan Chase	Federal Tax Electronic Transfer Acct	Colleen Toscano Cory Alexander Felipe Carranza
JP Morgan Chase	State Tax Electronic Transfer Acct	Colleen Toscano Cory Alexander Felipe Carranza
JP Morgan Chase	ASRS Electronic Transfer Acct	Colleen Toscano Cory Alexander Felipe Carranza
JP Morgan Chase	Credit Card Account	Colleen Toscano Cory Alexander Felipe Carranza

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number –VII

Agenda Item
Expansion of Montecito K-8

For Board: ☐ Action ☐ Discussion ☒ Information

Background –
Principal Sotomayor will present the latest information on Montecito's growth plan. The school's current and past enrollment, background on Montessori learning and structures, current theme and VPS, context as a public Montessori school and growth projection and future plans will be shared.

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

Presentation

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number –VIII-A

Agenda Item
Administrative Reports

For Board: ☐ Action ☒ Discussion ☒ Information

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

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

For update and information only

Moved _____ Seconded _____ P/F

Clarendon Board Report

To: Osborn School District Governing Board
Date: 9/4/2026
Re: August 2026 Events

Staff Highlights

- Teachers have engaged in the implementation of our new ELA curriculum, American Reading Company (ARC).
- Teachers analyzed their student Math and Reading AASA spring data, Math and ELA Star reports and AZELLA data. Teachers are using this data to differentiate their learning for students during Tier 1 instruction and small groups.
- Mr. Villarreal, Mrs. Garcia, Mrs. Torres and Ms. Terriciano presented their learning from this summer with Kagan Collaborative Structures during Professional Development Cluster time. Mr. Villarreal and Ms. Garcia shared a 4 week plan of ideas for class building and team building activities. Ms. Terriciano presented ideas and examples of how to incorporate Kagan structures and strategies into ELA lessons. Mrs. Torres shared ideas and examples of how to incorporate Kagan structures and strategies into math lessons.

Student Highlights

Bring your Special Person to School

- Students had the opportunity to invite a special person in their life to join them for their morning school routine. During this time, our guests are able to experience Smart Starts routines from Conscious Discipline. These routines foster a sense of community and safety, regulate the stress response, build positive connections between adults and children, and prepare everyone for a productive day of learning and self-regulation.

Clarendon Cougar Morning Announcments

- As part of a Dual Language School, students are elevating their Spanish skills through our morning announcements. Everyday, one English speaker and two Spanish speakers announce our lunch menu of the day and a new Spanish word of the day, with our famous saying, “We are Si Sabo Kids!”

College Spirit Day

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

Partnership Highlights

Valle Del Sol monthly meeting

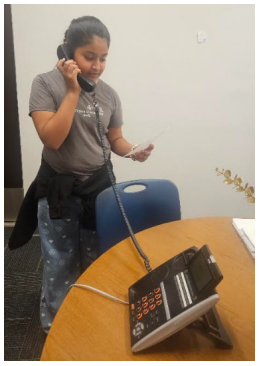
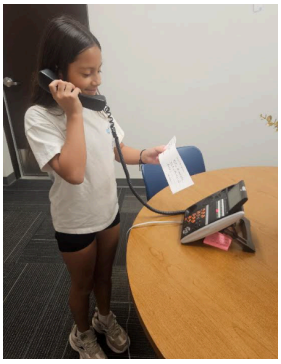
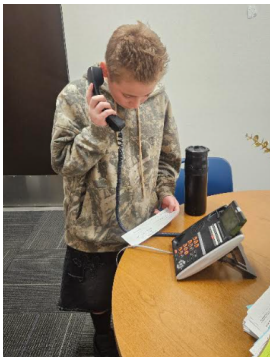
- Counselor on site 2 days a week
- Meet regularly to discuss services and supports provided to Clarendon students









Encanto Board Report

To: Osborn School District Governing Board
Date: 09/02/2026
Re: September School Events

Staff Highlights

Staff Learning – In August, Encanto teachers took a deep dive into last year's student growth data, beginning-of-year STAR assessment results, and our schoolwide academic goals. Teachers used these data to identify student needs and form targeted intervention groups designed to accelerate learning. Staff also engaged in professional development on foundational reading practices that contributed to measurable growth from the middle-of-year to end-of-year STAR assessments last year, particularly in receptive nonsense words, expressive nonsense words, and reading fluency. This continued focus on evidence-based instruction and responsive intervention supports our commitment to academic excellence and ensures every Roadrunner receives the support needed to thrive.

Student Highlights

Roadrunner Responsibilities – Encanto students are learning what it means to be responsible Roadrunners through our new Roadrunner Responsibilities, which connect directly to the Osborn Core Values. Classrooms are engaging in lessons and conversations about how students can demonstrate these responsibilities throughout the school day. Across campus, Roadrunners are encouraged to **Respect Everyone, Keep Growing, Do the Right Thing, Lift Others Up, and Bring Joy**. These shared expectations are helping students develop strong character, make positive choices, and contribute to a joyful and supportive school community.

Partnership Highlights



Latino Access – Our new community partner, Latino Access, generously supported an attendance incentive for Encanto students. Roadrunners who achieved two weeks of perfect attendance were entered into a drawing to receive tickets for themselves and a family member to attend an ASU or Arizona Diamondbacks game. Students were excited and motivated to participate! We are grateful to Latino Access for their enthusiasm, generosity, and partnership in encouraging strong attendance and helping every Roadrunner grow.

Encanto Board Report

To: Osborn School District Governing Board
Date: 09/02/2026
Re: September School Events

Staff Highlights

Staff Learning – In August, Encanto teachers took a deep dive into last year's student growth data, beginning-of-year STAR assessment results, and our schoolwide academic goals. Teachers used these data to identify student needs and form targeted intervention groups designed to accelerate learning. Staff also engaged in professional development on foundational reading practices that contributed to measurable growth from the middle-of-year to end-of-year STAR assessments last year, particularly in receptive nonsense words, expressive nonsense words, and reading fluency. This continued focus on evidence-based instruction and responsive intervention supports our commitment to academic excellence and ensures every Roadrunner receives the support needed to thrive.

Student Highlights

Roadrunner Responsibilities – Encanto students are learning what it means to be responsible Roadrunners through our new Roadrunner Responsibilities, which connect directly to the Osborn Core Values. Classrooms are engaging in lessons and conversations about how students can demonstrate these responsibilities throughout the school day. Across campus, Roadrunners are encouraged to **Respect Everyone, Keep Growing, Do the Right Thing, Lift Others Up, and Bring Joy**. These shared expectations are helping students develop strong character, make positive choices, and contribute to a joyful and supportive school community.

Partnership Highlights



Latino Access – Our new community partner, Latino Access, generously supported an attendance incentive for Encanto students. Roadrunners who achieved two weeks of perfect attendance were entered into a drawing to receive tickets for themselves and a family member to attend an ASU or Arizona Diamondbacks game. Students were excited and motivated to participate! We are grateful to Latino Access for their enthusiasm, generosity, and partnership in encouraging strong attendance and helping every Roadrunner grow.

Longview Board Report

To: Osborn School District Governing Board
Date: 8/6/26
Re: August/September 2026

Staff and student Highlights

Congratulations to the staff, students, and families for our much improved results on the spring 2026 AASA state assessment. In celebrating our students we have a beautiful bulletin board at the entry of our campus. Each flower on this board identifies a student that achieved a 3(proficient) AND/or 4(highly proficient) on their AASSA assessment. It is important to note,,,this bulletin board grew **from 55 students last year to 87 students this year**, which is an **increase of 58%!!!!**



Longview has had an excellent start to our new year with numerous new families joining the Longview team! I am honored to be the Instructional Leader here at Longview and with our theme being, “Excellence is the Expectation,” I am excited for all of the excellence I will get to share with you board members throughout this new school year.

Partnerships

Thank you once again to Valle Del Sol for their wonderful back to school event and the donation of over 100 backpacks filled with materials. This continued partnership provides beautiful support for our students and our families!

OMS Board Report

To: Osborn School District Governing Board
Date: 9/2/2026
Re: August 2026 Events

Staff Highlights

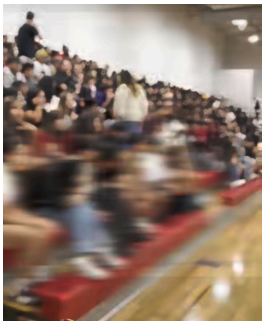
-The first cycle of our professional development sessions began on August 5th with an emphasis on the learning environment, specifically focusing on establishing strong classroom routines and procedures.

On August 12th, we continued our work around the learning environment and introduced a peer observation rotation. Teachers were paired with a colleague and asked to observe one another with a specific routine in mind. This provided an opportunity for teachers to see different approaches and reflect on their own classroom practices.

When we met together again on August 18th, teachers had the opportunity to share feedback and reflections with their partners. We intentionally built in this time between observations and feedback so that staff could experience the first couple of weeks of school, reflect on how their routines and procedures were working in practice, and then use that reflection to inform their conversations with colleagues.

Our goal throughout this first cycle has been to create opportunities for teachers to learn from one another, reflect on their practice, and continually strengthen the learning environment for our students.

-On Friday, August 7th, we held an assembly to introduce all staff members to our students. Each team of teachers chose a walkout song and that was played as the teachers made their entrance through the student cheer tunnel. We finished the assembly with an OMS Trivia competition between the 7th and 8th grade Firehawk classes. It was a great way to end the first full week of school!


Student Highlights

-We completed our STAR Math Assessment on Thursday, August 6th and our STAR ELA Assessment on Tuesday, August 11th. In our PLC meetings, our teachers are using that data, along with the AASA testing data to track student progression.

-After school sports tryouts began on Monday, August 10th. We are offering flag football and volleyball to our boys and girls this fall sports season and we are looking forward to games beginning the week of September 14th.

-We held our first DeansList incentive experience on Friday, August 28th. Students were able to earn an invitation to our Student Versus Staff Volleyball Game if they were able to meet the criteria of three or fewer tardies to class, three or fewer lunch detentions, no suspensions, two or fewer absences from school and one or fewer referrals for dress code.







Partnership Highlights

OMS student-athletes recently participated in a skills clinic led by OMS coaches Patricia Wharton and Dashaminique Smith, in collaboration with Camelback High School Head Coach Corey Calugcugan-Simms and members of his boys' varsity team.

This was a wonderful opportunity for our OMS student-athletes to learn and develop their skills while working alongside high school athletes. Students were able to gain valuable insight into what it takes to be a successful high school athlete, both on and off the court.



Solano Board Report

To: Osborn School District Governing Board
Date: 9/8/2026
Re: August ‘26 Events

Staff Highlights

Strengthening Our Understanding of State Accountability

Principal Witherspoon joined district principals at the A–F Accountability Workshop in Paradise Valley, hosted by the Arizona Department of Education. The workshop guided school leaders through Arizona’s A–F letter-grade model, including its calculations, accountability measures, and data-reporting requirements. This learning will support Solano’s continued focus on academic growth and sustained achievement.

Supporting Our English Learners

Master Teacher Ms. Merrill, first-grade teacher Ms. Sandoval, and Solano’s English Learner teacher attended the PELL Conference. This full-day workshop, hosted by the Arizona Department of Education, provided school leaders and EL educators with strategies, resources, and guidance to strengthen instruction and support the academic success of English learners.

ARC Coaching Comes to Solano

Teachers and staff participated in their first on-site coaching session for the district’s new ARC English language arts curriculum. Our teachers continue to do a wonderful job becoming familiar with the curriculum and using its resources to provide engaging, high-quality literacy instruction for students.

Living Our Values Every Day

Solano recognized its first LOVE Award recipients during professional development on September 2. LOVE stands for **Living Our Values Every Day** and celebrates staff members who consistently demonstrate the district’s core values through their service to students, colleagues, and families. Congratulations to Ms. Dine and Ms. Tenijeth on receiving this special recognition!

Advancing Early Literacy

Principal Witherspoon and Literacy Coach Mrs. Renning attended the Literacy Foundation Grant Kick-Off at Cartwright School District on August 19. The Early Literacy Grant provides literacy-focused funding to eligible schools serving at-risk students in kindergarten through third grade. These funds will support Solano’s current literacy goals and initiatives as we work to increase reading proficiency among our youngest Tigers.

Student Highlights

Celebrating the Power of Relationships

Solano held its first Tiger Pride Assemblies of the year on August 28, recognizing students who demonstrated the core value of **Relationships**. Thirty Tigers were honored for building positive connections, showing kindness, supporting others, and helping create a welcoming school community. We are incredibly proud of these students for leading by example!

Water Safety Education

Fourth-grade students participated in a water safety presentation provided by the Phoenix Fire Department. Students learned important strategies for remaining safe around pools and other bodies of water, especially valuable knowledge for children and families living in Arizona.

Student Council Leaders Announced

Our Student Council is officially in place! Congratulations to Juan Quintana Archila, Student Council President; Janiyah Johnson, Vice President; and Luisa Quintana Archila, Historian. We look forward to seeing their leadership, confidence, and commitment to serving the Solano community grow throughout the school year.

Partnership and Campus Highlights

Community Family Services Returns to Solano

Solano is pleased to welcome Community Family Services back to campus. CFS is a licensed outpatient treatment center dedicated to meeting the needs of individuals, families, and communities throughout Arizona. Through this partnership, students and families can receive additional support and access to valuable services. We sincerely appreciate Community Family Services and its continued commitment to the well-being of our Tiger families.

Solano continues to grow stronger through the dedication of our staff, the leadership of our students, and the generosity of our community partners. We are grateful for everyone who helps make our school a place where students feel supported, valued, and inspired to succeed.
Together, we are building a brighter future, one Tiger at a time!

New year. New opportunities. Same Tiger pride! - “Don’t Stop Believing”

September Governing Board Update

Human Resources Department

Welcome to Our New Team Members

The Human Resources Department is pleased to welcome two new team members:

- **Yanet Duran Solis**, Human Resources Technician
- **Romina Salgado**, Human Resources Coordinator

We are excited to welcome Yanet and Romina to the Human Resources team. Both team members have extensive experience in Osborn School District. We look forward to the knowledge, skills, and support they will bring to our employees and school community.

Meet and Confer Preparation

The Human Resources Department has begun preparing for the upcoming **Meet and Confer** process. This work includes reviewing relevant policy, identifying key topics, coordinating with district leadership, and organizing resources needed to support productive discussions. Our goal is to ensure a collaborative and transparent process that supports staff and aligns with the district's priorities.

Professional Learning and Training

The department continues to invest in professional learning to strengthen its practices and services. All three Human Resources staff participated in the **Arizona School Personnel Administrator Association Essentials Workshop**, which provided valuable information and resources related to school personnel administration, employment practices, compliance, and effective human resources operations.

Additionally, the Executive Director D.D.Carr participated in a specialized **Investigations Training** to further strengthen the district's ability to conduct fair, thorough, consistent, and legally compliant workplace investigations.

Teacher Recruitment and University Partnerships

Teacher recruitment remains an important priority for the Human Resources Department. The district is



developing an extended partnership with **Grand Canyon University**, which will host two courses on the Osborn Campuses. This partnership will provide an opportunity to strengthen the educator pipeline, increase the district's visibility among future educators, and create meaningful connections between teacher candidates and the Osborn School District.

The Executive Director D.D. Carr also presented at the **Arizona IDEA Conference**, using the opportunity to highlight Osborn's schools, programs, culture, and employment opportunities while recruiting educators to join the district.

Student Recruitment and Retention

The district is expanding its student recruitment and retention efforts through several coordinated strategies:

- Presentations have been conducted at school campuses (OMS, Longview, Solano) to build awareness and strengthen HR support & recruitment efforts.
- An **exit survey** has been created for families who leave the Osborn School District. The information collected will help the district better understand why families depart, identify trends, support reenrollment, and determine opportunities for improvement.
- Osborn Middle School has received a **family outreach script** to contact students who were expected to attend but did not report to campus. This outreach is intended to reconnect with families, identify barriers, and encourage students to return.
- A **website link** is being developed to allow prospective families to schedule campus tours, learn more about individual schools, and explore the programs and opportunities available throughout the Osborn School District.

Together, these efforts will help the district better understand family needs, communicate Osborn's strengths, and support student enrollment and retention.

Employee Wellness

The Human Resources Department continues to promote staff wellness by coordinating programs and services that make preventive healthcare more accessible to employees. Upcoming opportunities in October will include a **mobile mammography visit** and an **employee vaccination clinic**.

Additional information regarding dates, locations, eligibility, and registration will be shared with employees as details are finalized.

Campus Listening Tours

The Executive Director D.D. Carr conducted listening tours at the following campuses:

- Montecito Montessori
- Longview Elementary

- Solano Elementary
- Osborn Middle School
- Encanto



These visits provided valuable opportunities to hear directly from campus leadership, learn more about campus experiences, celebrate successes, and identify areas where additional support may be needed. Feedback gathered during the listening tours will help inform Human Resources practices, recruitment efforts, improve communication, and strengthen the employee experience across the district.

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TO: Governing Board
FROM: Sam Garcia
DATE: September 4, 2026
RE: MAINTENANCE / TRANSPORTATION UPDATE

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

Pueblo Mechanical has been resolving the startup issues on all newly installed units at Solano.**Temporary thermostats** are currently in place while **Veregy** works on connecting the permanent controllers.

Two outstanding issues remain:

- **Room 25:** Needs a new reversing valve.
- **Cafeteria unit:** Needs a new evaporator coil.

All sites: District Office has 5 open work orders and 22 completed for June July 31st-August 31st

Solano

- ❑ Maintenance Department has 35 open work orders and 107 completed for July 31st-August 31st

OMS

- ❑ Maintenance Department has 22 open work orders and 62 completed for July 31st-August 31st

Clarendon

- ❑ Maintenance Department has 20 open work orders and 71 completed for July 31st-August 31st

Encanto

- ❑ Maintenance Department has 20 open work orders and 78 completed for July 31st-August 31st

Longview

- ❑ Maintenance Department has 11 open work orders and 68 completed for July 31st-August 31st

Montecito

- ❑ Maintenance Department has 30 open work orders and 34 completed for July 31st-August 31st

Transportation Highlights

Transportation had class with the Department of Public Safety, We are performing above DPS expectations. MicroBus training is going well. We had another Driver Minerva Norzagaray complete the Driver test and requirements. Two more drivers are currently being trained.

Perfect Attendance - July 31st-August 31st

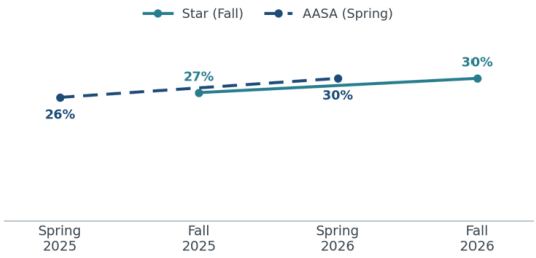
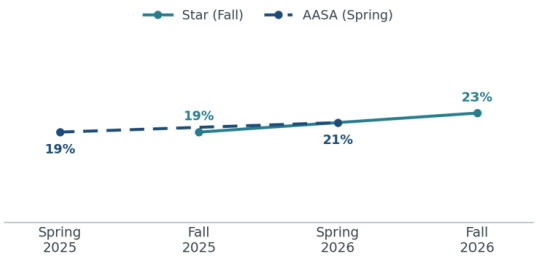
Debbie Murillo, Jose Murillo, Annette Martinez, Efrain Gonzalez, Fatima Brown, Luis Ledezma ,Tedla Woldegebriel, Aaron Sanchez, Cheryl Gilliland, Maria Flores,Hasan Kurtic,Kurt Collins,Abril Castrejon, Jose Aldaco,Lina Dagnino,Rebeca Flores, Minerva Norzagaray, Lida Gonzalez Hernandez, Ismirely Pena

Sam Garcia
Director of Maintenance and Transportation

Board Meeting Date: September 15, 2026

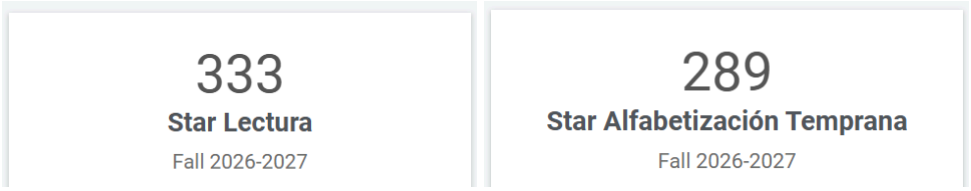
Focus of Update: ARC Professional Development	
Update:	On August 25 and 26, ARC coaches completed their first on-site coaching visits at each of our elementary campuses. Coaches spent six hours at each school, providing dedicated time for leadership check-ins, classroom modeling, teacher collaboration, questions, and goal setting. A central focus of the visits was demonstrating how to facilitate an engaging Interactive Read-Aloud using ARC's rich collection of read-aloud texts. Teachers observed coaches model the instructional routine and then had an opportunity to ask questions, reflect on the experience, and consider how to apply the strategies in their own classrooms. These visits provided practical, job- embedded support as teachers continued building their confidence with the new ELA curriculum.  On August 28, the ARC implementation coach also spent the day working with the Teaching and Learning Team and district Master Teachers. The session introduced the ARC implementation timeline and professional development plan, establishing a shared structure for monitoring progress and responding to the needs of schools and teachers throughout the year. The team was also introduced to implementation science and improvement science, which will guide the district in studying the effectiveness of the rollout, identifying areas for refinement, and providing targeted support. Together, these initial coaching experiences strengthened alignment among district leaders, school leaders, coaches, and teachers while laying the foundation for thoughtful and sustainable implementation across the district.

Board Meeting Date: September 15, 2026

Focus of Update: Data & Assessment	
Update:	**Academic Proficiency Projection Summary** Osborn School District - Star Universal Screening & AASA Trends Star Universal Screening Assessments are predictive of AASA achievement, allowing Osborn to project end-of-year proficiency before spring testing occurs. Fall 2025 to Fall 2026 results show proficiency increasing across both Star and AASA in English language arts and mathematics, pointing to continued growth ahead. **English Language Arts: Proficiency Trend** *ELA proficiency is increasing across both Star and AASA.*  2026 RESULTS 30% AASA (SPRING) 30% STAR (FALL) **Mathematics: Proficiency Trend** *Math proficiency is increasing across both Star and AASA.*  2026 RESULTS 21% AASA (SPRING) 23% STAR (FALL)

Focus of Update: Student Services	
Update:	**ESS Oct 1 Count** The student services department is currently working diligently to ensure we are ready and will be able to capture every special education student for the ESS ADE Oct 1 student count. Annually, the Arizona Department of Education (ADE) is required to report Special Education data to the federal government. The October 1 Data Collection is part of that process and occurs in three phases. Phase 1 - Personnel and Verification Count Phase 2 - Reconciliation Phase 3 - Non-Reconciliation Student Services looks forward to meeting reconciliation with 100% again this year.

	Crisis Prevention Institute Training (CPI) Crisis Prevention Institute Training (CPI) was provided to district wide special education staff to ensure yearly training compliance. CPI is a verbal intervention, non-violent crisis intervention that teaches proactive and de-escalation skills to diffuse tension before physical intervention is needed. Staff participated in two professional development sessions as required for the annual certification. Thank you to Kendall Catalon-Songer, our district CPI trainer for providing the necessary training for certification and re-certification of our staff.

Focus of Update: Language Acquisition & Bi-Literacy	
Update:	**English Learners:** New AZELLA placement testing have been completed and parents are receiving notification of student results and English Learner services to support their child. 12 classroom and master teachers participated in the Practitioners of English Language Learners (PELL) conference to learn about the new AZELLA test, school systems to support targeted and integrated instruction, and classroom strategies to support English Learners. **Spanish Learners:** Dual Language students completed Fall STAR Spanish testing and are currently working on completing the Imagine Español Beginning of Year assessment. Students will use this adaptive program throughout the year at school and at home to support Spanish skills. 

Board Meeting Date: September 15, 2026

Focus of Update: Direct Student Services Grant	
Update:	Osborn recently received a $50,000 Direct Student Services Grant to expand high-quality programming for students with the greatest academic needs. The grant will build upon the district's longstanding partnership with the National Institute for Excellence in Teaching (NIET). Through this initiative, 4th-8th grade math teachers will participate in structured professional learning focused on analyzing student work, designing effective lessons, differentiating instruction, and facilitating rigorous mathematical discourse. An NIET Math Coach will provide sustained, onsite support through collaborative planning, lesson modeling, classroom observations, and actionable feedback. The program is expected to directly benefit approximately 350 students while strengthening the instructional practices of 20–25 classroom teachers and two instructional coaches. In addition to supporting improved mathematics outcomes for current students, the grant will build lasting staff capacity to provide high-quality mathematics instruction for future cohorts of Osborn students.

Technology Department Report

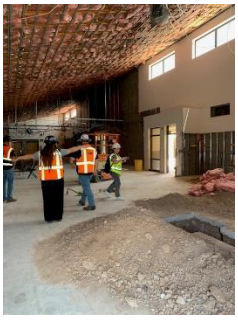
September 2026 - Jamal Dana

"Connecting student safety & achievement to what we do"

1. **Help desk services:** The Tech Department closed **885** helpdesk tickets in the month of August with an average response time of **0.37** hours. In July the department closed **551** help desk tickets with an average response time of **2.62** hours. Both months met the department goal that is to service schools with an average response time of less than three hours.

   The department made sure to provide safe and quality services to all sites including reliable Wi-Fi and network connectivity to all devices so that our students can continue learning without any interruptions.

2. **OMS & Solano:** We got the power outlet installed on Solano stage and swapped the two speakers at the OMS Gym. Both projects are tested and working properly. OMS steam area is still under construction by Cor technology.

				
OMS STEM	**OMS GYM**	**AUDIO SYSTEM**	**SOLANO STAGE**	**SOLANO STAGE**

3. **EMS system:** We are working with Chasse on accessing our new EMS system to control & monitor AC at Montecito.

4. **Doors Access Badges**: We are working with our vendor on programming our new door access badges for Montecito.

5. **Walk through**: We walked through with the construction company at Encanto and Longview and requested that the Wi-Fi and Intercom are connected and working in the new areas.

6. **Video Surveillance System**: We are getting quotes to replace/fix all our camera's district wide. We hope to get everything done before winter break.

7. **OMS Server Room** We have moved the data room from the assistant principal office to a new room.

8. **PD Day for the Tech Team:** The technology department was able to send all its team members to a Technology Summit in Scottsdale 8/25/26 to learn more about any new educational technology innovations and product strategy.

9. **E-rate:** For the year 2026-2027, we were able to get funded $138,461.75. Next, we are planning on filing another application for year 2027-2028 before winter break for the same amount $138,461.75.

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VIII-B

Agenda Item

Suspension Report for month of August

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

Update and information only

Moved _____ Seconded _____ P/F

Suspensions: August 2026					
Date	**School**	**Grade**	**Violation**	**Response**	**Reassigned Days**
8/4/2026	Clarendon Elementary	6	Alcohol Tobacco and Other Drugs	Out-of-School Suspension	2
8/4/2026	Clarendon Elementary	6	Alcohol Tobacco and Other Drugs	Out-of-School Suspension	2
8/4/2026	Clarendon Elementary	6	Alcohol Tobacco and Other Drugs	Out-of-School Suspension	2
8/5/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	3
8/6/2026	Osborn Middle School	8	Alcohol Tobacco and Other Drugs	Out-of-School Suspension	4
8/7/2026	Encanto Elementary	3	Aggression	In-School Suspension	1
8/11/2026	Solano Elementary	KG	Aggression	Out-of-School Suspension	1
8/11/2026	Solano Elementary	KG	Other Violations of School Policies	Out-of-School Suspension	1
8/11/2026	Solano Elementary	6	Aggression	Out-of-School Suspension	1
8/11/2026	Solano Elementary	KG	Aggression	Out-of-School Suspension	1
8/13/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	3
8/17/2026	Osborn Middle School	7	Alcohol Tobacco and Other Drugs	Out-of-School Suspension	3
8/18/2026	Osborn Middle School	7	Aggression	Out-of-School Suspension	4
8/18/2026	Encanto Elementary	2	Aggression	Out-of-School Suspension	1
8/18/2026	Osborn Middle School	7	Aggression	Out-of-School Suspension	4
8/18/2026	Clarendon Elementary	4	Aggression	Out-of-School Suspension	1
8/19/2026	Osborn Middle School	7	Aggression	Out-of-School Suspension	3
8/19/2026	Osborn Middle School	8	Aggression	In-School Suspension	1
8/19/2026	Osborn Middle School	7	Aggression	In-School Suspension	1
8/19/2026	Osborn Middle School	7	Aggression	Out-of-School Suspension	3
8/19/2026	Osborn Middle School	8	Aggression	Out-of-School Suspension	4
8/20/2026	Osborn Middle School	8	Theft	Out-of-School Suspension	2
8/20/2026	Encanto Elementary	3	Aggression	Out-of-School Suspension	1
8/24/2026	Solano Elementary	6	Aggression	Out-of-School Suspension	3
8/24/2026	Longview Elementary	2	Harassment, Threat and Intimidation	Out-of-School Suspension	1
8/25/2026	Osborn Middle School	7	Sexual Offenses	In-School Suspension	1
8/25/2026	Osborn Middle School	7	Aggression	In-School Suspension	1
8/26/2026	Osborn Middle School	7	Other Violations of School Policies	Out-of-School Suspension	2
8/26/2026	Solano Elementary	4	Aggression	In-School Suspension	1

8/26/2026	Osborn Middle School	7	Arson	Out-of-School Suspension	12
8/26/2026	Osborn Middle School	7	Other Violations of School Policies	In-School Suspension	1
8/26/2026	Osborn Middle School	7	Other Violations of School Policies	Out-of-School Suspension	5
8/26/2026	Longview Elementary	6	Harassment, Threat and Intimidation	In-School Suspension	1
8/26/2026	Longview Elementary	5	Harassment, Threat and Intimidation	In-School Suspension	1
8/27/2026	Osborn Middle School	7	Alcohol Tobacco and Other Drugs	Out-of-School Suspension	1
8/28/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	2
8/28/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	2
8/28/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	2
8/28/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	2
8/28/2026	Osborn Middle School	8	School Threat	Out-of-School Suspension	2
8/28/2026	Osborn Middle School	8	School Threat	Out-of-School Suspension	2
8/31/2026	Solano Elementary	1	Aggression	In-School Suspension	3
8/31/2026	Osborn Middle School	8	Other Violations of School Policies	In-School Suspension	1
8/31/2026	Longview Elementary	3	Other Violations of School Policies	In-School Suspension	1
8/31/2026	Osborn Middle School	8	Weapons and Dangerous Items	Out-of-School Suspension	3
8/31/2026	Osborn Middle School	8	Alcohol Tobacco and Other Drugs	Out-of-School Suspension	3
8/31/2026	Osborn Middle School	8	Alcohol Tobacco and Other Drugs	Out-of-School Suspension	3

Discipline Summary Report: 2025-2026

	August		September		October		November		December		January		February		March		April		May		Year to Date Totals	
	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	4.0																			0.0	4.0
Days	0.0	7.0																			0.0	7.0
ENCANTO																						
Incidents	1.0	2.0																			1.0	2.0
Days	1.0	2.0																			1.0	2.0
LONGVIEW																						
Incidents	3.0	1.0																			3.0	1.0
Days	3.0	1.0																			3.0	1.0
OMS																						
Incidents	6.0	23.0																			6.0	23.0
Days	6.0	74.0																			6.0	74.0
SOLANO																						
Incidents	2.0	5.0																			2.0	5.0
Days	4.0	7.0																			4.0	7.0
MONTECITO																						
Incidents	0.0	0.0																			0.0	0.0
Days	0.0	0.0																			0.0	0.0
Month Total Incidents	**12.0**	**35.0**	**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**	**12.0**	**35.0**
Month Total Days	**14.0**	**91.0**	**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**	**14.0**	**91.0**

Monthly OSS Breakdown: Days by Category

	Students (#)	Totals Days	Aggression	Alcohol, Tobacco, Drugs	Harrassment, Threat, Intimidation	Other School Policy Violations	School Threat	Sexual Offenses	Improper Use of Technology	Theft	Trespassing	Vandalism and Criminal Damage	Weapons and Dangerous Items	Arson								
CLARENDON	**4**	**7**	1	6																		
ENCANTO	**2**	**2**	2																			
LONGVIEW	**1**	**1**			1																	
OMS	**15**	**74**	18	14		21	4			2			3	12								
SOLANO	**5**	**7**	6			1																
MONTECITO																						

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VIII-C

Agenda Item
Student Absence Report for month of August

For Board: ☐ Action ☐ Discussion ☒ Information

Background –

School	August 2025	August 2026
Clarendon	10.49%	6.79%
Encanto	10.53%	7.01%
Longview	10.18%	7.17%
Montecito	6.27%	4.25%
Osborn Middle	12.5%	9.66%
Solano	12.92%	11.78%

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

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VIII-D

Agenda Item
Substitute Teacher Report for the month of August

For Board: ☐ Action ☐ Discussion ☒ Information

Background –
See attached.

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

Absences Monthly Summary Overview - August 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3 Total Absences: _1_____ ENC: ____1____ CLA: _____ LNV: _____ MCS: _____ OMS: _____ SOL: _____ Notes/Holiday: _____	**4** Total Absences: __2_____ ENC: ___1_____ CLA: _____ LNV: _____ MCS: ____1____ OMS: _____ SOL: _____ Notes/Holiday: _____	**5** Total Absences: __2_____ ENC: ___1_____ CLA: _____ LNV: _____ MCS: ___1_____ OMS: _____ SOL: _____ Notes/Holiday: _____	**6** Total Absences: ____2____ ENC: ____1____ CLA: _____ LNV: _____ MCS: __1_____ OMS: _____ SOL: _____ Notes/Holiday: _____	**7** Total Absences: _____3__ ENC: ___1_____ CLA: _____ LNV: _____ MCS: ___1_____ OMS: ___1_____ SOL: _____ Notes/Holiday: _____
10 Total Absences: ____4____ ENC: __1_____ CLA: _____ LNV: ___1_____ MCS: ___1_____ OMS: ___1_____ SOL: _____ Notes/Holiday: _____	**11** Total Absences: ____4____ ENC: ___1_____ CLA: _____ LNV: ____1____ MCS: ___1_____ OMS: ___1_____ SOL: _____ Notes/Holiday: _____	**12** Total Absences: ____5____ ENC: ___1_____ CLA: _____ LNV: _____ MCS: ___1_____ OMS: ___2_____ SOL: __1_____ Notes/Holiday: _____	**13** Total Absences: ____9____ ENC: ___1_____ CLA: _____ LNV: __3_____ MCS: ___1_____ OMS: __3_____ SOL: ___1_____ Notes/Holiday: _____	**14** Total Absences: ___9_____ ENC: ____3____ CLA: ___2_____ LNV: ____2____ MCS: ____1____ OMS: _____1___ SOL: _____ Notes/Holiday: _____
17 Total Absences: ___6_____ ENC: _____1___ CLA: ____1____ LNV: ______1__ MCS: ______1__ OMS: __1_____ SOL: ___1_____ Notes/Holiday: _____	**18** Total Absences: ___3_____ ENC: ____1____ CLA: _____ LNV: _____ MCS: ___1_____ OMS: _____1___ SOL: _____ Notes/Holiday: _____	**19** Total Absences: __3_____ ENC: ____1____ CLA: _____ LNV: _____1___ MCS: ___1_____ OMS: _____ SOL: _____ Notes/Holiday: _____	**20** Total Absences: ___5_____ ENC: ___3_____ CLA: _____ LNV: _____ MCS: ____1____ OMS: _____ SOL: ____1____ Notes/Holiday: _____	**21** Total Absences: ___4_____ ENC: ____1____ CLA: _____ LNV: _____ MCS: ___1_____ OMS: ___2_____ SOL: _____ Notes/Holiday: _____
24 Total Absences: ___6_____ ENC: ____2____ CLA: ___2_____ LNV: _____ MCS: ____1____ OMS: _____1___ SOL: _____ Notes/Holiday: _____	**25** Total Absences: ___4_____ ENC: _____1___ CLA: ___1_____ LNV: _____ MCS: ____1____ OMS: _____ SOL: ____1____ Notes/Holiday: _____	**26** Total Absences: __5_____ ENC: ____1____ CLA: ___2_____ LNV: _____1___ MCS: ____1____ OMS: _____ SOL: _____ Notes/Holiday: _____	**27** Total Absences: __8_____ ENC: ____1____ CLA: _____ LNV: _____2___ MCS: ___1_____ OMS: __4_____ SOL: _____ Notes/Holiday: _____	**28** Total Absences: ___11_____ ENC: ___1_____ CLA: _____ LNV: ____5____ MCS: ____1____ OMS: ____3____ SOL: _____1___ Notes/Holiday: _____
31 Total Absences: ____12____ ENC: ____1____ CLA: __1_____ LNV: ___4_____ MCS: ___1_____ OMS: __5_____ SOL: _____ Notes/Holiday: _____				

OSBORN SCHOOL DISTRICT NO. 8
August 18, 2026
Board Meeting

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

Agenda Item Number – VIII-E

Agenda Item
Enrollment Report

For Board: ☐ Action ☒ Discussion ☒ Information

Background –
Below is the Enrollment Report for September 2025 for schools and special education self-contained programs in comparison to 2026.

School	**Enrollment Sept., 2025**	**Enrollment Sept., 2026**	Difference
Clarendon	**393**	**361**	-32
Encanto	**517**	**461**	-56
Longview	**408**	**394**	-14
Montecito	**108**	**135**	+27
Osborn Middle	**383**	**374**	-9
Solano	**368**	**377**	+9
Special Ed.*	**84**	**88**	+4
Preschool	**24**	**19**	-5
SEAS			
Total	**2285**	**2209**	-76

Average Daily Membership

	2025-26 100th day ADM	**2026-27 100th day ADM**	Difference
Total	2123.5181	2069.5993	-53.9188

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
For Information

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT
ENROLLMENT DATA FOR: September 1st, 2026

ENCANTO		CLARENDON	
Kindergarten		**Grade 4**	
Davey, Jenny DL	29	Corrales, Lorena D/L	29
Kleinz, Kelly	28	Lameda, Jonathan	18
Lizarraga, Mackenzie D/L	29	Oehler, Ashley	19
Murray, Nikki	28	Rasor, Jennifer	24
		Torres, Bedonie	23
TOTAL KINDERGARTEN	**114**	**TOTAL GRADE 4**	**113**
Grade 1		**Grade 5**	
Assaf, Yehudy	23	Etsitty, Alyscia	27
Goetter, Ashley D/L	24	Kahl, Kayce D/L	25
Klanke, Liana	21	Nyabela, Sean	25
Sanchez, Nayeli D/L	23	Serrano, Samuel D/L	25
Sikkema, Kelsey D/L	22	Sosa, Diego	24
TOTAL GRADE 1	**113**	**TOTAL GRADE 5**	**126**
Grade 2		**Grade 6**	
Groves, Amanda	25	Garcia, Cynthia	29
Khripunov, Kimberly	20	D/L	32
Parker, Alex	18	Terriciano, Molly DL	31
Stubbs, Juanita D/L	25	Villarreal, Frank	30
Vargas, Luis D/L	20		
TOTAL GRADE 2	**108**	**TOTAL GRADE 6**	**122**
Grade 3			
Bejarano, Vanessa D/L	26		
Chaconn Gabrriel	22		
June, Katherine	26		
Sauter. Jessica	25	**SPED**	
Whaley, Scott D/L	27	Allen, Amanda	7
TOTAL GRADE 3	**126**	**TOTAL SPED**	**7**
SPED			
Allen, Amanda	**1**		
Parker, Sam	**9**		
Phillips, Courtney	**12**		
Scilley, Theresa	**9**		
TOTAL SPED	**31**		
ENCANTO TOTAL	**492**	**CLARENDON TOTAL**	**368**

OSBORN SCHOOL DISTRICT
ENROLLMENT DATA FOR: September 1st, 2026

LONGVIEW		Montecito (KG-3rd)	
Kindergarten			
Crompton, Carrie (KG)	27	Garcia, Itzel	9
Herrera Silva, Luis	29	Morales Ruano, Jess	24
		Roberts, Katrina	27
TOTAL KINDERGARTEN	**56**	Santillano, Magali	10
Grade 1		Singh, Jill	30
Elias Ulloa, Rosaisela D/L	26	Toone, Brenda	25
La O Garcia, Tara	25	Wright, Rosa	10
		TOTAL	**135**
TOTAL GRADE 1	**51**		
Grade 2			
Berkich, Elizabeth	30		
Green, Maria	30		
TOTAL GRADE 2	**60**		
Grade 3			
Sarmiento, Erika D/L	24		
Villaverde, Yvette	25		
TOTAL GRADE 3	**49**		
Grade 4			
Hurtado Diaz, Nidia	35		
Villan Morales, Elisa	37		
TOTAL GRADE 4	**72**		
Grade 5			
Hernandez, Dani D/L	29		
Ruiz, Dezzy	24		
TOTAL GRADE 5	**53**		
Grade 6			
Butier, Lindsey	26		
Hendricks, Sabrina	27		
TOTAL GRADE 6	**53**		
Special Needs-Self Contained Cross Cat			
Beebe-Giudice, Lucero	6		
Ellison, Brianne	4		
McHale, Meghan	5	**MONTECITO TOTAL**	**135**
Smith M, Angelica	7		
TOTAL SPED	**16**		
SPED Preschool			
Osborn, Christina	9		
TOTAL PRE-SCHOOL	**9**		
LONGVIEW TOTAL	**419**		

OSBORN SCHOOL DISTRICT
ENROLLMENT DATA FOR: September 1st, 2026

SOLANO	
Kindergarten	
Chhim, Soki	27
Formanek, John	29
TOTAL KINDERGARTEN	**56**
Grade 1	
Dine, Yasmin	24
Sandoval, Guadalupe	24
Shillito, Alexandra	1
TOTAL GRADE 1	**49**
Grade 2	
Harter, Katherine	32
Shillito, Alexandra	32
TOTAL GRADE 2	**64**
Grade 3	
Callisen, Kristen	31
Palma, Vanessa	30
TOTAL GRADE 3	**61**
Grade 4	
Campbell, Amelia	28
Hasenstab, Stephanie	28
TOTAL GRADE 4	**56**
Grade 5	
Bracy, Sarah	26
Tenijieth, Mia	26
TOTAL GRADE 5	**52**
Grade 6	
Flannery, Shane	21
Linton Brown, Teola	18
TOTAL GRADE 6	**39**
Special Education-Cross Cat	
Flores, Lysette	13
Roberts, Mae	8
TOTAL SPECIAL CLASSES	**21**
SPED - PS	
Megia, Michelle	10
TOTAL PRESCHOOL	**10**
SOLANO TOTAL	**408**

OMS	
Grade 7	
Adams, Kyle	20
Georges, Julia	18
Gomez, Vincent	20
Hess, James	21
Landeira, Richard	21
Linn, Jennifer	19
Linn, RJ	30
Smith, Dash	26
Urrutia, Beatriz	20
Wharton, Patricia	10
TOTAL GRADE 7	**205**
Grade 8	
Frederick, Mack	24
Georges, Julia	15
Gerstner, Doug	30
Guzman, Jose	24
Lindberg, Karen	22
Norzagaray, Griselda	5
Quezada, Paula	23
Tikovitsch, Erin	25
Wharton, Patricia	1
TOTAL GRADE 8	**169**
Special Education-Self Contained Cross Cat.	
Cob, Cicely	7
Cooper, Cody	6
TOTAL SPECIAL CLASSES	**13**
OMS TOTAL	**387**
DISTRICT TOTAL:	**2209**

ENROLLMENT BY GRADE AS OF: 9/1/26

Grade	Encanto	Clarendon	Longview	Montecito	OMS	Solano	TOTAL
K	114		56	29		56	**255**
1	113		51	31		49	**244**
2	108		60	26		64	**258**
3	126		49	19		61	**255**
4		113	72	15		56	**256**
5		126	53	8		52	**239**
6		122	53	7		39	**221**
7					205		**205**
8					169		**169**
SpEd.	31	7	16		13	21	**88**
Presch.			9			10	**19**
							0
CURRENT MONTH'S TOTALS	**492**	**368**	**419**	**135**	**387**	**408**	**2209**
Totals							
Change	492	368	419	135	387	408	2209

OSBORN SCHOOL DISTRICT ENROLLMENT BY MONTH - 2026-2027

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	Last Day
Encanto										
K	114									
1	113									
2	108									
3	126									
Spec. Ed.	31									
Pre-Sch.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	**492**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Clarendon										
4	113									
5	126									
6	122									
Spec. Ed.	7									
TOTAL	**368**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Longview										
K	56									
1	51									
2	60									
3	49									
4	72									
5	53									
6	53									
Spec. Ed.	16									
Pre-Sch.	9									
TOTAL	**419**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Montecito										
K	29									
1	31									
2	26									
3	19									
4	15									
5	8									
6	7									
TOTAL	**135**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
OMS										
7	205									
8	169									
Spec. Ed.	13									
TOTAL	**387**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Solano										
K	56									
1	49									
2	64									
3	61									
4	56									
5	52									
6	39									
Spec. Ed.	21									
Pre-Sch.	10									
TOTAL	**408**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Dist. Totals	**2209**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Attendance - Multiple Year Comparison Chart

ıcar	Sept. '23	Sept '24	Sept '25	Sept '26	Encanto	Oct. '22	Oct. '23	Oct. '24	Oct. '25	Encanto	Nov'22	Nov '23	Nov '24	Nov. '25	Encanto	Dec '22	Dec '23	Dec. '24	Dec. "25	Encanto	Jan. '23	Jan. '24	Jan. '25	Jan. '26
K	138	137	123	114	K	147	140	140	122	K	144	141	137	117	K	146	137	135	123	K	145	147	137	120
1	147	141	120	113	1	158	145	141	123	1	157	146	141	123	1	156	144	140	124	1	158	143	142	122
2	157	148	140	108	2	155	156	145	134	2	152	155	145	131	2	149	155	144	130	2	150	156	143	128
3	148	138	134	126	3	142	148	142	136	3	143	152	143	133	3	142	149	138	130	3	154	149	137	125
TO	590	564	517	461	TOTAL	602	589	568	515	TOTAL	596	594	566	504	TOTAL	593	585	557	507	TOTAL	607	595	559	495
rendon					Clarendon					Clarendon					Clarendon					Clarendon				
4	135	146	141	113	4	136	133	149	138	4	133	134	149	139	4	131	134	147	137	4	134	131	147	134
5	136	128	130	126	5	108	138	130	128	5	108	139	131	126	5	108	136	131	125	5	107	139	130	124
6	118	136	122	122	6	121	118	140	120	6	118	113	135	119	6	119	113	134	120	6	124	114	133	116
TO	389	410	393	361	TOTAL	365	389	419	386	TOTAL	359	386	415	384	TOTAL	358	383	412	382	TOTAL	365	384	410	374
ngview					Longview					Longview					Longview					Longview				
K	48	72	48	56	K	58	48	72	50	K	56	45	72	49	K	55	45	70	46	K	56	47	70	49
1	69	52	70	51	1	50	69	53	69	1	48	70	51	64	1	49	70	50	65	1	47	68	52	64
2	48	83	49	60	2	65	47	80	49	2	70	49	77	46	2	69	48	79	45	2	67	49	80	45
3	49	61	68	49	3	64	59	61	71	3	65	57	63	68	3	62	56	63	67	3	63	56	64	69
4	65	62	63	72	4	65	66	62	63	4	63	67	60	59	4	62	66	60	60	4	60	67	58	59
5	68	60	56	53	5	55	69	59	58	5	55	67	56	58	5	54	67	55	59	5	54	65	53	59
6	62	63	54	53	6	64	61	64	55	6	65	62	64	54	6	63	63	64	51	6	65	63	64	54
TO	409	453	408	394	TOTAL	421	419	451	415	TOTAL	422	417	443	398	TOTAL	414	415	441	393	TOTAL	412	415	441	399
ntecito					Montecito					Montecito					Montecito					Montecito				
K	9	31	31	29	K	15	9	30	31	K	15	9	30	31	K	15	9	31	31	K	13	9	30	32
1	13	16	23	31	1	8	13	13	24	1	8	13	15	24	1	8	13	15	24	1	9	13	15	24
2	7	18	17	26	2	5	7	18	17	2	5	6	18	17	2	5	6	18	17	2	4	6	18	17
3	2	6	17	19	3	2	3	6	117	3	2	3	6	17	3	2	3	6	17	3	2	3	6	17
4		6	8	15	4	3	0	6	8	4	3		7	8	4	3	0	7	9	4	2	0	7	9
5		4	7	8	5	1	0	4	7	5	1		4	7	5	1	0	4	7	5	1	0	4	7
6			5	7	6	3	0		5	6	3			5	6	3	0		5	6	2	0		5
TO	31	81	108	135	TOTAL	37	32	77	209	TOTAL	37	31	80	109	TOTAL	37	31	81	110	TOTAL	33	31	80	111
OMS					OMS					OMS					OMS					OMS				
7	220	196	196	205	7	227	218	195	191	7	224	225	192	191	7	221	185	188	194	7	211	224	187	195
8	213	222	187	169	8	262	214	218	188	8	259	214	219	185	8	255	184	216	189	8	242	223	211	189
TO	433	418	383	374	TOTAL	489	432	413	379	TOTAL	483	439	411	376	TOTAL	476	369	404	383	TOTAL	453	447	398	384
olano					Solano					Solano					Solano					Solano				
K	66	67	59	56	K	63	69	65	57	K	64	62	67	57	K	65	60	67	59	K	61	63	68	53
1	58	57	64	49	1	62	59	55	59	1	56	56	55	62	1	56	57	55	59	1	57	55	54	59
2	64	60	56	64	2	61	62	61	54	2	63	59	58	53	2	62	59	58	51	2	62	57	54	49
3	50	61	45	61	3	67	51	57	41	3	65	53	57	45	3	65	50	57	46	3	59	51	56	52
4	51	57	53	56	4	51	53	55	52	4	54	58	54	55	4	54	56	54	52	4	50	56	49	52
5	41	50	42	52	5	52	39	54	39	5	53	42	54	39	5	52	39	54	36	5	47	37	53	42
6	48	52	49	39	6	48	48	55	48	6	50	48	55	47	6	48	47	55	46	6	48	43	49	49
TO	378	404	368	377	TOTAL	404	381	402	350	TOTAL	405	378	400	358	TOTAL	402	368	400	349	TOTAL	384	362	383	356
chool										iSchool					iSchool					iSchool				
K						0					0				K	0				K	0			
1						5					5				1	6				1	7			
2						8					7				2	6				2	7			
3						11					11				3	10				3	11			
4						9					10				4	11				4	10			
5						17					18				5	18				5	18			
6						13					13				6	13				6	13			
Total						63					64					64				TOTAL	66			
							7	5		SEAS		5			SEAS		7			SEAS		8		
e-Sc	20	23	24	19	Pre-Sch.	21	23	28	26	Pre-Sch.	24	29	0	29	Pre-Sch.	24	32	35	30	Pre-Sch.	25	36	41	33
ec.	58	68	84	88	Spec. Ed.	53	66	86	86	Spec. Ed.	68	70	0	85	Spec. Ed.	68	73	87	86	Spec. Ed.	64	69	91	86
Dis	2308	2421	2285	2209	Dist.Totals	2455	2338	2449	2366	Dist.Totals	2458	2349	2315	2243	Dist.Totals	2436	2263	2417	2240	Dist. Totals	2409	2347	2403	2238
	-117	113	-138	-76		-66	-117	101	-83		-98	-109	86	-186		-121	-173	-143	-177		-147	-62	+52	-165

Attendance - Multiple Year Comparison Chart

Encanto	Feb. '23	Feb. '24	Feb '25	Feb '26	Mar.'23	Mar. '24	Mar. '25	Mar. '26	Encanto	Apr. '22	Apr. '23	Apr. '24	April '25	Encanto	May '22	May '23	May '24	May '25	Encanto	Year End '22	Year End '24	Year End '25
K	145	144	134	123	148	141	140	123	K	165	147	144	139	K	165	146	143	135	K	165	143	135
1	158	143	139	123	156	144	136	122	1	149	156	143	138	1	149	156	142	135	1	149	142	135
2	150	153	140	128	150	151	143	129	2	152	150	151	142	2	154	152	153	142	2	154	153	142
3	154	149	137	126	146	148	135	126	3	132	146	148	133	3	130	146	150	132	3	130	150	132
TOTAL	**607**	**589**	**550**	**500**	**600**	**584**	**554**	**500**	**TOTAL**	**598**	**599**	**586**	**552**	**TOTAL**	**598**	**600**	**588**	**544**	**TOTAL**	**598**	**588**	**544**
Clarendon									**Clarendon**					**Clarendon**					**Clarendon**			
4	134	132	143	135	133	128	143	134	4	106	133	129	139	4	104	132	129	138	4	104	129	138
5	107	138	130	126	110	136	133	127	5	111	109	134	131	5	112	108	134	131	5	112	134	131
6	124	117	132	117	126	115	131	115	6	100	126	114	127	6	100	124	113	126	6	100	113	126
TOTAL	**365**	**387**	**405**	**378**	**369**	**379**	**407**	**376**	**TOTAL**	**317**	**368**	**377**	**397**	**TOTAL**	**316**	**364**	**376**	**395**	**TOTAL**	**316**	**376**	**395**
Longview									**Longview**					**Longview**					**Longview**			
K	56	48	70	49	55	47	71	49	K	51	54	47	71	K	50	54	47	71	K	50	47	71
1	47	70	50	64	52	71	48	64	1	58	52	72	47	1	56	52	71	47	1	56	71	47
2	67	50	80	45	66	49	79	47	2	67	66	51	80	2	66	69	51	80	2	66	51	80
3	63	56	65	65	63	56	68	64	3	60	64	55	63	3	59	64	55	63	3	59	55	63
4	60	68	57	59	61	67	56	59	4	57	61	67	56	4	55	64	68	56	4	55	68	56
5	54	64	56	58	55	65	60	59	5	60	56	67	59	5	59	58	67	59	5	59	67	59
6	65	63	61	54	64	62	59	53	6	48	63	61	59	6	48	61	63	59	6	48	63	59
TOTAL	**412**	**419**	**439**	**394**	**416**	**417**	**441**	**395**	**TOTAL**	**401**	**416**	**420**	**435**	**TOTAL**	**393**	**422**	**422**	**435**	**TOTAL**	**393**	**422**	**435**
Montecito									**Montecito**					**Montecito**					**Montecito**			
K	13	9	30	32	13	9	30	32	K	6	13	9	30	K	5	13	9	30	K	5	9	30
1	9	13	15	24	8	13	15	24	1	2	9	13	15	1	2	9	13	15	1	2	13	15
2	4	6	18	17	4	6	18	17	2	0	4	6	18	2	1	4	6	28	2	1	6	28
3	2	3	6	17	1	3	6	16	3	4	1	3	6	3	5	1	3	6	3	5	3	6
4	2	0	7	9	1		7	8	4	1	1		7	4	1	1		7	4	1		7
5	1	0	4	7	0		4	7	5	2	1		4	5	2	1		4	5	2		4
6	2	0	0	5	2			5	6	4	2			6	4	2			6	4		
TOTAL	**33**	**31**	**80**	**111**	**29**	**31**	**80**	**109**	**TOTAL**	**19**	**31**	**31**	**80**	**TOTAL**	**20**	**31**	**31**	**90**	**TOTAL**	**20**	**31**	**90**
OMS									**OMS**					**OMS**					**OMS**			
7	211	223	185	194	228	217	192	193	7	250	225	219	188	7	242	228	218	188	7	242	218	188
8	242	223	212	186	258	223	214	186	8	268	258	223	218	8	266	254	224	218	8	266	224	218
TOTAL	**453**	**446**	**397**	**380**	**486**	**440**	**406**	**379**	**TOTAL**	**518**	**483**	**442**	**406**	**TOTAL**	**508**	**482**	**442**	**406**	**TOTAL**	**508**	**442**	**406**
Solano									**Solano**					**Solano**					**Solano**			
K	61	61	67	52	61	62	66	56	K	70	59	58	66	K	70	58	59	65	K	70	59	65
1	57	51	54	58	60	54	53	62	1	66	61	55	55	1	61	61	53	54	1	61	53	54
2	62	58	51	52	63	58	48	52	2	69	62	55	47	2	65	62	54	46	2	65	54	46
3	59	49	55	50	57	48	56	50	3	55	57	48	56	3	53	56	47	55	3	53	47	55
4	50	56	49	51	51	57	48	51	4	54	51	55	46	4	54	49	52	45	4	54	52	45
5	47	37	51	42	45	41	49	43	5	56	46	42	49	5	58	47	42	50	5	58	42	50
6	48	41	49	51	48	44	49	53	6	61	49	45	48	6	61	48	44	47	6	61	44	47
TOTAL	**384**	**353**	**376**	**356**	**385**	**364**	**369**	**367**	**TOTAL**	**431**	**385**	**358**	**367**	**TOTAL**	**422**	**381**	**351**	**362**	**TOTAL**	**422**	**351**	**362**
OCiS									**iSchool**					**iSchool**					**iSchool**			
	0				0				**K**	15	0			**K**	14	0			**K**	14		
1	7				7				**1**	23	7			**1**	21	7			**1**	21		
2	7				7				**2**	26	7			**2**	21	7			**2**	21		
3	11				11				**3**	28	11			**3**	24	11			**3**	24		
4	10				10				**4**	26	10			**4**	28	10			**4**	28		
5	18				17				**5**	27	17			**5**	26	17			**5**	26		
6	13				13				**6**	41	13			**6**	41	13			**6**	41		
											0			**7**								
TOTAL	**66**				**65**				**TOTAL**	**186**	**65**			**8**	**175**	**65**			**TOTAL**	**175**		
											0			**TOTAL**								
		7				**7**			**SEAS**			0		**SEAS**			4		**SEAS**		4	
Pre-Sch.	25	35	43	32	29	0	49	31	**Pre-Sch.**	36	30	0	52	**Pre-Sch.**	38	37	38	51	**Pre-Sch.**	38	38	51
Spec. Ed.	64	69	89	89	58	0	93	86	**Spec. Ed.**	75	47	0	92	**Spec. Ed.**	68	48	69	91	**Spec. Ed.**	68	69	91
Dist.Totals	**2409**	**2336**	**2379**	**2240**	**2437**	**2222**	**2399**	**2243**	**Dist. Total**	**2581**	**2424**	**2214**	**2381**	**Dist. Total**	**2538**	**2430**	**2321**	**2374**	**Dist. Total**	**2538**	**2321**	**2374**
	-148	-73	+32	-139	-119	-110	+35	-156		+10	-157	-66	+23			-107	-109	+53			-217	+53

SpEd Monthly Enrollment Worksheet

Date: **9/2/2026**

Clarendon	Encanto	OMS	Solano	Longview	Montecito	Program	Total
0	4	1	4	1	0	Private Pl. (OSD Students)	**10**
0	0	0	13	19	0	Pre-School (DD)	**32**
0	0	0	1	1	0	Headstart	**2**
9	31	13	20	21	0	Self-Contained	**94**
0	0	0	0	4	0	SEAS	**4**
38	27	40	29	30	4	Resource	**168**
4	17	3	7	12	4	Speech & Lang	**55**
						Speech & Lang (w/add'l disability)	**121**
						Service Plans (Private Sch Stud) *	**51**
						Montessori SPED	**0**
	3					Community PS SPED	**3**
						Homebound SPED	**0**
						Totals**	**356**

* ***Private School - ISP Students still being verified***

***** Totals Do Not Include Speech (w/add'l disability) and Service Plan Students***

Az School for the Deaf and Blind (ASDB)	3
ACCEL	0
The Aces	6
Service Plans	51
Foundation of the Blind	1
Suspension Private Pl	0
Home Bound Non-SPED	0

Self-Contained	
Allen	9
Phillips	13
Parker	9
Scilley	9
McHale	7
Miracles	8
Beebe-Guidice	6
Cooper	6
Cobb	7
Roberts	7
Flores	13
SEAS	
Ellison	4

Hearing	2
Vision	2
Orthopedic Impairment	1
Physical Therapy	13
Occupational Therapy	56
Autism	56
MDSSI	2
MilD	6
MoID	1
Voucher	0
Peer model Preschool	2
504 Students	55

revised 8-5-26

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – VIII-F

Agenda Item
2026-27 School Year Tax Rates

For Board: ☐ Action ☐ Discussion ☒ Information

Background –
In accordance with Arizona Revised Statutes, the Maricopa County Board of Supervisors will adopt a tax rate for your school district the third Monday in August and County School Superintendents must submit the tax information to the Property Tax Oversight Committee for FY 2027 taxes.

Legal
A.R.S. §15-991

Financial

FY2022 Rate	FY2023 Rate	FY2024 Rate	FY2025 Rate	FY2026 Rate	FY2027 Rate
Primary = $2.2138	Primary = $2.0577	Primary = $1.7962	Primary = $1.6621	Primary = $1.6338	Primary = $1.5997
Secondary= $2.1729	Secondary= $2.1355	Secondary= $2.0069	Secondary= $2.2356	Secondary= $2.1336	Secondary= $2.1510
Total = $4.3867	Total = $4.1932	Total = $3.8031	Total = $3.8977	Total = $3.7674	Total = $3.7507

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

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – IX-A

Agenda Item
AZ Science Camp Review

For Board: ☐ Action ☐ Discussion ☒ Information

Background –
Kirsten Callisen will present an overview of our summer camp, which was a partnership between the AZ Science Center and Osborn.

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

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – IX-B

Agenda Item
OEA Update

For Board: ☐ Action ☐ Discussion ☒ Information

Background –
The Osborn Education Association (OEA) will provide a general update to the Governing Board, which will include the current Advocacy Log number as well as an update on the most recent OEA meeting, including the location, key topics of discussion, and any special guests. In addition, we will share general staff feedback collected through monthly Hot Topic Surveys, provide an update on the status of Meet & Confer, and present questions or feedback generated from our review of the current Board Packet.

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

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number –X-A

Agenda Item
Second review and approval of Trust Policy Revisions

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

Background –
Second review and approval of Trust Policy Revisions to the following policies:

1-105	Board Member Conflict of Interest
3-102	Revenue
3-102.E	Revenue-Student Activities
5-212.B	Student clubs and Activities-Student Activities Fund
3-103	Expenses and Payroll
3-103.F	Expenses and Payroll—Food and Beverage Expenses
3-108	Audits
3-108.A	Audits-Audit Requirements
3-109.A	Procurement—Compliance Requirements
3-109.C	Procurement—Statutory Exemptions
3-109.D	Procurement—Construction Procurement
3-109.E	Procurement—Delegation of Authority
3-109	Procurement
1-302	Governing Board Meetings and Open Meeting Law Requirements
1-401	Parents/Legal Guardian Rights in Education
1-401.A	Parent/Legal Guardian Rights in Education—Parental Involvement (Procedure)
2-101	Duties of the Superintendent
3-203.A	Visitors—Prohibition Regarding Disruption (Procedure)
3-402.A	Records - Disclosure of Public Records (Procedure)
3-404.A	Insurance Liability Coverage (Procedure)
4-204	Mandatory Reporting
5-201	Patriotic Exercises and Observance Days
5-216.B	Promotion and Retention of Students; Passing Grades—Advanced Math NEW (Procedure)
5-402	Department of Child Safety Interview and Custody
5-410	Interscholastic Athletics
3-301.A	Food Services-Nutrition (Procedure)

Legal

Financial

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

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

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the Governing Board approve Trust Policy revisions as presented.

Moved _____ Seconded _____ P/F

Section	Policy Name/Subject Matter	Notes	Additional Notes	Administration Recommendations/Notes
Policy 1-105	Board Member Conflict of Interest	USFR FY 2027 revises the section regarding conflicts of interest and creates more specific recommendations for internal controls. The Trust recommends revision to and renaming of Policy © 1-105 to apply the conflict of interest substantive requirements to both board members and employees.		Recommendation: Adopt the Recommended Revision to Policy © 1-105 The FY 2027 USFR strengthens conflict-of-interest requirements and recommends clearer internal controls. Revising the policy would establish consistent expectations for both Governing Board members and employees, strengthen transparency and accountability, and help ensure Osborn's practices align with updated financial-control guidance.Policy © 1-105.3 — Recommendation: Do Not Include Why: Osborn does not meet the statutory definition of a small school district; therefore, this provision does not apply to the District.Policy © 1-105 — Employment of Former Board Member Recommendation: Retain the Two-Year Period Why: The two-year period follows the statutory standard and provides an appropriate safeguard against potential conflicts of interest. Extending the restriction beyond two years would place an additional limitation on former Board members beyond what is required by law, without a clear operational need for Osborn.Policy © 1-105 — Purchases from Board Members Recommendation: Use the "Fewer Than 3,000 Students" Provision Why: Osborn falls within this enrollment category. This option aligns the policy with the applicable statutory requirements while maintaining appropriate safeguards through specific Board approval and documentation of purchases in the meeting minutes.
Policy © 3-102 Revenue **Procedure © 3-102.E Revenue—Student Activities** **Procedure © 5-212.B Student Clubs and Activities—Student Activities Fund**	Student Activities	USFR FY 2027 revisions contain a new section that provides information on governing board members' roles and responsibilities related to district finances. The revisions to the Policy 3-102 clarify the governing board's responsibility either to approve student fundraisers or to delegate that duty with specified parameters. The Trust has outlined internal controls as per the USFR in Procedure 3-102.E. Suggested parameters have been added to Procedure 5-212.B regarding student clubs and activities.	**USFR Revisions**	Recommendation: Option 2 — Delegate Pre-Approval Authority to the Superintendent. best fits Osborn because approval of individual student fundraising activities is primarily an operational responsibility. Delegating routine approvals to the Superintendent allows schools to move forward efficiently while maintaining consistent district oversight and compliance with Board-approved parameters. The Board retains its governance role through its ability to approve individual events when warranted and through the required monthly Student Activities Fund reports.
Policy © 3-103 Expenses and Payroll **Procedure © 3-103.F Expenses and Payroll—Food and Beverages Expenses NEW**	Payroll	The revisions to Policy 3-103 clarify requirements for board approval of employee payments, delayed payroll operations, warrants, travel expenditures, and the provision of food and beverages at events. The Trust recommends that the new Procedure © 3-103.F be specifically approved via a resolution or by specific board action as requested by the Auditor General's office. A sample resolution is also provided.	**USFR FY 2027 Revisions**	Procedure © 3-103. F— Food and Beverage Expenses Recommendation: Option 1 Why: Using the State of Arizona reimbursement limits provides Osborn with a consistent standard that aligns with state guidance and automatically adjusts as state reimbursement rates change.
Policy © 3-108 Audit **3-108.A Procedure—Audits—Audit Requirements**	Audit Authority	USFR FY 2027 specifies that governing boards shall approve the independent auditing firm and contract terms prior to annual or bi-annual financial audits. Revisions include these requirements	**USFR FY 2027 Revisions**	

Procedure © 3-109.A Procurement—Compliance Requirements **Procedure © 3-109.C Procurement—Statutory Exemptions** **Procedure © 3-109.D Procurement—Construction Procurement** **Procedure © 3-109.E Procurement—Delegation of Authority NEW**	Procurement Thresholds, Requiremnets and Delegation	USFR FY 2027 raises the threshold for procurement of goods and services via written quotes from $10,000 to $15,000. The Trust recommends additional changes to the compliance requirements identified in Procedure 3-109.A to comply with the revised USFR. The revisions encompass additional language regarding multi-year contracts, acceptance of gifts, purchase from board members/employees, and contract administration. The Trust has added language from the USFR to clarify the statutory exemptions from procurement. The Trust recommends a new procedure to address requirements regarding delegation of procurement authority to the superintendent.	**USFR FY 2027 Revisions**	
© 3-109 Procurement	Procurement of Insurance	Districts with at least three hundred employees that operate self-insurance programs for the purchase of specific insurance benefits must obtain quotes for insurance coverage and services once every four years. The requirement applies to district self-insurance programs for: (1) purchase of disability of health benefits plans insurance; (2) pooling of risks of loss for health or accident claims; and (3) the provision of health and medical services.	**Chapter 231 (SB 1497) to be codified at A.R.S. § 15-382**	
1-302 Governing Board Meetings and Open Meeting Law Requirements	Executive Session and Consent Agendas	The Open Meeting Law will require that districts refrain from placing certain items on a consent agenda: any action pertaining to tax rates and action items following an executive session.	Chapter 62 (SB 2876) to be codified in Open Meeting Laws	
© 1-401 Parent/Legal Guardian Rights in Education **© 1-401.A Parent/Legal Guardian Rights in Education— Parental Involvement**	Educational Materials Regarding Prevention of Sexual Contact	The Trust has made a correction to a statutory citation in Policy 1-401. In the accompanying procedure, the Trust recommends changes based upon the State Board of Education responsibility to develop a list of age-appropriate educational resources regarding the prevention and recognition of inappropriate contact, including sexual contact. School districts must make such resources available to students and parents/legal guardians once developed.	**Chapter 188 (SB 1711) to be codified in A.R.S. § 15-160.05**	
© 2-101 Duties of the Superintendent	Weapons Detection System	School districts have the option of using weapon detection systems. Governing boards may permit superintendents to alter the detection system. Revised language addresses this option; the Trust has also added headings and revised this policy for readability.	**Chapter 58 (HB 2730) to be codified at A.R.S. § 15-341**	

Procedure © 3-203.A Visitors—Prohibition Regarding Disruption	Drones	The criminal code prohibits the use of unmanned aircraft over school grounds when school is in session or when school activities are occurring. The Trust recommends that this be noted in the procedure prohibiting disruptions.	**Chapter 236 (SB 1627) to be codified at A.R.S. § 13-3729**	
© 3-402.A Procedure—Records—Disclosure of Public Records	Public Records Requests	Based upon member feedback after the updates issued in June 2026, the Trust recommends adding language back to this procedure to capture the requirement that a public records request be acknowledged within five days after receipt if a district does not have a centralized automated system for public records requests.	**A.R.S. § 39-121 et seq.**	
© 3-404.A Procedure—Insurance—Liability Coverage	**Coverage Limits**	Based upon member feedback, the Trust recommends that each member confirm that this procedure matches the limits listed in its coverage agreements with its insurance carrier, which are typically found in a member's proposal acceptance form (PAF).		
© 4-204 Mandatory Reporting	Reporting to DCS	Mandatory reporters must make immediate reports to the Department of Child Safety if the reporter has direct knowledge of child abuse or neglect. Mandatory reporters may not delegate this duty. The Trust recommends conforming changes to policy.	**Chapter 143 (SB 1127) to be codified at A.R.S. § 13-3620 and A.R.S. § 15-514**	
© 5-201 Patriotic Exercises and Observance Days	Patriotic Youth Groups	The proposed change adds optional language to permit building administrators to allow patriotic youth groups to address students and distribute materials during the first quarter of the school year.	**Chapter 4 (HB 2312) to be codified at A.R.S. § 15-120.08**	

Procedure © 5-216.B Promotion and Retention of Students; Passing Grades—Advanced Math NEW	Placing Students in Advanced Math	The Trust proposes a new procedure to align to requirements that districts automatically place students in an advanced mathematics course if the students reach the highest proficiency on the statewide assessment or benchmark. The procedure outlines parental rights regarding objections to advanced math placement.	**Chapter 92 (HB 2423) to be codified at A.R.S. § 15-708**	
© 5-402 Department of Child Safety Interview and Custody	DCS access to records and interviews	Suggested revisions to policy address explicit requirements to permit Department of Child Safety (DCS) workers to access educational records. Districts may not prohibit interviews of school employees, contractors, or volunteers	**Chapter 28 (SB 1126) to be codified at A.R.S. § 15-141**	
© 5-410 Interscholastic Athletics	Requisite Employee Training	The Trust recommends updates to address training requirements for cardiopulmonary resuscitation, first aid, and automated external defibrillators, which will become mandatory on August 1, 2027.	**Chapter 213 (HB 4043) to be codified at A.R.S. § 15-120.07**	
3-301.A Procedure—Food Services—Nutrition	Nutrition	The proposed change removes reference to the 2026-2027 school year regarding the prohibition on the sale of ultra-processed foods.	**A.R.S.§ 15-242.01**	

Policy © 1-105 ~~Board Member~~ Conflicts of Interest

Definitions

~~**The following terms have the same definition as set forth in A.R.S. § 38-502: (a) "Remote interest"; and (b) "Substantial interest".**~~

"Substantial interest" is any nonspeculative pecuniary or proprietary interest, either direct or indirect, other than a remote interest, as defined in A.R.S. § 38-502 (11).

"Remote interest" is a limited interest as defined by statute that does not disqualify a governing board member or employee from participating in a contract, sale, purchase, or decision, as defined in A.R.S. § 38-502 (10).

"Board member relative" means a Board member's spouse or any person claimed as a dependent on the Board member's income taxes. **Relative includes the spouse, child, child's child, parent, grandparent, brother, or sister of the whole or half blood and their spouses and the parent, brother, sister, or child of a spouse as defined in A.R.S. § 38-502(9).**

"Employee" means all persons who are not public officers and who are employed on a full-time, part-time or contract basis by the District **as defined in A.R.S. § 38-502(2).**

"Make known" means the electronic or manual filing of a paper that is signed by a public officer or employee and that fully discloses a substantial interest or the filing of a copy of the official minutes of a public agency that fully discloses a substantial interest. The filing must be in the special file established pursuant to A.R.S. § 38-509.

"Official records" means the minutes or papers, records and documents maintained by the District for the specific purpose of receiving disclosures of substantial interests required by law.

"Refrain from participating" means the public officer/employee must refrain from voting upon or otherwise participating in any manner as an officer or employee in any decision of a public agency or in any contract, sale, purchase, or decision for which they or their relative has a substantial interest as defined in A.R.S. § 15-503 (B)

"Transaction" means any contract, sale, purchase or other action between the District and a vendor (as defined below).

"Vendor" means any individual, corporation, partnership, association, nonprofit organization, or any other legal entity that does business with the District.

~~**Applicability**~~

~~**This Policy applies only to Board members. For the Policy on conflicts of interest with respect to District personnel, see Policy No. 3-109.**~~

Prohibition

Board members shall refrain from voting on or otherwise participating in any manner in any district contract, sale, purchase, or decision in which they have a substantial interest.

Employees shall not participate in the procurement of any district contract, sale, purchase, or decision in which they have a substantial interest.

Participation may include actions such as approving, developing, introducing, administering, advising, providing information, influencing decisions, or requesting or directing others to approve the matter.

Board members and employees shall not use their official position to secure any valuable benefit for themselves or family members that would not ordinarily accrue to them.

A Board member's or employee's failure to recuse themselves from a contract, sale, purchase, or decision in which they have a conflict of interest could result in statutory violations, cancellation of District contracts, removal from office, or criminal penalties pursuant to A.R.S. § 38-506 and A.R.S. § 38-510.

Board Member Relatives

In accordance with A.R.S. § 15-323:

1. Board members may vote on any budgetary, personnel, or other related question before the Board, except:
    a. It is unlawful for a Board member to vote on a specific item which concerns the appointment, employment, or remuneration of the Board member or a Board member relative.

b. It is unlawful for any Board member to vote on the employment of another Board member or on the employment of the spouse of a Board member unless specifically permitted by law.

2. In accordance with A.R.S. § 15-421(D), neither a Board member nor a Board member's spouse may be employed by the District unless specifically permitted by law.
   a. A Board member must resign from the Board before the Board member or a Board member's spouse accepts any form of employment with the District unless otherwise permitted by law. In accordance with A.R.S. § 15-502, a Board member's dependent may be employed by the District only after receiving specific consent of the Board.
   b. A District employee or an employee's spouse may run for ~~membership in~~ **election to** Governing Board during the employee's term of employment after notifying the Superintendent and the Board President of the employee's or spouse's intent to run. If such an employee or the employee's spouse wins the election, the Employee must resign from the District before January 1 of the year following the election.

Employment of Former Board Member

Pursuant to A.R.S. § 15-421(E), the District may employ directly or through a third party contractor an individual who has served as a Governing Board member during the preceding two (2) years only in a position in which the individual will provide services directly to students including: a certificated teacher; a substitute teacher; or an individual who provides transportation, instructional support or student support services.

In accordance with A.R.S. § 15-323 and A.R.S. § 38-503:

1. A Board member shall not participate in any manner regarding any transaction or approval of a vendor in which the board member has a substantial interest unless a specific statutory exception applies.
2. A Board member shall not supply to the District any equipment, material, supplies or services, unless pursuant to an award or contract let after public competitive bidding, except: in accordance with A.R.S. § 15-323, the District may make purchases from a Board member only if all the following conditions have been met:
   i. The purchase amount is less than $10,000.00.
   ii. The decision to purchase has been specifically approved by the Board and has not been delegated to an employee of the District.
   iii. The amount of the purchase or contract for purchase is included in the minutes of the meeting at which the Board approved the purchase.

Mandatory Disclosure of Conflicts of Interest

A Board member **or employee** who has or whose relative has a substantial interest in any contract, sale, purchase, ~~or~~ service **or decision** of the District shall **annually** make such interest known in the official records of the District. **Board members and employees shall promptly update their conflict of interest disclosures if their circumstances change during the school year.**

[Optional – recommended by Auditor General]. The District shall seek to obtain initial conflict of interest disclosures to be completed within five (5) days of an employee starting employment or a Board member starting a new term. Board members and employees shall update their disclosures within fifteen (15) days of a change in circumstance that results in a conflict of interest.

The District shall implement protocols to ensure that a Board member or employee who has disclosed a substantial interest refrains from voting on or from participating in any manner in the contract, sale, purchase, service or decision.

Maintenance of Disclosure of Conflict of Interest Forms

The District shall maintain disclosures of conflicts of interest and any related documentation in a separate file that shall be available for public inspection in accordance with public records laws and regulations.

Training

The District shall provide conflict of interest training to all Board members and employees at least annually to ensure Board members and employees understand their responsibilities pursuant to law and District policy and procedures.

Adopted:

Legal Authority:

A.R.S. §§ 38-501 through 511

A.R.S. § 15-213

A.R.S. § 15-323

A.R.S. § 15-421

A.R.S. § 15-502

A.R.S. § 38-509

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Policy © 3-102 Revenue

The Governing Board may establish bank accounts as permitted by statute and the Uniform Systems of Financial Records (USFR). All other funds shall be deposited directly with the County Treasurer or deposited into designated trust accounts as permitted by law.

Monies received from any source shall be accounted for and deposited as permitted by state law and the USFR. Staff shall follow all applicable requirements for the proper collection, supervision, disbursement, record keeping and/or remittance of any funds received.

The Board ~~**will**~~ **shall** annually consider and vote on a resolution to the County Treasurer to authorize investments for the following fiscal year.

Student Activities Funds

Pursuant to A.R.S. § 15-1122 *et seq.*, the Board shall appoint a student activities treasurer. The Board may appoint an assistant student activities treasurer for each school in the District.

Student activities fund monies may be invested and reinvested by the Board. All monies earned by investment shall be credited to the student activities fund per A.R.S. § 15-1123.

The treasurer shall maintain a detailed report of all cash receipts, disbursements, transfers, and cash balances of the Student Activities Fund. A report of this information must be presented to the Board at least monthly per A.R.S. § 15-1123.

[Option 1]: The Board shall pre-approve all student activities fundraising events.

[Option 2]: The Board delegates to the Superintendent authority to pre-approve all student activities fundraising events. The Board retains discretion to approve any individual fundraising event.

The Superintendent may establish procedures to implement student fundraising. Student fundraising shall comply with all Board-approved parameters, including but not limited to those enumerated in Procedure 5-212.B. The Board shall receive monthly student activities fund reports of cash receipts, disbursements, transfers and cash balances

Adopted:

Legal Authority:

A.R.S. § 15-341

A.R.S. § 15-342

A.R.S. § 15-1024

A.R.S. § 15-1025

A.R.S. § 15-1101

A.R.S. § 15-1102

A.R.S. § 15-1105

A.R.S. § 15-1121 *et seq.*

A.R.S. § 15-1141 *et seq.*

A.R.S. § 15-1221 *et seq.*

Uniform System of Financial Records

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Procedure © 3-102.E Revenue—Student Activities

~~Pursuant to A.R.S. § 15-1122 *et seq*., the Governing Board shall appoint a student activities treasurer and assistant treasurer (if applicable). The Board shall approve student clubs and organizations' fund raising events and shall receive monthly student activities fund reports of cash receipts, disbursements, transfers and cash balances.~~

The District shall require all student activities fundraising events to comply with the internal controls established by the USFR. These include:

1. **Any student activities disbursements must be authorized by or on behalf of the student members of the particular club or organization as per A.R.S. § 15-1122.**
2. **The individual club's or organization's cash balance must be sufficient before authorizing any disbursement.**
3. **Disbursements from student activities fund bank accounts must be made by check and signed by two persons, one of whom must be the student activities treasurer or assistant treasurer, and the other must be any other person authorized to sign by the Governing Board as per A.R.S. § 15-1122.**
4. **The student club treasurer must maintain a detailed record of all cash receipts, disbursements, transfers, and cash balances of the student activities fund.**
5. **A report of this information must be presented to the Board at least monthly as per A.R.S. § 15-1123.**
6. **The student activities treasurer or assistant student activities treasurer shall maintain a current record of the balances due to each student club. The records shall open to inspection by officers of the student clubs.**
7. **Student activities fund monies may be invested and reinvested. All monies earned by investment shall be credited to the student activities fund as per A.R.S. § 15-1123.**
8. **Student activities monies shall not be used to defray any District expense but may be used to supplement students' educational activities or programs based upon student input.**

Policy © 3-103 Expenses and Payroll

All expenditures must be approved by the Governing Board.

Payroll

The Board shall annually set the salaries and benefits of employees for the succeeding year. **The Board shall approve the form of employee contracts and compensation agreements. The Board shall approve terms of employment, including compensation for additional duties.**

The District shall designate two **(2)** or more days each month, not more than sixteen **(16)** days apart, to pay wages to employees. The District shall provide employees with a total compensation statement as required by A.R.S. § 15-341(45). **The District shall operate a delayed payroll system; wages shall be paid in arrears.**

The Board shall authorize deductions as required by state and federal law.

Employees may elect deductions as permitted in state and federal law. The District may permit certain employee groups to annualize their salaries or be paid in full on the last pay day of the contract period. The Superintendent shall establish procedures to ensure employees are compensated appropriately and in a timely manner.

Supervisors must provide advance written approval for any overtime assignments.

Warrants and Vouchers

The Board shall submit a voucher for a District expense or salary to the County School Superintendent for payment, if applicable. The warrants issued by the County School Superintendent shall be counted against District funds. If the District warrant causes the District's funds to be over expended, the County School Superintendent shall make a written report of the over expenditure to the Arizona Department of Education.

In accordance with A.R.S. § 15-321(G), Board members must review and sign all expenditure vouchers before the vouchers are sent to the County School Superintendent for warrant processing. A signed voucher for payment of an expense or salary may be submitted between Board meetings if the Board has passed a resolution allowing such submission and if the voucher is ratified by the Board at its next regular or special meeting.

If the District is approved to assume accounting responsibility as authorized by A.R.S. § 15-914.01, the District shall prepare its own warrants and shall not process expenditure vouchers through the County School Superintendent.

Encumbrances

Pursuant to A.R.S. § 15-906, a district that is not participating in the Accounting Responsibility Program that ~~**have**~~ **has** liabilities payable for levy funds as of June 30 must complete the advice of encumbrance form and submit it to the County School Superintendent by July 18. The advice of encumbrance should be prepared from the listing of liabilities for levy funds required by A.R.S. § 15-906(A) for goods or services received on or before June 30 that are unpaid at June 30. The amounts from the listing should be reported on the advice of encumbrance by fund and program. Accounting Responsibility Program districts must adhere to the duties disclosed in A.R.S. § 15-304 regarding the drawing of warrants.

Payments of these lapsed obligations shall be made within sixty days following the close of the fiscal year.

District warrants not presented for payment within one year after the date of issuance are void and shall have no further force or effect.

Travel Expenditures

All travel expenses, including reimbursements, shall not exceed the maximum amounts established by the Arizona Department of Administration (ADOA) in accordance with A.R.S. § 38-621 *et seq.* and the State of Arizona Accounting Manual (SAAM). The Superintendent is authorized to prescribe procedures regarding travel reimbursements for employees and for Board members.

Food and Beverages

The Board authorizes the provision of food and beverages at District events pursuant to A.R.S. § 15-342(39). The provision of food and beverages benefits at official District functions directly supports the District's educational mission by facilitating training, governance, planning, emergency response, recruitment, employee development, and other official District business that benefits students and the public.

The Superintendent is authorized to prescribe procedures regarding the provision of food and beverages that shall address expenditure limits and the use of District funds.

Credit Cards

The Board authorizes use of credit cards or purchasing cards. The Superintendent shall establish internal controls regarding the use of credit cards.

Adopted: July 1, 2026

Legal Authority:

A.R.S. § 15-341

A.R.S. § 15-121

A.R.S. § 15-135

A.R.S. § 15-304

A.R.S. § 15-321

A.R.S. § 15-342

A.R.S. § 15-502

A.R.S. § 15-503

A.R.S. § 15-906

A.R.S. § 15-914.01

A.R.S. § 23-351

A.R.S. § 23-352

A.R.S. § 23-353

A.R.S. § 38-621

A.R.S. § 38-624

A.R.S. § 43-401

26 U.S.C. §§ 401, -403 and -457

29 U.S.C. § 201 *et seq.*

Ariz. Admin Code R7-2-803

Uniform System of Financial Records

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Procedure © 3-103.F Expenses and Payroll—Food and Beverage Expenses

[Sample Procedure – May Be Personalized]

The Governing Board finds that providing food and beverages at official District functions directly supports the District's educational mission by facilitating training, governance, planning, emergency response, recruitment, employee development, and other official District business that benefits students and the public.

All expenditures shall be in accordance with A.R.S. § 15-342(39), other applicable state laws, the Uniform System of Financial Records (USFR), Arizona Constitution's gift clause, and the identified funds' allowable uses.

A. Parameters

The following parameters are established:

1. **The purchase of food and beverages must be authorized by the Superintendent or designee in advance of the event.**
2. **Meals and refreshments must be incidental to the meeting or conference and commensurate with the scale of the event.**
3. **Refreshments must be designed to encourage attendance and full participation of attendees.**
4. **District funds may not be used to purchase alcohol.**
5. **Food and beverages may not be authorized when the provision of food and beverages is already included in the cost to attend a specific event.**
6. **The District shall only purchase food and beverages using permitted fund accounts.**

B. Authorized Events

The Superintendent shall not authorize food or beverage expenditures outside the specific events identified herein without further Board approval:

- **Governing Board meetings**
- **Governing Board retreats and strategic planning meetings**
- **District-sponsored employee trainings and professional development**
- **New employee orientation**
- **Beginning of year and end of year events**

- **Parent Teacher Conferences**
- **District leadership meetings**
- **Department retreats and annual planning meetings**
- **Required compliance or safety training**
- **Recruitment fairs and employee recruitment activities**
- **Emergency operations requiring employees to remain on duty**
- **Student-related educational events where refreshments directly support the educational program**
- **Official District ceremonies, recognition events, and community engagement activities approved by the Superintendent**
- **Other District-sponsored instructional, operational, governance, employee development, or student activities that have a documented public purpose and are approved in accordance with District administrative procedures established under this Resolution.**
- **District-approved student activities, including student clubs, organizations, athletic programs, fine arts programs, Career and Technical Education (CTE) events, leadership conferences, academic competitions, field trips, student travel, and other school-sponsored activities where meals or refreshments directly support student participation or the educational purpose of the event and comply with applicable State law, the USFR, funding restrictions, and District policies.**
- **Working meals and off-site meetings conducted for official District business, including strategic planning sessions, professional development, leadership meetings, collaborative planning meetings, and other District-approved meetings where conducting business during the meal period improves operational efficiency or is necessary due to the duration or location of the meeting**

C. Expenditure Limits

[Option 1]: The cost of any food and/or beverages provided shall not exceed the per-person, per-meal reimbursement limits set forth in State of Arizona Accounting Manual (SAAM) 5025, less the identified requirement for travel.

[Option 2]: The cost of any food and/or beverages provided shall not exceed as follows:

- **Breakfast: Up to $13 per participant**
- **Lunch: Up to $18 per participant**

- **Dinner: Up to $22 per participant**
- **Refreshments/Snacks: Up to $10 per participant**
- **Limits include food, beverages, taxes, gratuities, and delivery fees**

D. Allowable Funding Sources

Purchases authorized shall be made only from District funds legally authorized for such expenditures. Federal grant funds shall be used only when expressly permitted by the applicable grant requirements.

E. Documentation

Each expenditure shall include documentation supporting the official District event, date and location, number of attendees, public purpose, funding source, and compliance with District procedures.

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The Auditor General recommends that governing boards adopt restrictions regarding the services of food and beverage either by policy or by resolution. The Trust has provided a sample resolution that mirrors this procedure.

Policy © 3-108 Audits

The District shall conduct an annual or biennial audit as required by state or federal law and in compliance with generally accepted auditing standards and the Uniform System of Financial Records (USFR).

Independent Auditors

The Governing Board shall approve the independent certified public accountant or firm that will conduct requisite financial and compliance audits and shall approve the proposed audit contract terms. The Superintendent shall implement procedures that comply with all state and federal requirements for District fiscal management and audits. ~~**The Superintendent shall contract with an independent certified public accountant for an annual financial and compliance audit.**~~

Roll Call Vote

The Governing Board shall publicly accept all audits and compliance questionnaires by roll call vote. The Superintendent will provide Board members access to audit reports and the USFR compliance questionnaire as part of submitting the District's audit for Board acceptance.

Posting Requirements

The District shall prominently post on its website home page a display of the percentage of every dollar spent in the classroom by the District from the most recent status report issued by the Auditor General.

The District shall prominently post average teacher salary information on its website separately from the budget, including:

1. The average salary of all teachers employed by the District for the budget year;
2. The average salary of all teachers employed by the District for the prior year;
3. The dollar increase in the average salary of all teachers employed by the District for the budget year; and
4. The percentage increase in the average salary of all teachers employed by the District for the budget year.

Adopted:

Legal Authority:

A.R.S. § 15-213

A.R.S. § 15-903

A.R.S. § 15-914

A.R.S. § 15-914.01

A.R.S. § 41-1279.03

Ariz. Admin. Code R7-2-803

Uniform System of Financial Records

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Procedure © 3-109.A Procurement—Compliance Requirements

The District shall comply with all requisite procurement laws and regulations, including but not limited to the State Board of Education's procurement code for school districts (School Procurement Code) in Ariz. Admin. Code R7-2-1001 *et seq.,* **A.R.S. § 15-213, and A.R.S. § 15-271.**

Procurement is the buying, purchasing, renting, leasing, or otherwise acquiring of any materials, services, construction, or construction services. Procurement also includes all functions that pertain to the obtaining of any material, service, construction, or construction services, including description of requirements, selection and solicitation of sources, preparation and award of contract, and all phases of contract administration.

When determining the level of competitive purchasing required (i.e., written quotes, sealed bids or proposals), the District shall consider not only the dollar amount of the current purchase, but the total dollar amount of all like-item purchases that might occur during the fiscal year. If the amount of the good**s** or service**s** that will be needed during the year is uncertain, the District should analyze cumulative purchases of like items for the previous fiscal year and adjust the estimate for any changes (e.g., increased enrollment, new school) that might affect the amount of the good**s** or service**s** needed.

The Superintendent may delegate the Superintendent's procurement authority in a manner that is compliant with Ariz. Admin. Code R7-2-1007.

The District shall follow the procurement rules (A.A.C. R7-2-1001 *et seq.*) adopted by the State Board of Education for purchases that exceed $100,000 as per A.R.S. § 15-213 and A.R.S. § 41-2535.

The District shall follow the USFR guidelines for written quotes for purchases costing at least $15,000 and less than $100,000 as per A.R.S. § 15-271.

~~A.~~ Quotations

Purchases of less than ~~**$10,000**~~ **$15,000** may be made at the discretion of the Superintendent. Such procurements are not subject to competitive purchasing requirements; however, reasonable judgment should be used to ensure the purchases are advantageous to the District.

~~**Written price quotations will be requested from at least three (3) vendors for transactions of at least $10,000 but not more than $100,000 or the threshold as specified in A.R.S. § 41-2535 and Uniform System of Financial Records (USFR) § VI-G. A request for quotations should be issued in sufficient time before the purchase is to be made and in adequate detail to allow vendors to respond effectively. If three (3) written price quotations cannot be obtained, documentation showing that the vendors contacted did**~~

~~**not offer written price quotations, or explaining why written price quotations were not obtained, shall be maintained in the procurement file.**~~

A. Written Quotations

For purchases costing at least $15,000 and less than $100,000, the District shall endeavor to obtain written price quotes from at least three (3) vendors. Requests for written quotes should be issued in sufficient time and with adequate detail to allow vendors to effectively respond and should include the information designated in the procurement section of the USFR. If the District has exhausted all known vendor options that provide the required good or service, it should retain documentation supporting the vendors contacted that did not respond.

B. Sealed Bids or Proposals

Sealed bids and proposals shall be requested for transactions to purchase construction, materials, or services costing more than $100,000. The District may use an alternative form of procurement as authorized.

C. Bidder List

The District shall maintain a prospective bidders' list. Vendors desiring to be included on the District's prospective bidders' list must notify the District. If the District's prospective bidders' list has four (4) or fewer prospective bidders on the list, the District shall publish notices of the invitation for bids or request for proposals in the official newspaper of the County in addition to issuing an invitation for bids or request for proposals to vendors on the bidders' list.

D. Cooperative Purchasing

In lieu of obtaining quotations or conducting a competitive procurement, the District may purchase materials, services, specified professional services, construction, or construction services with one or more public procurement units pursuant to a cooperative purchasing agreement approved by the Governing Board.

Prior to making a purchase under a cooperative purchasing agreement, the District shall perform due diligence to ensure that the cooperative purchase is in compliance with the School Procurement Code.

Prior to making a purchase through a cooperative purchasing agreement of $100,000 or more, the District representative shall document the reasons that a cooperative purchasing agreement is advantageous to the District. All purchases made from a cooperative purchasing agreement costing more than $100,000 shall be approved by the Board.

E. Emergency Purchases

An exception to the requisite procedures for price competition may be made in the event of an emergency involving the health, safety, or welfare of school personnel or students. In such an emergency, declared by the Superintendent, emergency purchase action may be taken without price competition, if necessary. Even under emergency conditions, price competition should be sought if it will not unacceptably delay the correction of the condition requiring emergency procedures. If emergency purchases are made without price competition, a complete written description of the circumstances should be maintained in the procurement file.

F. Sole Source Procurements

A contract may be awarded for a material, service, or construction item without competition if the Board determines that there is only one (1) source for the required material, service, or construction item. The District may require the submission of cost or pricing data in connection with an award pursuant to Ariz. Admin. Code R7-2-1053. Sole-source procurement shall be avoided, except when no reasonable alternative source exists. A copy of the written evidence and determination of the basis for the sole-source procurement shall be retained in the procurement file by the District.

The District shall, to the extent practicable, negotiate with the single supplier a contract advantageous to the District.

G. Alternative Procurement

The Governing Board authorizes the use of alternative forms of procurement for construction other than competitive sealed bids, including requests for proposals, construction-manager-at-risk, design-build, and job-order contracting methods of construction.

H. Electronic Bidding/Reverse Auctions

The District may procure goods, services and equipment via electronic, on-line bidding or use reverse auctions as permitted and documented in the School Procurement Code.

I. No Bid Splitting

In determining the method of source selection based upon the aggregate dollar amount of a purchase, the District shall consider the scope and total cost of the entire purchase. Procurement requirements shall not be artificially divided or fragmented so as to circumvent the source selection procedures required by the School Procurement Code.

J. Multiple Year Purchases

~~**The District may enter into purchasing contracts for a period of up to five (5) years if the District determines in writing as follows:**~~

Before using a multiterm contract, for purchases over $100,000, the District must determine in writing that:

1. The estimated requirements cover the contract period and are reasonable and continuing;
2. A multi-term contract will serve the District's best interest by encouraging competition or promoting economies in procurement; and
3. If monies are not appropriated or available in future years, the contract will be cancelled.

Contracts for materials or services and contracts for job-order-contracting construction services may be entered into for more than five (5) years if, before the procurement solicitation is issued, the Board determines in writing that a contract of longer duration would be advantageous to the District.

K. Acceptance of Gifts

Governing Board members, District employees, their supervisors, and others who participate in the planning, recommending, selecting, or contracting for materials, services, goods, construction, or construction services for the District or from a school purchasing cooperative are prohibited from accepting any personal gift or benefit from a person or vendor that has secured or has taken steps to secure a contract, purchase, payment, claim, or financial transaction with the District or the school purchasing cooperative. Board members and District employees may accept gifts or benefits of nominal value from a vendor as permitted by statute.

L. Purchase from Board Member or Employee

The District must follow the requirements and restrictions prescribed in A.R.S. § 15-323, A.R.S. § 38-503(C) and Policy 1-105 related to purchasing any equipment, material, or services from Board members or employees.

M. Documentation and Inspection

The District shall make available for inspection all procurement files upon request of a vendor or as otherwise required.

Documentation provided will include information regarding the most advantageous ~~,~~ **vendor** with respect to price, conformity to the specifications, conflict of interest declarations and other factors, or whose proposal for qualifications are to be used to select and award the bid. The District will include in the procurement file the rationale for awarding a contract for any specified professional services, construction, construction service or materials to an entity selected from a

qualified select bidders' list or through a school purchasing cooperative. The invitation for bids, request for proposals or request for qualifications shall include a notice that all information and bids, proposals and qualifications submitted will be made available for public inspection.

N. Contract Administration

Following the award of a contract, the District shall monitor vendor compliance with all terms and conditions contained within the contract. The District shall review and monitor project completion progress; inspect materials, services, or construction provided; renegotiate and modify contract terms using an amendment process, if needed; and ensure contract pricing, terms, and conditions are met prior to making payments. The District's business office will confirm that sufficient budget is available for each purchase and track total spending under the contract to ensure it remains within approved limits.

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Procedure © 3-109.C Procurement - Statutory Exemptions

The Districts must follow the procurement rules adopted by the State Board of Education in Ariz. Admin. Code R7-2-1001 *et seq*. for purchases exceeding $100,000 except for sixteen (16) exempted items described in Ariz. Admin. Code. R7-2-1002(C), including but not limited to the following:

- **expenditures from student activity monies as defined in A.R.S. § 15-1121, if no District funds are involved (see A.A.C. R7-2-1002(C)(6));**
- **expenditures for Governing Board–adopted textbooks as defined in A.R.S. §§ 15-721 and 15-722, if purchased from the publisher (see A.A.C. R7-2-1002(C)(7)); and**
- **purchases of professional certifications, professional memberships, conference registrations, conference hotels and airfare that meets Arizona Department of Administration requirements (see A.A.C. R7-2-1002(C)(1)).**

A. Special Education Services

The District is not required to engage in competitive bidding to place a student in a private school that provides special education services if such placement is prescribed in the student's individualized education program and the private school has been approved by the Arizona Department of Education Division of Exceptional Student Services.

Pursuant to A.R.S. § 41-2636, the District may, without competitive bidding, purchase or contract for any products, materials, and services directly from certified nonprofit agencies that serve individuals with disabilities and Arizona correctional institutions if the delivery and quality of the goods, materials or services meet the District's reasonable requirements.

B. Intergovernmental Agreements

Intergovernmental agreements and contracts between school districts or between the District and other governing bodies are exempt from competitive bidding.

C. Insurance

The District is not required to engage in competitive bidding to make a decision to participate in insurance programs or purchase re-insurance subject to the parameters of A.R.S. § 15-213 and **A.R.S. § 15-382**.

D. Funds Held In Trust

~~**The District may be exempt from compliance in spending extracurricular activities fees tax credit contributions and monies held in trust by the District, such as student activities monies. The District may be required to competitive bid the use of funds from such accounts if the purchase is from an employee or Governing Board member.**~~

The District may be exempt from procurement compliance requirements when spending extracurricular activity fees, tax credit contributions, and monies held in trust by the District, such as student activity funds. Competitive bidding may be required if the expenditure is used to procure goods or services from a District employee or Governing Board member.

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Procedure © 3-109.D Procurement—Construction Procurement

Prior to initiating procurement for constructing school buildings and purchase or lease of school sites, the Governing Board must obtain voter approval in accordance with A.R.S. § 15-341 and A.R.S. § 15-342(25), except when the buildings and sites are completely funded from one or more of the following:

a. **monies in the Unrestricted Capital Outlay (UCO) Fund, provided that the estimated cost does not exceed $250,000 for a district that uses a small school adjustment prescribed in A.R.S. § 15-949.**
b. **monies distributed from the School Facilities Oversight Board established by A.R.S. § 41-5701.02 or by the School Facilities Division within the Department of Administration; or**
c. **monies specifically donated for constructing school buildings.**

Expenditures for the procurement of construction, materials and services shall comply with the Arizona Constitution, A.R.S. § 38-501 *et seq*., A.R.S. § 15-213 *et seq.,* the State Board of Education's procurement code for school districts, and the Auditor General's Uniform System of Financial Records (USFR).

Construction is defined as physical changes to land or buildings that materially alter the previous structure or physical condition, including fixed physical additions to land such as concrete, fencing, structural remodeling, major renovations that ~~**are not merely maintenance in nature**~~ **do not constitute ordinary maintenance**, and major demolitions. All such construction shall be identified, and the estimated aggregate total cost of goods and services for the project shall be made before undertaking the project. This estimated total cost shall determine which procurement methods shall be used.

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Procedure © 3-109.E Procurement—Delegation of Authority

Pursuant to Policy 2-101 and Policy 3-109 and in accordance with Ariz. Admin. Code R7-2-1007, the Governing Board delegates authority to the Superintendent to approve all procurements under the $100,000 threshold.

The Superintendent may further delegate the Superintendent's procurement authority in a manner that is compliant with Ariz. Admin. Code R7-2-1007.

The Superintendent's delegated procurement authority includes but is not limited to the following:

- **authority to make determinations required by the procurement rules published by the State Board of Education;**
- **authority to award contracts;**
- **authority to make sole source and emergency procurements;**
- **authority to authorize multi-year contracts;**
- **authority to designate an individual as the District representative to address any bid protest; and**
- **authority to approve change orders and contract modifications.**

The delegation of authority to the Superintendent is for an indefinite term and may be modified or revoked through Board action at a public meeting.

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Procedure © 5-212.B Student Clubs and Activities - Student Activities Fund

Student activities are defined in A.R.S. § 15-1121 as student clubs, organizations, school plays, or other student entertainment. All funds raised ~~**in accordance with District Policies and Procedures or with specific approval of the Board**~~ by the efforts of students ~~**in support of student organizations, clubs, school plays or other student entertainment**~~, except funds designated for the auxiliary operations fund, shall be deposited to the student activities fund.

All funds in the student activities fund shall be administered in accordance with the Uniform System of Financial Records and A.R.S. §§ 15-1121 through 1124. Funds raised through student efforts for the benefit of noncurricular student groups are not funds of the District and may therefore be used for any lawful purpose designated by the student leadership of the noncurricular student group, including for activities with a religious component.

A Board appointed employee shall be designated as the student activities treasurer. If applicable, the Board may also designate an assistant student activities treasurer. . **The student activities treasurer or an assistant student activities treasurer must prepare a monthly report of all revenues and expenditures of the student activities fund to be presented to the Governing Board at least monthly, in accordance with A.R.S. § 15-1123.**

The District shall establish internal controls over student activities that are adequate to:

- **ensure the District has appropriate oversight over student clubs;**
- **ensure student activities monies are adequately safeguarded from fraud, theft, and misuse;**
- **ensure student club activity is properly authorized by each club and documented in club meeting minutes; and**
- **maintain accurate and complete records of student club financial activity.**

A student club may participate in a joint fundraising project with an outside group such as a parent-teacher organization if the District has approved the project. The proceeds will be allocated proportionately between the two organizations based on the proportion of effort each group devoted to the project.

[Sample – May Customize]

All student fundraising shall comply with the following parameters:

- **All activities should be planned and carried out so as to safeguard the health, safety, and general well-being of students.**
- **No student may be required to participate in a fundraiser.**
- **Student participation in school day fundraising may only occur during non-instructional periods, such as lunch or recess, with permission from the building administration.**
- **Foods and beverages served in fundraising activities during school hours shall comply with all federal and state nutrition restrictions and requirements.**
- **Schools will not be involved in any way with fundraising activities that involve the use or sale of weapons, alcohol, tobacco, drugs, or medications, and/or any material that encourages violence, immorality, or abusive behavior.**
- **Fundraising for personal benefit is prohibited.**
- **Students are prohibited from going door-to-door for sales or canvassing the community.**
- **Specific building administration oversight and approval are required if school-sponsored organizations propose to raise funds using social media or other crowdfunding techniques (e.g. GoFundMe).**
- **When outside companies or agencies are used for fundraising, the quality of the product and reputation of the firm must be vetted by the District's business office.**
- **Fundraising activities should result in minimal disruption to the school day or instruction.**
- **A student club may not hold a raffle.**
- **Fundraisers must comply with all federal, state, and local regulations.**

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Policy © 1-302 Governing Board Meetings and Open Meeting Law Requirements

Compliance with Arizona's Open Meeting Laws

The Governing Board recognizes its responsibility to ensure that its meetings are conducted openly. Notices and agendas for such meetings shall contain sufficient information as is reasonably necessary to inform the public of the matters to be discussed or decided. The Board shall comply with Arizona's open meeting laws as set forth in A.R.S. § 38-431 *et seq.*

Newly elected or appointed Board members shall, at least one (1) day before taking office, review the Arizona open meeting law material prepared by the Attorney General.

Definitions

"Advisory committee" or "subcommittee" means any entity, however designated, that is officially established, on motion and order of the Board or by the Board President and whose members have been appointed for 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 Board.

"Business" means any District related budgetary, personnel, or other question that comes before the Board.

"Emergency meeting" means a meeting held upon shorter notice than otherwise required by law because of an "actual emergency". An actual emergency exists when, due to unforeseen circumstances, immediate action is necessary to avoid some serious consequence that would result from waiting until the required notice could be given. The existence of an actual emergency does not dispense with the need to give twenty-four (24) hour notice to an employee who is to be discussed in executive session.

"Executive session" means a gathering of a quorum of the Board from which the public is excluded for one or more reasons set forth in A.R.S. § 38-431.03 (describing permissible reasons for an executive session). In addition to the Board members, only those whose presence is reasonably necessary for the Board to carry out its executive session responsibilities may attend an executive session.

"Legal action" means a collective decision, commitment or promise made by the Board in accordance with Arizona law.

"Meeting" means the gathering, in person or through technological devices, of a quorum of the Board at which they discuss, propose or take legal action, including any deliberations by a quorum with respect to that action. A meeting includes one-way electronic communication by one **(1)** Board member that is sent to a quorum of the Board and that proposes legal action. It also includes an exchange of electronic communications among a quorum of the Board that involves a discussion, deliberation or the taking of legal action concerning a matter likely to come before the Board for action.

"Quorum" means a majority of the Board. If there is a vacancy or vacancies on the Board, a quorum means a majority of the remaining Board members. A single Board member does not constitute a quorum.

"Regular meeting**"** means a recurring meeting that is scheduled by the Board for the consideration of business and/or for the Board to take any legal action.

"Special meetings" are those held in addition to regular meetings.

Frequency and Location of Board Meetings

The Board shall hold at least one regular meeting per month during the regular school year and may hold special meetings as often as called.

Board meetings shall be held at the most convenient public facility in the District. However, if a public facility within the District is not available, the Board may meet at any available public facility that is convenient to all Board members, regardless of the county or school district in which the public facility is located. The location shall provide for an amount of seating sufficient to accommodate reasonably anticipated attendance, but the District need not relocate a meeting outside of the District's largest regular meeting room.

Board Meeting Notices

1. If the Board intends to meet for a specified calendar period**, ~~on a regular day, date or event during the calendar period,~~ on a regular day or date, or at a recurring event during the calendar period** and at a regular time and place, it may post public notice of the meetings at the beginning of the period. Such notice shall specify the period for which the notice is applicable,
2. The Board shall conspicuously post a statement on its website indicating where all public notices of its meetings will be posted, including the physical and electronic

locations, and shall give additional public notice as is reasonable and practicable as to all meetings.

3. The Board shall post all public meeting notices on the District's website and give additional public notice as is reasonable and practicable as to all meetings.
4. A technological problem or failure that either prevents the posting of public notices on a website or that temporarily or permanently prevents the use of all, or part of the website does not preclude holding the meeting if the Board complies with all other public notice requirements.
5. Except for emergency meetings or previously recessed meetings with appropriate notice, no Board meeting shall be held without at least twenty-four (24) hours' notice to the Board and the public. The twenty-four (24) hour notice period includes Saturdays if the public has access to the physical posted location in addition to any website posting but excludes Sundays and other holidays prescribed in A.R.S. § 1-301.
6. In the case of an actual emergency, a meeting, including an executive session, may be held on such notice as is appropriate to the circumstances. In such cases, the Board must adhere to the requirements of A.R.S. § 38-431.02 pertaining to emergency meetings.

Board Meeting Agendas

1. The Superintendent is authorized to develop the agenda for each Board meeting, in collaboration with the Board President or the Board. Board members may also request that specific items be considered for placement on a Board meeting agenda.
2. Notice of Board meetings shall include an agenda of the matters to be discussed or decided at the meeting or information on how the public may obtain a copy of the agenda. The agenda will be available to the public at least twenty-four (24) hours before the meeting, except in the case of an emergency meeting.
3. Unless a Board meeting is entirely remote, the agenda shall include notice of the time that members of the public will have physical access to the Board meeting.
4. Generally, the Board may discuss, consider, or make decisions only on those matters listed on the agenda and other matters related thereto.
5. Board members may present a brief summary of current events without the need to list them on the agenda if the summary is listed on the agenda and the Board does not propose, discuss, deliberate, or take legal action at the meeting on any matter in the summary unless the specific matter is properly noticed for legal action.
6. For executive sessions, the notice and agenda shall include a general description of the matters to be considered and a recitation of the legal authority authorizing the executive session. The general description is not required to contain

information that would defeat the purpose of the executive session, compromise the legitimate privacy interests of a public officer, appointee or employee, or compromise attorney-client privilege.

7. **The agenda may include a consent agenda as a time-saving device. The Board may not place any proposal to impose or increase a tax rate, assessment or fee on a consent agenda. All final decisions regarding matters discussed in an executive session must also be listed on the regular agenda and not on a consent agenda.**

Applicability to Advisory Committees, Standing and Special Committees and Subcommittees of the Board

The provisions of Arizona's open meeting laws apply to advisory committees, standing and special committees of the Board, and subcommittees of the Board. Pursuant to A.R.S. § 38-431.08, communication among a quorum of a three member advisory committee is exempt if the three member committee does not include more than one Board member.

Resuming Recessed Meetings

The Board may recess a meeting during a meeting and resume it with less than twenty-four (24) hours' notice if:

1. public notice of the initial session of the meeting was given; and
2. before recessing, notice is publicly given as to the time and place of the resumption of the meeting or the method by which notice shall be publicly given.

Public Participation in Board Meetings

1. Members of the public shall be permitted to attend and listen to the deliberations and proceedings occurring during a Board meeting. Members of the public do not have the right to speak unless and until recognized by the Board.
2. Members of the public do not have the right to engage in dangerous or disruptive behavior that compromises or prevents the Board from conducting Board business.
3. The Board, in its discretion, may make an open call to the public during a Meeting, subject to reasonable time, place and manner restrictions, to allow individuals to address the Board on any issues within its jurisdiction.
4. The Board does not permit commercial solicitations during **the** call to the public or actions that violate the prohibitions set forth in A.R.S. § 15-511 (use of school resources to influence the outcome of an election).
5. An individual who ~~**wants**~~ **wishes** to make a public comment shall follow the procedures identified by the Board. This may include adding the speaker's name

to a list of those wishing to make a public comment, submitting a request card to the Board to make a public comment, or any other reasonable method implemented by the Board.

6. The President may set a time limit on the length of the call to the public period and for each individual speaker. Any time limitation applicable to any individual speaker shall apply to all speakers making a public comment. The President or designee will recognize speakers, maintain proper order, and enforce applicable time limitations.
7. At the conclusion of the open call to the public portion of the meeting, individual Board members may respond to criticism made by those who addressed the Board, may ask staff to review a matter, or may ask that a matter be placed on a future agenda.
8. Board members shall not discuss or take legal action on matters raised during a~~n open~~ call to the public unless the matters are properly noticed for discussion and legal action.
9. Persons in attendance at a public meeting may record the meeting provided there is no active interference with the conduct of the meeting.

Emergency Board Meetings

1. The Board is not required to provide twenty-four (24) hours' notice of a Board meeting in the case of an actual emergency. An actual emergency may exist when, due to unforeseen circumstances, immediate action is necessary to avoid some serious consequences that would result from waiting until the required notice could be given.
2. In such event, the Board will provide notice as is appropriate under the circumstances. If the Board holds an emergency meeting, the Board will post a public notice within twenty-four (24) hours declaring that an emergency session was held ~~**and**~~ **along with** agenda that sets forth the specific matters discussed, considered or decided at the meeting. If the Board held an executive session during the emergency meeting, the agenda shall include a general description of the matters considered and a recitation of the legal authority authorizing the executive session.

Meeting Minutes

1. The Board shall provide for the taking of written minutes or a recording of all its meetings, including executive sessions. For meetings other than executive sessions, the minutes or recording shall include:

    - the date, time, and place of the meeting;

- the members of the Board recorded as either present or absent;
- a general description of the matters considered;
- an accurate description of all legal actions proposed, discussed or taken, including a record of how each member voted;
- the names of the members who propose each motion;
- the names of the persons, as given, who make statements or present material to the Board and a reference to the legal action a **regarding** ~~**about**~~ which they made statements or presented material;
- a statement of the reasons for emergency consideration of any matters not on the agenda, including a full description of the nature of the emergency; and
- if a prior act was ratified during the meeting, a copy of the disclosure statement required for ratification pursuant to A.R.S. § 38-431.05.

2. The minutes or a recording of a public meeting shall be available for public inspection within three (3) working days after the meeting. Minutes the Board has not approved may be marked as "draft", "unapproved", or in any other manner to reflect that the Board has not approved or accepted the minutes as drafted.
3. Minutes from an executive session shall include:

    - the date, time, and place of the meeting;
    - the members of the Board recorded as either present or absent;
    - a general description of the matters considered;
    - an accurate description of all instructions given pursuant to A.R.S. § 431.03(A), paragraphs 4, 5, and 7;
    - other matters as deemed appropriate by the Board; and
    - a statement of the reasons for emergency consideration of any matters not on the agenda.

    The minutes on an executive session are confidential and may not be disclosed except to certain authorized persons, as set forth and permitted by law. To ensure confidentiality and avoid inadvertent disclosure, minutes of executive sessions should be stored separately from general session minutes.

Adopted:

Legal Authority:

A.R.S. § 15-321

A.R.S. § 15-323

A.R.S. §§ 38-431 - 38-431.09

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Policy © 1-401 Parents/Legal Guardian Rights in Education

Definitions

"Harmful material" means educational material that questions a parent or legal guardian's or student's beliefs or practices in sex, morality, and/or religion or is based on sexual content, violent content, or profane or vulgar language.

"Parent or Legal Guardian" means the natural or adoptive parent or legal guardian of a minor child who is a student in the District.

"Parents' Bill of Rights" means A.R.S. § 1-602.

Parents' Protected Rights and Bill of Rights

In accordance with A.R.S. § 1-601, the Governing Board recognizes that parents or legal guardians have a fundamental right to direct the upbringing, education, health care and mental health of their children. The District shall not infringe on these rights without demonstrating that a compelling governmental interest as applied to the child involved is of the highest order, is narrowly tailored and is not otherwise serviced by a less restrictive means.

The Board and all District employees shall respect and comply with all rights enumerated in the Parents' Bill of Rights.

In accordance with A.R.S. § 1-602, the Parents' Bill of Rights does not: (a) authorize or allow a parent or legal guardian to engage in conduct that is unlawful or to abuse or neglect a child in violation of Arizona laws; (b) prohibit courts, law enforcement officers or District employees from acting within the official scope of their authority; or (c) prohibit a court from issuing an order that is otherwise permitted by law.

A student's parent or legal guardian shall be promptly notified if any employee of the District suspects that a criminal offense has been committed against the student by a person other than the parent or legal guardian, unless the incident has been reported to a law enforcement agency and in the opinion of the law enforcement agency investigating the incident, notification of the parent or legal guardian would impede the investigation.

Development of Procedures

The Board shall adopt and periodically review procedures promoting the involvement of parents or legal guardians in educational activities and curriculum development. Such

adoption and review shall be in consultation with parents or legal guardians, teachers, and administrators in the District. Procedures shall include the following:

1. A plan for parent or legal guardian participation in the schools that is designed to improve parent or legal guardian and teacher cooperation in such areas as homework, attendance and discipline. The plan shall have the following elements:
    a. provide for the administration of a parent or legal guardian teacher satisfaction survey; and
    b. if applicable, the requirements of 20 U.S.C. § 6318 - Strengthening and Improvement of Elementary and Secondary Schools - Parent and family engagement.
2. Procedures by which parents or legal guardians may learn about the course of study for their children and review learning materials, including the source of any supplemental educational materials.
3. Procedures by which parents or legal guardians who object to any learning material or activity on the basis that the material or activity is harmful may withdraw their children from the activity or from the class or program in which the material is used. Objection to learning material or an activity on the basis that the material or activity is harmful includes objection to the material or activity because it questions beliefs or practices in sex, morality or religion.
4. For schools that offer sex education curricula pursuant to A.R.S. §§ 15-711 or 15-716 or pursuant to any rules adopted by the Arizona State Board of Education, procedures to prohibit the District from providing sex education instruction to a student unless the student's parent or legal guardian provides written permission for the student to participate in the sex education curricula.
5. Procedures by which parents or legal guardians will be notified in advance of and be given the opportunity to opt their children into any instruction, learning materials or presentations regarding sexuality, in courses other than formal sex education curricula.
6. Procedures by which parents or legal guardians 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.
7. Procedures by which parents or legal guardians may learn about parental rights and responsibilities under the laws of this state.

Access to Information

The Superintendent shall ensure that the District conveys the following information to parents or legal guardians at least annually:

1. a copy of this Policy;

2. information on where to find procedures adopted in accordance with this Policy; and
3. the availability of the educational teaching background and experience in academic content subject areas for all instructional staff.

Delivery of information required by A.R.S. § 15-102 shall be provided to parents/legal guardians either electronically or on a printed form.

Pursuant to ~~**A.R.S. §15-160.03**~~ **A.R.S. § 15-160.04**, a parent/legal guardian may request the health care credentials of an individual who provides routine health care services to students in a school's health office, including any license, certificate, permit or registration to practice a health care profession. The District is not required to release personally identifiable information about the individual.

A parent/legal guardian may also request information regarding emergency response training District employees are required to complete, including cardiopulmonary resuscitation training.

The Superintendent and principal of each school shall accept written requests for information during regular business hours. All requests from parents or legal guardians for information relating to the procedures and parental rights set forth herein shall be processed within ten (10) calendar days of receiving a written request. A parent or legal guardian who does not receive such information within ten (10) calendar days may submit a request in writing to the Board for consideration at the next regular Board meeting if the request can be properly noticed. Otherwise, the Board shall consider the request at the next Board meeting.

For the purpose of this Policy, standardized testing materials do not constitute "learning materials or activities" subject to procedures regarding inspection and objection.

Adopted: July 1, 2026

Legal Authority:

A.R.S. § 1-601

A.R.S. § 1-602

A.R.S. § 15-102

A.R.S. § 15-104

A.R.S. § 15-110

A.R.S. § 15-113

A.R.S. § 15-117

A.R.S. § 15-143

A.R.S. § 15-341

A.R.S. § 15-351

~~A.R.S. § 15-160.03~~

A.R.S. § 15-160.04

A.R.S. § 15-730

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Procedure © 1-401.A Parent/Legal Guardian Rights in Education - Parental Involvement

The Superintendent shall annually send a survey to parents or legal guardians, teachers, and administrators seeking input regarding parental involvement in educational activities and curriculum and in areas such as homework, attendance, and discipline. The survey shall ask survey participants about their satisfaction with the current plan and provide opportunities for participants to ~~**provide**~~ **offer** specific suggestions. The Superintendent may send the survey to all parents or legal guardians, teachers, and administrators or may use a representative randomly selected sample.

The Parent or Legal Guardian plan required by A.R.S. § 15-102 shall consist of the procedures below (the "Parent or Legal Guardian Plan").

1. *Parent or Legal Guardian satisfaction survey*
    a. The Superintendent shall develop and administer a parent or guardian-teacher satisfaction survey that shall be sent to parents or guardians and teachers annually. The Superintendent shall present the survey to and obtain approval from the Board prior to administering the survey and shall share the results of the survey with the Board promptly upon completion.
2. *Curriculum transparency*
    a. [SEE POLICY 5-207 "CURRICULUM ADOPTION" AND POLICY AND PROCEDURES FOR POLICY 5-208 "AVAILABILITY OF AND ACCESS TO INSTRUCTIONAL MATERIALS AND ACTIVITIES"]
3. *Objections to learning materials*
    a. [SEE POLICY AND PROCEDURES FOR POLICY 5-208 "AVAILABILITY OF AND ACCESS TO INSTRUCTIONAL MATERIALS AND ACTIVITIES"]
4. *Sex education—courses*
    a. [SEE POLICY 5-218 "SEX EDUCATION"]
5. *Sex education—curriculum*
    a. [SEE POLICY 5-218 "SEX EDUCATION"]
6. *Clubs and activities*
    a. [SEE POLICY 5-212 "STUDENT CLUBS AND ACTIVITIES"]
7. *Parental rights and responsibilities*
    a. The District shall prominently post a link to the Arizona Department of Education Parental Rights Handbook on the District's website.

8. *Access to Student Records*

    a. [SEE POLICY AND PROCEDURES FOR POLICY 5-303 "STUDENT RECORDS"]

The District shall keep copies of the following forms and distribute them to parents or guardians upon request:

1. ~~R~~request to review curriculum and instructional materials;
2. ~~R~~request to withdraw their student from activities involving ~~H~~harmful ~~M~~materials;
3. ~~P~~permission to participate in sex education;
4. ~~P~~permission to participate in a mental health screening;
5. ~~R~~request for a waiver ~~for~~ **of** immunization requirements;
6. ~~R~~request to withdraw their student from participation in an AIDS education program;
7. ~~R~~request for information regarding the educational and teaching background and experience of instructional staff; **and/or**
8. ~~P~~permission to participate in surveys covered by A.R.S. § 15-117.

The District shall inform parents or legal guardians of State Board of Education–approved resources regarding the prevention and recognition of inappropriate forms of contact (including sexual contact) pursuant to A.R.S. § 15-160.05.

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Policy © 2-101 Duties of the Superintendent

The Superintendent is the chief administrative officer of the District. The Superintendent shall oversee the day-to-day operations of the District and shall ensure that the District operates in accordance with Governing Board policy and applicable law and regulations.

~~**The Superintendent may develop and enforce procedures to implement Board policy and applicable law and regulations.**~~

The Superintendent is responsible for making recommendations to the Board on matters that will come before the Board for discussion and/or legal action.

The Superintendent shall represent the District in all matters of concern to employee organizations and individual employees.

The Superintendent may assign any employee to any position in the District for which the employee is qualified but may not reduce or increase an employee's salary or wage without the approval of the Board.

The Superintendent may close any or all schools, buildings, or other facilities as permitted by law.

Delegation of Powers

The Superintendent may develop and enforce procedures to implement Board policy and applicable law and regulations.

Pursuant to A.R.S. §§ 15-536.B. and 15-538, the Governing Board delegates to the Superintendent and the Director of Human Resources the authority to issue preliminary notices of inadequacy of classroom performance to certificated teachers without the need for prior approval of the Board.

Pursuant to Arizona Administrative Code Rule R7-2-1007 and Board Policy 3-109, the Board delegates to the Superintendent the authority to procure goods, services or construction in an amount not to exceed $100,000.00 without prior approval of the Board. All procurement shall comply with the State Board of Education's procurement code for school districts (School Procurement Code) and the Uniform System of Financial Accounting.

~~**The Superintendent may assign any employee to any position in the District for which the employee is qualified, but may not reduce or increase an employee's salary or wage without the approval of the Board.**~~

~~**The Superintendent may close any or all schools, buildings, or other facilities as permitted by law.**~~

The Superintendent may designate another individual or individuals to perform or assist in the performance of duties set forth in this Policy or in other Board policies unless applicable law requires that a specific delegation be made only by the Board.

[Optional] Weapons Detection System

The Board authorizes the Superintendent to modify any District operated weapons detection system without prior Board approval. The Superintendent must report each modification to the Board within twenty-four (24) hours after the modification is made. The Superintendent is the only individual authorized to modify any weapons detection system. No person other than the Superintendent shall be authorized by the Board to modify the weapons detection system without prior approval by the Board.

Adopted: July 1, 2026

Legal Authority:

A.R.S. § 15-213

A.R.S. § 15-341

A.R.S. § 15-536

A.R.S. § 15-538

A.R.S. § 15-539

A.R.S. § 15-806

Ariz. Admin. Code R7-2-1001 *et seq.*

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Policy © 3-109 Procurement

The District shall ensure that all aspects of bidding and purchasing procedures conform to federal and state laws, rules and regulations. In connection with the District's procurement of goods, services, or construction, the District shall comply with the Arizona Constitution, A.R.S. § 38-501 *et seq.*, A.R.S. § 15-213 *et seq.,* the State Board of Education's procurement code for school districts (School Procurement Code), and the Auditor General's Uniform System of Financial Records (USFR).

The Superintendent shall be responsible for all purchasing, contracting, competitive bidding, and receiving and processing of all bid protests in accordance with state and federal law. Competitive procurement is required for every expenditure of public monies in excess of the limits specified in A.R.S. § 41-2535.

Governing Board Approval

The Governing Board shall approve all procurements of $100,000 or more. The Board delegates authority to the Superintendent to approve all procurements under the $100,000 threshold.

Delegation of Procurement Authority

Pursuant to Arizona Administrative Code R7-2-1007, the Board delegates procurement authority to the Superintendent, who shall serve as the District representative in procurement matters. The Board may separately delegate procurement responsibilities to other employees and permits the Superintendent to delegate authority to other employees according to the process outlined in the School Procurement Code.

Multi-Year Purchases

Subject to Board approval, the District may enter into purchase contracts for up to five (5) years if a multiyear agreement is in the District's best interest. The District shall include requisite findings in the procurement file regarding availability of funding and benefit to the District.

Public Inspection

The District shall make available for public inspection all information, bids, proposals, ~~**and**~~ qualifications ~~**submitted**~~, findings and other information considered in issuing procurement.

Conflict of Interest

In connection with the District's purchase of goods, services, or construction, Board members and District employees shall annually disclose conflicts of interest as required by state and federal law.

Board members and District staff shall file the disclosure of any conflict of interest. If a Board member or District employee~~s~~ or their relatives have a conflict of interest in any procurement of services, equipment, or construction, the Board member or District employee shall refrain from participating in any way in the procurement, including but not limited to making recommendations, giving advice or communicating with anyone involved in the procurement process.

Vendor Relations

District employees who supervise or participate in contracts, purchases, payments, claims, or other financial transactions or who supervise or participate in the planning, recommending, selecting, or contracting for materials, services, goods, construction, or construction services for the District shall not solicit or accept any personal gift or benefit, except as permitted below and by law.

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, food or beverage, or expenses or sponsorships relating to a special event or function to which individuals involved in procurement are invited**~~. **A gift or benefit does not include an item of nominal value, such as a greeting card, T-shirt, mug, or pen; food or beverages; or expenses or sponsorships relating to a special event or function involving individuals identified in this Policy or to which individuals involved in procurement are invited.** Board members and District employees may accept gifts or benefits of nominal value from a vendor as permitted by statute.

Purchase from District Employees or Board Members

The District must use competitive bidding when purchasing any equipment, material, supplies, or services from District employees regardless of dollar amount. This applies to any purchase using District monies, including extracurricular activities fees tax credit, student activities monies, gifts**,** and/or donations.

The Board authorizes purchases from Board members as authorized pursuant to A.R.S. § 15-323. The District must follow all procurement requirements with respect to any purchase from a Board member. Each purchase must be specifically approved by the Board after the appropriate procurement process. The minutes of the Board meeting shall reflect the amount of the purchase. Unless otherwise permitted by statute, the District shall not exceed $300 for any

single transaction with a Board member and the total purchases from any Board member within any twelve (12) month period shall not exceed $1000.

Insurance [applicable for districts that self insure and employ over 300 people]

If the District operates a self-insurance program pursuant to A.R.S. § 15-382 to: (1) purchase disability or health benefit plans insurance; (2) pool the retention of risk of losses for health or accident claims; or (3) provide health and medical services, and if the District employs at least three hundred (300) employees, the Board shall obtain quotes for coverage and services from authorized service providers at least once every four (4) year period. The District shall not renew coverage or services from any person that fails to provide timely, accurate and complete information as required by law.

Job Order Contracting

The maximum dollar amount of an individual job order for a job-order-contracting construction service shall be $1,000,000 unless otherwise specifically authorized by the Board.

Adopted:

Legal Authority:

Ariz. Const. Art. IX, § 7

A.R.S. § 11-952

A.R.S. § 15-213 *et seq.*

A.R.S. §15-271

A.R.S. § 15-323

A.R.S. § 15-382

A.R.S. § 15-765

A.R.S. § 38-501 *et seq.*

A.R.S. § 35-393 *et seq.*

A.R.S. § 41-2535

Ariz. Admin. Code R7-2-1001 *et seq.*

Uniform System of Financial Records

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Procedure © 3-203.A Visitors - Prohibition Regarding Disruption

A. Definitions

"Interference with or disruption of an educational institution" includes any act that might reasonably lead to the evacuation or closure of any property of the District or the postponement, cancellation, or suspension of any class or other school activity. An actual evacuation, closure, postponement, cancellation, or suspension is not required for the act to be considered an interference or disruption.

"Property of the District" means all land, buildings, vehicles, and other facilities that are owned, operated or controlled by the District and that are devoted to educational purposes.

B. Interference Prohibited

No person on District property may interfere with or disrupt the District's educational mission.

The following actions constitute interference with or disruption of an educational institution under Arizona's criminal code and under this Procedure:

1. threatening to cause physical injury to any employee or student of the District or any person on the property of the District.
2. threatening to cause damage to any district property or the property of any employee or student at the District, regardless of whether the threat is directed at any specific District property; and
3. intentionally or knowingly refusing to leave the property after being ordered to do so by the Superintendent, school principal, or District employee designated by the Superintendent or school principal to maintain order.

In addition to the above, a person may also interfere with or disrupt the maintenance of public order in the District by ~~**doing**~~ **engaging in** any of the following:

1. Physical or verbal abuse of any person on school property.
2. Use of tobacco, tobacco products including e-cigarettes, alcohol, marijuana, or illegal drugs or controlled substances not authorized for use on the premises.
3. Use of profanity or offensive or inappropriate speech given the forum or school's educational environment.

4. Visiting a classroom or other school activity without approval of the principal or principal's representative.
5. Conduct that interferes with or disrupts educational or extracurricular activities.
6. Failure to comply with lawful directions of school officials exercising control over the educational environment.
7. Possession of a deadly weapon, deadly instrument, or explosive unless the individual is a peace officer or otherwise has lawful possession.
8. **Operation of a model aircraft, an unmanned aircraft or an unmanned aircraft system over school property when school is in session or school activities are occurring, in violation of A.R.S. § 13-3729.**
9. Any infraction of state or municipal law or District policy.

Pursuant to A.R.S. § 13-2907, all persons are prohibited from initiating a false report of a serious offense involving an educational institution knowing that the report is false and intending that it cause an emergency response.

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Procedure © 3-402.A Records - Disclosure of Public Records

Any person is entitled to inspect (during regular office hours) public records in the custody of the District or to be furnished copies, printouts, or photographs of any public record, subject to applicable legal requirements and payment of relevant costs.

To submit a public records request, the requesting party may send the request in the District form provided or by e-mail and shall include as much detail as possible, such as the date range of the request, what specific public record or information is being requested, and any other supporting details to assist with identifying the requested records. Pursuant to A.R.S. § 39-121.03, the requesting party must indicate whether the request is for a commercial purpose.

The District shall provide the name, telephone number and email address of an employee or department that is authorized to respond to public records requests. This information shall be posted on the District's website. **Pursuant to A.R.S. § 39-171, the District shall acknowledge receipt of a public records request within five (5) business days if a receipt is not generated through a centralized online portal.**

After a request is made, and before the records are produced, the custodian of the records must determine whether:

1. the documents requested are public records;
2. any authorized grounds exist for denying public inspection; and
3. a charge should be imposed.

The District shall respond to all requests within a reasonable period of time in a manner that does not cause disruption to the District. What is a reasonable time and manner must in all cases be a factual determination depending upon the volume of the request, the accessibility of the material, and the amount of review/redaction required.

Once the records are ready:

1. Records will be available for inspection or copying only during regular working/business hours Monday through Friday.
2. The requester will be provided adequate space to inspect public records or information at no cost**.**
3. If a copy charge is assessed, the requester will pay in full prior to receiving material.
4. The requesting party may ask the District to mail records that are not available on the District's website after payment in advance for any copying and posting charges.

Public Records Request for a Commercial Purpose

"Commercial purpose" means the use of a public record for the purpose of sale, resale or solicitation as defined in A.R.S. § 39-121.03.

Pursuant to A.R.S. § 39-121.01 and A.R.S. § 39-121.03, a requesting party who requests records for a commercial purpose must provide a statement that explains the intended use.

Upon receipt of a request for records to be used for a commercial purpose, the District may include the following charges:

1. a portion of the cost for obtaining the original or copies of the documents, printouts, or photographs;
2. a reasonable fee for the cost of time, materials, equipment, and personnel in producing such reproduction; and
3. the value of the reproduction on the commercial market as best determined by the District.

[Option to add fee schedule for copies or for commercial record production.]

Participating Trust member districts should review each policy with their school board legal counsel before adoption.

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Procedure © 3-404.A Insurance - Liability Coverage

The Superintendent shall review the District's insurance program, **follow any statutory requirements for procuring insurance**; ~~**consider alternatives, and report**~~ **make** recommendations to the Board; ~~**recommend specific insurance placement and prepare specifications for bidding of the same if necessary**~~; assist the Board in the establishment and maintenance of property valuation and insurance records; assist in processing all claims; and recommend such measures as may reduce the cost of insurance programs including assumption of risk, loss prevention, wellness programs, transfer of risk, and self-insurance.

[May personalize for District specific coverage limits]

The Superintendent may establish insurance coverage in the following general areas:

1. Commercial General Liability Insurance in an amount not less than $1,000,000 combined single limit, per occurrence, and $2,000,000 aggregate.
2. Workers' Compensation according to the statutory limits.
3. Employers' Liability Coverage of at least $500,000.
4. Automobile Liability in an amount not less than $1,000,000 per occurrence for bodily injury and property damage, including owned, hired and non-owned vehicle coverage.
5. Professional Liability: Not less than $1,000,000 per occurrence.
6. Umbrella or Excess Liability Coverage: Not less than $5,000,000 per occurrence and in the aggregate.
7. Cyber Risk Insurance: Not less than ~~**$2,000,000**~~ **$1,000,000** per claim.
8. ~~**Storage Tank**~~ **Underground Storage Tank Coverage**: Not less than $2,000,000 per claim and in the aggregate.

Participating Trust member districts should review each policy with their school board legal counsel before adoption.

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Policy © 4-204 Mandatory Reporting

All school employees and Governing Board members are mandatory reporters under state law.

Child Abuse Reports

Any employee (including substitute teachers) or Board member 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 on 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 shall immediately report this information to a peace officer, the Department of Child Safety, or tribal law enforcement as applicable in accordance with this Policy.

Reportable offenses re defined in A.R.S. § 13-3620 and include a reasonable belief that a minor has been the victim of a crime such as sexual offense, sexual assault, molestation, sexual exploitation of children, child sex trafficking, incest, child prostitution, surreptitious recording or viewing of a minor, and unlawful mutilation.

Employee and Board member obligations as mandatory reporters also extend to conduct between students or minors.

Mandatory reporters must report directly to the law enforcement agency with jurisdiction. Reporting to a school resource officer or school safety officer is insufficient **and their authority to investigate is limited by A.R.S. § 15-514**. Mandatory reporters do not meet their statutory obligation by reporting to a District supervisor or another District employee. ~~**Reports to the Department of Child Safety are sufficient only when the report involves an allegation of abuse or neglect alleged to be inflicted by the minor's parent, legal guardian, or custodian.**~~

All mandatory reporters who have a duty to report as outlined in A.R.S. § 13-3620 **and have direct knowledge that a minor is or has been the victim of abuse or neglect shall immediately report the abuse or neglect to the Department of Child Safety and may not delegate this responsibility to another person.**

Pursuant to A.R.S. § 15-514, District employees and Board members must also file a report with the State Board of Education when the employee or Board member reasonably suspects or receives a reasonable allegation that a certificated or non-certificated District employee or an individual providing services through a third party

contractor has engaged in conduct involving minors that would be subject to the reporting requirements set forth above and in state law. The report shall be made 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 this conduct.

Reporting of Suspected Crimes or Incidents

District employees must report when the employee has been arrested for or charged with a nonappealable offense as listed in A.R.S. § 41-1758.03.

District employees have specific statutory obligations to report criminal activity on District property or using District equipment, including but not limited to:

1. any suspected crime against a person or property that is a serious offense as defined in A.R.S. § 13-706;
2. any conduct that involves a deadly weapon, dangerous instrument, or serious physical injury, or any conduct that poses a threat of death or serious physical injury to an employee, student, or other person on District property.
3. anyone who possesses, uses, or intends to sell any marijuana, peyote, or dangerous, narcotic or prescription-only drugs in a drug free school zone. A drug free **school** zone is defined as the area within three hundred **(300)** feet of a school or its accompanying grounds, any public property within one thousand **(1000)** feet of a school or its accompanying grounds, a school bus stop, or on any school bus or bus contracted to transport pupils to any school.

Reports of suspected crimes or incidents shall be made to local law enforcement. Employees shall inform their supervisors when a report has been made.

Mandatory Posting

Each school shall post a sign in a clearly visible location in a public area of the school that is readily accessible to students that contains all of the following:

1. in boldfaced type, the telephone number of the centralized intake hotline concerning suspected abuse and neglect of children;
2. instructions to call 911 for emergencies; and
3. 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.

Reports to Arizona Department of Education

If the Superintendent reasonably suspects or receives a reasonable allegation that a certificated or non-certificated District employee has committed an unprofessional act that would constitute grounds for dismissal or criminal charges, the Superintendent is required to report that conduct to the State Board of Education. The District must make this report prior to accepting the individual's resignation.

Reports regarding Bullying, Harassment, Intimidation, or Hazing

District employees are responsible for reporting conduct that is considered to be bullying, harassing, intimidating, or hazing. Reports shall be made in conformance with Policy 5-408 or Policy 5-409.

Reports of Injury

District employees are required to report **to their supervisor immediately** any exposure, accident, or injury that occurs in the course and scope of the performance of their job duties ~~**to their supervisor immediately**~~. Failure to do so may preclude a workers' compensation claim.

Reports of Communicable Diseases

District employees are required under administrative regulation to report suspected or confirmed communicable diseases contracted by a student or staff member to the local and state health authorities.

Reports to Parents

The parent or legal guardian of a student has the right be notified promptly if a District employee suspects that a criminal offense has been committed against the child by someone other than a parent, unless the incident has first been reported to law enforcement and notification of the parent would impede a law enforcement or Department of Child Safety investigation.

Training

The District shall conduct training regarding mandatory reporting responsibilities in compliance with A.R.S. § 15-245.

Retaliation Prohibited

A District employee or public officer who has control over personnel decisions shall not take unlawful reprisal or retaliation against an employee because the employee reports, in good faith, information as required by this Policy or state law.

Immunity

A person who furnishes a report, information, or records required or authorized by law or a person who participates in a judicial or administrative proceeding or investigation resulting from a report, information, or records required or authorized by law is immune from any civil or criminal liability, 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.

Adopted:

Legal Authority:

A.R.S. § 1-602

A.R.S. § 8-201

A.R.S. § 13-705

A.R.S. § 13-706

A.R.S. § 13-3411

A.R.S. § 13-3620

A.R.S. § 15-153

A.R.S. § 15-160.01

A.R.S. § 15-341

A.R.S. § 15-514

A.R.S. § 23-905 *et seq.*

A.R.S. § 41-1758.03

A.R.S. § 46-454

Ariz. Admin. Code R7-2-1308

Ariz. Admin. Code R9-6-201 *et seq.*

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Policy © 5-201 Patriotic Exercises and Observance Days

U.S. Flag Display

The District shall display a United States flag in each classroom and on or near the outside of the school building during school hours and at such other times as school authorities direct. The flags must be manufactured in the United States, be at least 2x3 feet, and use appropriate hardware.

The District shall set aside a specific time each day for students who wish to recite the pledge of allegiance to the flag.

U.S. Constitution and Bill of Rights

For grades seven (7) through twelve (12), the District shall place a legible copy of the U.S. Constitution and Bill of Rights adjacent to each classroom flag. The documents must be manufactured in the United States.

Period of Silence

A period of silence shall be observed at the beginning of the day. The teacher in charge of the room shall announce that a period of silence for at least one minute but not more than two minutes will be observed. During that time, no activities shall take place and silence shall be maintained.

Declaration of Independence

Each student in grades four (4) through six (6) shall recite the following passage from the Declaration of Independence at the commencement of the first class of the school day:

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

Should a parent/legal guardian of a student object to the recitation of the passage set forth above, the student shall not be required to participate.

Observance Days

1. 9/11 Education Day

September 11th of each year shall be observed as 9/11 Education Day. On 9/11 Education Day, the District shall provide age-appropriate instruction for grades seven (7) through twelve (12) on the terrorist attacks of September 11, 2001.

2. Sandra Day O'Connor Civics Celebration Day

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

If 9/11 Education Day or Sandra Day O'Connor Civics Celebration Day falls on a day when the District is not in session, the observance shall take place on the preceding or following school day.

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

[Optional] Patriotic Youth Groups

Building principals may permit patriotic youth groups to address students and distribute materials during the first quarter of the academic school year in accordance with the provisions of A.R.S. § 15-120.08.

Adopted:

Legal Authority:

A.R.S. § 15-120.08

A.R.S. § 15-203

A.R.S. § 15-506

A.R.S. § 15-701

A.R.S. § 15-701.01

A.R.S. § 15-710.02

Ariz. Admin. Code R7-2-305

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Procedure © 5-216.B Promotion and Retention of Students; Passing Grades—Advanced Math NEW

Pursuant to A.R.S. § 15-708, the District shall enroll any student who is in the sixth, seventh or eighth grade in an advanced mathematics course (if available) for the next math course in which the student enrolls if:

A. **the student's parent/legal guardian does not object; and**
B. **the student meets at least one of the following criteria:**

    1. **demonstrates the highest proficiency in grade level mathematics on the state-wide assessment; or**
    2. **demonstrates the highest proficiency in grade level mathematics on a benchmark assessment aligned to the state-wide assessment.**

On the student's enrollment in the advanced mathematics course, the District shall provide notice to the student's parent/legal guardian that includes the purpose and goals of the automatic enrollment in an advanced mathematics course and instructions on how the parent/legal guardian may object to such enrollment.

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Policy © 5-402 Department of Child Safety Interview and Custody

Department of Child Safety Interview

When a Department of Child Safety (DCS) case worker seeks to interview a student on school grounds, staff will notify the principal. Staff will request that the DCS case worker complete the "Form for Signature of Interviewing Case Worker." Staff will collect and retain the completed "Form for Signature of Interviewing Case Worker." Staff will not impede a DCS case worker from performing the DCS case worker's duties. Staff shall notify a student's parent/legal guardian when a DCS case worker seeks to interview a student unless:

1. the offense was allegedly committed by the student's parent**/** ~~**or**~~ legal guardian, or
2. the offense was already reported to the police or DCS and the investigator has determined that notifying the parent/legal guardian would impede the investigation.

The District may not prohibit a DCS case worker from speaking to any school employee, contractor or volunteer.

Department of Child Safety Custody of Student

If the DCS case worker intends to take custody of the student or otherwise remove the student from the campus, staff will request that the DCS case worker complete the "Form for Student Custody by Case Worker." Staff will collect and retain the completed "Form for Student Custody by Case Worker."

Identification Requirements

When a DCS case worker visits a school for the purpose of an interview, the District shall require the DCS case worker to present their DCS identification. The District may also request the DCS case worker to present a valid driver license or nonoperating identification license. The District shall not keep a digital or physical record of the DCS case worker's personal identifying information but may keep a record of the DCS identification.

If the DCS case worker does not provide the forms of identification listed above, the District shall contact DCS and verify the case worker's identification and employment.

Access to Records

To the extent permitted by the Family Educational Rights and Privacy Act (FERPA) and A.R.S. § 15-141, a DCS caseworker shall have access to educational records related to a student who is or was enrolled at the school.

Adopted:

Legal Authority:

A.R.S. § 1-602(A)(10)

A.R.S. § 8-530.08

A.R.S. § 15-141

A.R.S. § 15-160.03

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Policy © 5-410 Interscholastic Athletics

Definitions

"AIA" means the Arizona Interscholastic Association.

"Interscholastic athletic activity" means an interscholastic extracurricular activity consisting of a sport or other athletic competition, including all practice sessions, games and other activities for interscholastic athletics.

"Interscholastic athletics" does not include dance, rhythmic gymnastics, competitions or exhibitions of academic skills or knowledge or other forms of physical noncontact activities, civic activities, or academic activities.

Interscholastic Athletic Activities

All interscholastic athletic activities require Board approval.

No student may participate in an interscholastic athletic activity unless the District has first obtained and placed on file a consent form signed by the student and the student's parent/legal guardian ~~**which**~~ **that** indicates that the both the student and the student's parent/legal guardian have received information regarding: the provision of water; concussions and head injuries; heat-related illnesses; sudden cardiac death and prescription opioid use. Written consent shall be required each school year for each **i**nterscholastic athletic activity in which the student participates. The Superintendent shall develop procedures to provide the required education and obtain the required consent forms.

Water

Student athletes shall have access to drinking water at all times.

Concussion & Head Injury

The District shall develop guidelines and materials to inform and educate coaches, student athletes, and parents/legal guardians ~~**of**~~ **on** the dangers of concussions and head injuries and the risks of continued participation in athletics after a concussion.

Before a student athlete may participate in an athletic activity, the student athlete and his/her parent/legal guardian must sign an information form at least once each school year acknowledging their awareness of the nature and risk of concussion.

A student athlete suspected of sustaining a concussion shall be immediately removed from athletic activity with notice to the student athlete's parent/legal guardian. Any of the following may remove a student athlete from athletic activity for a suspected concussion: coach, official/referee, health care provider, or the student athlete's parent/legal guardian. Once removed from athletic activity, the student athlete may only return to play once a health care provider trained in the evaluation and management of concussions and head injuries has evaluated the student athlete and provided written clearance.

A health care provider means a duly licensed physician, athletic trainer, nurse practitioner, or physician assistant.

Heat-Related Illnesses, Sudden Cardiac Death, and Prescription Opioid Use

The District shall develop guidelines and materials to inform and educate coaches, student athletes, and parents/legal guardians of the dangers of heat-related illnesses, sudden cardiac death, and prescription opioid use.

Before a student athlete may participate in an athletic activity, the student athlete and his/her parent/legal guardian must be provided with information at least once each school year on the risks of heat-related illnesses, sudden cardiac death, and prescription opioid addiction.

Beginning August 1, 2027, the District shall ensure that at least one employee at each campus during regular school hours has successfully completed a training course in cardiopulmonary resuscitation and first aid that follows nationally recognized cardiovascular care guidelines.

Automated External Defibrillators

~~**Beginning on August 1, 2026**~~**, If** the District provides instruction to students in grades 9-12 and sponsors an athletic team or sports program, the District shall provide an automated external defibrillator (AED) on each school campus and at each school sponsored athletic event, including all practices, trainings and competitions. The District shall maintain and display the AED as required by A.R.S. §15-120.07. **As of August 1, 2027, the District shall ensure that at least one (1) employee has successfully completed a training course in the use of AEDs that follows nationally recognized cardiovascular care standards if there is an AED at the school campus.**

Interscholastic Athletic Activities

District personnel shall ~~**follow**~~ **adhere to** the following AIA policies, which are incorporated into these Procedures:

1. 43.3 - Concussion Education
2. 43.4 -Concussion Policy
3. 43.5 - Heat Acclimatization & Exertional Heat Illness Management Policy

The incorporated AIA policies shall apply to all athletic activities directly sponsored by the District, but shall not apply to dance, rhythmic gymnastics, competitions or exhibitions of academic skills or knowledge or other similar forms of physical noncontact activities, civic activities or academic activities, whether engaged in for the purposes of competition or recreation.

Outside Groups/Organizations

An Arizona-based group or organization that uses District property or facilities for athletic activities shall comply with the above requirements.

Permission Forms and Education

The building administration on each campus shall ensure that there is written consent from a parent/legal guardian on file for each student participating in an interscholastic athletic activity and that all students participating in an interscholastic athletic activity and their parents have received educational materials related to the provision of water, concussions and head injuries, heat-related illnesses, sudden cardiac death and prescription opioid use, which information shall consist of materials developed by the AIA and any additional materials relevant to the interscholastic athletic activity as determined by the faculty sponsor, principal, or athletic director.

Designation of Teams by Sex

All athletic events shall be designated as one of the following: (1) "boys", (2) "girls", or (3) "mixed". Teams and events for girls shall be reserved for students whose biological sex as determined at birth is female as required by A.R.S. § 15-120.02.

Adopted: July 1, 2026

Legal Authority:

A.R.S. § 15-341

A.R.S. § 15-120.02

A.R.S. §15-120.07

Ariz. Admin. Code R7-2-808

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OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – X-B

Agenda Item
Approval of First Review of Trust Policy Revisions to the following policies

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

Background –
First review of the following Trust Policies

1-105	Conflicts of Interest
1-105.A	Conflicts of Interest
3-102	Revenue
3-102.A	Revenue
3-102.C	Revenue
3-102.D	Revenue
3-109.C	Procurement
5-102	Enrollment Requirements
5-102.A	Enrollment Requirements
5-102.D	Enrollment Requirements
5-105	Open Enrollment
5-203	Students with Disabilities Individuals with Disabilities Act (IDEA)

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 first review of revisions to the Trust policies as listed.

Moved _____ Seconded _____

Section	Policy Name/Subject Matter		Additional Notes	Administration Recommendation
Policy 5-102 Enrollment Requirements **Procedure © 5-102.A Enrollment Requirements—Requirements for Enrollment** **Procedure © 5-102.D Enrollment Requirements—Protections for Students in Unorganized Territories**	Enrollment Requirements for Students in Unorganized Territories, Students Placed by the State, and Military Families	School districts that adjoin unorganized territories and school districts that have students from unorganized territories educated in their boundaries via parental or state placement may have responsibilities to enroll. New statutory requirements also address responsibilities to students who are placed in residential placements by the state. The legislature also adjusted requirements for enrollment of students from military families.	Chapter 102 (HB 2621) to be codified at A.R.S. § 15-768; A.R.S. § 15-823 and A.R.S. § 15-823.01 The Trust recommends revision to and renaming of Policy © 1-105 to apply the conflict of interest substantive requirements to both board members and employees.	
Policy © 5-105 Open Enrollment	Open Enrollment Definitions	The Trust recommends: (1) revision to Policy 5-102 regarding enrollment; (2) revision to the accompanying procedure 5-102.A; and (3) the addition of a new procedure to address the complicated requirements of the new law.	Chapter 102 (HB 2621) to be codified at A.R.S. § 15-816	
© 5-203 Students with Disabilities (Individuals with Disabilities Education Act [IDEA])	Special Education Responsibilities for Students in Unorganized Territories	**School districts are required to provide child find activities and special education services to students with disabilities who enroll from unincorporated areas or as otherwise required by A.R.S. § 15-768.**	**Chapter 102 (HB 2621) to be codified at A.R.S. § 15-768**	
Policy © 1-105 Conflicts of Interest **Form 1-105.A Conflicts of Interest**	Conflicts of Interest	The Trust suggests further revision to the conflicts of interest policy ©1-105. The revisions reorder the definitions and clarify the responsibilities of board members and employees to refrain from participating in any contract in which the employee or a relative has a substantial interest. The Trust has also aligned its sample Conflicts of Interest Disclosure Form with the form issued by the Auditor General's Office. The Auditor General has indicated that districts are not required to use this specific form as long as the form used contains all requisite questions. Districts may establish electronic methods for disclosure. If a district does so, it should enable features to ensure form fields are completed correctly and include an authentication method (such as log-in) for completion.	**USFR FY 2027**	

Policy © 3-102 Revenue **Procedure © 3-102.A Revenue – Accounting of Revenue** **Procedure © 3-102.C Revenue – Bank Accounts** **Procedure © 3-102.D Revenue – Cash Controls**	Accounting Requirements and Cash Control	The Trust suggests additional revisions to Policy © 3-102 and three procedures related to accounting for revenue to address FY 27 USFR changes. The recommended changes to the policy would permit an option to authorize an alternative deposit schedule as per the USFR. Procedure © 3-102.A is revised to discuss separation of responsibilities and to permit districts to use of online systems for revenue collection if the systems have sufficient internal controls. Procedure © 3-102.C adds procedures for online banking. Procedure © 3-102.D updates cash control requirements.		
Procedure © 3-109.C Procurement - Statutory Exemptions	Procurement Exemptions		**USFR FY 2027**	

Policy © 5-102 Enrollment Requirements

The District will comply with all federal and state laws regarding:

- ~~E~~**e**ntrance age requirements;
- ~~A~~**a**dmission of resident students;
- ~~A~~**a**dmission of transfer students;
- ~~A~~**a**dmission of non-resident students and tuition requirements for non-resident students;
- ~~S~~**s**tudents without a permanent residence;
- ~~S~~**s**tudents in foster care;
- ~~E~~**e**xchange and foreign students;
- **admission of students who reside in unorganized territories; and**
- **admission of students who are placed by a state placing agency or court of competent jurisdiction in a placement located in the boundaries of the District as required by A.R.S. § 15-823.**

The Superintendent shall develop procedures as necessary for implementation of these laws.

Adopted:

Legal Authority:

A.R.S. § 8-201

A.R.S. § 15-346

A.R.S. § 15-461

A.R.S. §15-701.01

A.R.S. §15-745

A.R.S. § 15-768

A.R.S. § 15-771

A.R.S. § 15-796

A.R.S. § 15-797

A.R.S. § 15-802

A.R.S. § 15-803

A.R.S. § 15-806

A.R.S. § 15-807

A.R.S. § 15-816

A.R.S. § 15-816.01

A.R.S. § 15-816.07

A.R.S. § 15-821

A.R.S. § 15-823

A.R.S. § 15-823.01

A.R.S. § 15-824

A.R.S. § 15-825

A.R.S. § 15-825.01

A.R.S. § 15-825.02

A.R.S. § 15-826

A.R.S. § 15-828

A.R.S. § 15-872

A.R.S. § 15-873

A.R.S. § 15-901

A.R.S. § 15-901.08

A.R.S. § 36-899.10

A.R.S. § 44-166

A.R.S. § 44-5001

42 U.S.C. § 11301

42 U.S.C. § 11432

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Procedure © 5-102.A Enrollment Requirements

Entrance age requirements

Kindergarten

Pursuant to A.R.S. § 15-821(C), a child is eligible for admission to kindergarten if the child is five (5) years of age before September 1 of the current school year.

The Governing Board may admit children who have not reached age five (5) by September 1 if (a) it is determined to be in the best interest of the child and (b) that child will reach age five (5) by January 1 of the current school year.

First Grade

Pursuant to A.R.S. § 15-821(C), a child is eligible for admission to first grade if the child is six (6) years of age before September 1 of the current school year.

The Board may admit children who have not reached age six (6) by September 1 if (a) it is determined to be in the best interest of the child and (b) that child will reach age six (6) by January 1 of the current school year. The determination for early entrance into first grade shall be based on one or more consultations with the parent/legal guardian, the child, the teacher, and the school principal.

Admission Requirements **for Resident Students**

~~**Resident Students**~~

The District shall enroll all students seeking enrollment who (a) reside within District boundaries and (b) meet the requirements for enrollment in the program in which the student is seeking enrollment.

~~**For purposes of this Procedure,** **r**~~**R**esidence within the District shall be determined by:

A. the residence of the student's parent/legal guardian if the student resides with the parent/legal guardian;
B. the student's residence if the student is at least eighteen (18) years old, is an emancipated minor, or is a student without a permanent residence who does not reside with the student's parent/legal guardian;
C. the attendance boundaries of the last school a student attended before becoming a student without a permanent residence;

D. the residence of a family member with whom the student lives pending the outcome of a guardianship or custody proceeding if the student is able to provide documentary proof of the legal proceeding; or

~~**E. the pending residence of a parent/legal guardian while on active military duty who is subject to an official military order to transfer or be transferred to a military installation within District boundaries. Proof of residency must be provided within ten (10) days of arrival date, and the parent/legal guardian may use the address of a temporary on-base billeting facility, a purchased or leased home or apartment, or any federal government housing of off-base military housing, including off-base military housing that may be provided through a public-private venture;**~~

F. **residency as established by A.R.S. § 15-768 or A.R.S. § 15-816 for students who reside in unorganized territories.**

A.R.S. § 15-802(B) requires Districts to obtain and maintain proof of Arizona residency upon enrollment. This documentation must be provided at the time of enrollment and renewed annually. Acceptable documentation includes one or more of the following:

A. valid Arizona driver's license, Arizona identification card;
B. valid Arizona motor vehicle registration;
C. valid Arizona Address Confidentiality Program (ACP) authorization card;
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. current payroll stub;
L. certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe located in Arizona; **or**
M. other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.); ~~**or**~~
N. ~~**temporary on-base billeting facility (for military families)**~~

If a parent/legal guardian cannot provide one of the above documents because they do not maintain their own residence, the District shall obtain:

A. an Affidavit of Shared Residency form that includes the parent's/legal guardian's and the District**'s** address, and the school in which the student is being enrolled;

B. a signed and notarized affidavit from the individual who maintains the residence where the student lives that attest**s** to the fact that the student resides at that address; and
C. one of the documents listed above bearing the name and address of the person signing the affidavit.

Requirements for Military Assignments

The District shall enroll students whose parent/legal guardian is on active military duty and has a pending residence in the District or is subject to an official military order to transfer or be transferred to a military installation within District boundaries.

Proof of residency must be provided within ten (10) days of the arrival date and may include any of the following:

1. **a temporary on-base billeting facility;**
2. **temporary off-base lodging;**
3. **a purchased or leased home or apartment;**
4. **any federal government housing or off-base military housing, including off-base military housing that may be provided through a public-private venture; or**
5. **any other temporary housing.**

The District shall comply with the requirements of A.R.S. § 15-823.01, including accepting electronic applications, coordinating with prior schools to obtain records, and providing services and accommodations to enrolled students as required by federal law.

Transfer Students

Pursuant to A.R.S. § 15-828(G), within ten (10) school days after enrolling a transfer student, a school shall request directly from the student's previous school a certified copy of the student's record.

Students transferring from homeschool instruction, shall be tested pursuant to A.R.S. § 15-745 to determine appropriate grade level placement.

Non-resident students

~~**A non-resident student is any student who is a resident of Arizona but is not a resident of the District as described in this Procedure who is currently enrolled or seeking enrollment.**~~

A nonresident student means a student who meets all of the following criteria: (1) is not a resident student; (2) resides in this state; and (3) is enrolled in or is

seeking enrollment in a school district other than the school district in which the student resides.

Policy 5-105 ~~**contains policies regarding**~~ **addresses** the enrollment of non-resident students without payment of tuition.

Students Placed by State Agency or Court of Competent Jurisdiction

In compliance with A.R.S. § 15-823, the District shall enroll students who are placed by a state agency or a court of competent jurisdiction in a placement located in the boundaries of the District and the placement is in any of the following:

1. **a state rehabilitation or correctional institution;**
2. **a foster home or child care agency or institute that is licensed and supervised by the Department of Child Safety or the Department of Health Services;**
3. **a residential facility that is operated or supported by the Department of Economic Security or the Department of Health Services;**
4. **a facility under the supervision of the Department of Juvenile Corrections; or**
5. **a residence pursuant to the interstate compact on juveniles.**

A parent/legal guardian of a student so enrolled may request that the student remain enrolled as a resident student in the student's same school regardless of any subsequent change to the student's residence if both of the following conditions are met:

1. **the student is in a residential placement as described above and in A.R.S. § 15-823(C); and**
2. **the residential placement is located:**

   (a) **within the boundaries of the District;**
   (b) **within the boundaries of a school district that adjoins the District; or**
   (c) **in an unorganized territory and the adjoining school district that is geographically closest to the student's residential placement adjoins the District.**

As specifically outlined in A.R.S. 15-768, under certain circumstances, the District may remain responsible for conducting child find activities and providing equitable services under its proportionate share funding obligation.

Students Without a Permanent Residence

In compliance with Arizona law, the Arizona Administrative Code and McKinney-Vento Homeless Education Assistance Improvement Act, the District ensures that students without a permanent residence are not stigmatized or segregated due to their homelessness, are immediately enrolled in their school of origin or residence and that transportation is provided to and from the school as if they were a resident student.

To aid in accomplishing these requirements, the District has appointed a liaison for students without a permanent residence. **The liaison's** ~~**whose**~~ purpose is to coordinate activities and programs in the best interest of students without a permanent residence and to facilitate:

A. the continuation of a student's education for the duration of their homelessness or for the remainder of the academic year if the student finds permanent residence during that time; and
B. ensure enrollment of the student in the school that any non-homeless student who lives in the area would be enrolled.

When determining the best interest of a student without a permanent residence, the liaison shall:

A. to the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parent/legal guardian;
B. provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, if the homeless student is sent to a school other than the school of origin or a school requested by the parent/legal guardian; and
C. in the case of an unaccompanied youth, assist in placement or enrollment decisions, considering the views of such unaccompanied youth, and providing notice to such student of the right to appeal.

Students without a permanent residence cannot be denied enrollment due to a failure to provide records normally required for enrollment.

The school where the student without a permanent residence is enrolled must make a good faith effort to obtain the relevant academic and other records from the student's former schools.

In the event of a dispute over school selection or enrollment, the student must be enrolled in the selected school pending resolution of the dispute. The school is then responsible for providing a written explanation of the decision including informing the student, parent/legal guardian of their right to appeal and a referral to the liaison for students without a permanent residence to continue the dispute resolution process.

Students in Foster Care

Pursuant to Arizona law, the Arizona Administrative Code and the foster care provisions of the Every Student Succeeds Act, the District has designated an appropriate staff **member** to serve as the liaison or point of contact for children in foster care. That staff member's responsibilities include, but are not limited to, ~~**coordination of**~~ **coordinating** transportation services, ~~**enrollment and transfer of**~~ **enrolling and transferring** records, ~~**coordination of**~~ **coordinating** efforts to continue the student's education and ~~**maintaining**~~ **maintain** school stability, determining the child's best interest in placement, facilitating the transfer of academic credit and **the development of** a graduation plan, and ensuring that school staff are properly trained on matters involving educating children in foster care.

Pursuant to A.R.S. § 8-530.04, the District shall participate in a meeting to determine if it is in the best interests of the student in foster care to remain at the school of origin. If it is determined that it is in the student's best interest to enroll in the District, the District shall enroll within two (2) days even if the student does not possess the records normally required to enroll. A school of origin shall transfer a foster care student's education records within two (2) days of a change in educational placement.

Students in foster care may be given enrollment preference pursuant to A.R.S. § 15-816.01 over non-resident students or those seeking open enrollment, if so authorized by the Board.

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Procedure © 5-102.D Enrollment Requirements—Protections for Students in Unorganized Territories NEW

The Governing Board shall ensure that students who reside in an unorganized territory are afforded the rights and protections outlined in A.R.S. § 15-768. An unorganized territory means a geographic area that is not located within the boundaries of any school district.

A. **Response to Requests for Services**

A parent of a student who resides in an unorganized territory may request a child find screening, a special education evaluation or enrollment of the student in the District if the District adjoins the unorganized territory and is geographically closest to the student's residence.

The District is responsible for the following upon receipt of a validly issued request:

1. **all child find activities; and**
2. **provision of a free appropriate public education (upon request for enrollment).**

B. **Transition from Early Intervention Services**

The District shall coordinate with providers of early intervention services to transition students from Part C services to Part B services as required by A.R.S. § 15-768 and the provisions of the Individuals with Disabilities in Education Act (IDEA).

C. **Obligation to Enroll and Provide FAPE**

If the District is an adjoining school district that is closest geographically to the student's residence and the District conducts a special education evaluation in which the student is found eligible, then the District has the following responsibilities:

1. **to inform the parent/legal guardian of the ability to request enrollment;**
2. **to enroll the student upon request;**
3. **to offer a free appropriate public education (FAPE); and**
4. **to prepare a certificate of educational convenience application upon request for enrollment.**

D. **Parentally Placed Students**

A student who resides in an unorganized territory and who is parentally placed in either a private school or attends a homeschool retains the rights established under IDEA including (1) the right to be identified, located and evaluated for eligibility; and (2) the right to equitable services of proportionate share funding.

The District is responsible for child find activities and proportionate share responsibility if (1) the student is parentally placed in a nonprofit private school in the boundaries of the District; (2) the student is parentally placed in a nonprofit private school in an unorganized territory and the District is the adjoining district that is geographically closest to the private school; or (3) the student attends homeschool or is parentally placed in a private school that is for profit and the District is the adjoining district that is geographically closest to the student's residence.

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Policy © 5-105 Open Enrollment

Definitions

"Open enrollment" means a policy that is adopted and implemented by the Governing Board to allow resident transfer students to enroll in any school within the District, to allow resident students to enroll in any school located within other school districts in this state, and to allow nonresident students to enroll in any school within the District pursuant to A.R.S. § 15-816.01.

"Nonresident student" means a student who **meets all of the following criteria: (1) is not a resident student**; (2) resides in this state, and **(3)** ~~**who**~~ is enrolled in or is seeking enrollment in a school district other than the school district in which the student resides.

"Resident student" means a student **who meets any of the following: (1)** whose ~~**parents or legal guardian reside**~~ **residence is** within the attendance area of a District school; (**2) who resides in an unorganized territory as defined in A.R.S. § 15-825 and whose residence adjoins a boundary of the District; (3) who resides in an unorganized territory as defined in A.R.S. § 15-825 and whose residence is located on tribal land; or (4) who is placed as described in A.R.S. § 15-823(C).**

"Resident school" means **(1) for a student who resides in the District**, a school that is within the designated attendance area in which ~~**a**~~ **the** student resides; (**2) for a student who resides in an unorganized territory, the school that is geographically closest to the student's residence and that serves the student's grade level; or (3) for a student who is placed as described in A.R.S. § 15-823(C), the school within the designated attendance area in which the residential placement is located.**

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

Enrollment

The District will give enrollment priority to applicants in the following order, as long as their enrollment can be accomplished in accordance with the District's admission criteria:

1. Resident transfer students who currently attend the school and their siblings.
2. Previously accepted and enrolled nonresident students.
3. Children of employees.
4. Resident transfer students.
5. Previously accepted and enrolled nonresident students' siblings.
6. Nonresident students.

The District gives enrollment preference to children who:

- are in foster care,
- meet the definition of unaccompanied youth prescribed in the McKinney-Vento homeless assistance act (42 U.S.C. § 11434a),
- attend a school that is closing, or
- are children of a member of the United States Armed Forces who is either on active duty or was killed in the line of duty.

Schools Without Attendance Boundaries

The District may establish schools that do not have attendance boundaries. Student attendance for such schools shall be based upon open enrollment applications. Transfer is subject to the capacity limit established for the school, program, and/or grade level. Student transportation will be the responsibility of the parent/legal guardian.

Nondiscrimination and Equitable Enrollment

The District will not deny enrollment based on ethnicity, or race, national origin, sex, income level, disability, English language proficiency, athletic ability, or academic performance.

The implementation of this Policy must not disproportionately impact any group or class of students.

Adopted: July 1, 2026

Legal Authority:

A.R.S. § 15-816

A.R.S. § 15-816.01

A.R.S. § 15-816.07

A.R.S. § 15-823

A.R.S. § 15-825

A.R.S. § 15-841

42 U.S.C. § 11434a

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Policy © 5-203 Students with Disabilities (Individuals with Disabilities Education Act [IDEA])

A. Child Find

The District will ensure that all children with disabilities within its jurisdiction who are in need of special education and related services are identified, located and evaluated.

1. The District will identify, locate and evaluate all children with disabilities within its population served who are in need of special education and related services.
2. **The District is responsible for child find activities as required by A.R.S. § 15-768**.
3. Child find must also include children who are suspected of being a child with a disability and in need of special education, including:
    a. Children who are advancing from grade to grade; and
    b. Highly mobile children, including migrant children.
4. The District will maintain a record of children who are receiving special education and related services.
5. The District shall establish, implement, and disseminate written procedures for the identification and referral of all children with disabilities from birth through twenty-one (21) years.
6. The District will require all District-based staff to review the written procedures related to child identification and referral on an annual basis and maintain documentation of the staff review.
7. Identification (screening for possible disabilities) shall be completed within forty-five (45) calendar days after:
    a. Entry of each preschool or kindergarten student and any student enrolling without appropriate records of screening, evaluation, and progress in the District; or
    b. Parent/legal guardian notification of developmental or educational concerns.
8. Screening procedures shall include vision and hearing status and consideration of the following areas:
    a. cognitive or academic;
    b. communication;
    c. motor;
    d. social or behavioral; and

e. adaptive development.

9. For a student transferring into the District, the District shall review enrollment data and educational performance in the prior district**.** If there is a history of special education for a student not currently eligible for special education or an indication of inadequate progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services.
10. If a concern about a student is identified through screening procedures or review of records, the parent/legal guardian of the student shall be notified of the concern within ten (10) school days and informed of the District's procedures to follow-up on the student's needs.
11. The District shall maintain documentation of the identification procedures utilized, the dates of entry into the District, notification by the parent/legal guardian of a concern and the dates of screening. The dates shall be maintained in the student's permanent records.
12. If the screening indicates a possible disability, the name of the student shall be submitted to the administrator or designee for consideration of the need for a referral for a full and individual evaluation or other services. A parent/legal guardian or a student may request an evaluation of the student.
13. If, after consultation with the parent/legal guardian, the District determines that a full and individual evaluation is not warranted, the District shall provide prior written notice and procedural safeguards notice to the parent/legal guardian in a timely manner.

B. Parental Consent

1. If the District proposes to conduct an initial evaluation to determine if a child qualifies as a child with a disability after reviewing existing data with the parent/legal guardian and providing prior written notice, it will obtain informed consent from the parent/legal guardian of the child before collecting any additional data.
    a. Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.
    b. The District must make reasonable efforts to obtain the informed consent from the parent/legal guardian for an initial evaluation.
2. For initial evaluations only, if the child is a ward of the state and is not residing with the child's parent/legal guardian, the District is not required to obtain consent from the parent/legal guardian if:
    a. despite reasonable efforts to do so, the District cannot discover the whereabouts of the parent/legal guardian of the child;

    b. the rights of the parent/legal guardian of the child have been terminated by the court; or
    c. the rights of the parent/legal guardian to make educational decisions have been subrogated by a judge and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
3. The District may, but is not required to, seek informed consent through due process procedures if the parent/legal guardian of a child who is enrolled or seeking to enroll in the District refuses consent for an initial evaluation.
4. The District must obtain informed consent from the parent/legal guardian of the child before the initial provision of special education and related services to the child and must make reasonable efforts to obtain that consent.
5. If a parent/legal guardian refuses consent for the initial provision of special education and related services, the District may not seek consent though due process hearing procedures. The District:
    a. will not be considered to be in violation of the requirement to provide a free appropriate public education (FAPE); and
    b. is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child.
6. If the parent/legal guardian revokes consent in writing for the continued provision of special education and related services at any time subsequent to the initial provision of special education and related services, the District:
    a. may not continue to provide special education and related services to the child but must provide prior written notice prior to ceasing the provision of special education and related services;
    b. may not utilize the due process hearing procedures;
    c. will not be considered to be in violation of the requirement to provide FAPE; and
    d. is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services.
7. The District must obtain informed consent prior to conducting any reevaluation of a child with a disability.
    a. If the parent/legal guardian refuses consent, the District may utilize due process hearing procedures to seek consent but does not violate its obligation if it declines to pursue the evaluation or reevaluation.
    b. The informed parental consent for reevaluation need not be obtained if the District can demonstrate that:
        1. it made reasonable efforts to obtain such consent and has documented those attempts; and
        2. the child's parent/legal guardian has failed to respond.

8. Parental consent is not required before:
    a. reviewing existing data as part of an evaluation or reevaluation; or
    b. administering a test or other evaluation that is administered to all children unless consent is required of the parent/legal guardian of all children prior to administration.
9. The District may not use a parent's/legal guardian's refusal to consent to one service or activity under this section to deny the parent/legal guardian or child any other service, benefit, or activity of the District, except as required by the IDEA implementing regulations.
10. If a parent/legal guardian of a child who is homeschooled or placed in a private school by the parent/legal guardian at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent/legal guardian fails to respond to a request to provide consent, the District may not utilize due process hearing procedures to seek consent.

C. Evaluation and Eligibility

A full and individual initial evaluation will be conducted by the District before the initial provision of special education and related services to a child with a disability in accordance with 34 C.F.R. §§ 300.300 through 300.311 of the IDEA regulations.

A reevaluation of each child with a disability will be conducted by the District in accordance with 34 C.F.R. §§ 300.300 through 300.311 of the IDEA regulations.

Initial Evaluations

1. Consistent with consent requirements of 34 C.F.R. § 300.300, either a parent/legal guardian of a child or the District may initiate a request for an initial evaluation to determine if a child is a child with a disability.
2. The initial evaluation must both:
    a. be completed within sixty (60) days of receiving parental consent for the evaluation, unless:
        i. the parent/legal guardian and the District agree that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional thirty (30) days;
        ii. the child enrolls in the District from another District after the parent/legal guardian has provided consent and before the determination of eligibility by the other District. In that event, the District will ensure prompt completion of the evaluation; or
        iii. the parent/legal guardian of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.

b. consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.

Reevaluations

1. The District will conduct a reevaluation of a child with a disability if:
    a. The District determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
    b. The child's parent/legal guardian or teacher requests a reevaluation.
2. The District will not conduct a reevaluation more than once a year unless the parent/legal guardian and District agree otherwise.
3. The District will conduct a reevaluation at least once every three (3) years, unless the parent/legal guardian and the District agree that a reevaluation is unnecessary.

Evaluation Procedures

1. The District must publish on its website and make available to parents/legal guardians its procedures related to requesting an evaluation for special education, including the District's points of contact.
2. If a parent/legal guardian requests an evaluation, the District will within fifteen (15) school days either begin the evaluation by reviewing existing data or provide a prior written notice refusing to conduct the evaluation. The sixty (60) day evaluation period commences on receipt of the signed informed consent.
3. The District will provide prior written notice to the parent/legal guardian of a child who has, or who is suspected of having, a disability, that describes the evaluation procedures that the District proposes to conduct. The consent for evaluation and prior written notice may be simultaneously provided to the parent/legal guardian following the determination that additional data are needed as a part of the review of existing data process.
4. In conducting an evaluation or reevaluation, the District will:
    a. use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent/legal guardian in order to determine;
        i. whether the child is a child with a disability; and
        ii. if the child is a child with a disability, information related to enabling the child to be involved in and progress in the general

education curriculum (or for a preschool child, to participate in appropriate activities);

b. not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
c. use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

5. The District will ensure that evaluation materials and strategies:
   a. are selected and administered so as not to be discriminatory on a racial or cultural basis;
   b. are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
   c. are used for the purposes for which the assessment(s) or measure(s) are valid and reliable;
   d. are administered by trained and knowledgeable personnel;
   e. are administered in accordance with the instructions provided by the assessment publisher;
   f. are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impairments (unless those skills are the factors being measured);
   g. assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities;
   h. are sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not those needs are commonly associated with the child's disability; and
   i. provide relevant information that directly assists in determining the educational needs of the child.
6. Evaluations of children who transfer to or from another District in the same school year shall be coordinated with the prior and subsequent Districts, in order to expedite the completion of a full evaluation.

Additional Evaluation Requirements

1. As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, will do as follows.
    a. The IEP team will review existing data on the child including:
        i. evaluations and information provided by the parent/legal guardian;
        ii. current classroom-based, local and state-wide assessments, and classroom-based observations; and
        iii. observations by teachers, and related services providers.
    b. On the basis of that review, and with input from the child's parent/legal guardian, the IEP team will identify what additional data, if any, are needed to determine:
        i. whether the child is or continues to be a child with a disability, and, if so, the educational needs of the child;
        ii. the present levels of academic achievement and related developmental needs of the child; and
        iii. whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum.
    c. The IEP team may conduct the review without a meeting.
2. If additional data are needed, the District will administer the assessments required to obtain the additional data.
3. If additional data are not needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the District will notify the parent/legal guardian of:
    a. the determination and the reasons for the determination; and
    b. the right of the parent/legal guardian to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.
4. The District will evaluate a child before determining that the child is no longer a child with a disability, except when the termination is due to graduation with a regular high school diploma or the child reaching age twenty-two (22).

For the following disabilities, the full and individual initial evaluation shall include:

1. emotional disability: verification of a disorder by a qualified professional;
2. hearing impairment: an audiological evaluation by a qualified professional; and an evaluation of communication/language proficiency;
3. other health impairment: verification of a health impairment by a qualified professional;

4. specific learning disability: a determination of whether the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development that meets the District's criteria through one of the following methods:
    a. a discrepancy between achievement and ability,
    b. the child's response to scientific, research-based interventions, or
    c. other alternative research-based procedures;
5. orthopedic impairment: verification of the physical disability by a qualified professional;
6. speech/language impairment: an evaluation by a qualified professional;
7. speech impairments appear to be limited to articulation, voice, or fluency problems:
    a. an audiometric screening within the past calendar year;
    b. a review of academic history and classroom functioning;
    c. an assessment of the speech problem by a speech therapist; or
    d. an assessment of the student's functional communication skills;
8. traumatic brain injury: verification of the injury by a qualified professional, and/or
9. visual impairment: verification of a visual impairment by a qualified professional.

The Arizona Department of Education maintains a list of qualified professionals, subject to review and approval by the State Board of Education..

Determination of Eligibility

1. Upon completion of the evaluation process, the District will ensure that:
    a. a group of qualified professionals and the parent/legal guardian of the child determine:
        i. if the child is a child with a disability under the Individuals with Disabilities Education Act and the Arizona state statutes; and
        ii. if so, the educational needs of the child; and
    b. the parent/legal guardian is provided, at no cost, a copy of the evaluation report and eligibility determination.
2. A child will not be determined to be a child with a disability if the primary factor for the determination is:
    a. lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the Elementary and Secondary Education Act (ESEA);
    b. lack of appropriate instruction in math; or

    c. limited English proficiency.
3. The eligibility determination, including education needs, will be based on all of the information sources used in the evaluation process, and if deemed eligible and in need of special education and related services, an IEP will be developed in accordance with 34 C.F.R. §§ 300.320 through 300.324.

Observation

1. The District must ensure that the child is observed in the child's learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty.
2. In the case of a child less than school age or out of school, a group member must observe the child in an environment appropriate for a child that age.

Additional Procedures for Identifying Students with Specific Learning Disabilities

The District will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with IDEA regulations 34 C.F.R. §§ 300.307 through 300.311:

1. the state-adopted criteria based on a child's response to scientific, research-based intervention;
2. the identification of a severe discrepancy between intellectual ability and achievement or
3. other alternative research-based procedures.

If a student is found eligible as a student with a disability due to a specific learning disability, the student's IEP shall indicate whether the student has been diagnosed with dyslexia.

Additional Group Members

The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parent/legal guardian and a team of qualified professionals, which must include:

1. the child's regular teacher; or
2. if the child does not have a regular teacher, then a regular teacher qualified to teach children of that age; or
3. for a child of less than school age, an individual qualified by the State to teach children of that age; and

4. at least one person qualified to conduct individual diagnostic evaluations of children, such as the District psychologist, speech-language pathologist, or remedial reading teacher.

Determining the Existence of a Specific Learning Disability

1. A child may be determined to have a specific learning disability if:
    a. the child does not achieve adequately for the child's age or meet State-approved grade level standards in one or more of the following areas when provided with learning experiences and instruction appropriate for the child's age or meet State-approved grade level standards in:
        i. oral expression
        ii. listening comprehension
        iii. written expression
        iv. basic reading skills
        v. reading fluency skills
        vi. reading comprehension
        vii. mathematics calculation
        viii. mathematics problem solving;
    b. the child does not make sufficient progress to meet age or State-approved grade level standards in one or more of the areas in (1)(a) when using a process based on the child's response to scientific, research-based intervention; or
    c. the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.
2. The findings of underachievement are not primarily the result of:
    a. a visual, hearing, or motor disability;
    b. intellectual disability;
    c. emotional disturbance;
    d. cultural factors;
    e. environmental or economic disadvantage; or
    f. limited English proficiency.
3. The group must ensure that the underachievement is not due to a lack of appropriate instruction in reading or math and must consider:
    a. data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

b. data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parent/legal guardian.

4. The District must promptly request parent/legal guardian consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction described in (3)(a) and (3)(b).

Observation

In determining whether a child has a specific learning disability, the team must decide to:

a. use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or
b. have at least one member of the team conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained.

Specific Documentation for the Eligibility Determination

1. For a child suspected of having a specific learning disability, the eligibility determination must contain a statement of:
    a. whether the child has a specific learning disability;
    b. the basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;
    c. the relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;
    d. the educationally relevant medical findings, if any;
    e. whether the child does not achieve adequately for the child's age or to meet State-approved grade level standards consistent with IDEA implementing regulations; and either (1) does not make sufficient progress to meet age or State-approved grade level standards consistent with IDEA implementing regulations; or (2) exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade level standards or intellectual development consistent with IDEA implementing regulations; and
    f. the determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional

disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level.

2. If the child participated in a process that assessed the child's response to scientific, research-based intervention, the eligibility determination must contain:
    a. the instructional strategies used, and the student-centered data collected;
    b. the documentation that the child's parent/legal guardian was notified about the State's policies regarding the amount and nature of student performance that would be collected and the general education services that would be provided;
    c. strategies for increasing the rate of learning; and
    d. the parent's/legal guardian's right to request an evaluation.
3. Each group member must certify in writing whether the report reflects the member's conclusion. If it does not, the group member must submit a separate statement presenting the member's conclusions.

D. Free Appropriate Public Education

A free appropriate public education (FAPE) will be available to all children within the boundaries of responsibility of the District, including children with disabilities who have been suspended or expelled from the District as provided for in 34 C.F.R. § 300.530(d) of the IDEA regulations.

The District will make the determination that a child is eligible for special education and related services on an individual basis by a properly constituted team.

The District will make FAPE available to any child who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade.

The District is responsible for providing transitional services and FAPE as required by A.R.S. § 15-768.

E. Powers of the Governing Board

1. The District will establish policy and procedures with regard to allowable pupil-teacher ratios and pupil-staff ratios within the District for provision of special education services.
2. The special education programs and services shall be provided only in a District facility that houses regular education classes or in other facilities approved by the Arizona Department of Education Division of Special Education.

F. Assistive Technology

1. The District will ensure that assistive technology devices or services or both will be available to a child with a disability, if required, as a part of:
    a. special education,
    b. related services, and
    c. supplementary aids and service.
2. On a case-by-case basis, the District will ensure the use of District-purchased assistive technology devices in a child's home or other setting, if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.

G. Extended School Year Services (ESY)

1. The District will make extended ~~**District**~~ **school** year services available as necessary to provide FAPE to children with disabilities.
    a. ESY services will be provided only if a child's IEP team determines, in accordance with 34 C.F.R. §§ 300.320 through 300.324, that the services are necessary for the provision of FAPE.
    b. Services will not be:
        i. limited to a particular category of disability; or,
        ii. unilaterally limited to the type, amount, or duration of services.
2. The ESY services that are provided to a child with a disability will:
    a. be provided beyond the normal school year of the District;
    b. be provided in accordance with the child's IEP;
    c. be provided at no cost to the parent/legal guardian of the child; and
    d. meet the standards of the State.
3. Eligibility shall be determined by the IEP team no later than forty-five (45) calendar days prior to the last day of school.
4. Participation in ESY is not mandatory and services are not required for all students with a disability.
5. Eligibility shall not be based on need or desire for any of the following:
    a. a day care or respite care;
    b. Aa program to maximize the academic potential of a student with a disability; or
    c. a summer recreation program for students with a disability.

H. Nonacademic Services

1. The District will afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities

including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services.

2. Nonacademic and extracurricular services and activities may include but are not necessarily limited to: (a) counseling services; (b) athletics; (c) transportation; (d) health services; (e) recreational activities; (f) special interest groups or clubs sponsored by the District; and (g) referrals to agencies that provide assistance to individuals with disabilities.

I. Physical Education

1. The District will make regular physical education services available to children with disabilities to the same extent that the District provides those services to children without disabilities, unless:
   a. the child is enrolled full time in a separate facility; or
   b. the child needs specially designed physical education as prescribed in the child's IEP.
2. If a child is enrolled in a separate facility, the District will ensure that the child receives appropriate physical education services.
3. If special physical education is prescribed in a child's IEP, the District will provide for those services, either directly or through other public or private programs.

J. Program Options

The District will ensure that children with disabilities have available to them the variety of education programs and services that are available to nondisabled children, including art, music, industrial arts, consumer and homemaking education, and vocational education.

K. Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices

1. The District will ensure that the hearing aids worn in school by children with hearing impairments are functioning properly.
2. The District will ensure that the external components of surgically implanted medical devices (e.g., cochlear implants) are functioning properly, except that the District will not be responsible for any post-surgical maintenance, programming or replacement of any component, external or internal, of the medical device. If the devise is determined to function property, the District will notify the family.

L. Methods of Ensuring Services

1. The District may use Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted under the public benefits or insurance program, except that the District:
    a. may not require the parent/legal guardian to sign up for or enroll in public benefits or insurance programs to receive FAPE;
    b. may not require the parent/legal guardian to incur out-of-pocket expenses such as payment of a deductible or co-pay for services required by IDEA, but may pay the cost that the parent/legal guardian otherwise would be required to pay; and
    c. may not use a child's public benefit if that use would:
        i. decrease lifetime benefits;
        ii. result in the family paying for non-District services that would otherwise be paid for by public benefits;
        iii. increase premiums or lead to discontinuation of benefits; or
        iv. risk loss of eligibility.
2. The District must notify the parent/legal guardian that their refusal to allow access to public benefits does not relieve the District of its responsibility to provide all required IDEA services.
3. Prior to accessing a child's or parent's/legal guardian's public benefits or insurance for the first time, and after providing written notification to the child's parent/legal guardian, the District must obtain written parental consent.

M. Individualized Education Program

The District shall ensure that an IEP is developed and implemented for each eligible child served by the District and for each eligible child placed in or referred to a private school or facility by the District in accordance with 34 C.F.R. §§ 300.320 through 300.325 of the IDEA regulations.

Contents of the IEP

The contents of each IEP will include a statement of:

1. the child's present levels of academic achievement and functional performance, including:
    a. how the child's disability affects the child's involvement and progress in the general curriculum; or
    b. for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

2. measurable annual goals, including academic and functional goals designed to:
    a. meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum;
    b. meet each of the child's other educational needs that result from the child's disability; and
    c. for children with disabilities who take alternative assessments aligned to alternative achievement standards, a description of benchmarks or short-term objectives;
3. how the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the goals will be provided;
4. the special education and related services to be provided to the child, the supplementary aids and services to be provided to the child or on behalf of the child, and the program modifications or supports for District personnel that will be provided to enable the child:
    a. to advance appropriately toward attaining the annual goals; and
    b. to be involved in and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities with other children with disabilities and nondisabled children;
5. the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities;
6. any individual accommodations that are needed to measure the academic achievement and functional performance of the child on State and District-wide assessments; and
7. the projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.

If the IEP team determines that the child must take an alternative assessment instead of a particular regular state or District-wide assessment of student achievement, the IEP must include a statement of why:

a. the child cannot participate in the regular assessment; and
b. the particular alternate assessment selected is appropriate for the child.

IEP Team

1. The IEP team for each child with a disability will include:

a. the parent/legal guardian of the child;
b. not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
c. not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
d. a representative of the District who:
    i. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
    ii. is knowledgeable about the general education curriculum;
    iii. is knowledgeable about the availability of resources of the District; and
    iv. may be the District team member described in (b) through (f) if the above criteria are met;
e. an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in (b) through (f);
f. at the discretion of the parent/legal guardian or the District, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
g. whenever appropriate, the child with a disability.

2. To the extent appropriate and with consent of the parent/legal guardian or the adult child, the District will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services for a child who is transitioning from the Arizona Early Intervention Program (AzEIP). Representatives from AzEIP must be invited to the initial IEP team meeting if the parent/legal guardian requests.
3. A member of the IEP team described in (1)(b) through (1)(e) is not required to attend the IEP meeting if the parent/legal guardian and the District agree in writing prior to the meeting that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.
4. A member of the IEP team described in (1)(b) through (1)(e) may be excused from attending the IEP meeting in whole or part when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent/legal guardian, and the District consent in writing to the excusal and the member submits, in writing to the IEP team, input into the development of the IEP prior to the meeting.
5. In the case of a child previously served by AzEIP, an invitation to the initial IEP team meeting must, at the request of the parent/legal guardian, be sent

to the AzEIP service coordinator to assist with the smooth transition of services.

Parent Participation

1. The District will ensure that the parent/legal guardian of a child with a disability shall:
    a. be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and the provision of FAPE to the child;
    b. be provided notice consistent with 34 C.F.R. § 300.322 to ensure they have opportunity to participate in meetings; and
    c. be members of any group that makes decisions on the educational placement of their child.
2. The District will take steps to ensure the parent/legal guardian of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by:
    a. notifying the parent/legal guardian of the meeting early enough to ensure that they will have an opportunity to attend; and
    b. scheduling the meeting at a mutually agreed on time and place.
3. The meeting notice will:
    a. indicate the purpose, time, and location of the meeting and who will be in attendance; and
    b. inform the parent/legal guardian of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child and of representatives of the AzEIP (if the meeting is for an initial IEP of a child transitioning from AzEIP).
    c. beginning not later than the first IEP to be in effect when the child turns 16, the notice will also:
        i. indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services;
        ii. indicate that the District will invite the student; and
        iii. identify any other agency that will be invited to send a representative.

4. If neither parent/legal guardian can attend, the District will use other methods to ensure parent/legal guardian participation, including individual or conference telephone calls.
5. A meeting may be conducted without a parent/legal guardian in attendance if the District is unable to convince the parent/legal guardian that they should

attend. In this case, the District will maintain a record of its attempts to arrange a mutually agreed on time and place, such as:
    a. detailed records of telephone calls made or attempted and the results of those calls;
    b. copies of correspondence sent to the parent/legal guardian and any responses received; and
    c. detailed records of visits made to the parent's/legal guardian's home or place of employment and the results of those visits.
6. The District will take whatever action is necessary to help the parent/legal guardian understand the proceedings at the IEP meeting, including arranging for an interpreter for a parent/legal guardian with deafness or whose native language is other than English.
7. The District will give the parent/legal guardian a copy of the child's IEP at no cost to the parent/legal guardian.

When IEPs Must Be In Effect

1. At the beginning of each school year, the District must have in effect for each child with a disability in its jurisdiction an IEP as defined in 34 C.F.R. § 300.320.
2. The District will ensure that:
    a. A meeting to develop an IEP for an eligible child is conducted within thirty (30) days of a determination of eligibility for special education and related services.
    b. As soon as possible following the development of the IEP, the services indicated in the IEP are made available to the child. An IEP will be in effect at the beginning of each school year.
3. The District will ensure that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for implementing the IEP. Each teacher and related service provider will be informed of the teacher's and related serviced provider's specific responsibilities in implementing the IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.
4. For a child with an IEP who transfers into the District from another District in Arizona, the District, in consultation with the parent/legal guardian, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the District:
    a. reviews and adopts the child's IEP from the previous District; or
    b. develops, adopts, and implements a new IEP.

5. For a child with an IEP who transfers into the District from another state, the District, in consultation with the parent/legal guardian, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the District:
    a. conducts an evaluation for eligibility for special education in Arizona or determines that such an evaluation is unnecessary; and
    b. develops, adopts, and implements a new IEP, if appropriate.
6. To facilitate the transition of a child enrolling from another public education agency, either from within or from outside of Arizona, the District will take reasonable steps to promptly obtain the child's education records, including all records pertaining to special education, from the previous school in which the child was enrolled.
7. When a records request is received from another public agency, from either within or outside of Arizona, the District will promptly respond to the request within ten (10) school days.

Development, Review, and Revision of an IEP

1. In developing each child's IEP, the IEP team will consider:
    a. the strengths of the child and the concerns of the parent/legal guardian for enhancing the education of their child;
    b. the results of the initial or most recent evaluation of the child; and
    c. the academic, developmental, and functional needs of the child.
2. In consideration of special factors, the IEP team must:
    a. in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior;
    b. in the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
    c. in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;
    d. consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level and full range of needs,

including opportunities for direct instruction in the child's language and communication mode; and

e. consider whether the child requires assistive technology devices and services.

3. The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including the determination of:
   a. appropriate positive behavioral interventions and strategies for the child; and
   b. supplementary aids and services, program modifications, and/or supports for District personnel that will be provided for the child, consistent with 34 C.F.R.§ 300.320(a)(4).
4. In making changes to the IEP after the annual IEP meeting, the parent/legal guardian and the District may agree to amend the IEP without a meeting for the purpose of making those changes and, instead, develop a written document to amend or modify the child's current IEP. The District must:
   a. inform all members of the child's IEP team of those changes; and
   b. upon request, provide the parent/legal guardian with the revised copy of the IEP.
5. To the extent possible, the District will encourage the consolidation of evaluation, reevaluation and IEP meetings for a child.
6. The District will ensure that the IEP team reviews the child's IEP periodically, but not less than annually, to determine if goals are being achieved, and revise the IEP, when appropriate, to address:
   a. any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;
   b. the results of any reevaluation;
   c. information about the child provided to or by the parent/legal guardian;
   d. the child's anticipated needs; and
   e. other matters.

A parent/legal guardian or the District may request in writing a review of the IEP. Such review shall take place within forty-five (45) school days of receipt of the request or at a mutually agreed upon time.

N. Least Restrictive Environment (LRE)

Children with disabilities, including children in public or private institutions or other care facilities, will be educated to the maximum extent appropriate with children who are not disabled in accordance with 34 C.F.R. §§ 300.114 through 300.117 of the IDEA regulations.

The District will ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Continuum of Alternative Placements

1. The District will make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services.
2. The continuum of alternative placements will include:
    a. instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions; and
    b. supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

Educational Placements

The District must ensure that the parent/legal guardian of a child with a disability are members of any group that makes decisions on the educational placement of their child.

1. The placement decision for each child will be:
    a. made by a group that includes the parent/legal guardian and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
    b. in conformity with the LRE provisions of the IDEA regulations;
    c. determined at least annually;
    d. based on the child's IEP; and,
    e. as close as possible to the child's home.
2. Unless the IEP of a child requires some other arrangement, the child will be educated in the school that the child would attend if not disabled.
3. In selecting the LRE, consideration will be given to any potential harmful effect on the child or on the quality of services that s/he needs.
4. A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Private Placements by the District

1. Before the District places a child with a disability in a private school or facility, the District must initiate and conduct a meeting to develop an IEP for

the child and ensure that a representative of the private school or facility attends the meeting in person or by conference call.

2. Subsequent IEP reviews may be initiated and conducted by the private school at the discretion of the District. However, the District must ensure that the parent/legal guardian and District representative:
    a. are involved in any decisions about the child's IEP; and
    b. agree to any proposed changes in the IEP before those changes are implemented.
3. The District remains responsible to ensure that FAPE is provided to a child placed by the District in a private school or facility.

Nonacademic Settings

1. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, the District must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.
2. The District will ensure that the supplementary aids and services determined by the IEP team to be appropriate and necessary are provided to allow the child to participate in nonacademic settings during school hours.

O. Discipline

A child with a disability may be disciplined for a violation of the student code of conduct, including removal from the child's current placement to an appropriate interim alternative educational setting, another setting, suspension, or expulsion in accordance with IDEA Regulations 34 C.F.R. §§ 300.530 through 300.536.

Authority of District Personnel

1. On a case-by-case basis and in consideration of any unique circumstances, District personnel may remove a child with a disability who violates a student code of conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under 34 C.F.R. § 300.536.

2. After a child with a disability has been removed from the child's current placement for ten (10) school days in the same school year, during any subsequent days of removal, the District must provide services to the extent required to:
    a. enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the child's IEP goals; and
    b. receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not recur.
3. The District is only required to provide services during periods of removal to a child with a disability who has been removed from the child's current placement for ten (10) days or less in that school year, if it provides services to non-disabled children similarly removed.
4. After a child with a disability has been removed from the child's current placement for ten (10) school days, and the current removal is for not more than ten (10) consecutive school days and not a change of placement, District personnel, in consultation with at least one of the child's teachers, shall determine the extent to which services are needed, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the IEP goals.
5. If the removal is a change in placement, the child's IEP team determines the appropriate services.
6. Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a student code of conduct, the District, parent/legal guardian, and relevant members of the IEP team must review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:
    a. if the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or
    b. if the conduct in question was the direct result of the District's failure to implement the IEP.
7. The conduct must be determined to be a manifestation of the disability if either (6) (a) or (6)(b) occurred, and, if the IEP was not implemented, the District must take immediate steps to remedy that deficiency.
8. If the District, parent/legal guardian, and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the child must be returned to the placement from which the child was removed, unless the parent/legal guardian and District agree to a change of placement. The IEP team must either:

a. conduct a functional behavioral assessment, unless already done, and implement a behavioral intervention plan; or
b. if a behavioral intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior.

9. District personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to manifestation of disability if the child:
    a. carries a weapon to or possesses a weapon at school, on District premises to or at a District function;
    b. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on District premises, or at a District function; or
    c. has inflicted serious bodily injury upon another person while at school, on District premises, or at a District function.
10. The District will notify the parent/legal guardian and provide notice of procedural safeguards on the day the District determines that the student has violated the code of conduct and that the violation constitutes the basis for a change in placement (i.e., interim alternative education setting).

Determination of Setting

The child's IEP team determines the interim alternative educational setting for services.

Appeal

1. The parent/legal guardian of a child with a disability who disagrees with any decision regarding placement under 34 C.F.R. §§ 300.530 and 300.531 or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with 34 C.F.R. §§ 300.310 through 300.314 and A.A.C. R7-2-405.I.
2. A District that believes that maintaining the current placement of the child is substantially likely to cause injury to the child or others may request an expedited due process hearing in conformance with 34 C.F.R. §§ 300.310 through 300.314 and A.A.C. R7-2-405.I.

Placement During Appeals

The student must remain in the interim alternative educational setting pending the decision of the Administrative Law Judge or expiration of the interim setting, whichever comes first, unless the parent/legal guardian and District agree otherwise.

Protections for Children Not Determined Eligible for Special Education and Related Services

1. A non-eligible student who engaged in a behavior that violated a student code of conduct may assert protections, if the District had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The District must be deemed to have such knowledge if any of the following occurred:
    a. The parent/legal guardian of the child expressed concern in writing to supervisory or administrative personnel of the District school or a teacher of the child, that the child is in need of special education and related services,
    b. The parent/legal guardian of the child requested an evaluation of the child pursuant to 34 C.F.R.§§ 300.300 through 300.311,
    c. The teacher of the child, or other personnel of the District, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of the District or school.
2. The District is not deemed to have knowledge if the parent/legal guardian of the child:
    a. has not allowed an IDEA evaluation of the child;
    b. has refused special education services for the child; or
    c. if the child has been evaluated and determined to not be a child with a disability under IDEA.
3. If the District does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be disciplined in the same manner as other children without disabilities who engage in comparable behaviors.
4. If an evaluation is requested during the time in which a child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
    a. Until the evaluation is completed, the child remains in the educational placement determined by the District, which can include suspension or expulsion without educational services.
    b. If the child is determined to be a child with a disability, the District must provide special education and related services in accordance with IDEA and state and federal regulations, including the requirements of 34 C.F.R. §§ 300.530 through 300.536.

Referral to and Action by Law Enforcement and Judicial Authorities

1. The District may report a crime committed by a child with a disability to appropriate authorities to enable them to exercise their responsibilities.
2. The District in reporting a crime committed by a child with a disability will ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime, but only to the extent permitted by the Family Education Rights and Privacy Act (FERPA).

Change of Placement Because of Disciplinary Removals

1. A change of placement occurs if:
    a. the removal is for more than ten (10) consecutive school days; or
    b. the child has been subjected to a series of removals that constitute a pattern:
        i. because the series of removals total more than ten (10) school days in a school year;
        ii. because the child's behavior is substantially similar to the behavior in previous incidents that resulted in a series of removals; and/or
        iii. because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
2. The District will determine on a case-by-case basis whether a pattern of removals constitutes a change of placement, and such determinations are subject to review through due process and judicial proceedings.

P. Records

The District shall maintain a record of parties who have obtained access to educational records collected under IDEA (other than parents/legal guardians and District employees) to include the name of the accessing party; the date of access; and the purpose.

Upon request, the District shall provide parents/legal guardians with information regarding education records. The District shall comply with requisite provisions of the IDEA and federal regulation regarding the destruction of student records once no longer needed to provide educational services.

Adopted:

Legal Authority:

A.R.S. § 15-763

A.R.S. § 15-764

A.R.S. § 15-768

Ariz. Admin. Code R7-2-408

Ariz.Admin. Code R7-2-401 *et seq.*

20 U.S.C. § 1414

34 C.F.R. § 300.101

34 C.F.R. § 300.105

34 C.F.R. § 300.106

34 C.F.R. § 300.107

34 C.F.R. § 300.108

34 C.F.R. § 300.110

34 C.F.R. § 300.113

34 C.F.R. § 300.114

34 C.F.R. § 300.115

34 C.F.R. § 300.116

34 C.F.R. § 300.117

34 C.F.R. § 300.154

34 C.F.R. § 300.300

34 C.F.R. § 300.301

34 C.F.R. § 300.303

34 C.F.R. § 300.304

34 C.F.R. § 300.305

34 C.F.R. § 300.306

34 C.F.R. § 300.307

34 C.F.R. § 300.308

34 C.F.R. § 300.309

34 C.F.R. § 300.310

34 C.F.R. § 300.311

34 C.F.R. § 300.320

34 C.F.R. § 300.321

34 C.F.R. § 300.322

34 C.F.R. § 300.323

34 C.F.R. § 300.324

34 C.F.R. § 300.325

34 C.F.R. § 300.327

34 C.F.R. § 300.530

34 C.F.R. § 300.531

34 C.F.R. § 300.532

34 C.F.R. § 300.533

34 C.F.R. § 300.534

34 C.F.R. § 300.535

34 C.F.R. § 300.536

34 C.F.R. § 300.614

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Policy © 1-105 ~~Board Member~~ Conflicts of Interest

Definitions

~~**The following terms have the same definition as set forth in A.R.S. § 38-502: (a) "Remote interest"; and (b) "Substantial interest".**~~

~~**"Board member relative" means a Board member's spouse or any person claimed as a dependent on the Board member's income taxes.**~~

"Employee" means all persons who are not public officers and who are employed on a full-time, part-time or contract basis by the District **as defined in A.R.S. § 38-502(2).**.

"Make known" means the electronic or manual filing of a paper that is signed by a public officer or employee and that fully discloses a substantial interest or the filing of a copy of the official minutes of a public agency that fully discloses a substantial interest. The filing must be in the special file established pursuant to A.R.S. § 38-509.

"Official records" means the minutes or papers, records and documents maintained by the District for the specific purpose of receiving disclosures of substantial interests required by law.

"Refrain from participating" means the public officer/employee must refrain from voting upon or otherwise participating in any manner as an officer or employee in any decision of a public agency or in any contract, sale, purchase, or decision for which they or their relative has a substantial interest as defined in A.R.S. § 38-503(B)

"Relative" means a spouse, child, child's child, parent, grandparent, brother, or sister of the whole or half blood and their spouses and the parent, brother, sister, or child of a spouse as defined in A.R.S. § 38-502(9).

"Remote interest" is a limited interest as defined by statute that does not disqualify a governing board member or employee from participating in a contract, sale, purchase, or decision, as defined in A.R.S. § 38-502(10). A Board member's interest may be a "remote" interest pursuant to A.R.S. § 38-502(10)(h) if the relative involved is not a dependent (as defined in A.R.S. § 43-1001) or a spouse.

“Substantial interest” is any nonspeculative pecuniary or proprietary interest, either direct or indirect, other than a remote interest, as defined in A.R.S. § 38-502(11).

"Transaction" means any contract, sale, purchase or other action between the District and a vendor (as defined below).

"Vendor" means any individual, corporation, partnership, association, nonprofit organization, or any other legal entity that does business with the District.

~~**Applicability**~~

~~**This Policy applies only to Board members. For the Policy on conflicts of interest with respect to District personnel, see Policy No. 3-109.**~~

Prohibition

Board members shall refrain from voting on or otherwise participating in any manner in any district contract, sale, purchase, or decision in which the Board member or a relative has a substantial interest.

Employees shall refrain from participating in any District contract, sale, purchase, or decision in which the employee or a relative has a substantial interest.

Prohibited Board member and employee participation may include actions such as approving, developing, introducing, administering, advising, providing information, influencing decisions, or requesting or directing others to approve the matter.

Board members and employees shall not use their official position to secure any valuable benefit for themselves or family members that would not ordinarily accrue to them.

A Board member’s or employee’s failure to recuse themselves from a contract, sale, purchase, or decision in which they have a of interest could result in statutory violations, cancellation of District contracts, removal from office, or criminal penalties pursuant to A.R.S. § 38-506 and A.R.S. § 38-510.

Board Member Relatives

In accordance with A.R.S. § 15-323:

1. Board members may vote on any budgetary, personnel, or other related question before the Board, except:
    a. It is unlawful for a Board member to vote on a specific item which concerns the appointment, employment, or remuneration of the Board member or a Board member relative **who is a dependent**.
    b. It is unlawful for any Board member to vote on the employment of ~~**another Board**~~ **a governing board** member or on the employment of the spouse of a Board member unless specifically permitted by law.
2. In accordance with A.R.S. § 15-421(D), neither a Board member nor a Board member's spouse may be employed by the District unless specifically permitted by law.
    a. A Board member must resign from the Board before the Board member or a Board member's spouse accepts any form of employment with the District unless otherwise permitted by law. In accordance with A.R.S. § 15-502, a Board member's dependent may be employed by the District only after receiving specific consent of the Board.
    b. A District employee or an employee's spouse may run for ~~**membership in**~~ **election to** the Governing Board during the employee's term of employment after notifying the Superintendent and the Board President of the employee's or spouse's intent to run. If such an employee or the employee's spouse wins the election, the Employee must resign from the District before January 1 of the year following the election.
3. ~~[Optional] A small school district (as defined in A.R.S. § 15-901) may employ directly or through a third party contractor a substitute teacher who is related to a member of the Governing Board as the Board member's spouse or immediate family member. If a small school district employs a substitute teacher pursuant to A.R.S. § 15-421(E), the Governing Board member who is related to the substitute teacher shall be recused from voting on any matter relating to substitute teachers.~~

Employment of Former Board Member

Pursuant to A.R.S. § 15-421(E), the District may employ directly or through a third party contractor an individual who has served as a Governing Board member during the preceding two (2) years only in a position in which the individual will provide services directly to students including: a certificated teacher; a substitute teacher; or an individual who provides transportation, instructional support or student support services.

[Option to increase the time period to more than two (2) years in above paragraph.]

In accordance with A.R.S. § 15-323 and A.R.S. § 38-503:

1. A Board member shall not participate in any manner regarding any transaction or approval of a vendor in which the board member has a substantial interest unless a specific statutory exception applies.
2. A Board member shall not supply to the District any equipment, material, supplies or services, unless pursuant to an award or contract let after public competitive bidding, except:

    a. [FOR DISTRICTS WITH 3,000 OR MORE STUDENTS]

In accordance with A.R.S. § 15-323, the District may make purchases from a Board member only if all the following conditions have been met:

i. The purchase does not exceed $300.00.
ii. The total of all purchases (including the contemplated purchase) from any Board member within the previous twelve (**12**) months does not exceed $1,000.00.
iii. The decision to purchase has been specifically approved by the Board and has not been delegated to an employee of the District.
iv. The amount of the purchase or contract for purchase is included in the minutes of the meeting at which the Board approved the purchase.

[FOR DISTRICTS WITH 3,000 OR MORE STUDENTS]

a. In accordance with A.R.S. § 15-323, the District may make purchases from a Board member only if all the following conditions have been met:
    i. The purchase amount is less than $~~**10,000.00**~~ **$15,000** / the amount for which procurement rules require either a written quote from multiple Vendors or competitive bidding.
    ii. The decision to purchase has been specifically approved by the Board and has not been delegated to an employee of the District.
    iii. The amount of the purchase or contract for purchase is included in the minutes of the meeting at which the Board approved the purchase.

Mandatory Disclosure of Conflicts of Interest

A Board member **or employee** who has or whose relative has a substantial interest in any contract, sale, purchase, ~~**or**~~ service **or decision** of the District shall **annually** make such interest known in the official records of the District. **Board members and employees shall promptly update their conflict of interest disclosures if their circumstances change during the school year.**

[Optional – recommended by Auditor General]. The District shall seek to obtain initial conflict of interest disclosures to be completed within five (5) days of an employee starting employment or a Board member starting a new term. Board

members and employees shall update their disclosures within fifteen (15) days of a change in circumstance that results in a conflict of interest.

The District shall implement protocols to ensure that a Board member or employee who has disclosed a substantial interest refrains from voting on or from participating in any manner in the contract, sale, purchase, service or decision.

Maintenance of Disclosure of Conflict of Interest Forms

The District shall maintain disclosures of conflicts of interest and any related documentation in a separate file that shall be available for public inspection in accordance with public records laws and regulations.

Training

The District shall provide conflict of interest training to all Board members and employees at least annually to ensure Board members and employees understand their responsibilities pursuant to law and District policy and procedures.

Adopted:

Legal Authority:

A.R.S. §§ 38-501 through 511

A.R.S. § 15-213

A.R.S. § 15-323

A.R.S. § 15-421

A.R.S. § 15-502

A.R.S. § 38-509

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Policy © 3-102 Revenue

The Governing Board may establish bank accounts as permitted by statute and the Uniform System of Financial Records (USFR). All other funds shall be deposited directly with the County Treasurer or deposited into designated trust accounts as permitted by law.

Monies received from any source shall be accounted for and deposited as permitted by state law and the USFR. Staff shall follow all applicable requirements for the proper collection, supervision, disbursement, record keeping and/or remittance of any funds received.

[**Optional**] **The Board authorizes an alternative regular deposit schedule if necessary due to any of the following reasons: 1) inclement weather; 2) distance to nearest banking location; 3) nominal amount of deposit; or 4) absence of financial advantage in traveling for the deposit.**

The Board ~~**will**~~ **shall** annually consider and vote on a resolution to the County Treasurer to authorize investments for the following fiscal year.

Student Activities Funds

Pursuant to A.R.S. § 15-1122 *et seq*., the Board shall appoint a student activities treasurer. The Board may appoint an assistant student activities treasurer for each school in the District.

Student activities fund monies may be invested and reinvested by the Board. All monies earned by investment shall be credited to the student activities fund per A.R.S. § 15-1123.

The treasurer shall maintain a detailed report of all cash receipts, disbursements, transfers, and cash balances of the Student Activities Fund. A report of this information must be presented to the Board at least monthly per A.R.S. § 15-1123.

[Option 1]: The Board shall pre-approve all student activities fundraising events.

[Option 2]: The Board delegates to the Superintendent authority to pre-approve all student activities fundraising events. The Board retains discretion to approve any individual fundraising event.

[Option to list types of approved fund raisers.]

The Superintendent may establish procedures to implement student fundraising. Student fundraising shall comply with all Board-approved parameters, including but not limited to those enumerated in Procedure 5-212.B. The Board shall

receive monthly student activities fund reports of cash receipts, disbursements, transfers and cash balances

Adopted:

Legal Authority:

A.R.S. § 15-341

A.R.S. § 15-342

A.R.S. § 15-1024

A.R.S. § 15-1025

A.R.S. § 15-1101

A.R.S. § 15-1102

A.R.S. § 15-1105

A.R.S. § 15-1121 *et seq.*

A.R.S. § 15-1141 *et seq.*

A.R.S. § 15-1221 *et seq.*

Uniform System of Financial Records

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Procedure © 3-109.C Procurement - Statutory Exemptions

The Districts must follow the procurement rules adopted by the State Board of Education in Ariz. Admin. Code R7-2-1001 *et seq.* for purchases exceeding $100,000 except for sixteen (16) exempted items described in Ariz. Admin. Code. R7-2-1002(C), including but not limited to the following:

- **expenditures from student activity monies as defined in A.R.S. § 15-1121, if no District funds are involved (see A.A.C. R7-2-1002(C)(6));**
- **expenditures for Governing Board–adopted textbooks as defined in A.R.S. §§ 15-721 and 15-722, if purchased from the publisher (see A.A.C. R7-2-1002(C)(7)); and**
- **purchases of professional certifications, professional memberships, conference registrations, conference hotels and airfare that meets Arizona Department of Administration requirements (see A.A.C. R7-2-1002(C)(1)).**

A. Special Education Services

The District is not required to engage in competitive bidding to place a student in a private school that provides special education services if such placement is prescribed in the student's individualized education program and the private school has been approved by the Arizona Department of Education Division of Exceptional Student Services.

Pursuant to A.R.S. § 41-2636, the District may, without competitive bidding, purchase or contract for any products, materials, and services directly from certified nonprofit agencies that serve individuals with disabilities and Arizona correctional institutions if the delivery and quality of the goods, materials or services meet the District's reasonable requirements.

B. Intergovernmental Agreements

Intergovernmental agreements and contracts between school districts or between the District and other governing bodies are exempt from competitive bidding.

C. Insurance

The District is not required to engage in competitive bidding to make a decision to participate in insurance programs or purchase re-insurance subject to the parameters of A.R.S. § 15-213 **and A.R.S. § 15-382**.

~~**D. Funds Held In Trust**~~

~~**The District may be exempt from procurement compliance requirements when spending extracurricular activity fees, tax credit contributions, and monies held in trust by the District, such as student activity funds. Competitive bidding may be required if the expenditure is used to procure goods or services from a District employee or Governing Board member.**~~

Participating Trust member districts should review each policy with their school board legal counsel before adoption.

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OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – X-C

Agenda Item
Approval of Montecito GMP 02- Change Order 001

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

Background –
The District has reviewed and recommends approval of Change Order 001 from Chasse Construction for the following projects:

CHASSE Construction GMP 02- Montecito School Remodel
Phase 3 & 4 Design Modifications & Audio Enhancement = $792,577

Legal

Financial
BOND expenditures = $792,577

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 Montecito GMP 02- Change Order 001 with Chasse Construction.

Moved _____ Seconded _____ P/F

OSD Montecito Phase 3 & 4 Design Modifications

Friday, September 4, 2026

CHANGE ORDER 001

DIVISION	DESCRIPTION	COST	
PHASE 3	- Add (1) room to be used as teacher workroom or classroom. - Remove a portion of the partition wall in each classroom to eliminate blind spots. - Relocate and refinish of existing upper cabinetry. - Revise to mechanical to accommodate new layout. - Plumbing changes required by Maricopa County Health and City of Phoenix code changes which include the addition of insta-hot water heater at each handwash sink.	$	161,504
PHASE 4	- Add a restroom in the SPED classroom with an Adult Changing station. - Additional structural supports for sensory hammock. - Plumbing changes required by Maricopa County Health and City of Phoenix code changes which include the addition of insta-hot water heater at each handwash sink. - Remove a portion of the partition wall in each classroom to eliminate blind spots on the 1st floor. - Reduction of scope on the 2nd floor includes classroom configuration to remain, upgrade mechanical, upgrade lighting, new carpet, and add insta-hots at sinks.	$	162,286
PHASE 1,2,3,4	- Upgraded Audio Enhancement Package selected by District.	$	157,906
	SUBTOTAL	**$**	**481,696**
	Contingency (2%)	$	10,672
	General Conditions & Requirements (3 months)	$	209,800
	Insurance & Bonds	$	23,726
	Taxes & Fees	$	66,684
	TOTAL CHANGE ORDER	**$**	**792,577**

OSBORN SCHOOL DISTRICT NO. 8
September 15, 2026
Board Meeting

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

Agenda Item Number – XI

Agenda Item
Board Development

For Board: ☐ Action ☒ Discussion ☒ Information

Background –

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