OSBORN SCHOOL DISTRICT NO. 8
GOVERNING BOARD MEETING
November 17, 2026

Regular Meeting 5:30 P.M.
Doors Open – 5:15 PM

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 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 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, November 17, 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 /Land Acknowledgement/ School Presentation
Solano will present and celebrate their Spread LOVE Award Winners with the community

III. Governing Board Reports

IV. District Celebrations and Announcements
A. NIET Fellowship for Chief Instructional Leaders- Abby Potter-Davis

V. Call to the Public

VI. Consent Agenda – Approval of Items since November Meeting
A. Ratification of Accounts Payable Vouchers
B. Ratification of Payroll Vouchers
C. Board Minutes
1. Regular Meeting of October 13, 2026
2. Work Study of October 20, 2026
D. Approval of Personnel Items
1. New Employees
2. Extra Duty Contracts

3. Employment Changes/Additions
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 of Equipment
I. Approval of MOU's/Agreements with Community Partners
   1. Approval of the Renewal of the Host School Agreement with International TeachAlliance, a program of ESI 26-27
   2. Approval of MOU with Native Health 26-27 SY
   3. Approval of Unpaid Non-Clinical Garden to Table Nutrition Dietetic Internship Agreement between Osborn School District and Garden to Table Nutrition Dietetic Internship for intern Anne Costa.
   4. Approval of the Memorandum of Understanding between Southeastern Oklahoma State University and the Osborn School District for the 2026-2027 SY
   5. Approval of IGA with Creighton to provide SPED Services
   6. Approval of First Amendment to the District Partnership Agreement with City Year, Inc.
J. Approval for Cory Alexander to attend ScratchWorks Gathering in San Diego CA May 3-6, 2027
K. Approval for Cory Alexander to attend the School Nutrition Association's 2027 Legislative Action Conference March 7-9, 2027 in Washington DC
L. Approval of Out-of-State Travel for Operations Officer C. McCabe and Business Services Accounting Manager, C Arroyo to attend the ASBO Eagle Institute & Leadership Conference in Savannah, GA February 9-12, 2027.
M. Approval of Co-op Procurements for FY27 -Revised
N. Renewal of BIDs, RFPs, RFQs

VII. Board Presentation

Director of Maintenance and Transportation, Mr. Garcia, will present an overview of Osborn maintenance team.

VIII. Administrative Reports since October Meeting

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

IX. INFORMATION UPDATES

A. OEA Update
B. Bond Update

X. Action Items

ACTION/APPROVAL

A. Second review and approval 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

B. Under the authority of Governing Board Policy 1-303, the Board may consider suspending Governing Board Policy 1-303, as it pertains to a first and second reading of adjustments to policy, for the purpose of addressing item X-C on this agenda.
C. Approval of revisions to Governing Board Policy 3-106 Federal and State Grant Funding Sources
D. Approval of online payment processor
E. Approval of decision of Hearing Officer James Poquette in Expulsion Hearing of student matter 12263
F. Approval of Procurement for Bond Projects

XI. **Board Development**
Member Ford- CUBE Conference Update

XII. Future Agenda Items

XIII. Adjournment

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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
November 17, 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
November 17, 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 –

1. Solano will proudly recognize five staff members as LOVE Award recipients, one representing each of Osborn's core values: Integrity, Relationships, Equity, Joy, and Growth. Our presentation will also spotlight our partnership with City Year and the positive impact its members are having on our school. We look forward to sharing how this collaboration supports classroom instruction, strengthens relationships, and provides additional academic and social-emotional support for our students.

2. NIET Fellowship for Chief Instructional Leaders- Abby Potter-Davis

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
November 17, 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 12:00 pm on Tuesday, November 17, 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
November 17, 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 October 1, through October 30, 2026.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of FY26 - FY27 Accounts Payable Vouchers Processed

10/1/26 through 10/30/26

Fund Title	Fund #	Total
M & O	1	298094.57
P301 Base Pay	11	0
P301 Performance Payout	12	0
Instructional Improvement fund	20	0
Title I	100	245.85
Title I	101	0
Direct Student Services Grant	108	0
Title I Targeted Support & Improvement	115	0
Title I Targeted Support & Improvement	116	0
Title IIA - Improving Teacher Quality	140	0
Title IIA - Improving Teacher Quality	141	3141.1
TITLE IV-SAFE & DRUG FREE BASIC	160	0
Title IV- Safe & Drug free basic	161	1178.09
21st Century (Enc, Sol)	162	1800
21st Century (CL, LV, OMS)	163	0
Title III	190	0
Title III	191	0
Emergency Immigrant Funding	196	0
Title VII - Indian Ed	200	0
Idea - Basic	220	0
ARRA - IDEA BASIC	221	939.68
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	700
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	60.65
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	0
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	44238.75
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	60253.47
Civic Center	515	0
Community School	520	48.53
Community School Montessori	521	0
Auxiliary Operations	525	3790.54
Extra Curr Tax Fees CR	526	1179.48
Gift and Donations	530	10415.75
Fingerprint	540	0
Insurance Proceeds	550	0
Textbooks	555	0
LITIGATION RECOVERY	565	0
Indirect Costs	570	4274
Unemployment Insurance	575	0
Insurance Refund	585	0
Unrestrict Capital Outlay	610	108792.75
Bond Building funds	630	2904787.28

Energy & Water Savings	665	0
SFB BUILDING RENEWAL	691	0
Student Activities	850	391.45
Employee Insurance Fund	855	216675.97
		3661007.91

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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 October 1 through October 31, 2026.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of Payroll Vouchers 9/01/26 thru 9/31/26

Voucher number

Fund Title	Fund	Total
Maintenance & Operation	001	1,291,143.73
Proposition 301	011	192,515.13
Proposition 301	012	2,563.73
Instructional Improvement Fund	020	2,618.06
Structured English Emersion	71	0.00
Title I Disadvantaged Grant	101	56,223.56
na	115	0.00
Title I Targetted Support & Improvement	116	0.00
Title I Focus School	117	0.00
Title IIA	140	480.79
Title IIA	141	1,183.74
Title IV- Safe & Drug Free Basic	160	600.61
Title IV	161	96.00
21st CCLC Grant	162	1,918.57
21st CCLC Grant	163	0.00
Title III	190	934.95
Title III	191	3,900.18
Title VII-Indian Ed	200	3,940.67
IDEA - General Entitlement Grant	220	0.00
IDEA - BASIC	221	62,179.73
IDEA-Preschol Grant	222	0.00
IDEA EDISA - 3 TRAININ	223	6,408.07
ARP- IDEA PRESCHOOL	227	0.00
ARP- IDEA BASIC	228	0.00
Johnson O'Malley	231	1,688.87
McKinney Vento	281	0.00
Medicaid Reimbursement Fund	290	20,607.33
Preschool Developmental Year 1	320	0.00
AZ Prime Grant	321	0.00
PDG - CONTINUATION GRANT	323	0.00
HQEL Grant	333	15,775.56
ESSER ROUND III	346	0.00
FED ED INNOVATION RESEARCH	364	3,500.29
RESULTS BASED FUNDING	457	0.00
Early Literacy Grant	472	798.72
FOUNDATIONAL LITERACY GRANT	473	15,471.66
OIE RISE GRANT	475	2,412.69
SCHOOL SAFETY GRANT	480	41,215.93
STATE TUTORING	483	0.00
Food Service Fund	510	83,917.23
Civic Center	515	7,685.19
Community Schools	520	26,533.90
Community Schools-Montessori	521	30,161.19
Extra Curr Tax Fees	526	154.68
Gifts & Donations	530	4,774.66
Indirect Costs Fund	570	29,378.72
BOND FUNDS	630	10,712.39
UNRESTRICT CAPITAL OUTLAY	610	0.00
		$ 1,921,496.53

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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-1-2

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. October 13, 2026 Regular Meeting
2. October 20, 2026 Work Study

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 Regular Meeting
October 13, 2026

The Regular Meeting of the Osborn School District Governing Board was called to order at 5:31 PM by Board Clerk Rhiannon Ford.

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

At the conclusion of the Public Hearing, the regular meeting resumed at 5:34 PM.

Pledge of Allegiance/Land Acknowledgement
Principal White led the pledge. Clerk Ford read the land acknowledgement.

Governing Board Reports
Mr. Blink thanked all who attended the community forum to meet board member candidates and he encouraged all to vote. He said he appreciated the updates from the schools sharing lots of great news.

Mr. Hermes said he was impressed by the candidate forum moderated by Clerk Ford and Clarendon Parent Student Success Day. He thanked all parents who attended conferences and Mrs. Delgado Beagley, Principal Fernandez and the fire department for their work on the bike rodeo. He was also glad to recognize the Indigenous community on Indigenous Peoples Day

Mrs. Ford shared that she participated in the board retreat and met with President Ramos and OEA to work towards a smooth transition with Meet and Confer. She also attended a Blue Zones class and read to Ms. La O'Garcia's class at Longview. She recently attended NSBA's CUBE Conference and attended an AI focus group. She is also working on a presentation with Board Members from out of state and will be presenting at the NSBA Conference in January. Thanking members for the community forum she stated the importance of protecting elections and encouraged the community to vote.

District Celebrations and Announcements
Longview School Presentation
Principal White recognized Spread L.O.V.E. recipients from Longview:

Relationships-Marina La Rosa
Growth-Rosie Elias
Joy-Debbie Knudsen
Equity-Kendall Catalon Songer
Integrity-Brianne Ellison

Longview SEAS teacher Brianne Ellison presented information on the Social Emotional Academic Support (SEAS) self contained program explaining that the program helps students with emotional disabilities learn ways to succeed when they transition to other classrooms. Ms. Ellison then shared success stories of students who have succeeded and transitioned out of the

program noting student successes that include perfect attendance, completion of state tests, growing and transitioning out of the program.

National Principals Month
Superintendent Carranza recognized school principals who he said represent the pride, traditions and the people who make the schools possible but keep students and staff at the center of their work.

Clerk Ford called for a break at 6:08 pm. Meeting resumed at 6:13 pm.

Consent Agenda – Approval of Items Since September Meeting

A. Ratification of Accounts Payable Vouchers
B. Ratification of Payroll Vouchers
C. Board Minutes
   1. September 15, 2026 Regular Meeting
D. Approval of Personnel Items
   1. New Employees
   2. Extra Duty Contracts
   3. Employment Changes/Additions
   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 of Equipment
I. MOUs/Agreements with Partner Organizations
   1. MOU and Business Associate Agreement with Valle del Sol
   2. Approval of the Memorandum of Understanding between Excel Soccer Academy and the Osborn School District for the 2026- 2027 SY
   3. Approval of the Memorandum of Understanding and lease between Lutheran Social Services of the Southwest and the Osborn School District for the 2026-27 SY
   4. Approval of MOU with MIND 24-7, LLC

Mr. Hermes motioned for approval. Mr. Blink seconded. Motion carried 3-0.

Mrs. Ford aye
Mr. Hermes aye
Mr. Blink aye

Admin Reports
No comments

Information/Discussion Items

FY27 Annual Bond and DAA Override Report
Ms. McCabe shared that this item is the required annual report. She explained that the previous 50 million dollar bond has been fully funded with expenditures to date of $49,958,350 and

remaining funds are committed to projects in progress of $133,263. The district has issued $70 million of the new $100 million bond to fund capital improvement projects. She then reviewed how funds spent to date align with the voter pamphlets.

Referring to the current $1,500,000 DAA FY27 override the district has $468,795 expenditures to date. The FY26 DAA override expenditures total $1,939,147.

Mr. Hermes expressed displeasure with services provided on one of the bond funded projects at Solano this past summer adding that he would prefer to see union skilled labor in the future. Ms. McCabe provided assurance that the district has mechanisms in place and final payment is not made until all work is completed to district satisfaction and quality expectations.

Annual M&O Override Report

Ms. McCabe noted that this item is also a statutory requirement. She explained that the FY26 M&O Override generated just over $2.6 million and $2.9 million has been expended on the items identified in the original voter pamphlet noting that the majority of M&O override funds are used toward staff salaries. Ms. McCabe then provided clarification around funding resource and gifted services as well as noting that site administrator salaries are not paid from multiple funds.

OEA Update

Ms. Gerlock stated the purpose of the organization and shared that for September /October OEA had 9 active cases and have supported 13 cases since the start of the school year. She said Meet and Confer will meet this week.

Ms. Callisen shared that they have met with Superintendent Carranza and the meeting for Meet and Confer has been scheduled. She said that although there are no new recommendations for future items at this time, they will be sharing recommendations in the future.

Action Items

Approval of decision of Hearing Officer James Poquette in Expulsion and Long Term Suspensions Hearing for students:

1. Student Matter 12260
2. Student Matter 12261
3. Student Matter 12262

Mr. Blink motioned to approve. Mr. Hermes seconded. Motion carried 3-0.

Mrs. Ford aye
Mr. Hermes aye
Mr. Blink aye

Mr. Hermes left the in person meeting and began attending the meeting virtually at 6:33 pm prior to stepping out of the room.

Approval of the 2025/26 Annual Financial Report

Ms. McCabe provided highlights stating that the FY26 M&O expenditures were just under 22 million. Sharing a presentation she provided a breakdown of expenditures and the percentage of M&O dollars spent in each category. Salary and benefits were highest at 81.5% with Ms. McCabe noting that this is an increase over the previous year as the district has had more direct hires saving the cost of contracting staff from outside sources. Reviewing dollars in the classroom projections she explained that not all items count as direct instruction expenditures. The final Auditor General's report for FY26 will be issued in the spring. She reiterated that without additional dollars increasing expenditure levels in one area means expenditure levels must shrink somewhere else.

Providing highlights Ms. McCabe shared that the average teacher salary increased by over 40% since 2018 noting that retention helps with this average. The 25/26 school year combined direct instruction, student supports and school administration costs resulting in 72% of district dollars going directly to our schools.

Further discussion took place around the categories in the AGs dollars in the classroom report and challenges with ensuring student supports including social workers, nurses and therapists are maintained as they do not meet the definition of direct instruction.

Mr. Hermes moved to approve. Mr. Blink seconded. Motion carried 3-0.

Mrs. Ford aye
Mr. Hermes aye
Mr. Blink aye

Approval of FY27 SFOB Preventative Maintenance Plan

Members were provided the plan as part of the packet and had no questions for Mr. Garcia.

Mr. Hermes moved to approve. Mr. Blink seconded. Motion carried 3-0.

Mrs. Ford aye
Mr. Hermes aye
Mr. Blink aye

Board Development

none

Future

Mr. Blink

- Concern with new capital projects and any stress that may be caused by the new facilities on the M&O budget
- Enrollment strategy- sites are encouraging enrollment document and expand best practices

Mr. Hermes

- Would like to have a 2 year calendar brought forward for adoption
- Discuss comprehensive heat mitigation policy

Mrs. Ford

- Update on new gifted education services

Adjournment

Mrs. Ramos declared the meeting adjourned at 6:58 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
October 20, 2026

The Work Study of the Osborn School District Governing Board was called to order at 5:31 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 attended virtually
Mr. Felipe Carranza, Superintendent

Action
Recommendation to Approve the Dismissal of Teacher, Gabriel Chacon
President Ramos motioned to approve. Mrs. Ford seconded. Motion carried 4-0.

Violeta Ramos - aye
Rhiannon Ford - aye
Edward Hermes -aye
Eric Thompson -aye

Call to the Public
None.

Information/Discussion Items
Bond Project Presentation
Mr. Brubaker, Ms. Rose and Ms. Haros provided an overview of the process they follow when provided an opportunity to design a facility that meets a district's needs. Beginning with discussion of overall goals, gathering information and research to scheduling design, permitting and construction.

Mr. Blink joined the meeting virtually at 6:00 pm.

In response to member questions, Ms. McCabe explained that the district wants to take time to receive plenty of input as the district enters in initial planning for the performing arts center.

Strategic Planning Session & District Priority: Enrollment Growth
Ms. Aguirre and Ms. Robinson led the conversation beginning with a review of the previous session. Superintendent Carranza noted that in addition to the data presented by Ms. Aguirre and Ms. Robinson. he will be sharing information around where students not attending Osborn schools who live in the district are going.

After reviewing core values, the mission statement and timeline for developing the strategic plan, Ms. Aguirre shared they had previously discussed strengths and weaknesses and will dig into data on enrollment. Members reviewed data collected from certified, classified and family surveys. Ms. Robinson then led a discussion around strengths and weaknesses shown in the data and how this information can be used to strengthen the district and enrollment. Members discussed ways to bring the community together to strengthen ties with the district and its facilities, creating a natural segue for families when making school enrollment decisions.

Superintendent Carranza shared information that showed schools students living in the district are attending when they are not attending Osborn schools. Discussion followed with further brainstorming around community engagement and presenting opportunities for bringing families to the district.

Adjournment

President Ramos declared the meeting adjourned at 7:48 PM.

Minutes submitted by:

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

_____
Rhiannon Ford, Board Clerk

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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
Kelly	Crow	Teacher - 3rd	Solano	10/19/2026	$40,136.65
Laurie	Bannick-Junge	Psycologist	DO	10/12/2026	$29,159.00

NEW EMPLOYEES: CLASSIFIED

FIRST NAME	NAME	POSITION	LOCATION	DATE HIRED	RATE OF PAY
Reyanne	Montoya	Educational Assista	Longview	10/19/2026	$16.16
Maria	Armenta	Bus Driver	M&T	10/21/2026	$25.75
Graciela	Calixto	Bus Driver	M&T	10/26/2026	$25.75
Graciela	Lozano	Custodian	M&T	10/27/2026	$21.70

ADDITIONAL ASSIGNMENTS

FIRST NAME	LAST NAME	POSITION	LOCATION	DATE	RATE OF
Vanessa	Luevano Santos	XD-21ST CENTURY ATTENDANCE CLERK	Longview	9/1/2026	$27.71
Claudia	Valencia	XD- AFTER SCHOOL TUTOR	CLR	10/13/2026	$24.05

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
Jessica	Dodge	Educational Asst Montesorri	Teacher- Montessori	MMS	10/12/26	$41,558.90
Melissa	Gavitt	Educational Asst	Teacher - 3rd	ENC	11/2/2026	$35,992.25

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
Fatima	Brown	Bus Driver Trainer	M&T	10/28/2026
Alicia	Lee	Educational Asst SC/CC	Longview	10/16/2026
Vidalia	Reyes	Educational Asst SC/CC	Encanto	10/30/2026
Katrina	Roberts	Teacher	Montecito	10/2/2026
Maria	Flores	Bus Driver	M&T	9/11/2026
Salvador	Torres	Custodian	Longview	12/4/2026
Rachel	Bonilla	Payroll Specialist	DO	10/29/26

LEAVE OF ABSENCES:

FIRST NAME	LAST NAME	REASON	LOCATION	DATE
Gabriel	Chacon	Unpaid Administrative Leav	ENC	10/7/26
Itzel	Garcia	FMLA-Return	MMS	10/26/26
Beatrice	Shaw	FMLA	SOL	10/23-11/13/26
Ashley	Munza	FMLA	ENC	8/21-11/11/26

MILITARY LEAVE:

FIRST NAME	LAST NAME	REASON	LOCATION	DATE

PRE-APPROVAL ADDENDUM TO CONTRACT		
NAME	PROGRAM	AMOUNT
Aguirre, Alexis	Strategic Plan Facilitator 8/1/26-6/1/27	$5,000.00
Akins, Emily	NCCC-Speech Language Pathologist 7/30/26-5/21/27	$2,500.00
Akins, Emily	SLP intern advisor 7/30/26-5/21/27	$2,500.00
Avina, Amber	NCSP- School Psychologist 7/30/26-5/31/27	$2,500.00
Bejarano, Vanessa	TAP Advisor 7/30/26-5/19/27	$750.00
Bejarano, Vanessa	Dual Language Spa Teacher 7/30/26-5/19/27	$2,500.00
Castelli-Wright, Danielle	Lead Teacher 7/30/26-5/19/27	$500.00
Catalon-Songer, Kendall	Lead Social Worker 7/30/26-5/31/27	$5,000.00
Davey, Jenny	Dual Language Eng Spa Teacher 7/30/26-5/19/27	$2,500.00
Delgado-Beagley, Cristina	McKinney-Vento Liaison 7/30/26-5/19/27	$5,000.00
Delgado, Cristina	Lead Social Worker 7/30/26-5/31/27	$5,000.00
Feriam Anna	Tax Credit After School Coord, 9/21/26-5/19/27	$5,000.00
Flores, Deimy	McKinney-Vento Site Support 7/30/26-5/19/27	$1,500.00
Formanek, John	TAP Advisor 7/30/26-5/19/27	$1,500.00
Frederick, Macklin	PLC Lead 7/30/26-5/19/27	$1,000.00
Frederick, Macklin	Basketball Coach 11/2/26-1/29/27	$1,000.00
Georges, Julia	Club Sponsor 9/24-12/17/26	$400.00
Goetter, Ashley	Dual Language Eng Teacher 7/30/26-5/19/27	$1,500.00
Gonzalez Tena, Stephanie	Dual Language Spa Teacher 7/30/26-5/19/27	$2,500.00
Groves, Amanda	Dual Language Eng Teacher 7/30/26-5/19/27	$1,500.00
Guzman, Jose	Dual Language Eng. Spa Teacher 7/30/26-5/19/27	$2,500.00
Hastenstab, Stephanie	TAP Advisor 7/30/26-5/19/27	$1,500.00
Henderson, Kyrie	McKinney-Vento Site Support 7/30/26-5/19/27	$1,500.00
Hinton, Donald	Soccer Coach 11/16/26-1/29/27	$1,000.00
Kahl, Kayce	Dual Language Eng Teacher 7/30/26-5/19/27	$1,500.00
Knudsen, Debbie	TLT Member 7/27/26-5/20/27	$1,500.00
Knudsen, Deborah	TAP Advisor 7/30/26-5/19/27	$1,500.00
Kohrs, Denise	NCCC-Speech Language Pathologist 7/30/26-5/21/27	$2,500.00
Lameda, Jonathan	Dual Language Spa Teacher 7/30/26-5/19/27	$2,500.00
LaRosa, Marina	McKinney-Vento Site Support 7/30/26-5/19/27	$1,500.00
Linn, Raymond	Club Sponsor 9/24-12/17/26	$960.00
Linton-Brown, Teola	TAP Advisor 7/30/26-5/19/27	$1,500.00
Lizarraga, Mackenzie	Dual Language Spa Teacher 7/30/26-5/19/27	$2,500.00
Maynard, Clare	Gifted Lead (Title IV) 7/30/26-5/19/27	$1,000.00
Merrill, Amanda	Gifted Lead (Title IV) 7/30/26-5/19/27	$1,000.00
Morales, Johnny	Basketball Coach 11/2/26-1/29/27	$1,000.00
Moreno, Alex	Dual Language Eng. Spa Teacher 7/30/26-5/19/27	$2,500.00
Murray, Jennifer	Dual Language Eng Teacher 7/30/26-5/19/27	$1,500.00
Oehler, Ashley	Dual Language Eng Teacher 7/30/26-5/19/27	$1,500.00
Renning, Amanda	Gifted Lead (Title IV) 7/30/26-5/19/27	$500.00
Renning, Amanda	TAP Advisor 7/30/26-5/19/27	$1,500.00

Robins, Jennifer	NCCC-Speech Language Pathologist 7/30/26-5/21/27	$2,500.00
Robinson, Melissa	Strategic Plan Facilitator 8/1/26-6/1/27	$5,000.00
Ruan, Jess Morales	Dual Language Eng Spa Teacher 7/30/26-5/19/27	$2,500.00
Sanchez Hernandez Nayely	Dual Language Spa Teacher 7/30/26-5/19/27	$2,500.00
Sandoval, Guadalupe	TAP Advisor 7/30/26-5/19/27	$1,500.00
Santillano, Magali	Dual Language Eng. Spa Teacher 7/30/26-5/19/27	$2,500.00
Sauter, Jessica	Dual Language Eng Spa Teacher 7/30/26-5/19/27	$2,500.00
Serrano, Samuel	Dual Language Spa Teacher 7/30/26-5/19/27	$2,500.00
Shilito, Alexandra	TAP Advisor 7/30/26-5/19/27	$1,500.00
Silva, Yahudy	Dual Language Eng Spa Teacher 7/30/26-5/19/27	$2,500.00
Smith, Alexis	NCSP- School Psychologist 7/30/26-5/31/27	$2,500.00
Sosa, Diego	Dual Language Eng Spa Teacher 7/30/26-5/19/27	$2,500.00
Stubbs, Juanita	Dual Language Spa Teacher 7/30/26-5/19/27	$2,500.00
Swenson, Sarah	NCCC-Speech Language Pathologist 7/30/26-5/21/27	$2,500.00
Terriciano, Molly	Family Engagement Liaison/Comm. Mbr. 8/10/26-5/19/2	$400.00
Terriciano, Molly	Dual Language Eng Teacher 7/30/26-5/19/27	$1,500.00
Toone, Brenda	Dual Language Eng. Teacher 7/30/26-5/19/27	$1,500.00
Valencia, Luis	TAP Advisor 7/30/26-5/19/27	$1,500.00
Vargas, Luis	Dual Language Eng Spa Teacher 7/30/26-5/19/27	$2,500.00
Vehr, Rodi	TLT Member 7/27/26-5/20/27	$1,500.00
Vehr, Rosina	TAP Advisor 7/30/26-5/19/27	$1,500.00
Villanueva Corrales, Lorenna	Dual Language Eng Spa Teacher 7/30/26-5/19/27	$2,500.00
Vogel, Aaron	District Program Coord. 9/7/26-5/21/27	$10,000.00
Whaley, Scott	TAP Advisor 7/30/26-5/19/27	$750.00
Whaley, Scott	Dual Language Eng Teacher 7/30/26-5/19/27	$1,500.00
Wilhelmy, Danielle	TAP Advisor 7/30/26-5/19/27	$1,500.00
Wright, Rosa Marina	Dual Language Eng. Spa Teacher 7/30/26-5/19/27	$2,500.00

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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
Chasse Building Team	60 Thanksgiving meal boxes	District-wide	$3,000.
Rafi Law Firm	Key chains, water bottle, pens	Clarendon-Ms. Allen's class	$50.00

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 #8

REQUEST FOR ACCEPTANCE OF DONATIONS AND GIFTS

NAME OF INDIVIDUAL MAKING DONATION: _____
(PLEASE PRINT)

REPRESENTING (FIRM, CORPORATION): RAFI Law Office

SIGNATURE _____

ADDRESS 2235 N. 35th Ave. #100

CITY Phoenix STATE AZ ZIP 85009

PHONE NUMBER (HOME) _____ (OFFICE) _____

SCHOOL REQUESTING ACCEPTANCE _____

PRINCIPAL SIGNATURE _____ DATE _____

DONATED ITEM:

DESCRIPTION Keychains, water bottle, pens

SERIAL # _____

ESTIMATED VALUE $50

ROOM #/LOCATION OF ITEM _____

BUSINESS OFFICE/PROPERTY CONTROL

ASSIGNED ASSET # _____

DATE OF BOARD APPROVAL _____

ORIG. — PROP. CONTROL YELLOW — BSN. MGR. PINK — SCHOOL/DEPT. HEAD

6/90

OSBORN SCHOOL DISTRICT #8

REQUEST FOR ACCEPTANCE OF DONATIONS AND GIFTS

NAME OF INDIVIDUAL MAKING DONATION: Chasse Building Team
(PLEASE PRINT)

REPRESENTING (FIRM, CORPORATION): _____

SIGNATURE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE NUMBER (HOME) _____ (OFFICE) _____

SCHOOL REQUESTING ACCEPTANCE Osborn School District

PRINCIPAL SIGNATURE Colleen McCabe DATE 10/30/20

DONATED ITEM:

DESCRIPTION Thanksgiving meal boxes for 60 Osborn families.

SERIAL # _____

ESTIMATED VALUE $3000.00

ROOM #/LOCATION OF ITEM _____

BUSINESS OFFICE/PROPERTY CONTROL

ASSIGNED ASSET # _____

DATE OF BOARD APPROVAL _____

ORIG. — PROP. CONTROL YELLOW — BSN. MGR. PINK — SCHOOL/DEPT. HEAD

6/90

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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: 10/1/2026 To Date: 10/31/2026

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	($1,735,414.33)	($1,945,810.05)	$1,945,810.05	$0.00	$1,945,810.05	0.00%
001.000.0000.2000.000.000.0000	Undesignated	$0.00	($1.10)	$157.47	($157.47)	$0.00	($157.47)	0.00%
001.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	($1,295,331.15)	($3,153,932.60)	$3,153,932.60	$0.00	$3,153,932.60	0.00%
001.000.0000.6000.000.000.0000	BUDGET LINE	$23,604,982.00	$1,598,797.16	$5,716,370.90	$17,888,611.10	$12,892,467.35	$4,996,143.75	21.17%
	FUND: MAINTENANCE AND OPERATION - 001	$23,604,982.00	($1,431,949.42)	$616,785.72	$22,988,196.28	$12,892,467.35	$10,095,728.93	42.77%
010.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	($181,202.01)	($724,808.04)	$724,808.04	$0.00	$724,808.04	0.00%
	FUND: CLASSROOM SITE FUND - 010	$0.00	($181,202.01)	($724,808.04)	$724,808.04	$0.00	$724,808.04	0.00%
011.000.0000.1000.000.000.0000	DO NOT USE	$0.00	$0.00	($24,123.90)	$24,123.90	$0.00	$24,123.90	0.00%
011.000.0000.6000.000.000.0000	BUDGET LINE	$5,186,674.57	$194,628.84	$550,358.27	$4,636,316.30	$1,460,281.59	$3,176,034.71	61.23%
	FUND: P301 BASE PAY - 011	$5,186,674.57	$194,628.84	$526,234.37	$4,660,440.20	$1,460,281.59	$3,200,158.61	61.70%
020.000.0000.6000.000.000.0000	BUDGET LINE	$200,000.00	$5,317.48	$14,956.88	$185,043.12	$40,440.69	$144,602.43	72.30%
	FUND: INSTRUCTIONAL IMPROVEMENT FUND - 020	$200,000.00	$5,317.48	$14,956.88	$185,043.12	$40,440.69	$144,602.43	72.30%
071.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	($10,060.18)	$10,060.18	$0.00	$10,060.18	0.00%
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	($10,060.18)	$64,437.49	$0.00	$64,437.49	118.50%
100.000.0000.6000.000.000.0000	BUDGET LINE	$1,153,863.70	$245.85	$346.69	$1,153,517.01	$766.28	$1,152,750.73	99.90%
	FUND: TITLE I - 100	$1,153,863.70	$245.85	$346.69	$1,153,517.01	$766.28	$1,152,750.73	99.90%
101.000.0000.6000.000.000.0000	BUDGET LINE	$1,607,134.39	$57,786.11	$180,128.00	$1,427,006.39	$441,148.42	$985,857.97	61.34%
	FUND: TITLE I - 101	$1,607,134.39	$57,786.11	$180,128.00	$1,427,006.39	$441,148.42	$985,857.97	61.34%
108.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($500.00)	$500.00	$0.00	$500.00	0.00%
	FUND: DIRECT STUDENT SERVICES GRANT - 108	$0.00	$0.00	($500.00)	$500.00	$0.00	$500.00	0.00%
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%
112.000.0000.6000.000.000.0000	BUDGET LINE	$0.00	$0.00	$0.00	$0.00	$4,861.67	($4,861.67)	0.00%
	FUND: SYSTEMIC SCHOOL & IMPROVEMENT GRANT - 112	$0.00	$0.00	$0.00	$0.00	$4,861.67	($4,861.67)	0.00%
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	$0.00	$10,704.00	$19,296.00	$13,239.51	$6,056.49	20.19%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 116	$30,000.00	$0.00	$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	$480.79	$480.79	$143,295.50	$0.00	$143,295.50	99.67%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 140	$143,776.29	$480.79	$480.79	$143,295.50	$0.00	$143,295.50	99.67%
141.000.0000.6000.000.000.0000	BUDGET LINE	$251,373.39	$4,324.84	$6,409.40	$244,963.99	$10,489.98	$234,474.01	93.28%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 141	$251,373.39	$4,324.84	$6,409.40	$244,963.99	$10,489.98	$234,474.01	93.28%
160.000.0000.6000.000.000.0000	BUDGET LINE	$95,886.60	$600.61	$12,546.97	$83,339.63	$628.79	$82,710.84	86.26%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 160	$95,886.60	$600.61	$12,546.97	$83,339.63	$628.79	$82,710.84	86.26%
161.000.0000.6000.000.000.0000	BUDGET LINE	$169,955.66	$411.00	$1,565.62	$168,390.04	$12,770.68	$155,619.36	91.56%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161	$169,955.66	$411.00	$1,565.62	$168,390.04	$12,770.68	$155,619.36	91.56%

Board Rev & Expense Report

From Date: 10/1/2026 To Date: 10/31/2026

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
162.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	($27,706.75)	($27,706.75)	$27,706.75	$0.00	$27,706.75	0.00%
162.000.0000.6000.000.000.0000	BUDGET LINE	$240,000.00	$3,718.57	$4,881.69	$235,118.31	$20,560.41	$214,557.90	89.40%
	FUND: 21ST CENTURY (ENC, SOL) - 162	$240,000.00	($23,988.18)	($22,825.06)	$262,825.06	$20,560.41	$242,264.65	100.94%
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%
190.000.0000.6000.000.000.0000	BUDGET LINE	$70,747.77	$1,053.29	$5,333.29	$65,414.48	$265.60	$65,148.88	92.09%
	FUND: TITLE III - 190	$70,747.77	$1,053.29	$5,333.29	$65,414.48	$265.60	$65,148.88	92.09%
191.000.0000.6000.000.000.0000	BUDGET LINE	$110,951.69	$3,900.18	$14,556.78	$96,394.91	$31,362.20	$65,032.71	58.61%
	FUND: TITLE III - 191	$110,951.69	$3,900.18	$14,556.78	$96,394.91	$31,362.20	$65,032.71	58.61%
200.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	($16,085.72)	($16,085.72)	$16,085.72	$0.00	$16,085.72	0.00%
200.000.0000.6000.000.000.0000	BUDGET LINE	$35,595.00	$3,940.67	$11,189.34	$24,405.66	$30,703.57	($6,297.91)	-17.69%
	FUND: TITLE VII - INDIAN ED - 200	$35,595.00	($12,145.05)	($4,896.38)	$40,491.38	$30,703.57	$9,787.81	27.50%
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	$63,119.41	$183,853.26	$711,997.04	$477,195.39	$234,801.65	26.21%
	FUND: IDEA BASIC - 221	$895,850.30	$63,119.41	$183,853.26	$711,997.04	$477,195.39	$234,801.65	26.21%
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	$6,408.07	$19,055.32	$10,917.72	$49,232.49	($38,314.77)	-127.83%
	FUND: IDEA EDISA - 2 Training - 223	$29,973.04	$6,408.07	$19,055.32	$10,917.72	$49,232.49	($38,314.77)	-127.83%
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	$2,388.87	$5,495.45	$31,678.02	$13,158.70	$18,519.32	49.82%
	FUND: JOHNSON-O'MALLEY - 231	$37,173.47	$2,388.87	$5,495.45	$31,678.02	$13,158.70	$18,519.32	49.82%
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	$0.00	($1,400.96)	$1,400.96	$0.00	$1,400.96	0.00%
290.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	$0.00	($13,017.90)	$13,017.90	$0.00	$13,017.90	0.00%
290.000.0000.6000.000.000.0000	BUDGET LINE	$550,000.00	$20,667.98	$70,135.63	$479,864.37	$172,608.69	$307,255.68	55.86%
	FUND: MEDICAID REIMB - 290	$550,000.00	$20,667.98	$55,716.77	$494,283.23	$172,608.69	$321,674.54	58.49%
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%

Board Rev & Expense Report

From Date: 10/1/2026 To Date: 10/31/2026

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
323.000.0000.6000.000.000.0000	BUDGET LINE	$350,000.00	$0.00	$0.00	$350,000.00	$143.33	$349,856.67	99.96%
	FUND: PDG- CONTINUATION GRANT - 323	$350,000.00	$0.00	$0.00	$350,000.00	$143.33	$349,856.67	99.96%
333.000.0000.6000.000.000.0000	BUDGET LINE	$800,000.00	$15,775.56	$54,447.36	$745,552.64	$115,152.91	$630,399.73	78.80%
	FUND: HQEL - 333	$800,000.00	$15,775.56	$54,447.36	$745,552.64	$115,152.91	$630,399.73	78.80%
364.000.0000.6000.000.000.0000	BUDGET LINE	$1,000,000.00	$47,739.04	$54,181.66	$945,818.34	$142,266.03	$803,552.31	80.36%
	FUND: FED ED INNOVATION RESEARCH GRANT - 364	$1,000,000.00	$47,739.04	$54,181.66	$945,818.34	$142,266.03	$803,552.31	80.36%
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	$2,107.52	$2,107.52	$177,892.48	$16,498.37	$161,394.11	89.66%
	FUND: EARLY LITERACY GRANT - 472	$180,000.00	$2,107.52	$2,107.52	$177,892.48	$16,498.37	$161,394.11	89.66%
473.000.0000.6000.000.000.0000	BUDGET LINE	$185,820.00	$15,471.66	$43,966.03	$141,853.97	$118,976.94	$22,877.03	12.31%
	FUND: FOUNDATIONAL LITERACY GRANT - 473	$185,820.00	$15,471.66	$43,966.03	$141,853.97	$118,976.94	$22,877.03	12.31%
475.000.0000.6000.000.000.0000	BUDGET LINE	$45,000.00	$2,412.69	$6,850.73	$38,149.27	$18,798.19	$19,351.08	43.00%
	FUND: OIE RISE GRANT - 475	$45,000.00	$2,412.69	$6,850.73	$38,149.27	$18,798.19	$19,351.08	43.00%
480.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	$0.00	$0.00	($84,367.22)	$84,367.22	$11,900.52	$72,466.70	0.00%
480.000.0000.6000.000.000.0000	BUDGET LINE	$407,053.00	$41,215.93	$119,066.17	$287,986.83	$292,821.03	($4,834.20)	-1.19%
	FUND: SAFE SCHOOLS - 480	$407,053.00	$41,215.93	$34,698.95	$372,354.05	$304,721.55	$67,632.50	16.62%
500.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($1,420.55)	($4,261.65)	$4,261.65	$0.00	$4,261.65	0.00%
500.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	$0.00	$0.00	($144.15)	$144.15	$0.00	$144.15	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)	($4,405.80)	$690,405.80	$0.00	$690,405.80	100.64%
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	$0.00	($15,140.81)	$15,140.81	$0.00	$15,140.81	0.00%
510.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	$0.00	($261,736.20)	($524,196.36)	$524,196.36	$0.00	$524,196.36	0.00%
510.000.0000.6000.000.000.0000	BUDGET LINE	$2,750,000.00	$150,705.10	$586,816.97	$2,163,183.03	$1,299,156.18	$864,026.85	31.42%
	FUND: FOOD SERVICE - 510	$2,750,000.00	($111,031.10)	$47,479.80	$2,702,520.20	$1,299,156.18	$1,403,364.02	51.03%
515.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($352.00)	($19,376.37)	$19,376.37	$0.00	$19,376.37	0.00%
515.000.0000.6000.000.000.0000	BUDGET LINE	$200,000.00	$7,685.19	$24,957.13	$175,042.87	$67,243.86	$107,799.01	53.90%
	FUND: CIVIC CENTER - 515	$200,000.00	$7,333.19	$5,580.76	$194,419.24	$67,243.86	$127,175.38	63.59%
520.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($400.00)	($16,186.92)	$16,186.92	$0.00	$16,186.92	0.00%
520.000.0000.6000.000.000.0000	BUDGET LINE	$246,393.60	$26,582.43	$86,273.77	$160,119.83	$136,036.08	$24,083.75	9.77%
	FUND: COMMUNITY SCHOOL - 520	$246,393.60	$26,182.43	$70,086.85	$176,306.75	$136,036.08	$40,270.67	16.34%
521.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($800.00)	($19,813.92)	$19,813.92	$0.00	$19,813.92	0.00%
521.000.0000.6000.000.000.0000	BUDGET LINE	$403,606.40	$30,161.19	$88,972.68	$314,633.72	$229,334.29	$85,299.43	21.13%
	FUND: COMMUNITY SCHOOL - MONTESSORI - 521	$403,606.40	$29,361.19	$69,158.76	$334,447.64	$229,334.29	$105,113.35	26.04%
525.000.0000.1000.000.000.0000	DO NOT USE	$0.00	$0.00	($808.40)	$808.40	$0.00	$808.40	0.00%

Board Rev & Expense Report

From Date: 10/1/2026 To Date: 10/31/2026

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
525.000.0000.6000.000.000.0000	BUDGET LINE	$30,000.00	$3,790.54	$7,900.53	$22,099.47	$5,137.43	$16,962.04	56.54%
	FUND: AUXILIARY OPERATIONS - 525	$30,000.00	$3,790.54	$7,092.13	$22,907.87	$5,137.43	$17,770.44	59.23%
526.000.0000.1000.000.000.0000	DO NOT USE	$0.00	$0.00	($600.00)	$600.00	$0.00	$600.00	0.00%
526.000.0000.6000.000.000.0000	BUDGET LINE	$370,000.00	$1,334.16	$4,352.14	$365,647.86	$11,181.91	$354,465.95	95.80%
	FUND: EXTRA CURR TAX FEES CR - 526	$370,000.00	$1,334.16	$3,752.14	$366,247.86	$11,181.91	$355,065.95	95.96%
530.000.0000.1000.000.000.0000	DO NOT USE	$0.00	$0.00	($4,797.00)	$4,797.00	$0.00	$4,797.00	0.00%
530.000.0000.6000.000.000.0000	BUDGET LINE	$500,000.00	$15,190.41	$29,273.05	$470,726.95	$45,802.94	$424,924.01	84.98%
	FUND: GIFTS AND DONATIONS - 530	$500,000.00	$15,190.41	$24,476.05	$475,523.95	$45,802.94	$429,721.01	85.94%
540.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($36.00)	($324.00)	$324.00	$0.00	$324.00	0.00%
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	($36.00)	($258.00)	$10,758.00	$2,079.00	$8,679.00	82.66%
550.000.0000.1000.000.000.0000	DO NOT USE	$0.00	$0.00	($1,000.00)	$1,000.00	$0.00	$1,000.00	0.00%
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	($1,000.00)	$31,500.00	$0.00	$31,500.00	103.28%
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	$0.00	($14,476.85)	$14,476.85	$0.00	$14,476.85	0.00%
570.000.0000.6000.000.000.0000	BUDGET LINE	$900,000.00	$33,652.72	$113,090.02	$786,909.98	$286,224.55	$500,685.43	55.63%
	FUND: INDIRECT COSTS - 570	$900,000.00	$33,652.72	$98,613.17	$801,386.83	$286,224.55	$515,162.28	57.24%
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	($222,930.68)	($287,631.87)	$287,631.87	$0.00	$287,631.87	0.00%
610.000.0000.2000.000.000.0000	Undesignated	$0.00	($0.19)	$29.32	($29.32)	$0.00	($29.32)	0.00%
610.000.0000.6000.000.000.0000	BUDGET LINE	$6,727,437.00	$108,792.75	$756,838.02	$5,970,598.98	$794,294.96	$5,176,304.02	76.94%
	FUND: UNRESTRICT CAPITAL OUTLAY - 610	$6,727,437.00	($114,138.12)	$469,235.47	$6,258,201.53	$794,294.96	$5,463,906.57	81.22%
630.000.0000.6000.000.000.0000	BUDGET LINE	$24,600,000.00	$2,915,499.67	$5,611,779.82	$18,988,220.18	$19,716,322.07	($728,101.89)	-2.96%
	FUND: BOND BUILDING - 630	$24,600,000.00	$2,915,499.67	$5,611,779.82	$18,988,220.18	$19,716,322.07	($728,101.89)	-2.96%
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	($1,210,572.19)	($1,621,266.43)	$1,621,266.43	$0.00	$1,621,266.43	0.00%
700.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	$0.00	$700.00	$700.00	($700.00)	$0.00	($700.00)	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	($1,209,872.19)	($1,620,566.43)	$9,794,716.43	$0.00	$9,794,716.43	119.83%
850.000.0000.1000.000.000.0000	DO NOT USE	$0.00	$0.00	($4,769.79)	$4,769.79	$0.00	$4,769.79	0.00%

Board Rev & Expense Report

From Date: 10/1/2026 To Date: 10/31/2026

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
850.000.0000.6000.000.000.0000	BUDGET LINE	$40,000.00	$391.45	$391.45	$39,608.55	$891.10	$38,717.45	96.79%
	FUND: STUDENT ACTIVITIES - 850	$40,000.00	$391.45	($4,378.34)	$44,378.34	$891.10	$43,487.24	108.72%
855.000.0000.1000.000.000.0000	DO NOT USE	$0.00	($128,914.49)	($583,232.87)	$583,232.87	$0.00	$583,232.87	0.00%
855.000.0000.6000.000.000.0000	BUDGET LINE	$2,750,000.00	$216,675.97	$962,684.26	$1,787,315.74	$1,750,667.26	$36,648.48	1.33%
	FUND: EMPL INSUR PGM WITHHOLDNG - 855	$2,750,000.00	$87,761.48	$379,451.39	$2,370,548.61	$1,750,667.26	$619,881.35	22.54%
	Grand Total:	$88,747,166.75	$520,770.34	$6,243,429.67	$82,503,737.08	$40,757,826.09	$41,745,910.99	47.04%

End of Report

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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 October 1 through October 31, 2026.

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Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT No. 8
Statement of Revenues and Expenditures
For Student Activities Fund
Activity from Oct 1, 2026 to Oct 031, 2026

School	Beginning Balance	Revenues	Expenditures	Ending Balance
Clarendon	5,483.34			5,483.34
OMS	12,466.43			12,466.43
Solano	8,731.76		391.45	8,340.31
Longview	13,393.90			13,393.90
	$ 40,075.43	$ $ -	$ $ 391.45	39,683.98

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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.

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
November 17, 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-1

Agenda Item
Approval of the Renewal of the Host School Agreement with International TeachAlliance, a program of ESI 26-27

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

Background –
IAG offers international teachers the opportunity to be placed in a cultural exchange program in the United States while learning valuable professional skills, improving English language capability, and learning about the culture and history of the U.S. Osborn agrees that hosting foreign exchange teachers and participating in the Program will result in their students' gaining a better understanding of the world outside the United States of America as they interact with Exchange Teachers from another part of the world; IAG is an accredited J-1 sponsor, and therefore IAG will work with designated United States Department of State J-1 Teacher cultural exchange program sponsors. Osborn agrees to host Exchange Teachers.

Legal
This MOU provides all of the terms of the arrangement between the District and IAG and has been reviewed by our legal counsel.

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 Services Agreement between IAG and Osborn School District

Moved _____ Seconded _____ P/F

IAG Host School

Master Services Agreement

This HOST SCHOOL MASTER SERVICES AGREEMENT ("Agreement"), effective as of {***current***} _____ ("Effective Date"), is entered into by and between International Alliance Group, LLC, ("IAG") and **OSBORN SCHOOL DISTRICT #8** (the "Host", and together with IAG, each a "Party", and collectively, the "Parties").

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

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

WHEREAS, IAG is an accredited J-1 sponsor, and therefore IAG will work with designated United States Department of State ("State Department") J-1 Teacher cultural exchange program sponsors.

WHEREAS the Host agrees to host Exchange Teachers; and

WHEREAS, the Parties have read the State Department regulations governing the Program[1] (the "Regulations") and agree that they will comply with the Regulations from the time of signing this Agreement, as such Regulations may be amended from time to time.

AGREEMENT

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

1. **OBLIGATIONS**

a. Host Obligations. During the term of this Agreement, the Host shall use "commercially reasonable efforts" to comply with the obligations in this Agreement and its Exhibits, including, but not limited to

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

Exhibits A-1, B, C, D, and E. The Host shall comply with and require its employees, agents, and subcontractors (including personnel of subcontractors) to observe and comply with any and all legal requirements applicable to the Host Obligations. The Host agrees to fulfill and pay any invoices sent by IAG for the services rendered in compliance with this Agreement, and any such invoices, when delivered, will become a part of this Agreement. For purposes of this Agreement, commercially reasonable efforts are defined as those efforts consistent with the practices of similarly situated public educational institutions

b. **IAG Obligations**. During the term of this Agreement, IAG shall use commercially reasonable efforts to comply with the obligations in this Agreement and its Exhibits, including, but not limited to Exhibits A-2, B, C, and D, including, but not limited to recruiting and placing Exchange Teachers (the "IAG Obligations" as set forth in , and together with the Host Obligations, the "Services") for the Exchange Teacher positions initially set forth in Exhibit B or as modified from time-to-time pursuant to IAG's invoices or the Autorenewal Notice set forth in Section 6.d and 6.e below ("Positions").

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

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

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

2. REPRESENTATIONS AND WARRANTIES

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

3. CONFIDENTIALITY

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

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

4. LIMITATION OF LIABILITY

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

5. **INDEMNIFICATION**.

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

b. **Limitations on Indemnification**. Notwithstanding anything to the contrary in this Agreement, Indemnifying Party is not obligated to indemnify, hold harmless, or defend Indemnified Party against any claim (whether direct or indirect) if such claim or corresponding Losses arise out of or result from, in whole or in part, Indemnified Party's: (i) gross negligence or more culpable act or omission (including recklessness or willful misconduct); or (ii) bad faith failure to comply with any of its obligations set forth in this Agreement.

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

6. TERM AND TERMINATION

a. **Term**. This Agreement begins on the Effective Date and shall renew annually at the end of each school year, unless earlier terminated pursuant to Section 6.b. or 6.d. below. This Agreement shall also continue in effect until the expiration of any DS-2019 visa issued to any Exchange Teacher placed with Host pursuant to this Agreement. Notwithstanding the foregoing, Sections 3, 4, 5, and 7 shall survive any expiration or termination of this Agreement.

b. **Termination**. Either Party may terminate this Agreement at any time if the other Party materially breaches this Agreement relating to the Services, the non-breaching Party has notified the breaching Party in writing of such failure, and such failure continues for a period of fifteen (15) business days after the delivery to the breaching party of written notice of such material breach. This Agreement may be terminated in whole or in part, at any time, by mutual written consent of IAG and the Host. The Host can at all times terminate a teacher or decline to extend any teacher contract for any of the years available under the teacher's DS 2019 visa for any reason (e.g., non-performance, budget cuts, etc.).

c. **Effect of Termination**. The Parties acknowledge and agree that notwithstanding anything to the contrary contained in this Agreement or otherwise, all obligations of the Parties to provide Services hereunder shall immediately cease upon the expiration of the term for, or the date of termination of, such Service, provided however, that if at the time of the termination or expiration of this Agreement, any Exchange Teacher is filling a Position at the Host, the Parties will continue to cooperate in good faith to ensure that such Exchange Teacher can successfully complete their Program participation and Host will continue to make payments in accordance with Exhibit C. Upon termination of this Agreement, for any reasons or causes and by any Party, IAG has the right to move, without any consent by the Host, any Exchange Teachers placed with Host pursuant to this Agreement to another school or program to allow the Exchange Teacher to successfully comply with the terms of the Program and the DS-2019 expiration date. The Parties agree to use commercially reasonable efforts to allow the successful completion of all Exchange Teachers programs, including the transfer of such Exchange Teachers to other hosts.

d. **Autorenewal Clause.** Subject to Sections 6.c, 6.f., 7.e., and 7.f. below, the Term of this Agreement will automatically extend each year for the following school year and shall expire on the date the last DS-2019 expires for any and all Exchange Teachers placed by IAG at the Host School unless the Host notifies IAG in writing no later than February 15 of each calendar year of its decision not to extend this Agreement for the following school year. However, if the Host School has not fully paid Administrative Fees owed to IAG then the Term will continue until Host School has paid in full.

e. **Notification Clause.** The Parties acknowledge and agree that the harm caused by failing to provide timely notice of Termination is based on the need for IAG to find a new Host school, place the Exchange Teacher, and assist with travel and other accommodations for Exchange Teacher. Therefore, Host shall provide annual written notice by February 15 to IAG of any Exchange Teachers that the Host does not intend to renew and employ for the following school year. Autorenewal Notices shall be delivered by email to name person and list email in Section 7.l. below.

f. **Liquidated Damages.** Failure to provide a timely notice of termination or non-renewal entitles IAG to recover the Administrative Fee Host would be required to pay IAG if Host had employed the Exchange Teacher the following school year.

7. GENERAL

a. **Non-Circumvention/Non-Inducement of Exchange Teachers and J-1 Sponsors.** Host agrees that IAG's business involves, among other activities, introducing, participating, effectuating, and consummating transactions with other parties in accordance with the J-1 regulations. In consideration of the foregoing, subject to the Termination provision set forth in Sections 6.c and 6.f. above, Host agrees and

warrants that it and its Affiliates, for the duration of this Agreement plus two years following the expiration of this Agreement, shall not, directly or indirectly, interfere with, circumvent, attempt to circumvent, avoid or bypass IAG in regard to Exchange Teachers who were introduced to or placed at the Host School pursuant to this Agreement or obviate or interfere with the relationship of any third party and its contacts for the purpose of gaining any benefit, whether such benefit is monetary or otherwise with regard to said Exchange Teachers. Nothing within this Agreement shall affect, in any way, the Host's current employment relationship with any employees that are working for Host prior to or through the date of execution of this Agreement. Furthermore, the clause does not prevent the Host from utilizing other recruitment or placement agencies other than as indicated herein. Host's continued employment of its current employees who may be employed by the Host through work visas will not constitute a breach of this Agreement., even if such employees are reemployed after a break in service.

b. Subject to the Termination provision set forth in Sections 6.c and 6.f. above, Host stipulates, covenants, and agrees that during the Term of this Agreement and for two (2) years after the expiration or termination of this Agreement, Host, directly or indirectly, other than on behalf of IAG, without the prior, express, and written consent of IAG, will not induce any J-1 Sponsor issuing a DS-2019 to an Exchange Teacher pursuant to this Agreement to refrain from its obligations to IAG nor induce an Exchange Teacher that has a contract with IAG to be employed by Host outside of the terms and conditions of this Agreement. The Host acknowledges this restriction is fair and reasonable given the purpose of IAG's role in the cultural exchange program and the scope and territory of IAG's business. In the event of a breach of the provisions of this section, the parties acknowledge that actual damages to IAG cannot be ascertained with any certainty and therefore Host shall pay to IAG damages in the amount of 100% of IAG's expected administrative fees for the DS-2019 validity period for each Exchange Teacher indirectly or directly employed by the Host in breach of this provision. All current J-1 Visitors placed as a result of this Agreement may be transferred from Host if there is a breach of the non-inducement clause. Parties agree that this is fair and reasonable to protect the sanctity and intent of the J-1 Visa program.

c. Subject to the Termination provision set forth in Sections 6.c and 6.f. above, Host stipulates, covenants, and agrees that during the Term of this Agreement and for one year after the expiration or termination of this Agreement, to not sponsor the Exchange Teacher's change of status. If, during the validity period of the Exchange Teacher's DS-2019, the Host sponsors the Exchange Teachers change of status to H-1B or any other visa classification, then the Host shall pay a penalty fee of 25% of the Exchange Teacher's annual salary multiplied by the number of years remaining on the Exchange Teacher's DS-2019. For clarity, the number of years remaining includes the current year of the Exchange Teachers J-1 program. The fee becomes due as soon as the J-1 sponsor is notified by the Department of Homeland Security that the Exchange Teacher has changed status from J-1 to a new nonimmigrant or immigrant classification.

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

e. **Governing Law and Jurisdiction**: Any action or suit brought relating to this Agreement or the Program must be commenced and maintained in the appropriate state court of Arizona, located Maricopa County, Arizona, or a Federal district court located in Maricopa County, Arizona, as applicable. The Parties

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

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

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

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

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

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

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

l. **Notices**. All notices, requests, demands, claims, and other communications hereunder shall be in writing. Any notice, request, demand, claim, or other communication hereunder shall be deemed duly delivered four business days after it is sent by registered or certified mail, return receipt requested, postage prepaid, or one business day after it is sent for next business day delivery via a reputable nationwide overnight courier service, in each case to the intended recipient as set forth below:

If to IAG:	If to Host:
International Alliance Group, LLC	Osborn School District #8
99 E. Virginia Ave.	1226 W. Osborn Rd.
Phoenix, AZ 85004	Phoenix, AZ 85013
Attn: Jason D. Hammond	Attn: Colleen McCabe
Email: jason@iagusa.org	Email: cmccabe@osbornsd.org

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

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

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

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

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

q. **E-Verify.** Both Parties acknowledge that its state's laws may require them to register and participate with the E-Verify program (employment verification program administered by the United States Department of Homeland Security and the Social Security Administration or any successor program). Both Parties warrant that, when required by law, they have registered with and participate with E-Verify. If either Party later determines that the other non-compliant Party has not complied with E-Verify, it will notify the non-compliant Party by certified mail of the determination and of the right to appeal the determination.

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

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

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

u. **FERPA**. The parties, their employees, and agents shall comply with applicable Federal and state laws pertaining to the maintenance and disclosure of student records, including the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA").

v. **Forced Labor Provision**. As required by A.R.S. 35-394, Company certifies that it does not currently, and agrees for the duration of the contract that it will not, use: (a) The forced labor of ethnic Uyghurs in the People's Republic of China; (b) Any goods or services produced by the forced labor of ethnic Uyghurs in the People's Republic of China; or (c) Any contractors, subcontractors or suppliers that use the forced labor or any goods or services produced by the forced labor of ethnic Uyghurs in the People's Republic of China.

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

International Alliance Group, LLC	**Osborn School District #8**
By:	By:
Name: Jason D. Hammond	Name:
Title: Chief Executive Officer	Title:
Date:	Date:

Exhibit A-1

Host Responsibilities

1. Employ Exchange Teachers in temporary, non-tenure position for the exchange period as agreed in the Employment Agreement and Letter of Intent to Hire and fulfill all contractual agreements made with Exchange Teachers.
2. Agrees to issue a purchase order to IAG concurrently with signing the Agreement.
3. Assign Program Exchange Teachers to full-time teaching positions in accredited K–12 classrooms, including prekindergarten language immersion programs, offered as regular courses of study by accredited primary schools. Compensation will be commensurate for similar proven experience and at the equivalent level as counterparts from the U.S. and according to the same duties, responsibilities, hours of employment (at least 32 hours per week), and compensation and in accordance with the written job offer. Pursuant to the J-1 regulations, the J-1 sponsor is required to terminate the Exchange Teacher's J-1 program if the Host or Exchange Teacher does not abide by this regulation.
4. Maintain Exchange Teachers direct supervision and guidance of Exchange Teachers and notify IAG immediately in the event of any issues or concerns with the Exchange Teacher.
5. Notify IAG of any changes in Exchange Teachers' employment status, known address, or any other problem that arises related to Exchange Teachers' health, safety, and welfare.
6. Treat Exchange Teachers equal to non-Exchange Teachers. Host will abide by state law of providing Exchange Teachers notice and due process when required. Host will provide IAG with written documentation detailing any issues or concerns with Exchange Teacher's performance and/or evaluation that results in any corrective action, an improvement plan, and/or termination.
7. Commit to providing Exchange Teachers with continuous and relevant professional learning opportunities throughout the duration of their employment that is commensurate to that which is provided to all new and continuing Teachers. Commit to developing a comprehensive plan to address any missed professional learning opportunities for Exchange Teachers arriving after the first day of school.
8. Agrees to seek assistance regarding the taxation of Exchange Teachers from the Host's own resources. IAG cannot provide tax advice to Hosts or Exchange Teachers. IAG recommends that Exchange Teachers and Hosts utilize Sprintax for assistance (https://www.sprintax.com/).
9. Agrees to embrace the cultural exchange spirit of the program and refrain from encouraging or supporting a change in the Exchange Teachers' nonimmigrant status to H-1B. O-1, or any other visa classification. The penalty for violating this obligation is found in Section 7.c.
10. Agrees to facilitate and encourage Exchange Teachers' participation in at least two cross-cultural activities per academic year and the cross-cultural component as part of the exchange.
11. Within 7 days of full execution of the Exchange Teacher contract, Host will provide IAG copies of any contract signed between the Exchange Teachers and the Host.
12. Per this Agreement, Host may not charge, seek reimbursement from, or cause the Exchange Teacher to pay for Full or Supplemental Coverage. Refrain from charging, seeking reimbursement for, and/or causing Exchange Teacher to pay any fee paid to IAG by Host. These fees include but are not limited to insurance payments, administrative fees, and any other payment made pursuant to this Agreement.
13. Provide IAG with written documentation detailing the circumstances of the Host's termination of an Exchange Teachers' employment in a timely manner.
14. Report to IAG any serious problem or controversy that could bring the Program, the Department, the EVP, or the IAG's exchange visitor program into notoriety or disrepute. Regulations require this

report be made within one business day, as outlined in 22 CFR 62.13(d). Please use the Teacher Incident Report and email it to IAG. An updated reporting rubric and a copy of the incident report template, as well as links to other relevant information are on the Teacher Sponsor Resource page: https://j1visa.state.gov/teacher-resource-page.

15. Pay any invoices for services rendered when delivered by IAG in compliance with this Agreement.
16. Abide by the Regulations found in 22 Code of Federal Regulations Part 62 governing the Exchange Visitor Program.
17. Provide the following point of contact information ("POC") for IAG's Customer Success team:

District Contacts:	Name	Email	Phone:
Health Insurance Benefits Coordinator			
Payroll Coordinator			
Business Manager			
Other:			

18. Any changes to the POC listed in item 17 immediately above must be provided to IAG in a timely manner using commercially reasonable efforts by using the following form: https://forms.office.com/r/B7ErJieTH4.

Exhibit A-2

IAG Responsibilities

1. Support and work in partnership with the Host as an industry expert consultant.
2. Recruit candidates who meet requirements for J-1 visa and sponsorship by accredited agency and provide list of candidates to Host to review resume history, establish interviews, and hire for full-time employment on a J1 Visa for the Exchange Teacher Program via the U.S. Department of State.
3. Assist accredited sponsors with screening candidates for English language proficiency.
4. Guide and assist J1 Exchange Teachers through the J1 Visa throughout the entire process.
5. Ensure J1 Exchange Teacher's foreign transcripts are properly evaluated and assist with certification within Host's state.
6. In cooperation with the Host, assist Exchange Teacher with travel arrangements and airport pickup (as needed).
7. Work in cooperation with Host on recommendations in providing housing and transportation options and other living needs that fit the Exchange Teacher's personal and financial needs.
8. Assist Exchange Teacher with obtaining a Social Security Number.
9. Assist Exchange Teacher with obtaining a bank account.
10. Provide a preservice course before the arrival of Exchange Teachers to facilitate their acculturation into life in the United States.
11. Provide professional development, training, and/or orientation specifically designed for new Exchange Teachers, including but not limited to an overview of the program and significant components including cultural exchange, information on wages and any deductions from wages, information for housing and transportation, and ongoing mentoring.
12. In cooperation with the Host, assist with Cultural Immersion and Volunteer Resources.
13. Provide invoicing information in the J1 Exchange Teacher's first month of employment.
14. Deliver benefits assistance to J1 Exchange Teachers enrolled in IAG's provided insurance.
15. Be attentive and reachable to Host in support of the partnership.
16. Consider any transfer requests by the Host or the Exchange Teacher to a different program that will allow all Exchange Teachers to finish their programs.
17. Abide by the Regulations found in 22 Code of Federal Regulations Part 62 governing the Exchange Visitor Program.
18. Report to the appropriate government authorities any serious problem or controversy that could bring the Program, the Department, the EVP, or the IAG's exchange visitor program into notoriety or disrepute. Regulations require that this report be made within one business day, as outlined in 22 CFR 62.13(d).

Exhibit B

Positions

The Host estimates that it will be hiring approximately _____ J-1 Exchange Teachers that will be identified and presented by IAG for Host's final hiring decision.

Exhibit C

International Alliance Group Administrative and Insurance Fees

The Host agrees to pay IAG the flat administrative fee designated below for each Teacher per year employed by the Host. Administrative Fee are invoiced annually on or before the Exchange Teacher's first day of reported duty each year.

Teacher Types	**Administrative Fees**
PreK-12 Teachers	$10,500
Delayed Payment Penalty	**Rate**
Paid any time 30 days after issuance	+12% annually, calculated daily

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

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

Example: Exchange Teachers arriving for School Year 2026-2027 are exempt from FICA Deductions for the first two calendar years:

January-December 2026 is Calendar Year 1.

January-December 2027 is Calendar Year 2.

Starting January 1, 2028, they are in Calendar Year 3 and are no longer exempt from FICA deductions. The employer portion of FICA also begins when the FICA deductions commence for the Exchange Teachers.

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

Teacher's Contract Requirement

Host is required to provide IAG a copy of the Exchange Teacher's contract within seven days of execution. In the event a contract is not provided within the agreed timeframe, IAG reserves the right to invoice the Host a flat administrative charge of $500 per Teacher per occurrence to cover administrative expenses caused by the late contract submission.

Early Termination or Resignation Refund

The Host understands that in the event of the Exchange Teacher's termination or resignation, IAG will retain: (a) 50% of the annual administrative fee if termination occurs within the first 90 days and (b) for any termination thereafter an additional fee prorated for the balance on a monthly basis.

Insurance Requirement Fees

IAG offers medical, dental, vision, life insurance and Employee Assistance Program (EAP) services as a package. IAG insurance meets the coverage requirements of the State Department regulation 22 C.F.R. §62.14. See Exhibit D for options. In the event the Host elects to provide coverage through IAG, Host agrees to pay the cost of the insurance coverage for all Teachers. IAG will submit an invoice to Host that covers the annual fee for all Teachers covered under the IAG plan.

Late Arrival Requests

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

Exhibit D

Teacher Insurance Requirements

Supplemental Insurance. If School elects, IAG may provide insurance to the Teacher that meets **the** following requirements:

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

Full Coverage provided by IAG for all Teachers. IAG will provide medical, dental, vision, life insurance and Employee Assistance Program (EAP) services as a package. School will be notified of the cost prior to the Teacher(s) arriving in the United States. If the School elects to have the Teacher(s) insured under the IAG policy, then IAG will invoice School for the annual cost of the policy and School will pay that cost. IAG will invoice annually following the Teacher's first day of reported duty.

IAG is on a self-insured plan and takes on the risk and responsibility of paying employees' medical claims. As a result of taking on the risk and responsibility, IAG may utilize income from self-insurance for any lawful business purpose.

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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-2

Agenda Item
Approval of extension of MOU with Native Health 26-27 SY

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

Background –
The enclosed extension for the Memorandum of Understanding (MOU) facilitates our partnership with Native Health. NATIVE HEALTH is a Federally Qualified Health Center and an Urban Indian Health Center. Native Health will provide assistance to Osborn families with AHCCCS / SNAP / TANF / KidsCare enrollments at OSD school locations.

Legal
This MOU provides all of the terms of the arrangement between the District and Native Health and has been reviewed by our legal counsel.

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 extension of the MOU with Native Health as presented.

Moved _____ Seconded _____ P/F

NATIVE HEALTH

EXTENSION AGREEMENT

Between

NATIVE HEALTH

And Osborn School District

The Extension Agreement ("Agreement") is made part of the MEMORANDUM OF UNDERSTANDING ("MOU") entered between NATIVE HEALTH and OSBORN School District which commenced on February 18, 2020. This Agreement is made and effective on 10/12/2026.

BETWEEN:

NATIVE HEALTH dba Native American Community Health Center, Inc., 4041 N. Central Avenue, Building C, Phoenix, Arizona 85012

AND

The Osborn School District, 1226 West Osborn Road, Phoenix, Arizona 85013.

In consideration of the mutual covenants contained in the Agreement, the parties agree as follows:

WHEREIN said MOU expired on 5/22/2021, and the parties desire to extend and continue said MOU, it is provided that said Agreement shall renew yearly until terminated.

The extension shall be on the same terms and conditions as contained in the original MOU.

IN WITNESS WHEREOF, the below parties have executed this Agreement.

This Extension Agreement will renew every year until terminated.

FOR NATIVE HEALTH:

for

Signature and Date

Walter Murillo, CEO

For OSBORN SCHOOL District:

Signature and Date

Felipe Carranza, Superintendent

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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-3

Agenda Item

Approval of Unpaid Non-Clinical Garden to Table Nutrition Dietetic Internship Agreement between Osborn School District and Garden to Table Nutrition Dietetic Internship for intern Anne Costa.

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

Background –

In order to sit for the certification exam to become a Registered Dietician (RD), one must attend an internship. These internships can be completed locally or in a distance learning setting. A local internship usually ensures that a student will be placed in a facility by their college to complete their required hours of learning. A distance internship usually means that the student is responsible for setting up their own internship, including facilities and preceptors.

Anne Costa has been accepted into a distance internship through Garden to Table Nutrition Dietetic Internship. She lives locally and has reached out to me in hopes that she can fulfill her community foodservice rotation with our department. I will be her preceptor for this rotation.

Legal

N/A

Financial

N/A

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation

It is recommended that the board approve the agreement between Garden to Table Nutrition and Osborn School District for the completion of Anne Costa's foodservice rotation.

Moved _____ Seconded _____ P/F

FOX IN THE KITCHEN LLC:
GARDEN TO TABLE NUTRITION INTERNSHIP
AFFILIATION AGREEMENT

Overview:

This Agreement is entered into between FOX IN THE KITCHEN LLC - GARDEN TO TABLE NUTRITION INTERNSHIP PROGRAM ("Sponsor"), located in Bothell, Washington, and Osborn School District No. 8, a political subdivision of the State of Arizona, ("Affiliated Institution").

The Sponsor and the Affiliated Institution hereby agree:

1. **PURPOSE:** This agreement is to enable Dietetic Interns from the Sponsor to use the facilities of the Affiliated Institution to develop abilities through planned supervised experience, called supervised practice.

2. **AFFILIATED INSTITUTION OBLIGATIONS:**

   a. Provide a person who shall be responsible for coordinating the supervised practice of the Dietetic Intern with the Sponsor. In most cases this person will be the preceptor, or primary preceptor. Preceptors must submit copies of relevant professional credentials, CV or resume, and evidence of continuing education activities within the last 3 years.

   b. Give the Dietetic Intern the tools for success, including orienting them to the requirements of the facility, safety information/training, timely feedback when deficits are noticed, in order to allow the Dietetic Intern to improve.

   c. Complete evaluations (provided by Sponsor) regarding the Dietetic Intern (approximately once a month). Confirm number of supervised practice hours completed by the Dietetic Intern. Notify the Sponsor if Dietetic Intern has not completed scheduled hours, or if Dietetic Intern is late more than once.

   d. Communicate with Sponsor in the event that a Dietetic Intern's behavior or skills indicate a problem that has not improved when feedback was provided, or when the problem endangers the Dietetic Intern's success at the Affiliated Institution.

   e. Affiliated Institution reserves the right to terminate a Dietetic Intern for cause and/or require the Dietetic Intern to leave immediately if the Affiliated Institution believes that the Dietetic Intern's presence is detrimental to patients, residents, clients, staff or visitors. In such case, the Affiliated Institution will immediately notify the Sponsor.

   f. In the event of an emergency, Affiliated Institution will provide, or cause to be provided, first aid. Expense for this care will be the responsibility of the Dietetic Intern. Affiliated Intuition will contact Sponsor and/or other emergency contacts designed in writing by the Dietetic Intern.

3. **SPONSOR'S OBLIGATIONS:**

   a. Be accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) to run a dietetic internship program and to maintain this accreditation throughout the term of the Agreement.

   b. Provide a person, generally the Internship Director, who shall be responsible for coordinating the supervised practice of the Dietetic Intern with the Affiliated Institution.

c. Provide Dietetic Interns with a badge identifying them by name as a Dietetic Intern.

d. Withdraw any Dietetic Intern from the Internship Program if they are likely to detrimentally impact the Affiliated Institution or their clients, or if the Dietetic Intern shows that they are likely not to complete the Internship Program successfully.

e. Require Dietetic Intern to maintain professional liability insurance in the amount of at least $1,000,000 per occurrence and $3,000,000 aggregate and provide proof upon request.

f. Require Dietetic Intern to maintain health insurance throughout their entire Dietetic Internship and provide proof upon request.

g. Instruct Dietetic Intern to act in a professional manner, and adapt to expectations and Board Policies where relevant of Affiliated Institution. Including any background checks, fingerprinting requirements, training or any medical screening required by the Affiliated Institution, such as a negative TB test. These requirements will be at Dietetic Intern's own expense and any documentation must be provided upon request.

h. Communicable Disease – The Dietetic Intern will be required to follow Affiliated Institution's communicable disease protocol, including vaccinations, if required, handwashing, masks, and rules regarding staying away from the workplace when contagious. If a Dietetic Intern develops a communicable disease shortly after starting a rotation, Affiliated Institution will be notified immediately.

i. Confidentiality – Dietetic Intern will be directed to respect and preserve proprietary and confidential information of the Affiliated Institution and its clients. Dietetic Intern shall comply with the requirements of the Family Educational and Rights Privacy Act (FERPA) with respect to any student information obtained during the internship with Affiliated Institution.

4. **JOINT OBLIGATIONS:** Both Sponsor and the Affiliated Institution agree as follows:

   a. This agreement is not intended to create the relationship of agent, servant, employee, partnership, association or joint venture between Sponsor and Affiliated Institution. This is an agreement by and between independent contractors. Sponsor shall not be entitled to reimbursement of any kind.

   b. The Dietetic Interns of the Internship Program are not employees of Affiliated Institution and they are not eligible for Worker's Compensation in case of injury, unless a separate employment agreement exists between a specific Dietetic Intern and the Affiliated Institution.

   c. Dietetic Interns are students, and as such, many of their educational records are protected by the Family Educational Rights and Privacy ACT (FERPA). Therefore, the student will need to provide permission before releasing any specific student data to a third party.

5. **AMENDMENTS:** This Agreement may be amended in writing and signed by an authorized representative of each party.

6. **TERM:** The term of this Agreement shall commence on the date of the last party to sign this Agreement and shall automatically renew each year unless either party asks for a change or to terminate, upon thirty (30) days written notice to the other party.

7. CONTACTS: Further communication may be sent by regular mail or email to:

Fox In The Kitchen LLC
Garden to Table Nutrition
4026 224th St SE #6
Bothell, WA 98021
Attention: Program Director
EMAIL sfox@gardentotablenutrition.com

Affiliated Institution:

Osborn School District No. 8
Attn: Colleen McCabe
1226 W Osborn Rd.
Phoenix, AZ 85013
EMAIL: cmccabe@osbornsd.org

8. **NONDISCRIMINATION**. The Parties shall comply with all applicable State and Federal employment laws, rules, regulations, and executive orders which require that all persons shall have equal access to employment opportunities and to education opportunities regardless of race, color, religion, disability, sex, age, national origin, genetic code, veteran's status, or political affiliation.

9. CANCELLATION FOR 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.

10. EMPLOYEE WORKER ELIGIBILITY. The Parties warrant their compliance with all federal and state immigration laws, including A.R.S. § 23-214 and A.R.S. § 41- 4401 and all related regulations pertaining to their employees and warrant verification of employment eligibility through E-Verify and that a breach of this warranty shall be deemed a material breach of this Agreement subjecting this agreement to termination.

11. GOVERNING LAW. This Agreement shall be governed by and construed in accordance with the laws of the State of Arizona.

12. INDEMNIFICATION. Each party (as "Indemnitor") agrees to indemnify, defend, and hold harmless the other parties (as "Indemnitees") from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney fees), hereinafter collectively referred to as "claims," arising out of bodily injury of any person (including death) or property damage, but only to the extent that such claims which result in vicarious/derivative liability to the Indemnitees, are caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers.

13. COUNTERPARTS. This Agreement may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.

14. SEVERABILITY. The provisions of this Agreement are severable to the extent that any provision or application held to be invalid by a court of competent jurisdiction shall not affect any other provision or

application of the Agreement, which may remain in effect without the invalid provision or application.

N WITNESS WHEREFORE, each of the parties has caused its duly appointed representatives to execute this Agreement on its behalf. The individuals who sign this Agreement on behalf of the Affiliated Institution and Sponsor are below duly authorized to execute this Agreement on behalf of the respective entities.

SIGNATURES

AFFILIATED INSTITUTION: OSBORN SCHOOL DISTRICT NO. 8

_____ _____

Signature Date

Printed Name: Title:

SPONSOR: *Fox in the Kitchen LLC: Garden to Table Nutrition Internship*

_____ _____

By: Susie Fox MS RD Date

Title: Program Director
Garden to Table Nutrition
sfox@gardentotablenutrition.com

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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-4

Agenda Item

Approval of the Memorandum of Understanding between Southeastern Oklahoma State University and the Osborn School District for the 2026-2027 SY

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

Background –

The purpose of this MOU supports a practicum student in completing School Counseling Practicum experience during the Fall 2026 or Spring 2027 semester required by Southeastern Oklahoma State University.

Legal

Agreement has been reviewed by legal counsel.

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 Memorandum of Understanding between Southeastern Oklahoma State University and the Osborn School District for the 2026-2027 SY

Moved _____ Seconded _____ P/F

Southeastern Oklahoma State University

Memorandum of Understanding

This memorandum of understanding (MOU) is entered into between the Osborn School District #8 (herein after "the District"), a political subdivision of the State of Arizona, and Southeastern Oklahoma State University (herein after "the Institution") for the purpose of completing School Counseling Practicum experience during the Fall 2026 or Spring 2027 semester required by Southeastern Oklahoma State University.

Term:

The term of this Agreement shall commence on the date of the last party to sign this Agreement and shall automatically renew each year unless either party asks for a change or to terminate, upon thirty (30) days written notice to the other party.

The District agrees to:

1. Provide a placement that meets all Institution and certification requirements.
2. Select a highly qualified cooperating School Counselor Site Supervisor with appropriate certification and at least 2 years of experience to be a professional role model and Mentor School Counselor.
3. Provide the SE Practicum student with any guidance, rules, professional dress code, building access information, or institutional handbooks about District policies and procedures in the workplace and ensure these documents are preserved for the duration of the Practicum.
4. Provide opportunities for SE Practicum students to experience district orientations, trainings, and other campus functions.
5. Provide access to appropriate district resources including but not limited to curriculum documents, online resources, libraries, and forms.
6. Serve as a liaison with the school site and Institution.

The District-assigned Mentor agrees to:

1. Maintain communication with Institution.
2. Provide opportunities for increasing responsibility for candidates working with students.
3. Based on program expectations, conduct observations, and provide continual and timely feedback and documentation of candidate progress.
4. Observe candidates and provide continual and timely feedback and support to facilitate professional growth and assist candidates in meeting expected outcomes.
5. Model professional dispositions for candidates and explain the rationale for the ethical and professional dispositions to candidates.
6. Engage candidates in critical thinking and problem solving to determine strategies for an effective school counseling program and assist candidates in becoming reflective professionals who are ready to assume responsibility.

Institution Supervisor/Liaison

1. Clearly communicate objectives, requirements, and policies to candidates and School Counseling Site Supervisors.
2. Clearly communicate timelines for candidate expectations.
3. Work effectively one on one to foster growth and development of knowledge, skills, and professional dispositions for student learning.
4. Based on program expectations, conduct observations, and provide timely feedback, and documentation of candidate progress.

Institution agrees to:

1. Recommend for placement in the School Counseling Practicum program only those students who have a satisfactory record and have met the requirements established by the institution.
2. Provide the District the right to refuse placement to any student based on information obtained during the application process, lack of mentors that meet institution requirements or any other reason that the District sees fit.
3. Cooperate with the District in any case where the SE Practicum student need redirection, or removal from the site.
4. Ensure SE Practicum students are in compliance with the fingerprinting requirements outlined in A.R.S. § 15-512(H), and a criminal background check prior to the SE Practicum student's access to a District site.
5. Ensure the SE Practicum student maintains or is provided with sufficient liability insurance coverage in compliance with Arizona State laws.
6. Assign a single point of contact to work with the District regarding all School Counseling Practicum placements.

Denise Hartline, M.Ed., LPC-Associate
Coordinator, School Counseling Practicum
dhartline@se.edu
512-917-1180

Leigh Eubanks, Ed.S., GCDF
Liaison, School Counseling Practicum
leubanks@se.edu

Miscellaneous:

1. Candidates are expected to exhibit professional dispositions and behaviors, actively participate in school district professional development activities as appropriate and demonstrate commitment to professional goals.

2. Any notice required or permitted hereunder shall be in writing and shall be deemed given if delivered in person, electronic mail with delivery receipt, or three (3) days after mailing, by United States registered or certified mail, postage prepaid, and addressed to the following:

For District:
Colleen McCabe
Chief Operating Officer
1226 W. Osborn Rd.
Phoenix, AZ 85013
cmccabe@osbornsd.org

For Institution:
Leigh Eubanks
School Counseling Practicum Liaison
739 Parkhurst Lane
Lexington, SC 29072
leubanks@se.edu

3. Neither Party may file a claim against the other without first participating in good faith in mediation with a trained and impartial mediator. The Parties will share the expenses of mediation, except that shared expenses will not include the cost incurred by a Party for representation by an attorney at the mediations, if such representation is desired. If the dispute is not resolved through the mediation process, the Parties agree to use the services of the American Arbitration Association or a similar body to resolve the dispute, as permitted by A.R.S. 12-1518. Arbitration shall be utilized if the dispute is subject to mandatory arbitration under A.R.S. 12-133.

4. Any modification to this Agreement must be by mutual written consent and signed by both parties.

5. This Agreement shall be governed by and construed in accordance with the laws of the State of Arizona.

6. 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.

7. This Agreement may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument. The provisions of this Agreement are severable to the extent that any provision or application held to be invalid by a court of competent jurisdiction shall not affect any other provision or application of the Agreement, which may remain in effect without the invalid provision or application.

8. It is clearly understood that each Party will act in its individual capacity and not as an agent, employee, partner, joint venture, or associate of the other. An employee or agent of one Party shall not be deemed or construed to be the employee or agent of the other for any purpose whatsoever.

9. Each party (as "Indemnitor") agrees to indemnify, defend, and hold harmless the other parties (as "Indemnitees") from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney fees), hereinafter collectively referred to as "claims," arising out of bodily injury of any person (including death) or property damage, but only to the extent that such claims which result in vicarious/derivative liability to the Indemnitees, are caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers.

10. Each party agrees to be responsible for the conduct of its operations and performance of contract obligations and for any accidents or injuries to persons or property arising out of acts or omissions by its officers, agents, SE Practicum student or employees acting in the course or scope of their employment while performing duties undertaken pursuant to this MOU.

11. Institution and the District are each responsible for the acts and omissions of their respective employees and agents and shall maintain adequate insurance to cover any liability arising from the acts and omissions of their respective employees and agents. The parties each represent and warrant to the other that it will at all times maintain liability insurance coverage in compliance with State laws.

12. Institutions SE Practicum student will have access to confidential student information. All student records shall be kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) and regulations adopted pursuant to that Act; the Individuals with Disabilities Education Act as Amended (IDEA) and regulations adopted thereunder; and applicable District Board policies regarding the disclosure of personally identifiable information from students' education records.

13. Pursuant to A.R.S. § 41-2546, the District is not legally liable for any placement of SE Practicum student beyond the current fiscal year unless and until funds are made available through the annual budget by the District for performance of this MOU. The District will make reasonable efforts to secure such funds. Failure to provide funding for this MOU shall serve to terminate this MOU District shall provide thirty (30) days' notice of the failure to fund beyond the end of the fiscal year.

14. Per A.R.S. § 35-214, the parties agree that 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 of Arizona for five

years after completion of the Agreement, and that all such records be provided at such state offices as designed by the State of Arizona.

15. The Parties warrant their compliance with all federal and state immigration laws, including A.R.S. § 23-214 and A.R.S. § 41- 4401 and all related regulations pertaining to their employees and warrant verification of employment eligibility through E-Verify and that a breach of this warranty shall be deemed a material breach of this Agreement subjecting this agreement to termination.

16. The Parties shall comply with all applicable State and Federal employment laws, rules, regulations, and executive orders which require that all persons shall have equal access to employment opportunities and to education opportunities regardless of race, color, religion, disability, sex, age, national origin, genetic code, veteran's status, or political affiliation.

FOR THE DISTRICT:

_____ _____

Printed name: _____ Date

FOR INSTITUTION:

_____ _____

School Counseling Practicum Coordinator or Liaison Date

Denise Hartline, M.Ed., LPC
Associate Instructor
Southeastern Oklahoma State University
School Counseling Practicum Coordinator
dhartline@se.edu
512-917-1180

Or

Leigh Eubanks, Ed.S., GCDF
Instructor
Southeastern Oklahoma State University
School Counseling Practicum Liaison
leubanks@se.edu
803-730-5190

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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-5

Agenda Item
Approval of IGA with Creighton to provide SPED Services

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

Background –
This agreement establishes a collaborative partnership between the Student Services Departments of the Osborn Elementary School District and the Creighton Elementary School District to provide students requiring an Emotional Disability (ED-P) special education placement, least restrictive environment level D, with access to the Osborn School District's SEAS program, as space permits. This collaboration expands the continuum of special education services available to eligible students in neighboring districts and supports access to appropriate educational placements and services.

Legal
The MOU has been approved by the district attorney to form.

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 Osborn Elementary School District and Creighton Elementary School District for the ED-P (SEAS) program.

Moved _____ Seconded _____ P/F

INTERGOVERNMENTAL AGREEMENT BETWEEN:

Osborn Elementary School District No. 8
and
Creighton Elementary School District No. 14

This Intergovernmental Agreement ("Agreement") is entered into between the Osborn Elementary School District No. 8, ("OSBORN") a political subdivision of the State of Arizona and the Creighton Elementary School District No. 14, ("DISTRICT B"), a political subdivision of the State of Arizona, as of the date last signed by both parties and approved by their respective Governing Boards.

RECITALS

WHEREAS, OSBORN and DISTRICT B are required to provide special education and related services pursuant to A.R.S. §15- 763, and the Individuals with Disabilities Education Act 2004 ("IDEA"); and

WHEREAS, OSBORN and DISTRICT B are authorized to enter into an intergovernmental agreement pursuant to A.R.S. §15-342 and A.R.S. §11-951, et seq. to jointly exercise powers common to both parties, such as the provision of special education services to their students; and

WHEREAS OSBORN desires to provide DISTRICT B students with the special education services offered by OSBORN's ED-P Program - SEAS (Social Emotional and Academic Supports) (the "Educational Program"), on premises provided by OSBORN.

NOW THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties hereby agree as follows:

Section 1. Term

1.1 The initial term of this Agreement shall be a period of twelve (12) months, commencing on July 1, 2026, and continuing until June 30, 2027. This Agreement may be renewed annually for each successive year, upon written approval by both parties.

Section 2. OSBORN Responsibilities

2.1 In order to develop and implement a district-based Educational Program to serve students who require services in an Emotional Disabilities-Public ("ED-P") setting, Osborn shall provide the following minimum personnel ("Staff Members"): (1) campus administrator, (1) social worker, (1) special education teacher, and (2) behavior techs.

2.2 OSBORN shall provide all materials and supplies it deems necessary to the efficient running of the Educational Program.

2.3 OSBORN shall submit a weekly student attendance report to DISTRICT B. All reports shall be signed by the designated classroom teacher and submitted to DISTRICT B by the designated campus administrator.

2.4 OSBORN shall provide one (1) classroom with a capacity of 12 students maximum, in accordance with Arizona Department of Education's ("ADE") capacity limits for ED-P classrooms. The classroom shall be equipped by OSBORN with necessary desks and chairs for the students and Staff Members. All utilities, cleaning and maintenance of the classrooms shall be provided by OSBORN.

2.4.1 In the event that the Educational Program exceeds twelve (12) students, OSBORN shall provide a second classroom to accommodate up to 12 additional students, in accordance with Arizona Department of Education's ("ADE") capacity limits for ED-P classrooms.

2.5 OSBORN shall provide office space adequate to accommodate administrative personnel.

2.6 OSBORN shall provide breakfast and lunches to all students in the Educational Program.

2.7 OSBORN shall provide speech therapy, occupational therapy, and physical therapy to qualifying students through OSBORN resources and personnel.

2.8 OSBORN may refer up to eight (8) students to the Educational Program and shall ensure adequate student referrals to maintain the Educational Program through the academic school year. If a second classroom has been provided pursuant to Paragraph 2.4.1 OSBORN may refer up to 16 students to the Educational Program (eight (8) students per classroom). DISTRICT B may place up to four (4) students per available classroom in the Educational Program. Additional students may be placed in the Educational Program upon written agreement of both parties.

Section 3. DISTRICT B Responsibilities

3.1 DISTRICT B shall provide transportation for its students to the Educational Program.

3.2 DISTRICT B shall only refer students diagnosed with an emotional disability as defined in A.R.S. § 15-761 for placement in the Educational Program.

Section 4. The Educational Program

4.1 The Educational Program provided by OSBORN shall include Arizona approved curriculum and a structured behavioral/academic/therapeutic program. The program shall include behavior management services, the implementation of Individual Education Programs ("IEP"), and all necessary reporting.

4.2 The Educational Program shall follow the school calendar of OSBORN. The hours of operation for the Educational Program shall be determined in relation to school hours at OSBORN schools, and by the minimum requirements set by the State.

4.3 Student IEP goals will be determined by the student's IEP team, and may include such areas as social skills development, problem solving and decision making, conflict resolution and behavioral contracting, academic goals, and other domains of learning deemed appropriate by the IEP team.

Section 5. Compensation

5.1 In order to compensate OSBORN for the costs associated with the Educational Program, DISTRICT B shall provide payment to OSBORN as follows:

5.1.1 DISTRICT B shall be invoiced an amount per the current pricing sheet for that school year to include annual tuition plus cost of any additional services provided.

5.1.2 OSBORN shall submit monthly invoices to DISTRICT B based upon the number of students at the monthly cost. Payment shall be due within fifteen (15) days of the invoice being sent by OSBORN.

Section 6. Termination of Agreement

6.1 This Agreement is subject to the cancellation pursuant to A.R.S. §38-511, the provisions of which are incorporated herein by reference.

6.2 Either party may terminate this Agreement upon 30 days' written notice to the other party at the addresses indicated herein. In any event, this Agreement shall be deemed terminated no later than the effective date of any resolution adopted by either party's Governing Board to withdraw from this Agreement. At the time of termination, OSBORN shall invoice DISTRICT B for all services provided as of that date, which invoices shall be paid within 30 days thereafter.

6.3 If either party's performance under this Agreement depends upon the appropriation of funds by the Arizona Legislature, and if the Legislature fails to appropriate the funds necessary for performance, then either party may provide written notice of this to the other party and cancel this Agreement without further obligation. Appropriation is a legislative act and is beyond the control of both parties.

Section 7. Disposition of Property Upon Termination of Agreement

7.1 The parties do not anticipate having to dispose of any property upon partial or complete termination of this Agreement. However, to the extent such disposition is necessary; property shall be returned to its original owner.

Section 8. Compliance with Applicable Laws

8.1 The parties, their employees and agents shall comply with applicable federal and state laws pertaining to the maintenance and disclosure of student records, including 20 U.S.C. §1232 (g) of the Family Educational Rights and Privacy Act ("FERPA") and A.R.S. §15-141 and §15-142. The parties hereby designate their respective employees as "school officials" for the purposes of 34 C.F.R § 99.31.

8.2 The Parties shall comply with all applicable State and Federal employment laws, rules, regulations, and executive orders which require that all persons shall have equal access to employment opportunities and to education opportunities regardless of race, color, religion, disability, sex, age, national origin, genetic code, veteran’s status, or political affiliation.

8.3 The parties warrant their compliance with all federal and state immigration laws, including A.R.S. § 23-214 and A.R.S. § 41- 4401 and all related regulations pertaining to their employees and warrant verification of employment eligibility through E-Verify and that a breach of this warranty shall be deemed a material breach of this Agreement subjecting this agreement to termination.

8.4 Both parties agree to comply with all applicable federal, state, and local laws governing the parties' obligations under this Agreement.

Section 9. Insurance and Indemnification.

9.1 OSBORN agrees to procure and maintain throughout the duration of this Agreement such policies of general, professional liability and other insurance as shall be necessary to insure OSBORN, its employees, agents and contractors against any claim or claims for damages arising by reason of personal injuries or death occasioned directly or indirectly in connection with the performance of any service by OSBORN, its employees, agents and contractors pursuant to this Agreement.

9.2 DISTRICT B agrees to procure and maintain throughout the duration of this Agreement such policies of general, professional liability and other insurance as shall be necessary to insure DISTRICT B, its employees, agents, invitees, students and contractors against any claim or claims for damages arising by reason of personal injuries or death occasioned directly or indirectly in connection with the performance of any service by OSBORN, its employees, agents, contractors, invitees or students pursuant to this Agreement.

9.3 Each party to this Agreement shall indemnify the other, its officers, directors, employees and representatives, against any and all liability, costs, damages, claims or demands including reasonable legal fees and expenses arising out of the negligent or willful act of the indemnifying party, its agents or employees regarding duties and responsibilities pursuant to this Agreement.

Section **10. Dispute** Resolution

10.1 Dispute Resolution. Any disputes between the parties arising with respect to the performance or interpretation of this Agreement shall first be resolved through negotiations between designated representatives of the parties who have authority to settle the dispute. If the matter has not been resolved within sixty (60) days of the party's request for negotiation, either party may initiate arbitration in accordance with Section 10.2 by providing written notice to the other party.

Section 11. Miscellaneous

11.1 This Agreement contains the entire agreement between the parties hereto and supersedes all prior and contemporaneous agreements and understandings between the parties respecting the subject matter hereof. Should any provision of the Agreement be held to be invalid, void or unenforceable, or waived whether by conduct or otherwise, in any one or more instances, it shall not affect the enforceability of the remaining provisions of this Agreement which shall be read as if such term or provision held invalid, void, unenforceable or waived were never part hereof.

11.2. No supplement, modification or amendment of any term, provision or condition of this Agreement shall be binding or enforceable unless executed in writing by the parties hereto.

11.3 No failure or delay by either party in exercising any right, power or privilege hereunder shall operate as a waiver thereof, nor shall any single or partial exercise thereof preclude any other or further exercise thereof or the exercise of any other right, power or privilege.

11.4 In any case where any notice or other communication is required or permitted to be given hereunder, such notice or communication shall be in writing and (a) personally delivered, (b) sent by registered United States mail, postage prepaid, return receipt requested, (c) transmitted by telecopy (with confirmation of receipt received) or (d) sent by way of a recognized overnight courier service, postage prepaid, return receipt requested, with instructions to deliver on the next business day, in each case as follows:

If to OSBORN, to:
1226 W. Osborn Road
Phoenix, AZ 85013
Attention: Superintendent

If to DISTRICT B, to:
Creighton Elementary School District No 14
2702 E. Flower St.
Phoenix, AZ 85016
Attention: Superintendent

All such notices or other communications shall be deemed to have been given or received (a) upon receipt if personally delivered, (b) on the fifth day following posting if by registered United States mail, (c) when sent if by confirmed telecopy or (d) on the next business day following deposit with an overnight courier if sent by an overnight courier.

11.5 For the purposes of compliance with Workers Compensation laws, an employee of either party shall be deemed to be an "employee" of both public agencies while performing pursuant to this Agreement, for purposes of A.R.S. § 23-1022 and the Arizona Workers' Compensation laws. The primary employer shall be solely liable for any worker's compensation benefits which may accrue. Each party shall post a notice pursuant to the provisions of A.R.S. § 23-906 in substantially the following form:

> "All employees are hereby further notified that they may be required to work under the jurisdiction or control or within the jurisdictional boundaries of another public agency pursuant to an intergovernmental agreement or Contract, and under such circumstances they are deemed by the laws of Arizona to be employees of both public agencies for the purposes of workers' compensation."

11.6 Both OSBORN and DISTRICT B understand that a potential conflict of interest might arise between the parties when entering into this Agreement. The parties understand that Udall Shumway PLC has represented both parties on other matters unrelated to the drafting of this Agreement, as well as in execution of this Agreement, and should a cause of action arise between them that relates to this Agreement, Udall Shumway PLC, would be unable to represent either party.

11.7 This Agreement shall be governed by and construed in accordance with the laws of the State of Arizona. Any litigation arising out of this Agreement shall be brought in the courts of the State of Arizona.

11.8 This Agreement must be submitted to legal counsel for each party for a determination that it is in proper form before it is effective.

11.9 This Agreement may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.

This Agreement shall become effective as of the date the OSBORN and DISTRICT B have approved the Agreement in a properly noticed Governing Board meeting and the parties have signed the Agreement as provided below.

For Osborn Elementary School No. 8

By: _____

Name: _____

Title: _____

Date: _____, 2026

For Creighton Elementary School District No. 14

By: _____

Name: _____

Title: _____

Date: _____, 2026

APPROVAL OF ATTORNEY FOR EACH PARTY

This Intergovernmental Agreement has been reviewed pursuant to A.R.S. § 11-952 by the undersigned counsel of the respective parties identified below, who have determined that it is in the proper form and is within the powers and authority granted under the laws of the State of Arizona to each of the parties.

For Osborn Elementary School No. 8

Kimberly R. Davis, Esq.		10/29/26
Attorney Name	Signature	Date

For Creighton Elementary School District No. 14

Attorney Name	Signature	Date

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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-6

Agenda Item
Approval of First Amendment to the District Partnership Agreement with City Year, Inc.

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

Background –
A partnership agreement with City Year, Inc. to provide additional academic and social-emotional support to students. Through this partnership, City Year AmeriCorps members work alongside teachers and school staff to provide targeted academic interventions, mentoring, and student engagement support.

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 of First Amendment to the District Partnership Agreement with City Year, Inc.

Moved _____ Seconded _____ P/F

FIRST AMENDMENT TO THE
DISTRICT PARTNERSHIP AGREEMENT
BY AND BETWEEN OSBORN ELEMENTARY SCHOOL DISTRICT AND CITY YEAR, INC.

This First Amendment to the District Partnership Agreement dated as of August 27, 2024 is effective as of September 24, 2026 (this "First Amendment"), and is executed by and between City Year, Inc., a Massachusetts not-for-profit corporation having a principal place of business located at 287 Columbus Avenue, Boston, MA 02116 and Osborn Elementary School District (Hereinafter "The District").

WHEREAS, the parties have entered into a District Partnership Agreement, dated as of August 27, 2024 (together with this First Amendment, exhibits, schedules and quotes issued in connection therewith, the "Partnership Agreement");

WHEREAS, the parties wish to modify Section 1 "Term of Agreement" of the Partnership Agreement, as set forth in the Partnership Agreement on August 27, 2024;

WHEREAS, the parties wish to modify Section 3 "Payment Obligations" of the Partnership Agreement, as set forth in the Partnership Agreement on August 27, 2024;

NOW, THEREFORE, in consideration of the mutual promises of the parties set forth herein and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. Section 1 under "Term of Agreement," the term of agreement shall be replaced with the following:

   "The term of this Agreement shall commence on September 15, 2024 and conclude on June 30, 2028 (the "Term").

2. Section 3 under "Payment Obligations," the Deployment Plan table shall be deleted and replaced with the following table:

Expense	Allocation of Payment
Initial Membership Fee	$150,000
Solano Elementary School FY26 / SY25-26	$75,000
Solano Elementary School FY27 / SY26-27	$0
Aggregate Payment	**$225,000**

3. In accordance with A.R.S. § 38-511, if a person significantly involved in a District contract becomes an employee, agent, or consultant to any other party of the contract with respect to the subject matter of the contract, the District may cancel the contract within three years of execution and recoup any fee or commission paid to such person.
4. The parties shall comply with all applicable State and Federal employment laws, rules, regulations, and executive orders which require that all persons shall have equal access to employment opportunities and to education opportunities regardless of race, color, religion, disability, sex, age, national origin, genetic code, veteran's status, or political affiliation.
5. All student records and personally identifiable information shall be kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) and regulations adopted pursuant to that Act; the Individuals with Disabilities Education Act (IDEA) and regulations adopted thereunder; and applicable District board policies regarding the disclosure of personally identifiable information from students' education records. District has determined that City Year acting pursuant to this Agreement perform a special task for the benefit of the students and/or families of District and may

be granted access to educational records. As such, City Year acting pursuant to this Agreement are hereby designated "school officials" of purposes of this Agreement in order to receive access to educational records of students participating in the Program that is the subject of this Agreement. City Year will not disclose student educational records it receives to any third party, except with the prior written consent of District, or the parent as applicable. City Year agrees that it will use student educational records received under this Agreement solely to accomplish its obligations under this Agreement and solely in a manner and for purposes consistent with the terms and conditions of this Agreement and District policies and procedures.

Except as otherwise expressly amended by this First Amendment, the provisions of the Partnership Agreement shall remain unchanged, binding, and in full force and effect.

IN WITNESS WHEREOF, the parties have executed this First Amendment to the Partnership Agreement as of the day and year first written above.

CITY YEAR, INC.

_____

By: George Chu
Its: Chief Financial Officer
Email: CFO@cityyear.org

OSBORN ELEMENTARY SCHOOL DISTRICT

_____

By: Felipe Carranza
Its: Superintendent of Schools
Email: fcarranza@osbornsd.org

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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 for Cory Alexander to attend ScratchWorks Gathering in San Diego CA May 3-6, 2027

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

Background –
ScratchWorks' 2027 San Diego gathering will bring together school food leaders from all regions of the US who are actively transitioning their districts to scratch cooking. The purpose is to share, learn, and connect. This Gathering is a key element of ScratchWorks complemented by shared learning and policy work. The Gathering ensures that members have the opportunity to connect and grow into a community that will serve as a support network.

Key stakeholders in the cook-from-scratch school food movement are invited to attend the Gathering. Invitees range from pioneers in scratch cooking to aspiring operators committed to change. Attendees will leave with the resources, connections, and knowledge they need to create change in their programs.

Content sessions will be organized around procurement, recipe development and creating / training a dream team. In addition, keynotes will offer insights on policy paired with the opportunity for participants to shape a policy call to action during the Gathering.

Legal

Financial

Conference registration	$1000.00
Meals	$ 342.00
Airfare	$ 500.00
Total	$1842.00

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the board approve travel for Cory Alexander to attend the ScratchWorks in San Diego, CA on May 3-6, 2027.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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
Approval for Cory Alexander to attend the School Nutrition Association's 2027 Legislative Action Conference March 7-9, 2027 in Washington DC

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

Background –
LAC27 offers a unique opportunity to engage with the democratic process, learn about pressing legislative issues in school nutrition and advocate directly with representatives on Capitol Hill. The conference theme, "your voice, your impact", emphasizes that change begins with individual voices coming together to make a collective impact. LAC27 is designed to help each attendee become a catalyst for progress—turning individual efforts into a powerful, unified movement in support of student health and success.

Attending LAC allows firsthand insights into current policies and advocacy strategies and helps us further strengthen our school nutrition program. This investment will help us stay informed and effectively represent the needs and priorities of our students and community.

Legal

Financial

Conference Registration	$ 650.00
Hotel-	$1750
Meals	$ 369
Airfare	$ 750
Total	$3519.00

Governing Board Goals

☐Community Connectedness and Increased Enrollment

☐Maximize Student Learning & Achievement from PreK to High School

☐Stewardship and Boardmanship

☐Equity & Excellence for Opportunity and Outcomes

Recommendation
It is recommended that the board approve travel for Cory Alexander to attend the Legislative Action Conference in Washington D.C. on March 7-9, 2027.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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

Agenda Item

Approval of Out-of-State Travel for Operations Officer C. McCabe and Business Services Accounting Manager, C Arroyo to attend the ASBO Eagle Institute & Leadership Conference in Savannah, GA February 9-12, 2027.

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

Background –

Recommendation for the Operations/Finance Officer and Business Services Accounting Manager to attend the Association School Business Officials (ASBO International) Leadership Forum & Eagle Institute in Savannah, GA February 9-12, 2027.

Leadership Forum unites emerging and established school business leaders for two days of focused professional development, interactive learning, and collaborative networking. With multiple tracks designed to strengthen essential leadership skills, the program helps participants refine their abilities, expand their connections, and drive meaningful impact in their districts and communities.

Eagle Institute offers a unique, immersive experience for school business leaders to explore leadership through historical case studies, group dialogue, and reflective learning. This program provides a deeper opportunity to examine leadership in times of challenge and apply those lessons to strengthen resilience and impact in today's schools and communities.

Legal

Financial

Indirect Costs Fund: Registration = $1900, Airfare, Lodging, Meals = $1600, Approx. $3500 per traveler.

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 the Board approve Out-of-State Travel for Operations Officer C. McCabe and Business Services Accounting Manager, C Arroyo to attend the ASBO Eagle Institute & Leadership Conference in Savannah, GA February 9-12, 2027.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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
Approval of Co-op Procurements for FY27 -Revised

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

Background –
Procurement regulations mandate that School Districts follow certain procedures in regard to purchasing products and/or services in excess of $100,000. Purchases that exceed this volume must be purchased through a formal bidding process or a cooperative purchasing contract. The district has reviewed and recommends the use of the following vendors and their associated cooperative contract pricing. The due diligence for these cooperative contracts has been completed by and is on file in the Business Services Department.

Procurement List
The district is Recommending the following list of cooperative contracts be approved for utilization in the FY27 school year

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 utilization of the identified co-op contracts for the FY27 School Year Effective Nov 17, 2026.

Moved _____ Seconded _____ P/F

AGENCY	VENDOR	END DATE	AWARD # & COMMODITIES	FY27
MOHAVE	ARIZONA FURNISHING	1/31/2029	23G-AZF-0131 FACILITY FURNISHINGS	$1,000,000.00
MOHAVE	ASPIN / MOHAVE - SHAMROCK FOODS	7/1/27	210-SFC-0701 Food, Food Distribution and Related Supplies	$712,000.00
SAVE - DEER VALLEY	BEHAVIOR-RX LLC	6/30/29	25-5201-003 SPECIAL EDUCATION CONTRACTED SERVICES	$150,000.00
1GPA	CCS PRESENTATION SYSTEMS (AVI-SPL, LLC)	12/8/2026	22-02PV-04 Technology & Audio/Visual Solutions	$150,000.00
MOHAVE	CDW GOVERNMENT INC	10/4/2030	25E-CDWG-1004 COMPUTER HARDWARE, SOFTWARE & PERIPHERALS	$100,000.00
1GPA	CHASSE BUILDING TEAM	5/17/2028	23-15PV-02E2 JOC	$100,000.00
GPPCS - TESD3	EdTHEORY LLC	6/30/30	26-03-31 SPECIAL EDUCATION STUDENT SUCCESS	$150,000.00
MOHAVE	EDUCATIONAL SERVICES, INC	3/18/28	21N-ESI3-0318 TEMPORARY EMPLOYMENT & RECRUITING SERVICES	$500,000.00
1GPA	FACILITY MANAGEMENT GROUP	6/4/2029	24-12P-04 Project Management & Related Services	$240,420.00
GPPCS - TESD3	GARY D STROMBERG & ASSOCIATES, LLC	6/30/30	26-03-31 SPECIAL EDUCATION STUDENT SUCCESS	$150,000.00
MOHAVE/1GPA	LOGICALIS INC	2/6/2030	25-09PV--05 Internal Connections (E-rate Category 2) 21-07P-13 Fire, Security and communication syst	$100,000.00
1GPA	PUEBLO MECHANICAL & CONTROLS INC	8/4/2027	22-14PV-05 Job Order Contracting - Mechanical Services	$2,200,000.00
MOHAVE	RWC INTERNATIONAL , LTD.	9/5/28	23D-RWC-0905 School and Municipal Buses: Sales, Service, Repair and Parts	$200,000.00
1GPA	RYTAN LLC	5/17/2028	23-15PV-11 Job Order Contracting for General Contractors	$100,000.00
STATE	SENERGY PETROLEUM LLC	11/16/26	CTR063147 Bulk Fuel and Bulk Fuel Propane	$110,000.00
MOHAVE	SHAMROCK FARMS	7/1/21-6/30/26	21B-sham-0701 Milk and Dairy Products	$110,000.00
STATE -NASPO	SHARP ELECTRONICS CORPORATION	7/30/2027	CTR069921 NASPO Multi-Function Devices and Related Software, Services, and Cloud Solutions	$50,000.00
SAVE -PEORIA	SKYLINE BUILDERS & RESTORATION INC	6/30/2027	ACON20722 TRADE SERVICES	$200,000.00
SAVE - WASHINGTON	SOUTHWEST PSYCHOLOGICAL SVCS	6/30/2028	24.001 Special Education & Other Substitute Services	$190,800.00
MOHAVE -ASPIN	AIKINS DISTRIBUTION	6/30/2031	26C-AIKI-0701 MILK AND DAIRY	$110,000.00
1GPA	FSEC	1/19/2030	25-07P-17 Safety and Security Products, Services and Systems	$450,000.00

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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
Renewal of BIDs, RFPs, RFQs

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

Background –
Procurement regulations mandate that School Districts follow certain procedures in regard to purchasing products and/or services in excess of $100,000. Purchases that exceed this volume must be purchased through a formal bidding process. Compliance with the regulations can be met by "tagging" onto a consortium bid or going out for a bid ourselves. The awards for all bids are for a one-year period with the option to renew for up to four additional one-year periods. If a vendor's performance is satisfactory, the District can contract with them for five years through the use of a bid. However, we are required to excise our renewal rights each year of the BID/RFP.

Attached is a listing of the Osborn BIDs, RFPs, RFQs that are being recommended for renewal. The assigned district administrator has verified that all contract requirements have been met for renewal.

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 renew the BIDs, RFPs, RFQs for services and/or products as presented on the attached listing. - Effective Nov 1, 2026

Moved _____ Seconded _____ P/F

		Osborn School District #8					
	Ratity /Renewal Recommendation to Governing Board						
RFP #	**Product / Services**	**Award to vendor(s)**	**Awarded date**	**Beggining**	**Ending**	**Year #**	**Administrator Recommendation**
2024-02	audit services	cwdl- advisent Assurance	6/11/24	7/1/26	06/30/2027	3	yes
2024-04	Teacher Sub Services	ESI , Scoot Education , **Swing**	08/20/2024	07/01/2026	06/30/2027	3	yes
2024-03	Architectural Services	SPS+	7/9/24	7/1/26	06/30/2027	3	yes
2025-01	CMAR - Montecito Reno	Chasse Building team	11/09/2024	07/01/2026	06/30/2027	2	yes
2025-02	CMAR-ILS	CORE Construction	05/13/2025	07/01/2026	06/30/2027	2	yes
2025-03	CMAR - Districtwide Child Nutrion	Chasse Building team	05/13/2025	07/01/2026	06/30/2027	2	yes

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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
Facilities and Maintenance

For Board: ☐ Action ☐ Discussion ☒ Information

Background –
Director of Maintentance and Transportation, Mr. Garcia, will present an overview of Osborn maintenance team.

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
November 17, 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 [X] Discussion [X] 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: 10/30/2026
Re: October 2026 Events

Staff Highlights

WIN (Intervention & Enrichment Block)

- After analyzing student data, homeroom and special area teachers have been preparing and delivering lessons that address students' individual learning needs. Some teachers are providing differentiated math instruction, supporting students who are working above grade level, on grade level, and below grade level. Other teachers are providing targeted intervention minutes for our English Learners (ELs). Additionally, teachers are supporting students with phonics, grade-level content, and reading comprehension strategies.

Supporting students with Goal Setting

- Teachers have been focusing on preparing for individual student conferences to review students' most recent STAR, AASA, and IXL data. During these conferences, teachers will work with students to establish end of the year academic goals and develop a plan to monitor their progress throughout the remainder of the school year.

Student Highlights

Character Day

- On Character Day, students and staff dressed up as characters from different books to celebrate the joy of reading! Our 4th grade teachers transformed into Harry Potter characters, our 5th grade teachers represented their favorite university mascots, and our 6th grade teachers brought Alice in Wonderland to life. Our office staff and leadership team added a little Disney magic by dressing up as inspired Disney princesses!
- Ms. Allen's self-contained students practiced saying "Trick or Treat" as they visited different areas around our school to collect treats!

Partnership Highlight

Trunk or Treat

- We hosted our annual Trunk or Treat Family Engagement Event! Families, board members, and retired teachers brought their creativity and enthusiasm to the event, spreading joy to our students with creatively decorated trunks, candy, and a few spooky surprises!
- Families enjoyed a meal while listening to music from our DJ, participating in a variety of games, and capturing memories at our photo booth. Students also hit the dance floor and showed off their moves to some of their favorite popular songs!

















Encanto Board Report

To: Osborn School District Governing Board
Date: 11/01/2026
Re: November School Events

Staff Highlights

Our staff continues to strengthen support for English learners and gifted learners through individualized plans, targeted intervention groups, and differentiated instruction. In October, teachers participated in professional development led by our Gifted Lead, Clare Maynard, and our English Acquisition Mentor, Alexis Aguirre. These sessions provided strategies to address students' unique learning needs, offer appropriate challenges, and support academic growth. Teachers are eager to put these ideas into practice as we work to help every student thrive.

Student Highlights

Encanto is excited to celebrate Día de los Muertos during the first week of November. Students will collaborate with their teachers and families to create ofrendas—traditional displays featuring photographs, marigolds, and meaningful objects that honor and remember loved ones who have passed away. Each class will visit the ofrendas to learn about this meaningful cultural tradition.

The celebration will continue with a Family Night on Wednesday, November 4, featuring Día de los Muertos activities and opportunities for families to view their students' work, learn together, and celebrate our school community's cultural connections.

Partnership Highlights

On Saturday, October 3, 2026, Encanto hosted its first annual Bike Rodeo in honor of our beloved PE teacher, Mark Deyette. Students and families from across the district brought their own bikes or borrowed one to participate in a bike safety course. The Phoenix Fire Department distributed helmets with support from the City of Phoenix and Board Member Ed Hermes.

We were honored to welcome Coach Deyette's family and friends as volunteers, alongside our Encanto Student Council. This event brought families, community partners, and student leaders together to promote bike safety while honoring Coach Deyette's lasting impact.





Longview Board Report

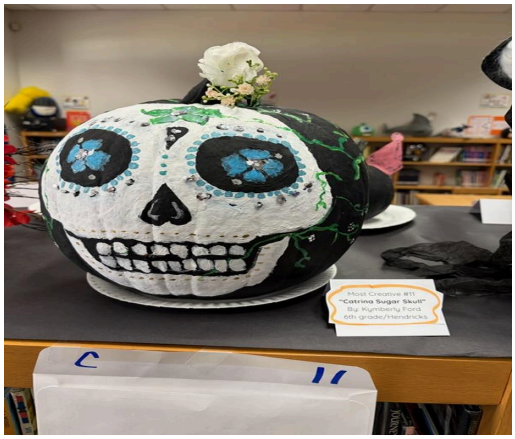
To: Osborn School District Governing Board
Date: 10/28/26
Re: November 2026

Staff and student Highlights

Our staff and students have so enjoyed the month of October and all of the fun events it has brought. Our EXTRAORDINARY Librarian, Dorinda Montoya, has once again invited our students and their families to create their very own pumpkins. Our students and families exhibit their creativity each and every year and this year we received over 100 pumpkins in our contest. Below you will see characters, book themes, movie themes, and much much more. The winners will be identified Friday October 30th.









Longview Partnerships

Longview values its partnerships so greatly! A perfect example of the importance and power of these relationships are evident in the support we received from Sounds Academy and Republic Works. Both groups volunteered their time to help Longview with a project that we truly thought would never get done this year.

Through our bond project work we had to move our book room and all that had gathered in there for the past…well I will just say forever! In moving the entire room into another location the new bookroom was a disaster that was not effective or helpful at all for our staff to access learning resources. I promise I had a vision as I made this new location the place for our resources but I honestly had no idea how to get started, other than a lot of off the clock hours and hope that I could do it without having to inconvenience my staff. Then came Kirk from Sounds Academy and Republic services to save the day (and make a Principal look brilliant lol). Below you will see images that capture the scope of the work and the beauty of teamwork and partnerships. Thank you to Board Member Hermes for his attendance as well.

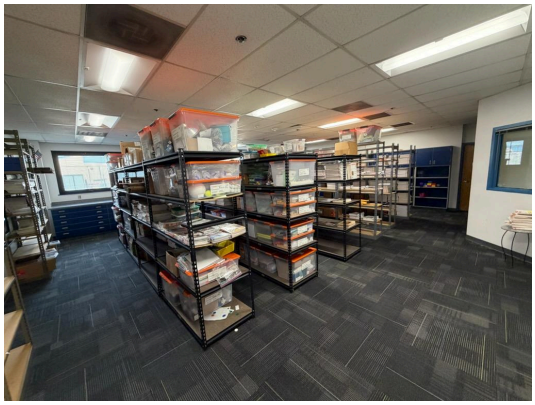




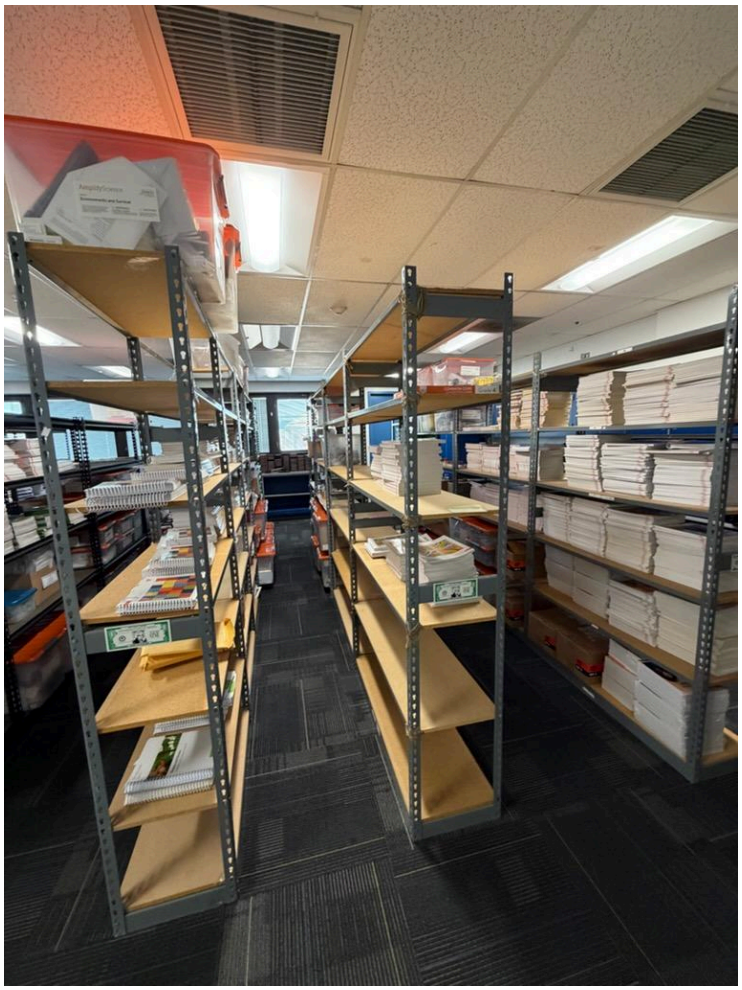


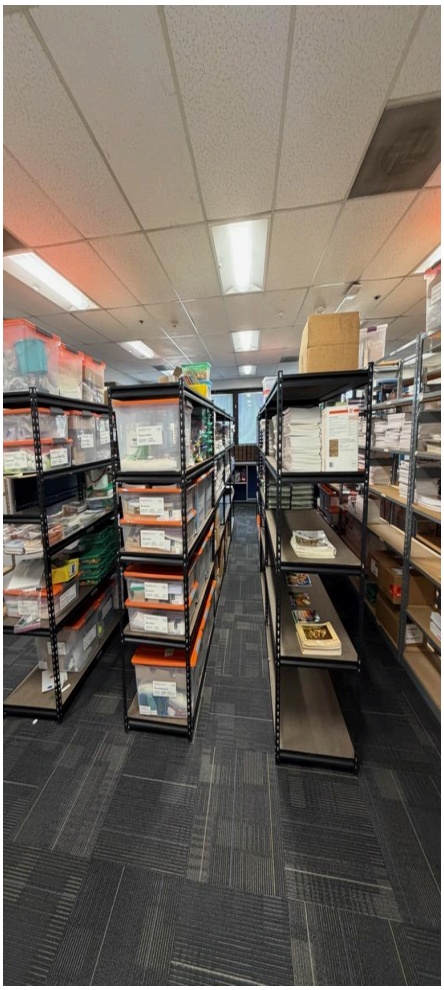


And now for the big reveal…….









Montecito Montessori Board Report

To: Osborn School District Governing Board
Date: 11/1/26
Re: November 2026 Update

Student Highlights

The primary students went on their very first whole group field trip to Mother Nature's Farm! All three of our primary classrooms (more than 60 3-5 year olds) attended and about 15 parents joined us. The students fed goats, rode a hay ride, traversed through a hay maze, had a picnic lunch and got a pumpkin to take home. It was a great experience, and we are thankful to have community support to provide this type of learning experience to the students through both tax credit funds and parent support.





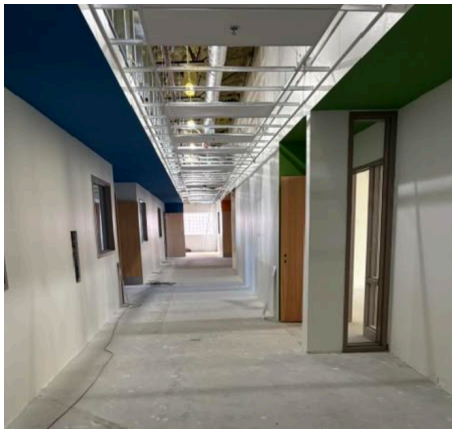
Staff Spotlight



At the start of the second quarter, we welcomed Ms. Laura Parga to the Monarch community. Ms. Laura is one of our two elementary assistants. She works with both lower and upper elementary students within classrooms to support them as they work and also provides continued Spanish language development to our upper elementary students through additional reading practice and conversational studies. We are fortunate to have her with us as she quickly connected with the students and is willing to provide support anywhere needed throughout the campus community.

Community Highlight

Phase three of construction at Montecito is scheduled for completion in early December and phase four begins in January! Our elementary classrooms will be moving into the new area mid-December with moving completion scheduled during winter break. During winter break, the parking area will also have a project completed which consists of removal of an old trash cove and creation of sidewalk space for improved accessibility to the front of the building. We look forward to full project completion mid-Spring.





OMS Board Report

To: Osborn School District Governing Board
Date: 10/28/2026
Re: October/November 2026 Events

Staff Highlights

-Our Wednesday PD sessions for October and November have focused on Rubric Writing. On 10/28 we will focus on how to incorporate the rubric into instruction, on 11/4 we will compile several rubrics from the quarter and reflect on how they impacted student learning.11/18 we will have a team meeting which will focus on student academic concerns and create action steps the team can take to support the identified students in their classrooms.

Student Highlights

-Students enjoyed our second DeansList incentive experience of the school year with a trip to SkyZone on Friday, October 2, from 9:30–11:30 a.m.! Approximately 300 students qualified for the trip, and 190 chose to participate. To earn an invitation, students were required to demonstrate positive attendance, behavior, and decision-making by meeting the following criteria:

- Three or fewer tardies to class
- Three or fewer referrals to PRC
- No instances of ditching class
- No in-school or out-of-school suspensions
- No more than two absences from school, excused or unexcused
- No more than one dress code referral

We are proud of our students who met these expectations and earned this opportunity to celebrate their hard work and positive choices!

-Our fall sports regular season has come to an end for our volleyball and flag football teams. Our teams have played so hard this year and we are extremely proud of how they have represented themselves and our school this season. A special shout out to our boys' volleyball team, who finished the regular season with a record and earned a spot in the Valley Athletic Conference playoffs. OMS will be hosting the home playoff game for this Thursday! GO FIREHAWKS!



Osborn Middle School is excited to celebrate our **4th Annual Red Ribbon Week and Halloween-themed Spirit Week from October 26–30!** Red Ribbon Week is an opportunity to educate students about the effects and dangers of drug use and encourage them to make healthy choices and commit to living drug-free. To kick off the week, students participated in three days of drug education lessons during Social Studies last week. A big shout-out to Mr. Landeira, Mr. Frederick, Mr. Guzman, and Ms. Stachel for helping organize and facilitate these important lessons! Our Student Council is also helping organize student pledges throughout the week to reinforce our commitment to making safe, healthy choices. We will wrap up the celebration on Friday with a Red Ribbon Week assembly during Firehawk Time, where we will announce the winners of our door-decorating contest!

We look forward to a fun and meaningful week of school spirit, student involvement, and promoting a drug-free lifestyle.



Solano Board Report

To: Osborn School District Governing Board
Date: 10/28/2026
Re: September ‘26 Events

Solano Elementary School

November Governing Board Report

Staff Highlights

Living Our Values Every Day
September LOVE Award recipients Ms. Merrill and Ms. Palma had the honor of selecting two new staff members to recognize for Living Our Values Every Day. Ms. Merrill selected Ms. Campbell for demonstrating the core value of Integrity, while Ms. Palma selected our social worker, Ms. Flores, MSW, for exemplifying the core value of Relationships. Congratulations to our newest LOVE Award recipients! We appreciate the many ways they support our students, families, and fellow staff members.

Kagan Learning Comes to Life

On October 21, Solano staff participated in an engaging professional development session led by Kagan Kim, as she is affectionately known by our team. Kim guided staff through a variety of Kagan cooperative-learning structures and provided hands-on activities that allowed teachers to experience the strategies from a student’s perspective.

Kim also visited the classrooms of our teacher mentors, where she modeled techniques and observed Kagan structures in action. This combination of professional learning, classroom modeling, and immediate feedback provided our educators with practical strategies for increasing student engagement, participation, and collaboration. Thank you, Kagan Kim, for an outstanding day of learning!

Student Highlights

A Pumpkin Patch Adventure

Our RISE 1 students enjoyed a memorable field trip to the pumpkin patch! Students participated in a variety of activities, including selecting their own pumpkins and riding go-karts. The trip provided a joyful opportunity for students to learn, explore, and create special memories together.

Kids Read at Solano

Solano was honored to welcome former Osborn Superintendent Dr. Wilma Basnett as a guest reader during our Kids Read event. Dr. Basnett shared the story *iVoted*, which helped students understand the importance of voting, why people participate in elections, and how individuals can use their voices to contribute to their communities. We sincerely thank Dr. Basnett for returning to Solano and sharing this meaningful experience with our students.

Learning to Stay Safe

Kindergarten and first-grade students participated in a fire-safety assembly and learned important lessons about preventing fires and responding appropriately during an emergency. Students were engaged throughout the presentation and gained valuable information that can help keep themselves and their families safe.

Celebrating Joy

Solano recognized 34 students during our October student recognition for demonstrating the district's core value of Joy. These Tigers were celebrated for bringing enthusiasm, positivity, and encouragement to their classrooms and school community. Congratulations to each of our award recipients for showing us what Joy looks and sounds like at Solano!

Partnership Highlights

Welcoming Community Family Services Back to Solano

Solano is excited to welcome Community Family Services back to our campus! CFS was an important part of the Solano community for several years before a brief hiatus. Its team has now returned to provide students and families with valuable academic and behavioral support.

This renewed partnership expands the network of care available to our Tiger families and strengthens our ability to support the needs of the whole child. We are grateful to have Community Family Services back as part of the Solano community.

Student Leaders Welcome Our Community Partner

Solano's Student Council officers spent time with our Partner with a Principal partner, Lindsey Kent of Valley of the Sun United Way. Student Council President Juan, Vice President Janiyah,

Historian Luisa, and class representative Cali welcomed Ms. Kent and shared why the Solano community is such a special place to learn and grow.

Ms. Kent and Principal Witherspoon are exploring opportunities to collaborate in areas such as attendance, tutoring, and reading programs. We are excited to continue developing this partnership and identifying meaningful resources and opportunities that will benefit Solano's students and staff.

Highlighting Our City Year Partnership

On October 28, Solano welcomed guests to campus for a special visit highlighting the collaboration between City Year members and their partner teachers. Guests participated in brief classroom visits and had an opportunity to see the incredible work taking place across our campus.

The visit showcased how City Year members work alongside teachers to support students academically, strengthen classroom communities, and provide additional encouragement throughout the school day. We are grateful for City Year's continued partnership and its commitment to helping every Tiger succeed.

October was filled with learning, leadership, partnership, and most fittingly, Joy. From meaningful professional development and memorable student experiences to the continued growth of our community partnerships, Solano remains committed to creating a school where every student feels supported, valued, and inspired. Together, our Tiger Family continues to grow stronger!

Board Presentation

During the November Governing Board meeting, Solano will proudly recognize five staff members as LOVE Award recipients; one representing each of Osborn's core values: Integrity, Relationships, Equity, Joy, and Growth. Our presentation will also spotlight our partnership with City Year and the positive impact its members are having on our school. We look forward to sharing how this collaboration supports classroom instruction, strengthens relationships, and provides additional academic and social-emotional support for our students.

November Governing Board Update

Human Resources Department

Meet and Confer

The first Meet and Confer session is scheduled for November 4. This session will begin the collaborative process of discussing topics important to employees and the district. Human Resources has continued coordinating with the selected facilitator and participating members to prepare for a productive, transparent, and solutions-focused process.

Staff Recruitment and Retention

Recruiting and retaining high-quality employees remain key priorities for the Human Resources Department. As part of these efforts, Human Resources will host **“Celebrate 90 Days with Nachos,”** a special event recognizing employees who are new to the Osborn School District and celebrating the completion of their first 90 days.

During the event, new employees will have opportunities to share how they joined the Osborn team, recognize individuals who supported their transition into their new roles, and learn how they can refer prospective employees and families to the district. The celebration is designed to build connections, strengthen employees’ sense of belonging, and encourage staff to serve as ambassadors for Osborn.

Campus Engagement

The Executive Director of Talent and Recruitment completed a staff meeting and introductory visit with the Clarendon campus. This visit provided an opportunity to connect with employees, introduce the role and services of Human Resources, and hear directly from staff members.The HR department participated in the district Halloween parade celebrating students and families.





The Executive Director will begin scheduling the second round of campus visits during the second and third quarters. These visits will continue to strengthen relationships, improve communication, and provide employees with opportunities to share feedback, successes, and areas in which additional district support may be beneficial.

Human Resources Operations and Employee Support

Throughout the month, Human Resources has focused on staff training, employee relationship support, and hiring. The department continues to work closely with campus and district leaders to fill vacancies, respond to employee needs, and support positive and productive working relationships.

The department has also prioritized the completion of the Arizona Department of Education retention report and SDER reporting. Completing these reports accurately and on time supports compliance, strengthens the reliability of district personnel data, and informs future workforce planning and retention strategies.

Staff Well-Being

Human Resources continues to promote employee wellness through participation in the District Wellness Committee and by helping coordinate immunization clinics at school campuses. Providing immunizations at convenient campus locations helps employees access preventive health services while supporting the overall health and well-being of the district community.

Through its work on the Wellness Committee, Human Resources will continue identifying employee needs and exploring opportunities to provide meaningful wellness resources and support.

Professional Learning and Department Development

Human Resources staff will be attending the **ASPAA Conference in November** to strengthen the department's knowledge, skills, and professional practices. Conference sessions provided learning related to school personnel administration, legal and regulatory requirements, employee relations, recruitment, retention, and human resources operations.

Participation in this professional learning supports the department's continued growth and helps ensure that its practices remain current, effective, and compliant. The knowledge gained will be shared within the department and applied to improve services for employees, administrators, and the broader Osborn community.

Board Meeting Date: November 17, 2026

Focus of Update: **ARC Professional Development**	
Update:	During October, Osborn Elementary School District received ARC support focused on strengthening ARC Core implementation and aligning instructional priorities across schools. During the October 22 visit, ARC facilitated two 45-minute school leadership huddles to reflect on implementation progress, celebrate successes, and address school-specific challenges. Each team identified actionable next steps to support teachers and strengthen classroom instruction. The ARC team also met with district leadership to discuss implementation planning for Montecito Montessori and the specific needs of the district's dual language programs. This conversation focused on aligning instructional support, professional development priorities, and implementation plans with the needs of dual language teachers and students. This planning supported a coordinated approach that responds to the unique instructional needs of our school communities. Instructional coaches participated in a two-hour collaborative planning session focused on Unit 2 implementation. Coaches reviewed key instructional look-fors, discussed effective coaching practices and resources, and established priorities for supporting teachers between professional development sessions. Together, these October activities strengthened alignment among district leaders, school leadership teams, and instructional coaches. The next ARC visit is scheduled for November 13 and will include a book study and an overview of Unit 3.

Focus of Update: **Grants**	
Update:	The district shared its October grant update with stakeholders and requested feedback on student needs, funding priorities, and access to programs. Input will help guide planning and use of grant funds. The district also applied for $120,000 per site in 21st Century Community Learning Centers (21st CCLC) funding for Clarendon, Encanto, Solano, and OMS. Funding would support free academic tutoring, enrichment activities, and family learning opportunities through before-school, after-school, and summer programs. Award decisions are expected by early

	December. If funded, student programming is planned to begin in January 2027.

Focus of Update: **Student Services**	
Update:	The Student Services Department presented to three groups of new teacher cohorts from Grand Canyon University on differentiation in instruction in special education and how to increase parent participation in the special education process. The new teachers learned hands-on information and were eager to ask questions to be ready for their student teaching practicum. This partnership with Grand Canyon and Osborn District will continue with another presentation by the special education Master Teachers Savannah Spalding and Latasha Adkisson in December for additional new teacher classes. 

Board Meeting Date: November 17, 2026

Focus of Update: **Language Acquisition & Bi-Literacy**	
Update:	**English Learners:**  **Partnering with families for student growth:** OMS kicked off the month with a welcoming EL family event featuring student decorations and an invitation to share food. Families explored their children's AZELLA, STAR, and IXL results and opportunities for growth this year. Encanto also welcomed a full house of families to learn about English proficiency levels and checked out laptops to continue student learning at home accessing ELPA practice tests, Lexia, and IXL. Clarendon will continue this momentum with its EL family night on October 27!





Targeting support through teamwork: Our dedicated EL paraprofessionals used AZELLA and STAR data, along with school priorities, to organize small-group interventions that build on teachers' classroom instruction. EL leaders received resources to record student results and growth on the new ELPA practice test to share at their sites, helping students and teachers become familiar with the new Cambium platform before February testing. At Solano, teachers participated in professional development to examine their English learners' proficiency levels and practice comprehension strategies for Tier 1 integrated instruction. Principals also received professional development on English learner data, accessed the new ELPA test, and reviewed the EL compliance monitoring checklist with the goal of student growth and proficiency gains.

Spanish/English Learners:

Connecting student data to instructional action: Osborn was invited to participate in the kickoff of IXL's Innovative Leaders Group, joining education and community leaders from across Arizona to share successes, explore challenges, and discuss how student data can guide instruction. Osborn shared how AZELLA and ELPA results inform differentiated IXL practice for English learners. We are also exploring newly available Spanish lessons to expand opportunities for dual language students to build Spanish skills through practice tailored to their learning needs.

Board Meeting Date: November 17, 2026

<table>
<tr><td colspan="2">Focus of Update: Data and Assessments</td></tr>
<tr><td>Update:</td><td>
Students in grades 3–8 completed Quarter 1 AASA benchmark assessments before fall break. Aligned to Arizona Academic Standards and the AASA test blueprints, these assessments help teachers identify instructional needs and monitor progress toward proficiency on the spring state assessment.

The next step is to use the results in instruction through intentionally planned student “test talks.” Teachers and professional learning communities select benchmark questions to revisit with students, model their thinking, and discuss how to approach different question formats. These discussions can be incorporated into lesson introductions, small-group instruction, or follow-up practice. Teachers use results by standard and individual student performance to determine which questions to review and who needs additional support.

Using Benchmark Results to Plan Test Talks
<table>
<tr><th>What the Results Show</th><th>Instructional Response</th></tr>
<tr><td>A taught concept with high proficiency</td><td>Small-group test talk with students who missed the selected questions</td></tr>
<tr><td>A taught concept with average or low proficiency</td><td>Whole-class test talk to address misunderstandings</td></tr>
<tr><td>A concept not yet taught with average or low proficiency</td><td>Whole-class test talk during or after instruction on the concept</td></tr>
</table>

At the October principals’ meeting, we reviewed Quarter 1 assessment data and expectations for using benchmark results to guide instruction. Teachers are expected to incorporate test talks and model test-taking strategies before the Quarter 2 benchmarks, scheduled for December before winter break.
</td></tr>
</table>

Technology Department Report

November 2026 - Jamal Dana

"Connecting student safety & achievement to what we do"

1. **Help desk services:** The Tech Department closed **328** helpdesk tickets in the month of October with an average response time of **0.11** hours. Last September the tech department closed **400** helpdesk tickets with an average response time of **0.12** hours. In August the department closed **885** help desk tickets with an average response time of **0.37** hours. The department goal is to service schools with an average response time ART of less than three hours, and our tech team met this goal. 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. **Door Access:** We are working with a vendor on our door access scanners. Integrating the new software with our network. This will allow the district to allow staff access to specific doors on any site.

3. **Parent Conference Days**: At all sites, the Technology Department set up tables representing the department during parent conference days and answered any questions about student safety and achievement.

4. **Stages:** After finishing Solano stage and Oms Gym, we are working on Encanto stage. We also are getting quotes for Montecito and Longview stages soon.

5. **Walk through**: I walked through with Core company engineer at OMS and made sure to point out the locations of the Wi-Fi, Intercom and IDF equipment.

6. **Re**-wiring MDFs: After we finished OMS MDF, we are looking at Encanto, Clarendon this Xmas, and Longview Spring break, the DO and Solano during the summer.

7. **Doors Access Badges:** The PO is issued; the vendor is placing the order so we can move forward and automate our door canning system.

8. **Cameras**: We will be replacing two cameras at OMS' main admin building as part of existing PO. Another quote will be to replace all bad cameras district-wide as part of near future PO.

9. **Halloween**: Our tech department is participating with other departments in decorating our district office and in distributing items to kids.

10. **TVs**: We are getting three new types of TVs. One for Solano, one for OMS and one for Encanto library.

11. **November Auditors**: The tech department is submitting answers to our auditors. Annually, our auditors request list of items that we need to submit a response to.

12. **E-rate:** For the year 2027-2028, we are looking to file a new application for Cox $138,000 and warranty on critical equipment, about $50,000.

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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 the month of October

For Board: ☐ Action ☐ Discussion ☒ Information

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: October 2026					
Date	**School**	**Grade**	**Violation**	**Response**	**Reassigned Days**
10/1/2026	Clarendon Elementary	6	Aggression	Out-of-School Suspension	2
10/1/2026	Clarendon Elementary	6	Aggression	Out-of-School Suspension	2
10/1/2026	Clarendon Elementary	6	Aggression	Out-of-School Suspension	2
10/1/2026	Clarendon Elementary	6	Aggression	Out-of-School Suspension	2
10/1/2026	Solano Elementary	4	Aggression	In-School Suspension	1
10/2/2026	Clarendon Elementary	4	Aggression	Out-of-School Suspension	1
10/2/2026	Solano Elementary	1	Aggression	In-School Suspension	1
10/2/2026	Osborn Middle School	7	Alcohol Tobacco and Other Drugs	Out-of-School Suspension	3
10/13/2026	Solano Elementary	6	Harassment, Threat and Intimidation	In-School Suspension	1
10/13/2026	Solano Elementary	6	Harassment, Threat and Intimidation	In-School Suspension	1
10/14/2026	Solano Elementary	3	Aggression	In-School Suspension	1
10/14/2026	Solano Elementary	2	Aggression	In-School Suspension	1
10/14/2026	Solano Elementary	3	Aggression	In-School Suspension	1
10/14/2026	Osborn Middle School	7	Aggression	Out-of-School Suspension	2
10/14/2026	Solano Elementary	2	Aggression	In-School Suspension	1
10/14/2026	Osborn Middle School	7	Aggression	Out-of-School Suspension	2
10/15/2026	Solano Elementary	5	Aggression	In-School Suspension	1
10/15/2026	Solano Elementary	5	Aggression	In-School Suspension	1
10/16/2026	Clarendon Elementary	5	Aggression	Out-of-School Suspension	1
10/16/2026	Longview Elementary	4	Harassment, Threat and Intimidation	In-School Suspension	1
10/16/2026	Solano Elementary	4	Aggression	In-School Suspension	1
10/19/2026	Solano Elementary	6	Harassment, Threat and Intimidation	Out-of-School Suspension	2
10/19/2026	Clarendon Elementary	5	Aggression	Out-of-School Suspension	1
10/19/2026	Clarendon Elementary	5	Aggression	Out-of-School Suspension	1
10/19/2026	Solano Elementary	6	Harassment, Threat and Intimidation	Out-of-School Suspension	2
10/19/2026	Clarendon Elementary	5	Aggression	Out-of-School Suspension	1
10/19/2026	Solano Elementary	6	Harassment, Threat and Intimidation	Out-of-School Suspension	2
10/19/2026	Solano Elementary	6	Harassment, Threat and Intimidation	Out-of-School Suspension	2
10/20/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	1

10/20/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	1
10/20/2026	Osborn Middle School	7	Other Violations of School Policies	Out-of-School Suspension	1
10/20/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	1
10/20/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	1
10/20/2026	Osborn Middle School	7	Other Violations of School Policies	Out-of-School Suspension	1
10/20/2026	Osborn Middle School	7	Other Violations of School Policies	Out-of-School Suspension	1
10/21/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	1
10/21/2026	Solano Elementary	2	Aggression	In-School Suspension	1
10/21/2026	Solano Elementary	4	Harassment, Threat and Intimidation	Out-of-School Suspension	2
10/21/2026	Solano Elementary	4	Harassment, Threat and Intimidation	Out-of-School Suspension	2
10/21/2026	Solano Elementary	4	Aggression	In-School Suspension	2
10/21/2026	Osborn Middle School	7	Weapons and Dangerous Items	Out-of-School Suspension	10
10/22/2026	Solano Elementary	3	Harassment, Threat and Intimidation	In-School Suspension	2
10/23/2026	Clarendon Elementary	6	Aggression	Out-of-School Suspension	1
10/23/2026	Osborn Middle School	7	Sexual Offenses	Out-of-School Suspension	2
10/23/2026	Osborn Middle School	7	Other Violations of School Policies	Out-of-School Suspension	1
10/23/2026	Solano Elementary	1	Aggression	Out-of-School Suspension	1
10/23/2026	Osborn Middle School	7	Aggression	In-School Suspension	1
10/23/2026	Osborn Middle School	7	Aggression	In-School Suspension	1
10/26/2026	Osborn Middle School	7	Weapons and Dangerous Items	In-School Suspension	1
10/27/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	2
10/27/2026	Solano Elementary	1	Other Violations of School Policies	In-School Suspension	1
10/27/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	3
10/27/2026	Clarendon Elementary	6	Sexual Offenses	Out-of-School Suspension	1
10/28/2026	Longview Elementary	6	Aggression	In-School Suspension	2
10/28/2026	Osborn Middle School	8	Alcohol Tobacco and Other Drugs	Out-of-School Suspension	3
10/28/2026	Solano Elementary	6	Aggression	In-School Suspension	2
10/28/2026	Clarendon Elementary	6	Aggression	Out-of-School Suspension	1
10/28/2026	Osborn Middle School	7	Alcohol Tobacco and Other Drugs	Out-of-School Suspension	3
10/29/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	1
10/29/2026	Osborn Middle School	8	Sexual Offenses	In-School Suspension	1

10/29/2026	Clarendon Elementary	6	Harassment, Threat and Intimidation	Out-of-School Suspension	1
10/29/2026	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	1
10/29/2026	Solano Elementary	KG	Aggression	In-School Suspension	1
10/30/2026	Solano Elementary	5	Aggression	In-School Suspension	1
10/30/2026	Solano Elementary	KG	Aggression	In-School Suspension	2

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	9.0	0.0	13.0															0.0	26.0
Days	0.0	7.0	0.0	12.0	0.0	17.0															0.0	36.0
ENCANTO																						
Incidents	1.0	2.0	0.0	0.0	0.0	0.0															1.0	2.0
Days	1.0	2.0	0.0	0.0	0.0	0.0															1.0	2.0
LONGVIEW																						
Incidents	3.0	1.0	1.0	2.0	2.0	0.0															6.0	3.0
Days	3.0	1.0	1.0	3.0	3.0	0.0															7.0	4.0
OMS																						
Incidents	6.0	23.0	1.0	15.0	4.0	20.0															11.0	58.0
Days	6.0	74.0	1.0	53.0	4.0	41.0															11.0	168.0
SOLANO																						
Incidents	2.0	5.0	13.0	3.0	19.0	7.0															34.0	15.0
Days	4.0	7.0	18.0	4.0	23.0	13.0															45.0	24.0
MONTECITO																						
Incidents	0.0	0.0	0.0	0.0	0.0	0.0															0.0	0.0
Days	0.0	0.0	0.0	0.0	0.0	0.0															0.0	0.0
Month Total Incidents	**12.0**	**35.0**	**15.0**	**29.0**	**25.0**	**40.0**	**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**	**52.0**	**104.0**
Month Total Days	**14.0**	**91.0**	**20.0**	**72.0**	**30.0**	**71.0**	**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**	**64.0**	**234.0**

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	**12**	**17**	15		1			1														
ENCANTO	**0**	**0**																				
LONGVIEW	**0**	**0**																				
OMS	**18**	**41**	4	9		16		2					10									
SOLANO	**6**	**13**	1		12																	
MONTECITO	**0**	**0**																				

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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 the month of October

For Board: ☐ Action ☐ Discussion ☒ Information

Background –

School	October 2025	October 2026
Clarendon	9.55%	9.34%
Encanto	8.95%	9.71%
Longview	8.87%	7.72%
Montecito	5.34%	5.85%
Osborn Middle	8.63%	5.85%
Solano	11.57%	13.9%

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
November 17, 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 October

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 - October 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1 Total Absences: ___3_____ ENC: _____ CLA: _____ LNV: ____1____ MCS: ___1_____ OMS: ____1____ SOL: _____ Notes/Holiday: _____	**2** Total Absences: ___5_____ ENC: __1_____ CLA: _____ LNV: ___2_____ MCS: ___1_____ OMS: ___1_____ SOL: _____ Notes/Holiday: _____
5 Total Absences: _____ ENC: _____ CLA: _____ LNV: _____ MCS: _____ OMS: _____ SOL: _____ Notes/Holiday: _____Fall Break_____	**6** Total Absences: _____ ENC: _____ CLA: _____ LNV: _____ MCS: _____ OMS: _____ SOL: _____ Notes/Holiday: _____Fall Break_____	**7** Total Absences: _____ ENC: _____ CLA: _____ LNV: _____ MCS: _____ OMS: _____ SOL: _____ Notes/Holiday: _____Fall Break_____	**8** Total Absences: _____ ENC: _____ CLA: _____ LNV: _____ MCS: _____ OMS: _____ SOL: _____ Notes/Holiday: _____Fall Break_____	**9** Total Absences: _____ ENC: _____ CLA: _____ LNV: _____ MCS: _____ OMS: _____ SOL: _____ Notes/Holiday: _____Fall Break_____
12 Total Absences: ___7_____ ENC: ___1_____ CLA: ____2____ LNV: _____ MCS: __1_____ OMS: ___2_____ SOL: __1_____ Notes/Holiday: _____	**13** Total Absences: _____ ENC: ___1_____ CLA: ___1_____ LNV: _____ MCS: __1_____ OMS: ____2____ SOL: ___2_____ Notes/Holiday: _____	**14** Total Absences: ___6_____ ENC: ___2_____ CLA: _____ LNV: ___1_____ MCS: ____1____ OMS: ____2____ SOL: _____ Notes/Holiday: _____	**15** Total Absences: ___6_____ ENC: ___2_____ CLA: _____ LNV: _____ MCS: ___1_____ OMS: ___3_____ SOL: _____ Notes/Holiday: _____	**16** Total Absences: ___15_____ ENC: __3_____ CLA: _____ LNV: __3_____ MCS: __1_____ OMS: __6_____ SOL: ___2_____ Notes/Holiday: _____
19 Total Absences: ____13____ ENC: __4_____ CLA: _____2___ LNV: __1_____ MCS: __1_____ OMS: __2_____ SOL: ____3____ Notes/Holiday: _____	**20** Total Absences: ___11_____ ENC: ___4_____ CLA: ___2_____ LNV: _____ MCS: ____1____ OMS: ____2____ SOL: _____2___ Notes/Holiday: _____	**21** Total Absences: ____9____ ENC: ___2_____ CLA: ____1____ LNV: _____ MCS: __1_____ OMS: ____2____ SOL: ___3_____ Notes/Holiday: _____	**22** Total Absences: ____9____ ENC: ___2_____ CLA: _____ LNV: __1_____ MCS: ___1_____ OMS: ___5_____ SOL: _____ Notes/Holiday: _____	**23** Total Absences: _____13___ ENC: __4_____ CLA: _____ LNV: __1_____ MCS: ___1_____ OMS: __5_____ SOL: __2_____ Notes/Holiday: _____
26 Total Absences: ____13____ ENC: ___4_____ CLA: ___2_____ LNV: _____ MCS: _____ OMS: ___6_____ SOL: ____1____ Notes/Holiday: _____	**27** Total Absences: _____8___ ENC: ____3____ CLA: _____ LNV: _____1___ MCS: _____ OMS: ___4_____ SOL: _____ Notes/Holiday: _____	**28** Total Absences: ____4____ ENC: ____3____ CLA: _____ LNV: _____ MCS: _____ OMS: ___1_____ SOL: _____ Notes/Holiday: _____	**29** Total Absences: ____7____ ENC: ___3_____ CLA: _____ LNV: ___1_____ MCS: _____ OMS: ____2____ SOL: ___1_____ Notes/Holiday: _____	**30** Total Absences: ____7____ ENC: ___3_____ CLA: _____ LNV: ___1_____ MCS: _____ OMS: ___2_____ SOL: ___1_____ Notes/Holiday: _____

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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 [X] Discussion [X] Information

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

School	**Enrollment Nov., 2025**	**Enrollment Nov., 2026**	Difference
Clarendon	**384**	**371**	-13
Encanto	**504**	**448**	-56
Longview	**398**	**408**	+10
Montecito	**109**	**134**	+25
Osborn Middle	**376**	**370**	-6
Solano	**358**	**372**	+14
Special Ed.*	**85**	**83**	-2
Preschool	**29**	**26**	-3
SEAS			
Total	**2243**	**2212**	-31

Average Daily Membership

	2025-26 100th day ADM	**2026-27 100th day ADM**	Difference
Total	2123.5181	**2,065.5285**	-57.9896

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: October 28th, 2026

ENCANTO		CLARENDON	
Kindergarten		**Grade 4**	
Davey, Jenny DL	28	Corrales, Lorena D/L	26
Kleinz, Kelly	27	Lameda, Jonathan	21
Lizarraga, Mackenzie D/L	28	Oehler, Ashley	18
Murray, Nikki	28	Rasor, Jennifer	23
		Torres, Bedonie	23
TOTAL KINDERGARTEN	**111**	**TOTAL GRADE 4**	**111**
Grade 1		**Grade 5**	
Assaf, Yehudy	22	Etsitty, Alyscia	27
Goetter, Ashley D/L	24	Kahl, Kayce D/L	26
Klanke, Liana	23	Nyabela, Sean	26
Sanchez, Nayeli D/L	23	Serrano, Samuel D/L	25
Sikkema, Kelsey D/L	23	Sosa, Diego	25
TOTAL GRADE 1	**115**	**TOTAL GRADE 5**	**129**
Grade 2		**Grade 6**	
Groves, Amanda	23	Garcia, Cynthia	32
Khripunov, Kimberly	17	Gonzalez Tena, Stephanie	33
Parker, Alex	16	Terriciano, Molly DL	33
Stubbs, Juanita D/L	23	Villarreal, Frank	33
Vargas, Luis D/L	19		
TOTAL GRADE 2	**98**	**TOTAL GRADE 6**	**131**
Grade 3			
Bejarano, Vanessa D/L	25		
Chaconn Gabrriel	22		
June, Katherine	26		
Sauter. Jessica	25	**SPED**	
Whaley, Scott D/L	26	Allen, Amanda	7
TOTAL GRADE 3	**124**	**TOTAL SPED**	**7**
SPED			
Allen, Amanda	**0**		
Parker, Sam	**8**		
Phillips, Courtney	**12**		
Scilley, Theresa	**8**		
TOTAL SPED	**28**		
ENCANTO TOTAL	**476**	**CLARENDON TOTAL**	**378**

OSBORN SCHOOL DISTRICT
ENROLLMENT DATA FOR: October 28th, 2026

LONGVIEW	
Kindergarten	
Crompton, Carrie (KG)	29
Herrera Silva, Luis	29
TOTAL KINDERGARTEN	**58**
Grade 1	
Elias Ulloa, Rosaisela D/L	26
La O Garcia, Tara	26
TOTAL GRADE 1	**52**
Grade 2	
Berkich, Elizabeth	22
Green, Maria	20
Newquist, Erin	20
TOTAL GRADE 2	**62**
Grade 3	
Sarmiento, Erika D/L	27
Villaverde, Yvette	27
TOTAL GRADE 3	**54**
Grade 4	
Hurtado Diaz, Nidia	24
Judd, Elisabeth	26
Villan Morales, Elisa	26
TOTAL GRADE 4	**76**
Grade 5	
Hernandez, Dani D/L	27
Ruiz, Dezzy	25
TOTAL GRADE 5	**52**
Grade 6	
Butier, Lindsey	27
Hendricks, Sabrina	27
TOTAL GRADE 6	**54**
Special Needs-Self Contained Cross Cat	
Beebe-Giudice, Lucero	7
Ellison, Brianne	4
McHale, Meghan	6
Smith M, Angelica	4
TOTAL SPED	**14**
SPED Preschool	
Osborn, Christina	13
TOTAL PRE-SCHOOL	**13**
LONGVIEW TOTAL	**435**

Montecito (KG-3rd)	
Dodge, Jessica	27
Garcia, Itzel	9
Morales Ruano, Jess	24
Santillano, Magali	10
Singh, Jill	30
Toone, Brenda	24
Wright, Rosa	10
TOTAL	**107**
MONTECITO TOTAL	**107**

OSBORN SCHOOL DISTRICT
ENROLLMENT DATA FOR: October 28th, 2026

SOLANO	
Kindergarten	
Chhim, Soki	27
Formanek, John	27
TOTAL KINDERGARTEN	**54**
Grade 1	
Dine, Yasmin	25
Sandoval, Guadalupe	24
TOTAL GRADE 1	**49**
Grade 2	
Harter, Katherine	24
Palma, Vanessa (2nd)	15
Shillito, Alexandra	25
TOTAL GRADE 2	**64**
Grade 3	
Callisen, Kristen	31
Palma, Vanessa	31
TOTAL GRADE 3	**62**
Grade 4	
Campbell, Amelia	27
Hasenstab, Stephanie	27
TOTAL GRADE 4	**54**
Grade 5	
Bracy, Sarah	25
Tenijieth, Mia	25
TOTAL GRADE 5	**50**
Grade 6	
Flannery, Shane	19
Linton Brown, Teola	20
TOTAL GRADE 6	**39**
Special Education-Cross Cat	
Flores, Lysette	13
Roberts, Mae	7
TOTAL SPECIAL CLASSES	**20**
SPED - PS	
Megia, Michelle	13
TOTAL PRESCHOOL	**13**
SOLANO TOTAL	**405**

OMS	
Grade 7	
Adams, Kyle	20
Georges, Julia	18
Gomez, Vincent	19
Hess, James	19
Landeira, Richard	20
Linn, Jennifer	19
Linn, RJ	30
Smith, Dash	26
Urrutia, Beatriz	19
Wharton, Patricia	10
TOTAL GRADE 7	**200**
Grade 8	
Frederick, Mack	25
Georges, Julia	15
Gerstner, Doug	29
Guzman, Jose	25
Lindberg, Karen	22
Norzagaray, Griselda	5
Quezada, Paula	24
Tikovitsch, Erin	22
Wharton, Patricia	3
TOTAL GRADE 8	**170**
Special Education-Self Contained Cross Cat.	
Cob, Cicely	7
Cooper, Cody	7
TOTAL SPECIAL CLASSES	**14**
OMS TOTAL	**384**
DISTRICT TOTAL:	**2185**

ENROLLMENT BY GRADE AS OF: 10/28/26

Grade	Encanto	Clarendon	Longview	Montecito	OMS	Solano	TOTAL
K	111		58	29		54	**252**
1	115		52	31		49	**247**
2	98		62	25		64	**249**
3	124		54	19		62	**259**
4		111	76	15		54	**256**
5		129	52	8		50	**239**
6		131	54	7		39	**231**
7					200		**200**
8					170		**170**
SpEd.	28	7	14		14	20	**83**
Presch.			13			13	**26**
							0
CURRENT MONTH'S TOTALS	**476**	**378**	**435**	**134**	**384**	**405**	**2212**
Totals	**488**	**373**	**422**	**135**	**390**	**406**	**2214**
Change	-12	5	13	-1	-6	-1	-2

OSBORN SCHOOL DISTRICT ENROLLMENT BY MONTH - 2026-2027

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	Last Day
Encanto										
K	114	114	111							
1	113	113	115							
2	108	106	98							
3	126	125	124							
Spec. Ed.	31	30	28							
Pre-Sch.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	**492**	**488**	**476**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Clarendon										
4	113	113	111							
5	126	127	129							
6	122	126	131							
Spec. Ed.	7	7	7							
TOTAL	**368**	**373**	**378**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Longview										
K	56	57	58							
1	51	51	52							
2	60	60	62							
3	49	50	54							
4	72	72	76							
5	53	52	52							
6	53	53	54							
Spec. Ed.	16	16	14							
Pre-Sch.	9	11	13							
TOTAL	**419**	**422**	**435**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Montecito										
K	29	29	29							
1	31	31	31							
2	26	26	25							
3	19	19	19							
4	15	15	15							
5	8	8	8							
6	7	7	7							
TOTAL	**135**	**135**	**134**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
OMS										
7	205	207	200							
8	169	170	170							
Spec. Ed.	13	13	14							
TOTAL	**387**	**390**	**384**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Solano										
K	56	55	54							
1	49	48	49							
2	64	66	64							
3	61	62	62							
4	56	54	54							
5	52	50	50							
6	39	39	39							
Spec. Ed.	21	20	20							
Pre-Sch.	10	12								
TOTAL	**408**	**406**	**392**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Dist. Totals	**2209**	**2214**	**2199**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Attendance - Multiple Year Comparison Chart

ıcar	Sept. '22	Sept. '23	Sept '24	Sept '25	Sept '26	Encanto	Oct. '22	Oct. '23	Oct. '24	Oct. '25	Oct '26	Encanto	Nov'22	Nov '23	Nov '24	Nov. '25	Nov' 26	Encanto	Dec. '21	Dec '22	Dec '23	Dec. '24	Dec. "25
K	148	138	137	123	114	K	147	140	140	122	114	K	144	141	137	117	111	K	164	146	137	135	123
1	161	147	141	120	113	1	158	145	141	123	113	1	157	146	141	123	115	1	148	156	144	140	124
2	152	157	148	140	108	2	155	156	145	134	106	2	152	155	145	131	98	2	148	149	155	144	130
3	142	148	138	134	126	3	142	148	142	136	125	3	143	152	143	133	124	3	127	142	149	138	130
TO	603	590	564	517	461	TOTAL	602	589	568	515	458	TOTAL	596	594	566	504	448	TOTAL	587	593	585	557	507
rendon						Clarendon						Clarendon						Clarendon					
4	136	135	146	141	113	4	136	133	149	138	113	4	133	134	149	139	111	4	102	131	134	147	137
5	108	136	128	130	126	5	108	138	130	128	127	5	108	139	131	126	129	5	112	108	136	131	125
6	120	118	136	122	122	6	121	118	140	120	126	6	118	113	135	119	131	6	100	119	113	134	120
TO	364	389	410	393	361	TOTAL	365	389	419	386	366	TOTAL	359	386	415	384	371	TOTAL	314	358	383	412	382
ngview						Longview						Longview						Longview					
K	57	48	72	48	56	K	58	48	72	50	57	K	56	45	72	49	58	K	54	55	45	70	46
1	56	69	52	70	51	1	50	69	53	69	51	1	48	70	51	64	52	1	59	49	70	50	65
2	63	48	83	49	60	2	65	47	80	49	60	2	70	49	77	46	62	2	66	69	48	79	45
3	67	49	61	68	49	3	64	59	61	71	50	3	65	57	63	68	54	3	61	62	56	63	67
4	66	65	62	63	72	4	65	66	62	63	72	4	63	67	60	59	76	4	58	62	66	60	60
5	73	68	60	56	53	5	55	69	59	58	52	5	55	67	56	58	52	5	58	54	67	55	59
6	40	62	63	54	53	6	64	61	64	55	53	6	65	62	64	54	54	6	48	63	63	64	51
TO	422	409	453	408	394	TOTAL	421	419	451	415	395	TOTAL	422	417	443	398	408	TOTAL	404	414	415	441	393
ntecito						Montecito						Montecito						Montecito					
K	9	9	31	31	29	K	15	9	30	31	29	K	15	9	30	31	29	K	5	15	9	31	31
1	2	13	16	23	31	1	8	13	13	24	31	1	8	13	15	24	31	1	2	8	13	15	24
2	1	7	18	17	26	2	5	7	18	17	26	2	5	6	18	17	25	2	1	5	6	18	17
3	2	2	6	17	19	3	2	3	6	17	19	3	2	3	6	17	19	3	3	2	3	6	17
4	3		6	8	15	4	3	15	6	8	15	4	3		7	8	15	4	1	3	0	7	9
5	1		4	7	8	5	1	8	4	7	8	5	1		4	7	8	5	0	1	0	4	7
6	3			5	7	6	3	7		5	7	6	3			5	7	6	5	3	0		5
TO	21	31	81	108	135	TOTAL	37	62	77	109	135	TOTAL	37	31	80	109	134	TOTAL	17	37	31	81	110
OMS						OMS						OMS						OMS					
7	224	220	196	196	205	7	227	218	195	191	207	7	224	225	192	191	200	7	247	221	185	188	194
8	252	213	222	187	169	8	262	214	218	188	170	8	259	214	219	185	170	8	269	255	184	216	189
TO	476	433	418	383	374	TOTAL	489	432	413	379	377	TOTAL	483	439	411	376	370	TOTAL	516	476	369	404	383
olano						Solano						Solano						Solano					
K	59	66	67	59	56	K	63	69	65	57	55	K	64	62	67	57	54	K	70	65	60	67	59
1	61	58	57	64	49	1	62	59	55	59	48	1	56	56	55	62	49	1	65	56	57	55	59
2	61	64	60	56	64	2	61	62	61	54	66	2	63	59	58	53	64	2	71	62	59	58	51
3	67	50	61	45	61	3	67	51	57	41	62	3	65	53	57	45	62	3	56	65	50	57	46
4	49	51	57	53	56	4	51	53	55	52	54	4	54	58	54	55	54	4	50	54	56	54	52
5	50	41	50	42	52	5	52	39	54	39	50	5	53	42	54	39	50	5	56	52	39	54	36
6	50	48	52	49	39	6	48	48	55	48	39	6	50	48	55	47	39	6	60	48	47	55	46
TO	397	378	404	368	377	TOTAL	404	381	402	350	374	TOTAL	405	378	400	358	372	TOTAL	428	402	368	400	349
chool												iSchool						iSchool					
K	0						0						0					K	14	0			
1	5						5						5					1	24	6			
2	8						8						7					2	24	6			
3	10						11						11					3	28	10			
4	9						9						10					4	28	11			
5	18						17						18					5	28	18			
6	14						13						13					6	44	13			
Tot	64						63						64						190	64			
								7	5			SEAS		5				SEAS			7		
e-Sc	20	20	23	24	19	Pre-Sch.	21	23	28	26	23	Pre-Sch.	24	29	13	29	26	Pre-Sch.	32	24	32	35	30
ec.	58	58	68	84	88	Spec. Ed.	53	66	86	86	86	Spec. Ed.	68	70	83	85	83	Spec. Ed.	69	68	73	87	86
Dis	2425	2308	2421	2285	2209	Dist.Totals	2455	2368	2449	2266	2214	Dist.Totals	2458	2349	2411	2243	2212	Dist.Totals	2557	2436	2263	2417	2240
	-137	-117	113	-136	-76		-66	-87	-81	-183	-52		-98	-109	62	-168	-31		-35	-121	-173	154	-177

Attendance - Multiple Year Comparison Chart

Encanto	Jan. '20	Jan. '21	Jan. '22	Jan. '23	Jan. '24	Jan. '25	Jan. '26	Encanto	Feb. '23	Feb. '24	Feb '25	Feb '26	Mar. '21	Mar.'22	Mar.'23	Mar. '24	Mar. '25	Mar. '26	Encanto	Apr. '21	Apr. '22	Apr. '23	Apr. '24
K	180	150	162	145	147	137	120	K	145	144	134	123	149	163	148	141	140	123	K	108	165	147	144
1	178	152	149	158	143	142	122	1	158	143	139	123	155	149	156	144	136	122	1	102	149	156	143
2	155	146	147	150	156	143	128	2	150	153	140	128	147	149	150	151	143	129	2	95	152	150	151
3	157	140	124	154	149	137	125	3	154	149	137	126	137	129	146	148	135	126	3	83	132	146	148
TOTAL	**670**	**588**	**582**	**607**	**595**	**559**	**495**	**TOTAL**	**607**	**589**	**550**	**500**	**588**	**590**	**600**	**584**	**554**	**500**	**TOTAL**	**388**	**598**	**599**	**586**
Clarendon								**Clarendon**											**Clarendon**				
4	137	140	107	134	131	147	134	4	134	132	143	135	142	102	133	128	143	134	4	97	106	133	129
5	144	120	114	107	139	130	124	5	107	138	130	126	122	109	110	136	133	127	5	65	111	109	134
6	151	131	101	124	114	133	116	6	124	117	132	117	133	100	126	115	131	115	6	84	100	126	114
TOTAL	**432**	**391**	**322**	**365**	**384**	**410**	**374**	**TOTAL**	**365**	**387**	**405**	**378**	**397**	**311**	**369**	**379**	**407**	**376**	**TOTAL**	**246**	**317**	**368**	**377**
Longview								**Longview**											**Longview**				
K	75	61	55	56	47	70	49	K	56	48	70	49	55	51	55	47	71	49	K	39	51	54	47
1	73	75	57	47	68	52	64	1	47	70	50	64	67	60	52	71	48	64	1	47	58	52	72
2	73	71	67	67	49	80	45	2	67	50	80	45	71	66	66	49	79	47	2	40	67	66	51
3	75	71	59	63	56	64	69	3	63	56	65	65	61	60	63	56	68	64	3	32	60	64	55
4	76	71	56	60	67	58	59	4	60	68	57	59	69	57	61	67	56	59	4	46	57	61	67
5	57	65	58	54	65	53	59	5	54	64	56	58	60	59	55	65	60	59	5	41	60	56	67
6	68	54	49	65	63	64	54	6	65	63	61	54	52	48	64	62	59	53	6	37	48	63	61
TOTAL	**497**	**468**	**401**	**412**	**415**	**441**	**399**	**TOTAL**	**412**	**419**	**439**	**394**	**435**	**401**	**416**	**417**	**441**	**395**	**TOTAL**	**282**	**401**	**416**	**420**
Montecito								**Montecito**											**Montecito**				
K	3	0	5	13	9	30	32	K	13	9	30	32	0	6	13	9	30	32	K	0	6	13	9
1	4	1	1	9	13	15	24	1	9	13	15	24	1	2	8	13	15	24	1	1	2	9	13
2	2	3	1	4	6	18	17	2	4	6	18	17	3	1	4	6	18	17	2	3	0	4	6
3	3	2	4	2	3	6	17	3	2	3	6	17	2	4	1	3	6	16	3	1	4	1	3
4	6	1	1	2	0	7	9	4	2	0	7	9	0	1	1		7	8	4	0	1	1	
5	2	6	0	1	0	4	7	5	1	0	4	7	6	1	0		4	7	5	6	2	1	
6	5	1	5	2	0		5	6	2	0	0	5	3	5	2			5	6	2	4	2	
TOTAL	**25**	**14**	**17**	**33**	**31**	**80**	**111**	**TOTAL**	**33**	**31**	**80**	**111**	**15**	**20**	**29**	**31**	**80**	**109**	**TOTAL**	**13**	**19**	**31**	**31**
OMS								**OMS**											**OMS**				
7	306	265	246	211	224	187	195	7	211	223	185	194	264	250	228	217	192	193	7	150	250	225	219
8	284	302	273	242	223	211	189	8	242	223	212	186	305	266	258	223	214	186	8	172	268	258	223
TOTAL	**590**	**567**	**519**	**453**	**447**	**398**	**384**	**TOTAL**	**453**	**446**	**397**	**380**	**569**	**516**	**486**	**440**	**406**	**379**	**TOTAL**	**322**	**518**	**483**	**442**
Solano								**Solano**											**Solano**				
K	62	60	74	61	63	68	53	K	61	61	67	52	58	70	61	62	66	56	K	45	70	59	58
1	65	61	66	57	55	54	59	1	57	51	54	58	61	65	60	54	53	62	1	43	66	61	55
2	60	60	72	62	57	54	49	2	62	58	51	52	57	69	63	58	48	52	2	41	69	62	55
3	75	50	62	59	51	56	52	3	59	49	55	50	51	55	57	48	56	50	3	33	55	57	48
4	74	76	52	50	56	49	52	4	50	56	49	51	76	51	51	57	48	51	4	43	54	51	55
5	68	72	57	47	37	53	42	5	47	37	51	42	71	57	45	41	49	43	5	46	56	46	42
6	75	59	59	48	43	49	49	6	48	41	49	51	59	61	48	44	49	53	6	32	61	49	45
TOTAL	**479**	**438**	**442**	**384**	**362**	**383**	**356**	**TOTAL**	**384**	**353**	**376**	**356**	**433**	**428**	**385**	**364**	**369**	**367**	**TOTAL**	**283**	**431**	**385**	**358**
iSchool								**OCiS**											**iSchool**				
K			12	0					0					16	0				**K**	78	15	0	
1			19	7				**1**	7					23	7				**1**	101	23	7	
2			21	7				**2**	7					24	7				**2**	95	26	7	
3			29	11				**3**	11					27	11				**3**	103	28	11	
4			25	10				**4**	10					29	10				**4**	97	26	10	
5			28	18				**5**	18					27	17				**5**	105	27	17	
6			42	13				**6**	13					43	13				**6**	93	41	13	
																				115		0	
TOTAL			**176**	**66**				**TOTAL**	**66**					**189**	**65**				**TOTAL**	**916**	**186**	**65**	
																				129		0	
SEAS					8					**7**						**7**			**SEAS**				0
Pre-Sch.	46	37	27	25	36	41	33	**Pre-Sch.**	25	35	43	32	35	33	29	0	49	31	**Pre-Sch.**	41	36	30	0
Spec. Ed.	85	84	70	64	69	91	86	**Spec. Ed.**	64	69	89	89	81	68	58	0	93	86	**Spec. Ed.**	80	75	47	0
Dist. Totals	**2824**	**2587**	**2556**	**2409**	**2347**	**2403**	**2238**	**Dist.Totals**	**2409**	**2336**	**2379**	**2240**	**2553**	**2556**	**2437**	**2222**	**2399**	**2243**	**Dist. Total**	**2571**	**2581**	**2424**	**2214**
	-31	-237	-31	-147	-62	56	-165		-148	-73	+32	-139	-280	+3	-119	-110	+35	-156		+1046	+10	-157	-66

April '25	Encanto	May '21	May '22	May '23	May '24	May '25	Encanto	Year End	Year End'21	Year End '22	Year End '24	Year End '25
139	K	108	165	146	143	135	K			165	143	135
138	1	103	149	156	142	135	1			149	142	135
142	2	97	154	152	153	142	2			154	153	142
133	3	83	130	146	150	132	3			130	150	132
552	**TOTAL**	**391**	**598**	**600**	**588**	**544**	**TOTAL**			**598**	**588**	**544**
	Clarendon						**Clarendon**					
139	4	95	104	132	129	138	4			104	129	138
131	5	65	112	108	134	131	5			112	134	131
127	6	83	100	124	113	126	6			100	113	126
397	**TOTAL**	**243**	**316**	**364**	**376**	**395**	**TOTAL**			**316**	**376**	**395**
	Longview						**Longview**					
71	K	40	50	54	47	71	K			50	47	71
47	1	48	56	52	71	47	1			56	71	47
80	2	40	66	69	51	80	2			66	51	80
63	3	33	59	64	55	63	3			59	55	63
56	4	45	55	64	68	56	4			55	68	56
59	5	40	59	58	67	59	5			59	67	59
59	6	37	48	61	63	59	6			48	63	59
435	**TOTAL**	**283**	**393**	**422**	**422**	**435**	**TOTAL**			**393**	**422**	**435**
	Montecito						**Montecito**					
30	K	0	5	13	9	30	K			5	9	30
15	1	1	2	9	13	15	1			2	13	15
18	2	3	1	4	6	28	2			1	6	28
6	3	1	5	1	3	6	3			5	3	6
7	4	0	1	1		7	4			1		7
4	5	6	2	1		4	5			2		4
	6	2	4	2			6			4		
80	**TOTAL**	**13**	**20**	**31**	**31**	**90**	**TOTAL**			**20**	**31**	**90**
	OMS						**OMS**					
188	7	145	242	228	218	188	7			242	218	188
218	8	160	266	254	224	218	8			266	224	218
406	**TOTAL**	**305**	**508**	**482**	**442**	**406**	**TOTAL**			**508**	**442**	**406**
	Solano						**Solano**					
66	K	44	70	58	59	65	K			70	59	65
55	1	48	61	61	53	54	1			61	53	54
47	2	43	65	62	54	46	2			65	54	46
56	3	36	53	56	47	55	3			53	47	55
46	4	40	54	49	52	45	4			54	52	45
49	5	44	58	47	42	50	5			58	42	50
48	6	33	61	48	44	47	6			61	44	47
367	**TOTAL**	**288**	**422**	**381**	**351**	**362**	**TOTAL**			**422**	**351**	**362**
	iSchool						**iSchool**					
	K	78	14	0			**K**			14		
	1	98	21	7			**1**			21		
	2	93	21	7			**2**			21		
	3	103	24	11			**3**			24		
	4	96	28	10			**4**			28		
	5	107	26	17			**5**			26		
	6	90	41	13			**6**			41		
	7	121										
	8	140	**175**	**65**			**TOTAL**			**175**		
	TOTAL	**926**										
	SEAS				4		**SEAS**				4	
52	**Pre-Sch.**	41	38	37	38	51	**Pre-Sch.**			38	38	51
92	**Spec. Ed.**	80	68	48	69	91	**Spec. Ed.**			68	69	91
2381	**Dist. Total**	**2570**	**2538**	**2430**	**2321**	**2374**	**Dist. Totals**			**2538**	**2321**	**2374**
+23				-107	-109	+53					-217	+53

SpEd Monthly Enrollment Worksheet

Date: 10/28/2026

Clarendon	Encanto	OMS	Solano	Longview	Montecito	Program	Total
2	4	1	1	3		Private Pl. (OSD S	**11**
			11	10		Pre-School (DD)	**21**
						Headstart	**2**
7	26	13	20	15		Self-Contained	**81**
0	0	0	0	4		SEAS	**4**
36	32	33	27	27	3	Resource	**158**
4	19	4	5	13	4	Speech & Lang	**49**
						Service Plans (Pr	**20**
						Montessori SPED	
	4			3		Community PS S	**7**
						Homebound SPE	**0**
						Speech & Lang (w/add'l disability)	
						Totals**	**353**

till being verified

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

		Self-Contained	
		Allen	7
Az School for the Deaf and Blind (ASDB)		Phillips	9
ACCEL		Parker	8
The Aces	10	Scilley	9
Service Plans	20	McHale	6
Foundation of th	1	Miracles	5
		Beebe-Guidice	5
		Cooper	6
Suspension Private Pl	0	Cobb	7

Hearing	3
Vision	3
Orthopedic Impairment	
Physical Therapy	12
Occupational Therapy	
Autism	60
MDSSI	3
MiID	5
MoID	1

			Roberts	7		Voucher	4	
			Flores	13				
Home Bound Non-SPED	0		**SEAS**			Peer model Preschool		
			Ellison	4		504 Students	39	
revised 8-5-26								

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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
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
November 17, 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
Bond Update

For Board: ☐ Action ☐ Discussion ☒ Information

Background –
Bond projects update from FMG.

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
November 17, 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:

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

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 revisions to Trust policies as presented

Moved _____ Seconded _____ P/F

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 NEW**	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**	Recommend leaving employment of fomer Board member at 2 years Recommend leaving in optipn a. for districts with more than 3,000 students. Mandatory disclosure - optional - increase days from 5 to 30 and 15 to 30 to align with current employee reporting timelines.
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.		**Policy © 3-102 Revenue** Option to list types of approved fund raisers.- Recommend removing this option. The policy delegates authority to the Superintendent to approve student fundraising events. **Procedure © 3-102.A Revenue – Accounting of Revenue** [Optional] Online Payment Systems – Recommend including this section with revised language from the Trust. **Procedure © 3-102.D Revenue – Cash Controls** Recommend including revised language from the Trust to define significant thresholds for cash & checks based on district auditor's risk recommendation.
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 re ma in e nroll e d a s a re s ide nt s tude nt i n the s tude nt's s a me s c hool r e ga rdle s s of a ny s ubse quent c ha nge to the s tude nt's res ide nce i f both of the follow ing 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 tha t is ge ogra phic a lly c lose s t to the s tude nt's re s ide ntia l 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. **T he l iais on'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. <u>Parental Consent</u>

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

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

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.

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~~ thirty (30) 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)~~ thirty (30) 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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Form 1-105.A Conflict of Interest Disclosure Form

Arizona law requires school district governing board members and employees to disclose a substantial interest they or their relative(s) have in any district contract, sale, purchase, service, or decision and refrain from participating in such contract, sale, purchase, or decision. A conflict of interest (COI) occurs when a public officer or employee does not follow those requirements and instead uses their official position to secure a valuable benefit for themselves or relatives that would not ordinarily accrue to them in the performance of their official duties. An individual has a substantial interest that must be disclosed when:

- They have a relative who works for the school district (personnel conflict).
- They or their relatives have a direct or indirect, nonspeculative financial or ownership interest in a business or organization that does or may provide goods or services to the school district (vendor conflict).

Relative is defined in A.R.S. §38-502 as 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. For a governing board member this does not include a relative that is not a dependent, as defined in section A.R.S. §43-1001, based on the defined remote interests in A.R.S. §38-502(10).

If you have questions about whether or not a conflict exists, please consult request guidance from your building supervisor or the Superintendent's office.

Name: _____Date: _____

Type of disclosure:

☐ Initial ☐ Annual ☐ Update

Select one of the following:

☐ I am a District employee (includes full-time, part-time, temporary or contract basis).

☐ I am a District governing board member.

Job title (for District employees only): _____

Please initial below to confirm you have read and understand each of the following statements.

_____I understand my responsibility for disclosing my and my relative's conflicts of interest as required by A.R.S. §38-503, District policy © 1-105 Conflict of Interest ,and Policy © 3-109 Procurement.

_____I understand the statutory consequences for noncompliance with conflict of interest requirements as specified in A.R.S. §38-510 as well as any additional consequences imposed in accordance with District policy.

_____I agree to comply with all conditions or restrictions the District imposes regarding my involvement in matters for which I or my relative have a conflict of interest.

_____If I become aware of any changes to my or my relative's conflicts of interest, I agree to submit an updated disclosure form and make District management aware within fifteen (15) days of the change.

Disclosures

Select one of the following:

☐ I or my relative has **no** substantial interest in any contract, sale, purchase, service, or decision of the District.

☐ I or my relative has a substantial interest in a contract, sale, purchase, service, or decision of the District. **(If this box is checked, you must fully describe the conflict(s) in the personnel and/or vendor conflict spaces below.)**

Personnel conflicts (Include relative name(s), position/job title, and nature of the relationship/substantial interest)

Vendor conflicts (Include business/organization name(s) and nature of the substantial interest, including whether it applies to you or your relative)

By signing below, I attest that I have completed this disclosure to the best of my knowledge and that my statements are true and complete; if a substantial interest has been disclosed, I will refrain from participating in any manner in any contract, sale, purchase, service, or decision for which I or my relative has a substantial interest.

Printed name _____Date _____

Signature _____

For management completion only.

By signing below, I attest that I have reviewed this disclosure for completeness and have taken appropriate remediating action as indicated below (please select the type of remediation used and describe the specific action taken in the space provided below).

Administrator printed name _____Date

Administrator signature _____

Remediation

☐ **Restrict—**Restrictions will be placed on the employee's/board member's involvement in this matter, and involvement will be monitored.

☐ **Recruit—**A neutral third party will be used to oversee part or all of the process that addresses the matter.

☐ **Remove—**The employee/board member will be removed from their involvement in the matter that created the conflict.

Summary of District remediation action taken:

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.

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.

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 © 3-102.A Revenue - Accounting of Revenue

A. Separation of Responsibility

The District administration shall separate the following responsibilities to ensure adequate internal control over revenue collections:

- **Cash handling—Staff shall receive cash and card payments, issue receipts, and prepare cash collection documentation.**
- **Review/deposit—Staff shall use prenumbered cash receipt books, ticket logs, and cash collection documentation; review and approve receipts and collection documentation; and deposit revenues at the financial institution or County Treasurer.**
- **Recordkeeping—Staff shall record transactions in the accounting records and reconcile bank accounts.**

B. Deposits Schedule

The District should deposit all revenue received intact daily when significant or at least weekly. The District may either deposit revenues directly to the County Treasurer or into an authorized district bank account, including clearing bank accounts, for later transmittal to the County Treasurer.

The District shall deposit all revenues received with the County Treasurer at least monthly, except student activities and auxiliary operations monies maintained in accordance with A.R.S. §§ 15-1122 and 15-1126, grants and gifts to teachers maintained in accordance with A.R.S. § 15-1224, employee insurance program monies maintained in accordance with A.R.S. § 15-1223, and extracurricular activities fees tax credit monies if deposited in an auxiliary operations bank account. A.R.S. § 15-341(A)(19) and (20).

C. USFR Compliance

Staff shall follow all requirements with respect to the proper collection, supervision, disbursement, recordi~~ng~~ keeping and/or remittance of any funds received as established in the Uniform System for Financial Records (USFR). Any staff with responsibility for handling cash accounts or depositing funds shall adhere to all security control requirements established by the District.

The District shall adhere to the accounting requirements for the accounting of revenue as issued in the USFR.~~, § VI-F~~.

D. [Optional] Online Payment Systems

The District permits the use of online payment systems that have adequate controls to meet the requirements of the USFR. Deposits may only be made into

district accounts. The District does not approve the use of peer-to-peer mobile apps such as Zelle, Venmo, or Cash App due to inadequate controls.

~~The following online payment systems are approved for use in collecting monies from outside sources such as bookstore receipts, gate receipts, student club~~

The Board shall approve online payment systems for use in collecting monies from outside sources such as bookstore receipts, gate receipts, student club fundraisers, and food service payments.

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

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Procedure © 3-102.C Revenue - Bank Accounts

A. Bank Accounts

The Governing Board has authorized bank accounts as permitted by state law and as designated in the Uniform System of Financial Records (USFR). ~~**§ VI-C**~~ The District shall maintain a current list of employees who are authorized to have access to each account. The District shall follow guidance in the USFR regarding access, use and accounting procedures for each operating bank account. The bank accounts shall be established in the legal name of the District. Inactive bank accounts will be closed promptly.

B. Deposits

The District may use mobile bank deposits. The District shall maintain effective controls to ensure all monies are deposited, deposited checks are held securely for an appropriate time and then destroyed, and evidence of deposits ~~**are**~~ **is** retained. ~~**The District shall establish controls over deposits, including but not limited to**~~**: The District shall establish appropriate controls over deposits compliant with the USFR by taking actions that include, but are not limited to, the following:**

1. stamp or otherwise endorse the original check before scanning and depositing;
2. limit access to mobile banking only to authorized personnel and to the extent possible, only for deposits;
3. properly log off ~~**of**~~ the banking website when mobile deposits are completed;
4. mark the check to indicate that it has been deposited to prevent duplicate deposits;
5. securely store the deposited checks in a locked safe or other locked area such as a filing cabinet for an appropriate period, depending on the bank's requirements and the District's policies or procedures.
6. Maintain a log or journal of the checks deposited;
7. Keep the deposit receipt, if provided, and any deposit notification emails or reports that may follow to support the deposit;
8. review bank reconciliations to detect any inappropriate use of the online access established to make deposits, such as transfers to other accounts or online payments initiated from any account other than the electronic payments clearing bank account;
9. maintain deposited checks until the applicable bank account is reconciled and any discrepancies have been resolved;
10. destroy deposited checks after reconciliation by shredding them after holding them for the appropriate length of time from deposit; and
11. involve two (2) employees in the shredding of deposited checks and record the deposited checks' destruction in the log or journal of processed deposits.

C. Reconciliation

A bank reconciliation shall be prepared monthly for each bank account and evidence of the reconciliation shall be documented and retained. An employee who is not responsible for handling cash or for issuing checks should prepare the bank reconciliation. If the employee preparing bank reconciliations must also be involved in handling cash or issuing checks, the employee's supervisor or another administrator must review and approve the reconciliations, and evidence of the review shall be documented and retained.

D. Bank Fees

The District is authorized to pay bank fees from the following accounts:

1. Maintenance and Operation Fund revolving bank account;
2. Food Service Fund revolving bank account;
3. Auxiliary Operations Fund bank account; and
4. Auxiliary Operations Fund revolving bank account.

The District shall require that bank fees associated with any other bank account be charged directly to one of the authorized accounts listed above. If that is not possible, the District shall reimburse the fees from an appropriate fund or authorized bank account.

E. Signators

The Board shall authorize two signators and custodians for each bank account. A list of authorized check signers designated by the Board for each bank account shall be kept current. Persons authorized to access a bank account will be bonded if required by law.

F. Online Banking Access

The District authorizes secure online banking access and shall designate authorized users who shall have access as necessary and as related to their job function. District personnel who are approved to access online banking may only do so for authorized purposes and upon authorized devices. Employees may not access district bank accounts on personal devices such as cellular telephones, except as required for multi-factor authentication.

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

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Procedure © 3-102.D Revenue - Cash Control

The term "cash" includes currency on hand, such as petty cash funds and cash receipts not yet deposited; negotiable instruments, such as drafts, checks, warrants, and money orders; and balances on deposit with financial institutions such as commercial banks and county treasurers.

A. Internal Controls

The purpose of this Procedure is to establish and maintain effective internal controls to safeguard cash, prevent loss or misuse, provide prompt and intact depositing, and ensure accurate recording.

Cash should be deposited daily, if significant, or at least weekly. "Significant" is defined as ~~five hundred dollars ($500)~~ five thousand dollars ($5000) or more of currency and fifty thousand dollars ($50,000) or more of negotiable instruments, such as drafts, checks, warrants, and money orders.

The District shall adhere to the following internal control procedures:

1. Cash-handling and recordkeeping functions should be separated among employees to safeguard cash. Whenever cash is involved, it is recommended that two people share the job of recording, counting, and verifying each other's amounts.
2. Cash received by the District should be promptly recorded and accurately classified in accordance with the Uniform System of Financial Records (USFR) Chart of Accounts**. ~~Section III.~~**
3. Employees handling significant amounts of cash should be adequately bonded if statutorily required.
4. Evidence of receipt should be prepared for each cash payment received. For example, sequentially numbered transactions generated by a computer system or cash register or prenumbered and numerically controlled handwritten cash receipt forms may be used.
5. **Employees receiving cash should immediately count and secure the cash in a locked safe, cash register, cabinet, drawer, or cash box. ~~In all locations where cash is received, it should be immediately safeguarded in a locked cash drawer or cash register.~~** Cash not being deposited the same day as received should be secured in a safe or locked cabinet while awaiting deposit.
6. Access to cash should be limited to only those employees who require access. All safe combinations and keys to cash boxes or files must be restricted to **~~only an essential number of employees~~ a limited number of employees with oversight responsibility.**
7. **Combinations, passwords, or keys distributed to employes should be logged and monitored. Districts should update combinations or**

passwords and collect keys when an employee leaves or changes job duties, or if security is compromised. Any unused keys should be stored in a secure location, and the District should document where the keys are stored and the employee who is responsible for them. Districts should verify that all keys are accounted for at least annually.

8. All District monies on deposit with financial institutions must be covered by insurance or collateralization agreements.
9. Checks, warrants, drafts, and money orders should be restrictively endorsed "for deposit only" to the credit of the District immediately upon receipt.
10. ~~**Cash received should be deposited daily. In no event shall District personnel hold cash for more than one work week without depositing the cash.**~~
11. Evidence of deposits received from financial institutions should be retained for all deposits, such as a deposit posting report from the **C**ounty **T**reasurer, validated deposit slip or treasurer's receipt.
12. Disbursements from authorized bank accounts should be made with sequentially numbered checks or electronic fund transfers from eligible bank accounts. Each check should have a dollar limit and be marked "void after six (6) months" to reduce loss exposure and ensure prompt cashing by the payee.
13. Checks should be properly completed before issuance and should not be made payable to cash or bearer. Voided checks should be so marked to prevent reuse and retained and made available to the employee performing bank account reconciliations.
14. Unused checks and check stock should be physically safeguarded and access to them limited to authorized personnel who are not check signers.
15. If electronic signatures or signature stamps are used to sign checks, they should be safeguarded and access to them limited to only the employees whose signature they represent.
16. **If checks are scanned and deposited, the checks must be restrictively endorsed before deposit and marked immediately after as deposited. Employees shall document the amount deposited and retain the receipt. Checks deposited electronically shall be maintained in a locked area and destroyed after the requisite holding period**.

B. Petty Cash **or Change Fund** Accounts

Petty cash **or change fund** accounts for minor disbursements may be established by warrants drawn on the Maintenance and Operation (M&O) Fund or checks drawn on the M&O Fund revolving bank account. The petty cash accounts must be authorized by the Governing Board and maintained on an imprest basis where the total petty cash on hand plus any petty cash withdrawal requests equals the authorized amount at all times.

Petty cash accounts may be used for minor disbursements when checks are not practical or immediate cash payments are required. One employee shall be designated the petty cash account custodian for each petty cash account. The account custodian

should ensure that cash is safeguarded in a locked cabinet or safe. Access to petty cash should be limited to the account custodian and the custodian's supervisor.

The petty cash accounts should be closed at fiscal year-end and the cash returned to the M&O Fund or revolving bank account as applicable.

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

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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 ~~s~~ 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
November 17, 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

Under the authority of Governing Board Policy 1-303, the Board may consider suspending Governing Board Policy 1-303, as it pertains to a first and second reading of adjustments to policy, for the purpose of addressing item X-C on this agenda.

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

Background –

Governing Board Policy 1-303 generally requires proposed policy revisions to be considered at two Board meetings prior to adoption. However, the policy allows the Board to waive this process and consider and approve revisions at a single meeting.

Administration is requesting that the Board waive the customary first and second reading process for Item X-C to allow for the timely adoption of revisions to Policy 3-106, Federal/State Grants and Other Funding Sources.

The revisions address Arizona Department of Education (ADE) requirements associated with the School Safety Program grant, including procedures for referring students and families to appropriate community and outside support services. Board approval is needed so the District can submit the updated policy documentation to ADE and maintain compliance with applicable grant requirements.

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 suspend Policy 3-103 and approve item X-C on this agenda with one reading.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
November 17, 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 revisions to Governing Board Policy 3-106 Federal and State Grant Funding Sources

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

Background –
Administration is requesting Governing Board approval of revisions to Policy 3-106, Federal and State Grant Funding Sources, to address Arizona Department of Education (ADE) requirements associated with the School Safety Program grant.

The revisions include procedures for referring students and families to appropriate community and outside support services. These updates are necessary to align District policy with ADE grant requirements and ensure continued compliance.

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
Administration recommends approval of the revisions to Policy 3-106, Federal and State Grant Funding Sources.

Moved _____ Seconded _____ P/F

Section	Policy Name/Subject Matter		Additional Notes	Administration Recommendation
3-106 Federal /State Grants and Other Funding Sources **3-106.C**	State Grant Requiremnets for School Safety Grants	The proposed changes to policy and the new procedure reflects the addition of compliance with state grant requirements. The procedure addresses specific requirements for school safety grants administered through the ADE related to school counselors and social workers.		

Policy © 3-106 Federal/State Grants and Other Funding Sources

The District may consider and apply for funding from local, state or federal sources for the purpose of completing its educational mission.

The District may submit proposals to private entities and other sources of revenue to subsidize activities and programs.

As a recipient of any federal grant or funding, the District shall comply with all requirements, including but not limited to ensuring that such funds supplement but do not supplant other funding sources should the grant so require.

If the District is awarded a state grant, the District shall comply will all grant requirements.

If the District is the recipient of a school safety grant administered by the Arizona Department of Education, the District shall comply with the requirements of A.R.S. § 15-154. The Superintendent shall develop procedures to address the grant requirements.

The Governing Board has exclusive authority to accept gifts, grants and donations to the District.

The Board may accept and dispose of any funds, gifts, grants, or bequests of any asset(s) in accordance with any requirements under state law and the intent of the instrument conferring title.

Adopted:

Legal Authority:

- **A.R.S. § 15-154**
- A.R.S. § 15-326
- A.R.S. § 15-341
- A.R.S. § 15-1224

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

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Procedure © 3-106.C Federal/State Grants and Other Funding Sources – School Safety Program Grant – NEW

Optional

[For Recipients of School Safety Grants]

A. Counseling Confidentiality

School counselors and social workers are required to maintain student confidentiality to build trust and protect student privacy in accordance with the American School Counselor Association (ASCA) Ethical Standards and the Family Educational Rights and Privacy Act (FERPA). Information shared during counseling sessions remains confidential, with the following mandatory exceptions where disclosure is required by law or professional ethics:

1. Harm to Self or Others: Imminent danger of suicide, self-harm, or physical harm to another individual.
2. Child Abuse or Neglect: Suspected or reported child abuse, abandonment, or neglect, which must be reported immediately to the Department of Child Safety (DCS) or law enforcement pursuant to A.R.S. § 13-3620.
3. Legal Orders: Receipt of a valid court order or subpoena requiring the release of records.
4. Parent Notification: see below.

B. Parent and Legal Guardian Notification

Pursuant to A.R.S. § 1-602, parents and legal guardians possess the fundamental right to be informed of physical, emotional, or mental health concerns regarding their child identified through school guidance programs.

Standard Notifications: District staff must notify a student's parent or legal guardian within twenty-four (24) hours when a significant health, emotional, or mental health concern is identified.

Urgent Safety Concerns: Immediate verbal contact (followed by written documentation) is required if a student exhibits acute distress, suicidal ideation, or risk of harm.

Exception Protocol: Notification may be delayed or modified if District staff have reasonable cause to believe that notifying the parent would place the child in clear, imminent danger of abuse or neglect or if exclusion from notification is otherwise required under state law.

Subject to the provisions of the Family Education Rights and Privacy Act and A.R.S. § 15-143, parents/legal guardians may be entitled to written and electronic counseling records.

C. Community and State Agency Referrals

The District shall create protocols to connect students and families with external support services in compliance with all school safety grant requirements.

District staff shall refer students needing external support to the school counselor, social worker, or designee.

The school counselor, social worker, or designee shall identify appropriate community entities and state agencies based on student needs, location, and service availability.

Referrals shall be coordinated with parents or legal guardians, with required consent obtained before sharing student information.

Designated staff shall document referrals and follow up as appropriate.

Immediate safety concerns shall be addressed in accordance with District emergency procedures.

D. School Resource Officers and Law-Related Education

As a core component of the District's proactive safety strategy under A.R.S. § 15-154, assigned School Resource Officers (SROs) shall deliver approved Law-Related Education (LRE) instruction across District campuses.

E. Data Protection

To protect employee and student privacy and maintain compliance with state and federal data privacy standards—including the Family Educational Rights and Privacy Act (FERPA)—all District personnel involved in preparing, reviewing, or submitting grant applications, program proposals, or modified spending plans to external state or federal entities (including the Arizona Department of Education Grants Management Enterprise) shall strictly enforce Personally Identifiable Information (PII) redaction protocols.

OSBORN SCHOOL DISTRICT NO. 8
November 17, 2026
Board Meeting

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Agenda Item Number – X-D

Agenda Item
Approval of Online Payment Processor-InTouch Receipting

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

Background –
The District is recommending a new online payment processor of online fees, tax credits, donations, etc. Online receipts for the district will be processed through InTouch Receipting's secure online checkout and deposited into the District Misc. Clearing Account at Chase Bank. Funds in the Misc. Clearing Account are then transferred to appropriate funds at the Maricopa County Treasurer's Office.

The District will continue to use School Pay for online payments during the 26-27sy with transition to Intouch in Summer of 2027.

Legal

Financial
Annual Subscription Fees = $7,656

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 In Touch Receipting as one of the District's Online Payment Processors and grant administrative access to the Operations/Finance Officer and the Business Services Accounting Manager.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
November 17, 2026
Board Meeting

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Agenda Item Number – X-E

Agenda Item
Approval of Decision of Hearing Officer James Poquette in Expulsion Hearing of student matter 12263

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

Background –

1. Student Matter 12263- Expulsion

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 decision of Hearing Officer James Poquette in the expulsion hearing for student 12263.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
November 17, 2026
Board Meeting

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Agenda Item Number – X-F

Agenda Item
Approval of Procurement for Bond Projects

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

Background –
Procurement regulations mandate that School Districts follow certain procedures in regard to purchasing products and/or services in excess of $100,000. Purchases that exceed this volume must be purchased through a formal bidding process or a cooperative purchasing contract.

The district has reviewed and recommends the use of the following vendors and their associated cooperative contract pricing. The due diligence for these cooperative contracts has been completed by and is on file in Business Services Department.

FSEC– 1GPA contract # 25-07P-17
IT project - Main Distribution Frame (MDF) rewiring
Encanto, Clarendon, District, Solano and Longview.
NTE $ 150,000

Legal

Financial
Bond funding = $150,000

Governing Board Goals
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Recommendation
It is recommended that the Governing Board approve utilization of the identified co-op contracts for bond projects.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
November 17, 2026
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Agenda Item Number – XI

Agenda Item
Board Development - Member Ford- CUBE Conference Update

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

Background –
This item will provide an opportunity for a Governing Board member, Ford, to share key takeaways from the CUBE Conference, including what she learned and how those insights may support the Board's work in Osborn.

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

This item is for information and presentation only.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
November 17, 2026
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Agenda Item Number – XII

Agenda Item
Future Agenda Items

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

Mr. Blink:
Concern with new capital projects and any stress that may be caused by the new facilities on the M&O budget

Administration will provide an overview of the potential impact of new capital projects on the District's Maintenance and Operations (M&O) budget. While voter-approved bond funds support construction and other eligible capital improvements, new or expanded facilities may create additional ongoing operational expenses, including utilities, maintenance, custodial services, and staffing. The Executive Team will be discussing these considerations and, in coordination with SPS Architects, will bring a presentation to the Governing Board at a future meeting. The presentation will clarify the financial implications of planned capital projects and how the District can ensure these investments remain sustainable over time.

Enrollment strategy- sites are encouraging enrollment; document and expand best practices

Enrollment trends were addressed during the Governing Board Work Study on October 20, 2026, as part of the District's strategic planning process. During that session, the Board reviewed district data and participated in a SWOT analysis focused on internal strengths and weaknesses, including enrollment challenges. At the next strategic planning session, the Board will expand the discussion to external opportunities and threats, including demographic changes, enrollment trends, and other factors that may influence the District's future. This work will help inform the development of the District's next strategic plan and ensure that enrollment growth remains an important consideration in our long-term planning.

Mr. Hermes
Would like to have a 2-year calendar brought forward for adoption

Administration will explore bringing forward a two-year school calendar for Board consideration. During the November 4, 2026, Meet and Confer meeting, it was shared that the proposed school calendar will go through the Meet and Confer process to allow for employee input. The District will consider whether a one-year or two-year calendar is most appropriate before bringing a recommendation to the Governing Board for review and possible adoption.

Discussion and possible policy implementation around heat mitigation

Administration will review the District's current heat mitigation practices and determine whether additional policy guidance or procedures are needed to support student and staff safety during extreme heat. The District will also consult with The Arizona School Risk Retention Trust (The Trust), which provides guidance and resources related to heat illness prevention and school safety. Following this review, administration will determine whether any updates to existing practices or policies should be brought forward for Board consideration.

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

Agenda Item Number – XIII

Adjournment

Moved _____ Seconded _____ P/F