

OSBORN SCHOOL DISTRICT NO. 8
GOVERNING BOARD MEETING
January 21, 2025

Regular Meeting – 5:30 P.M.
Doors Open at 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. An Osborn employee will read the Call to the Public comments. Any communication received in Spanish, will be translated and read to the members of the Governing Board in English. The comments in their entirety will be presented to the Governing Board in writing. You may also present a live Call to the Public 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, January 21, 2025.

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 and School Presentation

Clarendon

III. District Announcements

A. Clarendon Spread LOVE Awards

IV. Consent Agenda – Approval of Items since December Meeting

A. Ratification of Accounts Payable Vouchers

B. Ratification of Payroll Vouchers

C. Board Minutes

1. December 17, 2024 Regular Meeting

D. Approval of Personnel Items

1. New Employees

2. Extra Duty Contracts

3. Employment Changes/Additions

4. Resignations

5. Terminations

6. Retirements

7. Leaves of Absence

- E. Donations
- F. Expenditure and Revenue Report
- G. Student Activities Statement of Revenue and Expenditures
- H. Disposal of Equipment
- I. Out of state travel to Teach For America's Schools to Learn From program on May 7-9 2025 in Durham, NC for Clarendon Principal, Jeff Martin.
- J. Approval of out of town travel for the Clarendon 6th grade field trip to the Grand Canyon May 16, 2025.
- K. Approval of the continuation of the service agreement between AIR and Osborn School District to support programmatic expectations and compliance for the EIR grant
- L. Annual Appointment of Student Activities Treasurer

V. Call to the Public

VI. Board Presentation

HR- Dr. Woodland

VII. Administrative Reports Since December Meeting

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

VIII. INFORMATION UPDATES

- A. Bond Update

IX. ACTION ITEMS

Action/Approval

- A. Approval of School Calendars for 25/26 and 26/27
- B. First review of revisions to ASBA policy IHB-R
- C. Board Reorganization
 - 1. Election of President
 - 2. Election of Clerk
 - 3. Establishment of Meeting Dates, Times, Places

X. Board Development

- A. Discussion of A Strategic Planning for Leaders Chapters 6 & 7
- B. Strategic Planning Calendar for 2025

XI. Reflections/Feedback on Meeting

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

XII. Future Agenda Items

XIII. Adjournment

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – I/II

Agenda Item

Call to Order

Pledge of Allegiance/School Presentation/Land Acknowledgement

For Board: Action Discussion Information

Osborn School District Land Acknowledgement

Arizona is home to 22 tribal nations. Osborn School District is situated on the homelands of the Akimel O’odham and Piiipaash 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

Clarendon will be sharing some recent school happenings, as well as spotlighting our Girls on the Run program and Cougar Dance Crew.

As part of our ongoing commitment to celebrate excellence, this presentation will also highlight the exceptional contributions of some of our wonderful Clarendon educators in promoting the core values that define our school district through the Spread LOVE awards.

Legal

Financial

Governing Board Goals

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

Recommendation

Information Only

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
January 21, 2025
Board Meeting

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

Agenda Item Number – III

Agenda Item

District Celebrations and Announcements

For Board: Action Discussion Information

Background –

1. Clarendon School presentation
2. Spread L.O.V.E. Awards from Clarendon School

Legal

Financial

Governing Board Goals

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

Recommendation

Information Only

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item

Ratification of Accounts Payable Vouchers

For Board: Action Discussion Information

Background –

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

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

Legal

A.R.S. §15-321.G

Financial

Governing Board Goals

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

Recommendation

It is recommended that the Governing Board ratify payment of FY25 Accounts Payable Vouchers from December 2 through December 31, 2024.

Moved _____ Seconded _____ P/F

Osborn School District No. 8
Summary of FY25 Accounts Payable Vouchers Processed
12/2/24 through 12/31/24

Fund Title	Fund #	Total
M & O	1	326,751.04
P301 Base Pay	11	0.00
P301 Performance Payout	12	0.00
Instructional Improvement fund	20	0.00
Title I	100	0.00
Title I	101	2,828.12
Title I Targeted Support & Improvemen	115	0.00
Title I Targeted Support & Improvemen	116	0.00
Title IIA - Improving Teacher Quality	140	0.00
Title IIA - Improving Teacher Quality	141	200.00
TITLE IV-SAFE & DRUG FREE BASIC	160	0.00
Title IV- Safe & Drug free basic	161	1,471.00
21st Century (Enc, Sol)	162	4,640.60
21st Century (CL, LV, OMS)	163	1,673.83
Title III	190	0.00
Title III	191	0.00
Emergency Immigrant Funding	196	0.00
Title VII - Indian Ed	200	0.00
Idea - Basic	220	0.00
ARRA - IDEA BASIC	221	10,408.00
Idea - Preschool Grant	222	0.00
Idea Edisa	223	0.00
Idea Edisa-1 Implementation	224	0.00
ARP-Idea Preschool	227	0.00
ARP- IDEA BASIC	228	0.00
JOHNSON-O'MALLEY	230	0.00
JOHNSON-O'MALLEY	231	600.00
Education for Homeless Children	280	0.00
Education for Homeless Children	281	0.00
ARRA-ED For Homeless	283	0.00
ARP-Homeless I	284	0.00
Medicaid Reimb	290	0.00
AZ NURSES WORKFORCE GRANT	310	0.00
PRE School Dev GRANT	320	0.00
AZ PRIME GRANT	321	0.00
Pre School Dev - Start - Up	322	0.00
ESSER CARES	326	0.00
Acceleration Academy Grant	327	0.00
ENROLLMENT STABILIZATION GRANT	328	0.00
HQEL	333	0.00
ESSER/CARES ROUND II	336	0.00
ACCELERATION ACADEMIES	337	0.00
ESSER ROUND III	346	166,475.00
TIF GRANT - ASU	352	0.00

FED ED INNOVATION RESEARCH GRANT	364	0.00
Scoppes - Counseling Grant	376	0.00
Arts in Education	377	0.00
ARP - HOMELESS II ENTITLEMENT	383	0.00
ARP - Homeless I Grant	384	0.00
Race To The Top	396	0.00
GIFTED	450	0.00
RESULT BASED FUNDING	457	2,000.00
AZ Transportation Modernization	465	174,052.10
EARLY LITERACY GRANT	472	0.00
OIE RISE GRANT	475	0.00
VW BUS SETTLEMENT	476	0.00
FEMININE HYGIENE	478	0.00
Safe Schools	480	0.00
School Emergency Readiness	485	0.00
Arts ED GRANT	492	0.00
TREES FOR SCHOOL GRANT	494	0.00
Sch PI-Sales/Leas Over 1 YR	500	0.00
School Plant Sales	502	0.00
School Plant 1 Year/Less	505	0.00
Food Service	510	83,507.77
Civic Center	515	0.00
Community School	520	0.00
Community School Montessori	521	0.00
Auxiliary Operations	525	3,244.94
Extra Curr Tax Fees CR	526	0.00
Gift and Donations	530	2,110.04
Fingerprint	540	20.00
Insurance Proceeds	550	0.00
Textbooks	555	0.00
LITIGATION RECOVERY	565	0.00
Indirect Costs	570	3,079.80
Unemployment Insurance	575	0.00
Insurance Refund	585	0.00
Unrestrict Capital Outlay	610	44,639.71
Bond Building funds	630	17,117.80
Energy & Water Savings	665	0.00
SFB BUILDING RENEWAL	691	0.00
Student Activities	850	648.00
Employee Insurance Fund	855	202,056.68
		<u>1,047,524.43</u>

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – IV-B

Agenda Item

Ratification of Payroll Vouchers

For Board: Action Discussion Information

Background –

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

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

Legal

A.R.S. §15-321.G

Financial

Governing Board Goals

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

Recommendation

It is recommended that the Governing Board ratify payment of 2024/25 Payroll Vouchers processed from December 1 through December 31, 2024.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of Payroll Vouchers 12/1/24 thru 12/31/24

<u>Fund Title</u>	<u>Fund</u>	<u>Total</u>
Maintenance & Operation	001	2,086,186.22
Proposition 301	011	220,677.82
Proposition 301	012	303.94
Instructional Improvement Fund	020	8,523.75
Structured English Emersion	71	0.00
Title I Disadvantaged Grant	101	135,084.49
Title IIA	141	47,741.21
	160	0.00
Title IV	161	1,402.29
21st CCLC Grant	162	43,571.95
21st CCLC Grant	163	59,687.75
Title III	191	5,586.42
Title VII-Indian Ed	200	5,607.85
IDEA - General Entitlement Grant	220	0.00
IDEA - BASIC	221	92,510.43
IDEA-Preschol Grant	222	0.00
IDEA EDISA - 3 TRAININ	223	4,527.72
ARP- IDEA PRESCHOOL	227	0.00
ARP- IDEA BASIC	228	0.00
Johnson O'Malley	231	5,607.90
Medicaid Reimbursement Fund	290	31,508.55
AZ Prime Grant	321	60,638.76
HQEL Grant	333	0.00
ESSER ROUND III	346	0.00
FED ED INNOVATION RESEARCH	364	7,922.85
RESULTS BASED FUNDING	457	39,001.40
na	472	31,643.14
FOUNDATIONAL LITERACY GRANT	473	21,644.44
OIE RISE GRANT	475	7,593.14
SCHOOL SAFETY GRANT	480	51,800.07
STATE TUTORING	483	0.00
Food Service Fund	510	158,627.84
Civic Center	515	14,073.97
Community Schools	520	70,860.03
Community Schools-Montessori	521	52,264.34
Extra Curr Tax Fees	526	0.00
Gifts & Donations	530	10,665.58
Indirect Costs Fund	570	38,224.80
UNRESTRICT CAPITAL OUTLAY	610	0.00
		\$ 3,313,488.65

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – IV-C-1

Agenda Item

Approval of Governing Board Minutes

For Board: Action Discussion Information

Background –

Approval is requested for the minutes of the following meetings:

1. Regular Meeting of December 17, 2024

Legal

Financial

Governing Board Goals

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

Recommendation

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

Moved _____ Seconded _____ P/F

The Regular Meeting of the Osborn School District Governing Board was called to order at 5:33 PM by Board President Ed Hermes.

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

Pledge of Allegiance/ Land Acknowledgement/School Presentation

OMS students led the pledge and Governing Board Member President Hermes read the land acknowledgement.

Principal Hayes explained the United Sound peer mentoring program and introduced three mentor students from the program Aiden, Olivia and Oliver. She shared a presentation that included videos of students being mentored sharing what they liked about the program. Student mentors then shared their experiences and what they most enjoyed about teaching their students about playing an instrument. Mr. Parker who is a self contained classroom teacher has three students who are mentored in this program and shared his appreciation for the opportunity this program offers to all students.

District Celebrations and Announcements

Principal Hayes presented Spread L.O.V.E. Awards to:

Dashaminique Smith - Joy
Karen Lindberg - Growth
Erin Tikovitsch - Integrity
Randy Trainor - Equity
Patricia Wharton - Relationships

Dr. Robert recognized the Transportation Supervisor Debra Murrillo for her idea, the transportation department, and everyone who assisted with having the bus in the electric light parade. He said it was a lot of work to prepare but everyone had a lot of fun participating in the event.

President Hermes called for break at 6:05 PM.

The meeting resumed at 6:13 PM.

Consent Agenda

- A. Ratification of Accounts Payable Vouchers
- B. Ratification of Payroll Vouchers
- C. Board Minutes
 - 1. Regular Meeting of November 19, 2024
 - 2. Child Internet Protection Act (CIPA) Public Hearing of November 19, 2024
 - 3. Revision of Fiscal Year Expenditure Budget Public Hearing of November 19, 2024
- D. Approval of Personnel Items
 - 1. New Employees
 - 2. Extra Duty Contracts

3. Employment Changes/Additions
4. Resignations
5. Terminations
6. Retirements
7. Leaves of Absence
- E. Donations
- F. Expenditure and Revenue Report
- G. Student Activities Statement of Revenue and Expenditures
- H. Disposal of Equipment
- I. Approval of MOU's/Agreements with Community Partners
 1. Approval of Renewal of Student Placement Agreement between NAU and Osborn School District.
 2. Agreement with Mesa Community College for Classroom Placement Opportunities for Early Childhood Education Students
 3. Approval of IGA with the MCSS Office for Financial System Support Consortium
 4. Approval of AZAC agreement
- J. Out of State Travel
 1. Approval of out of state travel for Cory Alexander to attend the School Nutrition Association's (SNA) 2025 Legislative Action Conference (LAC25), March 8-11, 2025, in Washington, D.C.
 2. Approval of out of state travel for Cory Alexander to attend the ScratchWorks Gathering in Minneapolis, MN on May 5-8, 2025
- K. Update of FY24 Annual Financial Report (Page 4)

Mrs. Ramos noted corrections for the November minutes.

Mrs. Ramos motioned for approval with the revisions. Mrs. Ford seconded. Motion carried 4-0.

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

Call to the Public

No comments.

Bond update

Elizabeth Thielen provided an update sharing that the design phase for Montecito renovations has been scheduled. She introduced Kate from Chasse Building Team who shared her background. Discussion then moved to the playground equipment and Elizabeth said that the equipment has been ordered and work will begin as soon as the equipment is delivered. Facility assessments have been done and a master plan for each campus is being created. Applications for School Facilities funds are completed and if awarded will be utilized for roofing and other projects as permitted freeing up bond funds for other uses.

Board Presentation

Dr. Robert shared the process of creating the proposed 2025-2027 calendars. He said the calendars reflect input from community and staff with changes mostly differing around start and end dates. Discussion took place around the options and possible revisions.

Admin Reports

Mrs. Greenberg indicated a desire to have a more in depth discussion around data, possibly at a future Work Study.

In response to an error noted by Mrs. Ford Dr. Robert indicated that the corrected data will be reflected in the report included for the January meeting.

Action Items

Approval of School Calendars for 25/26 and 26/27

Dr. Robert shared that with the majority of Osborn students attending Phoenix Union schools the district tries to align its calendars with theirs.

Discussion took place about preferences of the options presented as well as possible changes.

Mrs. Ford motioned for approval of option A for 2025-2026. President Hermes seconded. Motion did not pass with a vote of 2-2.

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

Mrs. Ramos motioned for approval of option B for 2025-2026. Mrs. Greenberg seconded. Motion did not pass with a vote of 2-2.

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

President Hermes said the item will be brought back in January when incoming Board member Mr. Thompson will be a voting member.

Dr. Robert will gather further input and there will likely be an option C brought for consideration at that time.

Approval of Preschool Tuition Rates for 25-26 School Year

Ms. Toscano said there were no changes to rates but scholarship opportunities have been made available to assist families to alleviate hardship with affordability of the program.

Mrs. Ford motioned for approval. Mrs. Greenberg seconded. Motion carried 4-0

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

Approval of Open Enrollment Capacity for 2025-2026 School Year

Ms. Toscano shared that this is an annual housekeeping item and with enrollment open the district needs to have required pieces in place. Ms. Toscano provided clarification on the enrollment process.

Mrs. Greenberg motioned for approval. Mrs. Ramos seconded. Motion carried 4-0

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

Approval of First Reading of ASBA Policy Revisions:

BAA	Evaluation of School Board/ Board Self-Evaluation
DJE	Bidding/Purchasing Procedures
DJE-R	Bidding/Purchasing Procedures
GCFC	Professional Staff Certification and Credentialing Requirements
GCFC-E	Professional Staff Certification and Credentialing Requirements
GDFA	Support Staff Qualifications and Requirements
GDFA-E	Support Staff Qualifications and Requirements
IGA	Curriculum Development
IMG	Animals in Schools
IMG-R	Animals in Schools
JLCD-R	Medicines/Administering Medicines to Students

Dr. Robert recommended approval as presented.

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

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

Board Development

Strategic Planning for School Leaders Chapters 4 & 5

Dr. Robert said the reading had lots to do with needs assessment adding that dates have been chosen for January and February to gather input. He then asked for questions and data members would like to see covered. Members shared their thoughts and agreed on wanting to see available information around data that shows what students do after leaving Osborn for example whether they attend college etc. Members would also like to hear what parents needs are as well as ensuring strategies and goals are measurable.

Reflections

Mrs. Ford loved the OMS presentation and appreciates that the program builds community and leadership. Noting Ms. Toscano's knowledge, she then thanked Ms. Toscano for all she does and for keeping the district fiscally responsible.

Referring to the OMS presentation, Mrs. Ramos said she is excited about the future of the students in the program. Thanking all who worked on the bus she appreciated the collaborative

project and the participation in the parade. Stating that although there may be tough times ahead Mrs. Ramos offered the reminder that schools are a safe haven for families and a place of learning.

Mrs. Greenberg expressed excitement over the United Sound program and looks forward to the kick off meeting for Bond projects in January and further conversation about the calendar. Referring to Mrs. Ramos' comments about the future, she stated that schools are a safe place and families should continue to send their students to school. She then stated that it would be good to review the policy currently in place.

President Hermes agreed with previous comments adding that resolutions show what the values of the Board are. Noting that much has happened over the last 4 years he said he has been happy to serve on the Board and looks forward to serving another term.

Dr. Robert commended Principal Hayes and Assistant Principal Garcia and the staff for creating an amazing culture. Referring to previous comments, Dr. Robert said the district is a special place and serves all families and appreciates the support of the community. He said Osborn has a Board that has always taken care of kids.

Future

Mrs. Ramos

- Look at policy regarding sharing of information related to immigration status in schools

Mrs. Greenberg

- Look at policy regarding sharing of information related to immigration status in schools
- Further conversation around cell phones at school possibly during a Work Study conversation with admin and parents

Mr. Hermes

- Look at policy regarding sharing of information related to immigration status in schools

Adjournment

President Hermes declared the meeting adjourned at 8:31 PM.

Minutes submitted by:

Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

Leanne Greenberg, Board Clerk

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – IV-D-1-7

Agenda Item

Approval of Personnel Items

For Board: Action Discussion Information

Background –

Per attached list.

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

Legal

Financial

Governing Board Goals

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

Recommendation

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

Moved _____ Seconded _____ P/F

NEW EMPLOYEES: CERTIFIED

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE HIRED</u>	<u>RATE OF PAY</u>
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NEW EMPLOYEES: CLASSIFIED

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE HIRED</u>	<u>RATE OF PAY</u>
Castro, Maria	Bus Attendant	M&T	1/13/2025	\$21.27
Garcia, Melissa	Human Resources Technician	DO- HR	1/13/2025	\$25.96
Gutierrez, Anahi	Cashier	CN	1/13/2025	\$19.36
Mealey-Allen, Mary	Motessori Educational Assistant	MCS	1/6/2025	\$20.40
				\$60,143 (prorated to 1/13/25)
Neeley, Madison	Child Nutrition Program Coordinator	CN	1/13/2025	

RATIFY ADDENDUM TO CONTRACT

NAME

PROGRAM

AMOUNT

PRE-APPROVAL ADDENDUM TO CONTRACT

NAME

PROGRAM

AMOUNT

ADDITIONAL ASSIGNMENTS

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE</u>	<u>RATE OF PAY</u>
Campos, Sabrina	XD- 21st Century Enrichment	ENC	12/2/2024	\$23.27
Carranza, Maria	XD- 21st Century Enrichment	ENC	12/2/2024	\$22.40
Dayan, Giselle	XD- 21st Century Educational Asst	SOL	12/17/2024	\$24.59
Eccleston, Lavan	XD- 21st Century Enrichment	SOL	1/7/2025	\$22.90
Eccleston, Lavan	XD- 21st Century Ed Asst	SOL	12/17/2024	\$22.90
Hernandez, Kenna	XD- 21st Century Enrichment	SOL	1/21/2025	\$15.84
Hernandez, Kenna	XD- 21st Century Program Substitute	SOL	10/1/2024	\$15.84
Marcoff, Gloria	XD- 21st Century Enrichment	ENC	12/2/2024	\$20.81
Meza, Breanna	XD- 21st Century Ed Asst	SOL	1/7/2025	\$16.32
Ramirez, Juana	XD- 21st Century Ed Asst	SOL	1/8/2025	\$22.59
Reyes, Vidalia	XD- 21st Century Intervention	ENC	12/2/2024	\$17.59
Valencia, Claudia	XD- 21st Century Enrichment	CLA	12/2/2024	\$23.31
Valencia, Claudia	XD- 21st Century PD	CLA	11/25/2024	\$25
Villacorta, Carolina	XD- 21st Century Enrichment	CLA	12/2/2024	\$19.04

CHANGE OF ASSIGNMENT

<u>NAME</u>	<u>FROM POSITION</u>	<u>TO POSITION</u>	<u>LOCATION</u>	<u>DATE</u>	<u>RATE OF PAY</u>
Mendoza, Daniela	.8 HR Coordinator	1.0 HR Coordinator	DO	1/6/2025	\$50,345.00
McDonald, Kira	Educational Asst Montessori (1.0)	Educational Asst Montessori (.5)	MCS	1/6/2025	\$20.40
Poisot, Alexia	Educational Asst Montessori (1.0)	Educational Asst Montessori (.5)	MCS	1/6/2025	\$17.33

NEW YEAR CLASSIFIED ASSIGNMENTS

NAME

POSITION

LOCATION

DATE

RATE OF PAY

NEW YEAR SUBSTITUTES ASSIGNMENTS

RESIGNATIONS

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE</u>
Abdullahi, Halima	Educational Asst SC/CC	SOL	12/20/2024
Gonzalez Pelico Gricelda	Cashier	CN	12/20/2024

TERMINATIONS

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE</u>
Jackson, Mark	Bus Aide	MT	12/10/2024

RETIREMENTS

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

<u>NAME</u>	<u>REASON</u>	<u>LOCATION</u>	<u>DATE</u>
Chavez, Cristina	FMLA	ENC	1/6/25-4/7/25
Gentry, Andrew	FMLA Return	DO	12/16/2024
Jackson, Mark	Admin Leave	MT	12/2/-12/10/24
Regis, Maria	FMLA Return	LNV	11/26/2024

MILITARY LEAVE:

<u>NAME</u>	<u>REASON</u>	<u>LOCATION</u>	<u>DATE</u>
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PRE-APPROVAL ADDENDUM TO CONTRACT

<u>NAME</u>	<u>PROGRAM</u>	<u>AMOUNT</u>
Anderson, Beth	21st CCLC Instructor 12/2/24-1/31/25	\$400.00
Anderson, Beth	21st CCLC Instructor 12/2/24-2/14/25	\$960.00
Anderson, Beth	21st CCLC Instructor 12/2/24-4/26/25	\$240.00
Anderson, Beth	21st CCLC Instructor 11/25/24	\$25.00
Anderson, Rachel	21st CCLC Instructor 12/2/24-2/14/25	\$560.00
Anderson, Rachel	21st CCLC Instructor 12/2/24-1/31/25	\$480.00
Anderson, Rachel	21st CCLC Instructor 11/25/24	\$25.00
Anderson, Rachel	21st CCLC Instructor 11/25/24	\$25.00
Arebalo, Cynthia	Coach-Basketball 12/2/24-2/15/25	\$800.00
Arebalo, Cynthia	21st CCLC Instructor 12/2/24/2/14/25	\$140.00
Arebalo, Cynthia	21st CCLC Instructor 12/2/24-2/14/25	\$640.00
Arebalo, Cynthia	21st CCLC Instructor 11/25/24	\$25.00
Bailon, Magdalena	21st CCLC Instructor 12/2/24-2/14/25	\$1,390.50
Bedonie, Brianna	Coach-Basketball 12/2/24-2/15/25	\$800.00
Bedonie, Brianna	21st CCLC Instructor 12/2/24-2/14/25	\$150.00
Bedonie, Brianna	21st CCLC Instructor 11/25/24	\$25.00
Berkich, Beth	21st CCLC Instructor indoor/outdoor games 12/2/24-2/14/25	\$1,360.00
Berkich, Beth	21st CCLC Instructor sub 12/2/24-2/14/25	\$400.00
Blanck, Brian	21st Adult/Parent Ed Class 12/18/24	\$80.00
Blanck, Brian	21st CCLC Instructor Reading 1/7-2/14/25	\$1,116.00
Blanck, Brian	21st CCLC Professional Learning 1/6/25	\$25.00
Blanton, Jordan	21st CCLC Instructor 12/2/24-2/14/25	\$1,139.50
Blanton, Jordan	PBIS data analysis/planning 1/6/25-5/22/25	\$500.00
Brodtt, Matt	21st CCLC Instructor tennis 12/2/24-2/14/25	\$80.00
Bucklew, Joan	21st CCLC Instructor GOTR 1/21-2/14/25	\$744.00
Bucklew, Joan	21st CCLC Professional Learning 1/6/25	\$25.00
Butier, Lindsay	21st CCLC Instructor 12/2/24-4/26/25	\$320.00
Callisen, Kirsten	21st CCLC Instructor 12/2/24-2/14/25	\$1,302.00
Callisen, Kirsten	21st CCLC Professional Learning 12/2/24-2/14/25	\$25.00
Callisen, Kirsten	PBIS data analysis/planning 1/6/25-5/22/25	\$500.00
Cambell, Amelia	21st CCLC Instructor Art 1/7-2/14/25	\$1,116.00
Campbell, Amelia	21st Adult/parent Ed Class 12/18/24	\$80.00
Campbell, Amelia	21st CCLC Professional Learning 1/6/25	\$25.00
Carter, Darrien	21st CCLC Instructor Origami 1/7-2/14/25	\$1,116.00
Carter, Darrien	21st CCLC Professional Learning 1/6/25	\$25.00
Chevalier, Cecilia	21st Adult/Parent Ed Class 12/18/24	\$80.00
Colledge, Abbey	21st CCLC Instructor 12/2/24-2/15/25	\$560.00
Colledge, Abbey	21st CCLC Instructor 12/2/24-4/26/25	\$480.00
Corrales Villanueva, Lorena	21st CCLC Instructor 12/2/24-4/26/25	\$480.00
Crompton, Carrie	21st CCLC Instructor UFLI Reading 12/2/24-2/14/25	\$1,840.00
Crompton, Carrie	21st CCLC Professional Learning 12/5/24	\$25.00
Davey, Jenny	PBIS data analysis/planning 1/6/25-5/22/25	\$500.00
Davey, Jenny	Curriculum Training/Planning/Coaching 1/9-1/14/25	\$50.00
Dayan, Giselle	21st CCLC Instructor sub 1/7-2/14/25	\$651.00

Dayan, Giselle	21st CCLC Professional Learning 1-6-25	\$25.00
Delgado, Cristina	21st CCLC Instructor 12/2/24-2/14/25	\$1,139.50
Delgado, Cristina	21st CCLC Professional Learning 12/2/24-2/14/25	\$25.00
Elias, Rosie	21st CCLC Instructor UFLI 12/2/24-2/14/25	\$1,840.00
Ellison, Brianne	21st CCLC Instructor GOTR 1/21-2/14/25	\$744.00
Feria, Anna	21st CCLC Instructor 12/2/24-2/14/25	\$640.00
Fernandez-Guillen, Adriana	21st CCLC Instructor 12/2/24-2/14/25	\$1,840.00
Fernandez-Guillen, Adriana	21st CCLC Professional Learning 12/2/24-2/14/25	\$25.00
Formanek, John	21st Adult/Parent Ed Class 12/18/24	\$80.00
Formanek, John	21st Adult/Parent Ed class 12/18/24	\$80.00
Formanek, John	21st CCLC Instructor Tutoring 1/7-2/14/25	\$636.00
Formanek, John	21st CCLC Professional Learning 1/6/25	\$25.00
Gerrard, Desiree	21st CCLC Instructor GOTR 1/21-2/14/25	\$744.00
Gerrard, Desiree	21st CCLC Professional Learning 1/6/25	\$25.00
Goetter, Ashley	Curriculum Training/Planning/Coaching 1/9-1/14/25	\$50.00
Gonzalez-Tena, Stephanie	21st CCLC Instructor 11/25/24	\$25.00
Gonzalez, Stephanie	21st CCLC Instructor 12/2/24-2/14/25	\$280.00
Gully, Emma	PBIS data analysis/planning 1/6/25-5/22/25	\$500.00
Heister, Morgan	STREAM/PBL Teacher 1/6-3/7/25	\$2,500.00
Heister, Morgan	STREAM/PBL Teacher 1/6-3/7/25	\$2,500.00
Hendricks, Brian	21st CCLC Instructor Video Game History 12/2/24-2/14/25	\$1,200.00
Hendricks, Brian	21st CCLC Professional Learning 11/21/24	\$25.00
Hernandez, Dani	21st CCLC Instructor Art and Board Games 12/2/24-2/14/25	\$1,280.00
Hernandez, Dani	21st CCLC Instructor sub 12/2/24-2/14/25	\$400.00
Hess, Jim	21st CCLC Instructor Mars Club 12/2/24-2/14/25	\$477.00
Hess, Jim	21st CCLC Professional Learning 11/25/24	\$25.00
Hess, Jim	Mentor Teacher 8/5/24-5/22/25	\$3,000.00
Hobbs, Biana	21st CCLC Instructor 12/2/24-2/14/25	\$1,280.00
Hobbs, Biana	21st CCLC Professional Learning 12/2/24-2/14/25	\$25.00
Hoffman, Katerina	21st CCLC Instructor 12/2/24-2/14/25	\$742.00
Hoffman, Katerina	21st CCLC Professional Learning 12/2/24-2/14/25	\$25.00
Hoffman, Katerina	Curriculum Training/Planning/Coaching 1/9-1/14/25	\$50.00
Hurtado, Nidia	21st CCLC Instructor STEM 12/2/24-2/14/25	\$1,200.00
Hurtado, Nidia	21st CCLC Instructor sub 12/2/24-2/14/25	\$400.00
Klanke, Liana	21st CCLC Instructor 12/2/24-2/14/25	\$500.00
Klanke, Liana	Curriculum Training/Planning/Coaching 1/9-1/14/25	\$50.00
Kleinz, Kelly	Curriculum Training/Planning/Coaching 1/9-1/14/25	\$50.00
Linn, RJ	21st CCLC Instructor Open Library 12/2/24-2/14/25	\$795.00
Linn, RJ	21st CCLC Instructor Robotics 12/3/24-2/14/25	\$477.00
Linn, RJ	21st CCLC Instructor 3D Printing 12/2/24-2/14/25	\$477.00
Linn, RJ	21st CCLC Instructor Yearbook 12/2/24-2/14/25	\$477.00
Linn, RJ	21st CCLC Professional Learning 11/25/24	\$25.00
McCord Sawyer, Brianna	21st CCLC Instructor cheerleading 12/2/24-2/14/25	\$1,360.00
McKay, Caitlyn	21st CCLC Instructor Pokemon 12/2/24-2/14/25	\$477.00
McKay, Caitlyn	21st CCLC Professional Learning 11/25/24	\$25.00
Meza, Breanna	21st Adult/Parent Ed Class 12/18/24	\$80.00

Murphy, John	21st CCLC Instructor 12/2/24-2/14/25	\$560.00
Murphy, John	21st CCLC Instructor 12/2/24-2/14/25	\$640.00
Murphy, John	21st CCLC Instructor 11/25/24	\$25.00
Murphy, John	21st CCLC Instructor 12/2/24-4/26/25	\$240.00
Murray, Nikki	Dual Language English Teacher 8/5/24-5/22/25	\$1,500.00
Murray, Nikki	21st CCLC Instructor 9/16/24-11/22/24	\$150.00
Palma, Vanessa	21st CCLC Instructor 12/2/24-2/14/25	\$1,120.00
Palma, Vanessa	21st CCLC Professional Learning 12/2/24-2/14/25	\$25.00
Palma, Vanessa	Curriculum Training/Planning/Coaching 1/9-1/14/25	\$50.00
Parker, Naomi	21st CCLC Instructor 12/2/24-2/14/25	\$742.00
Parker, Naomi	21st CCLC Professional Learning 12/2/24-2/14/25	\$25.00
Parker, Naomi	PBIS data analysis/planning 1/6/25-5/22/25	\$500.00
Parker, Naomi	Curriculum Training/Planning/Coaching 1/9-1/14/25	\$50.00
Pendal Castro, Emily	21st CCLC Professional Learning 1/6/25	\$25.00
Pendall Castro, Emily	21st CCLC sub 1/7-2/14/25	\$651.00
Pendall, Emily	21st Adult/Parent Ed Class 12/18/24	\$80.00
Perez, Katarina	21st Adult/Parent Ed Class 12/18/24	\$80.00
Ramirez, Rocio	21st CCLC Instructor UFLI Reading 12/2/24-2/14/25	\$1,840.00
Ramirez, Rocio	21st CCLC Professional Learning 12/5/24	\$25.00
Robins, Jennifer	21st CCLC Instructor 12/2/24-2/14/25	\$1,139.50
Ryan, Kelsey	Master Teacher 8/5/24-5/22/25	\$2,500.00
Sanchez, Alexys	21st CCLC Instructor UFLI Reading 12/2/24-2/14/25	\$1,840.00
Sanchez, Alexys	21st CCLC Professional Learning 11/21/24	\$25.00
Sanchez, Nayely	21st CCLC Instructor 12/2/24-2/14/25	\$1,120.00
Sanchez, Nayely	21st CCLC Professional Learning 12/2/24-2/14/25	\$25.00
Sauter, Jessica	21st CCLC Instructor Morning Open Gym 12/2/24-2/14/25	\$720.00
Sauter, Jessica	21st CCLC Instructor UFLI Reading 12/2/24-2/14/25	\$1,840.00
Sauter, Jessica	21st CCLC Instructor sub 12/2/24-2/14/25	\$400.00
Schrey, Kaitlyn	21st Adult/Parent Ed Class 12/18/24	\$80.00
Shillito, Alexandra	21st CCLC Instructor Cooking 1/7-2/14/25	\$1,116.00
Shillito, Alexandra	21st CCLC Professional Learning 1/6/25	\$25.00
Singh, Jill	Master Teacher 8/5/24-5/22/25	\$5,000.00
Smith, Dash	21st CCLC Instructor Volleyball 12/2/24-2/14/25	\$477.00
Smith, Dash	21st CCLC Instructor 7th Grade Math Tutoring 12/2/24-2/14/25	\$477.00
Smith, Dash	21st CCLC Professional Learning 11/25/24	\$25.00
Stevens, Amber	Coach-Basketball 12/2/24-2/15/25	\$800.00
Stevens, Amber	21st CCLC Instructor 12/2/24-2/14/25	\$140.00
Stevens, Amber	21st CCLC Instructor 11/25/24	\$25.00
Stubbs, Juanita	21st CCLC Instructor 12/2/24-2/14/25	\$1,280.00
Stubbs, Juanita	21st CCLC Professional Learning 12/2/24-2/14/25	\$25.00
Terriciano, Molly	21st CCLC Instructor 12/2/24-2/14/25	\$560.00
Thompson Hunter, Angella	21st CCLC Instructor 1/7-2/14/25	\$1,120.00
Thompson Hunter, Angella	21st CCLC Professional Learning 1/6/25	\$25.00
Trainor, Randy	21st CCLC Instructo Movie Club 12/2/24-2/14/25	\$477.00
Trainor, Randy	21st CCLC Professional Learning 11/25/24	\$25.00
Urrutia, Beatrice	21st CCLC Open Library 12/2-24-2/14-15	\$795.00

Urrutia, Beatrice	21st CCLC Instructor Racket Sports 12/2/24-2/14/25	\$477.00
Urrutia, Beatrice	21st CCLC Instructor Basketball 12/2/24-2/14/25	\$477.00
Urrutia, Beatrice	21st CCLC Instructor 8th Grade Math Tutoring 12/2/24-2/15/25	\$477.00
Urrutia, Beatrice	21st CCLC Instructor 9/16/24-11/22/24	\$424.00
Valencia, Luis	21st CCLC Instructor 12/2/24-2/14/25	\$1,139.50
Valencia, Luis	PBIS data analysis/planning 1/6/25-5/22/25	\$500.00
Valentine, BJ	Athletic Director 8/5/24-5/9/25	\$5,000.00
Vargas, Luis	21st CCLC Instructor 12/2/24/2/14/25	\$742.00
Vargas, Luis	21st CCLC Professional Learning 12/2/24-2/14/25	\$25.00
Villanueva, Lorena	21st CCLC Instructor 12/2/24-2/14/25	\$640.00
Villanueva, Lorena	21st CCLC Instructor 12/2/24-2/14/25	\$640.00
Vincent, Madison	21st CCLC Instructor Mural Club 12/2/24-2/14/25	\$477.00
Vincent, Madison	21st CCLC Instructor Arts & Crafts 12/2/24-2/14/25	\$477.00
Vincent, Madison	21st CCLC Professional Learning 11/25/24	\$25.00
Wharton, Patricia	21st CCLC Rubix Cube Club 12/2/24-2/14/25	\$357.75
Wharton, Patricia	21 CCLC Instructor Volleyball 2/2/24-2/14/25	\$477.00
Wharton, Patricia	21st CCLC Professional Learning 11/25/24	\$25.00
Wilhelmy, Danielle	Curriculum Training/Planning/Coaching 1/9-1/14/25	\$50.00
Wright, Sammi	21st CCLC Instructor Writing 12/2/24-2/14/25	\$160.00
Wright, Sammi	21st CCLC Instructor sub 12/2/24-2/14/25	\$400.00

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – IV-E

Agenda Item

Donations

For Board: Action Discussion Information

Background –

Donor	Donation	Location	Estimated Value
Michael Page	Archery Equipment	Fish and Wildlife Program	\$250
Kim Baldwin	Toys/ Clothing	Encanto	\$186

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

Analysis Fees
Miss. PAGE

OSBORN SCHOOL DISTRICT #8

REQUEST FOR ACCEPTANCE OF DONATIONS AND GIFTS

NAME OF INDIVIDUAL MAKING DONATION: Michael Page
(PLEASE PRINT)

REPRESENTING (FIRM, CORPORATION): _____

SIGNATURE Michael Page

ADDRESS 1320 W. Roma Ave

CITY Phoenix STATE AZ ZIP 85013

PHONE NUMBER (HOME) 602-697-1075 (OFFICE) _____

SCHOOL REQUESTING ACCEPTANCE Longview Fish and Wildlife

PRINCIPAL SIGNATURE [Signature] DATE 12/19/2011

DONATED ITEM:

DESCRIPTION 50" Curve Bow with arrows - 10+
L.H. Bean samick

SERIAL # _____

ESTIMATED VALUE \$250.00

ROOM #/LOCATION OF ITEM Science / Fish and Wildlife Room 105

BUSINESS OFFICE/PROPERTY CONTROL

ASSIGNED ASSET # _____

DATE OF BOARD APPROVAL _____

OSBORN SCHOOL DISTRICT #8
REQUEST FOR ACCEPTANCE OF
DONATIONS AND GIFTS

NAME OF INDIVIDUAL MAKING DONATION: Kim Baldwin
(PLEASE PRINT)

REPRESENTING (FIRM, CORPORATION): _____

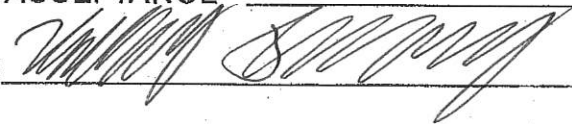
SIGNATURE _____

ADDRESS 1305 W. Sells Drive

CITY Phoenix STATE AZ ZIP 85013

PHONE NUMBER (HOME) 602-412-8567 (OFFICE) _____

SCHOOL REQUESTING ACCEPTANCE Encanto Elementary School

PRINCIPAL SIGNATURE  DATE 1/7/25

DONATED ITEM:

DESCRIPTION Attached.

SERIAL # _____

ESTIMATED VALUE \$185.84

ROOM #/LOCATION OF ITEM _____

BUSINESS OFFICE/PROPERTY CONTROL

ASSIGNED ASSET # _____

DATE OF BOARD APPROVAL _____

Donor: Kim Baldwin

Organization: Encanto Elementary School

Note: All these items are brand new

Date: 12/2024

	Doantions List	Ages	VALUE
1	Christmas Stocking	all	10.00
2	Kids II Infant Carrier Musical Toy Bar	Infant	10.00
3	Pampers Diapers	Infant	6.00
4	Hot Wheels Taco Truck Play Case	5+	15.00
5	Classic Holiday Treasure Barbie	5+	11.00
6	GI Joe Action Figure - Snake Eyes	4+	10.00
7	GI Joe Action Figure - Cobra Commander	4+	10.00
8	Mermaid Barbie	3+	8.00
9	UNO Disney Encanto	7+	5.00
10	Name 5 Card Game	12+	5.00
11	Crayola Twistables Crayons	3+	3.11
12	48 Count Crayons (2 boxes)	3+	3.00
13	Royal Luxe Coxy Faux Fur to Mink Blanket	adult	11.00
14	Mickey Mouse Phone Stand	12+	4.00
15	Pampers Baby-Dry Diapers	Infant	5.00
16	Kids Slipper Socks - 2-pack	3+	9.00
17	Bombas Sesame Street Small Socks (2)	Small	4.00
18	Ten 28 by Handcraft Boys Athletic Boxer Briefs (4)	6+	10.00
19	Innotree Outdoor Socks (5 pack)	adult	3.49
20	Innotree Outdoor Socks (5 pack)	adult	3.49
21	Cat & Jack Girls Socks (7 pairs)	Med	3.75
22	Ladies Blouse (new)	adult	15.00
23	Royal Luxe Coxy Faux Fur to Mink Blanket	adult	11.00
24	Discovery Volcano Science Lab	8 - 11	10.00
	Subtotal		\$ 185.84

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – IV-F

Agenda Item

Expenditure and Revenue Report

For Board: Action Discussion Information

Background –

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

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

Legal

A.R.S. 15-905

Financial

Governing Board Goals

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

Recommendation

For information only

Moved _____ Seconded _____ P/F

Osborn School District

Board Exp & Revenue Report

From Date: 12/1/2024

To Date: 12/31/2024

Fiscal Year: 2024-2025

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

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
001.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$750,755.71)	(\$6,248,068.26)	\$6,248,068.26	\$0.00	\$6,248,068.26	0.00%
001.000.0000.2000.000.000.0000	Undesignated	\$0.00	\$7.00	\$28,346.05	(\$28,346.05)	\$0.00	(\$28,346.05)	0.00%
001.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$1,195,811.08)	(\$4,848,487.40)	\$4,848,487.40	\$0.00	\$4,848,487.40	0.00%
001.000.0000.6000.000.000.0000	EXPENDITURES	\$23,615,710.13	\$2,266,766.03	\$8,990,658.96	\$14,625,051.17	\$10,477,221.67	\$4,147,829.50	17.56%
	FUND: MAINTENANCE AND OPERATION - 001	\$23,615,710.13	\$320,206.24	(\$2,077,550.65)	\$25,693,260.78	\$10,477,221.67	\$15,216,039.11	64.43%
010.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$166,710.39)	(\$1,000,262.34)	\$1,000,262.34	\$0.00	\$1,000,262.34	0.00%
	FUND: CLASSROOM SITE FUND - 010	\$0.00	(\$166,710.39)	(\$1,000,262.34)	\$1,000,262.34	\$0.00	\$1,000,262.34	0.00%
011.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$8,245.41)	(\$53,608.59)	\$53,608.59	\$0.00	\$53,608.59	0.00%
011.000.0000.6000.000.000.0000	EXPENDITURES	\$2,739,037.00	\$220,677.82	\$780,088.97	\$1,958,948.03	\$1,013,351.25	\$945,596.78	34.52%
	FUND: P301 BASE PAY - 011	\$2,739,037.00	\$212,432.41	\$726,480.38	\$2,012,556.62	\$1,013,351.25	\$999,205.37	36.48%
012.000.0000.6000.000.000.0000	EXPENDITURES	\$2,263,684.00	\$303.94	\$2,020.71	\$2,261,663.29	\$1,490.69	\$2,260,172.60	99.84%
	FUND: P301 PERFORMANCE PAY - 012	\$2,263,684.00	\$303.94	\$2,020.71	\$2,261,663.29	\$1,490.69	\$2,260,172.60	99.84%
020.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$431.79)	(\$2,681.75)	\$2,681.75	\$0.00	\$2,681.75	0.00%
020.000.0000.6000.000.000.0000	EXPENDITURES	\$170,000.00	\$8,523.75	\$29,711.37	\$140,288.63	\$38,863.70	\$101,424.93	59.66%
	FUND: INSTRUCTIONAL IMPROVEMENT FUND - 020	\$170,000.00	\$8,091.96	\$27,029.62	\$142,970.38	\$38,863.70	\$104,106.68	61.24%
071.000.0000.6000.000.000.0000	EXPENDITURES	\$54,377.31	\$0.00	\$2,346.41	\$52,030.90	\$0.00	\$52,030.90	95.68%
	FUND: STRUCTURED ENGLISH IMMERSION - 071	\$54,377.31	\$0.00	\$2,346.41	\$52,030.90	\$0.00	\$52,030.90	95.68%
100.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$325,240.94)	(\$325,240.94)	\$325,240.94	\$0.00	\$325,240.94	0.00%
100.000.0000.6000.000.000.0000	EXPENDITURES	\$1,153,863.70	\$0.00	(\$411.96)	\$1,154,275.66	\$0.00	\$1,154,275.66	100.04%
	FUND: TITLE I - 100	\$1,153,863.70	(\$325,240.94)	(\$325,652.90)	\$1,479,516.60	\$0.00	\$1,479,516.60	128.22%
101.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$233,545.90)	(\$446,332.34)	\$446,332.34	\$0.00	\$446,332.34	0.00%
101.000.0000.6000.000.000.0000	EXPENDITURES	\$1,454,410.95	\$122,133.31	\$420,238.29	\$1,034,172.66	\$566,474.54	\$467,698.12	32.16%
	FUND: TITLE I - 101	\$1,454,410.95	(\$111,412.59)	(\$26,094.05)	\$1,480,505.00	\$566,474.54	\$914,030.46	62.85%
110.000.0000.6000.000.000.0000	EXPENDITURES	\$1,707.92	\$0.00	\$0.00	\$1,707.92	\$0.00	\$1,707.92	100.00%
	FUND: TITLE ID - NEGLECTED OR DELINQUENT - 110	\$1,707.92	\$0.00	\$0.00	\$1,707.92	\$0.00	\$1,707.92	100.00%
115.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$6,010.37)	(\$6,010.37)	\$6,010.37	\$0.00	\$6,010.37	0.00%
115.000.0000.6000.000.000.0000	EXPENDITURES	\$40,000.00	\$0.00	\$6,010.37	\$33,989.63	\$500.00	\$33,489.63	83.72%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 115	\$40,000.00	(\$6,010.37)	\$0.00	\$40,000.00	\$500.00	\$39,500.00	98.75%
116.000.0000.6000.000.000.0000	EXPENDITURES	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 116	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
140.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$119,194.62)	(\$119,194.62)	\$119,194.62	\$0.00	\$119,194.62	0.00%
140.000.0000.6000.000.000.0000	EXPENDITURES	\$143,776.29	\$0.00	\$4,778.13	\$138,998.16	\$0.00	\$138,998.16	96.68%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 140	\$143,776.29	(\$119,194.62)	(\$114,416.49)	\$258,192.78	\$0.00	\$258,192.78	179.58%
141.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$73,769.48)	(\$73,769.48)	\$73,769.48	\$0.00	\$73,769.48	0.00%
141.000.0000.6000.000.000.0000	EXPENDITURES	\$64,829.41	\$8,571.42	\$34,341.67	\$30,487.74	\$15,428.55	\$15,059.19	23.23%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 141	\$64,829.41	(\$65,198.06)	(\$39,427.81)	\$104,257.22	\$15,428.55	\$88,828.67	137.02%
160.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$65,085.88)	(\$65,085.88)	\$65,085.88	\$0.00	\$65,085.88	0.00%
160.000.0000.6000.000.000.0000	EXPENDITURES	\$95,886.60	\$0.00	\$1,203.09	\$94,683.51	\$0.00	\$94,683.51	98.75%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 160	\$95,886.60	(\$65,085.88)	(\$63,882.79)	\$159,769.39	\$0.00	\$159,769.39	166.62%

Osborn School District

Board Exp & Revenue Report

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Fiscal Year: 2024-2025

- Subtotal by Collapse Mask
 Include pre encumbrance
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 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
161.000.0000.6000.000.000.0000	EXPENDITURES	\$71,977.88	\$2,597.53	\$16,923.20	\$55,054.68	\$14,946.77	\$40,107.91	55.72%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161	\$71,977.88	\$2,597.53	\$16,923.20	\$55,054.68	\$14,946.77	\$40,107.91	55.72%
162.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$115,835.02)	\$115,835.02	\$0.00	\$115,835.02	0.00%
162.000.0000.6000.000.000.0000	EXPENDITURES	\$240,000.00	\$16,535.05	\$41,453.05	\$198,546.95	\$52,174.87	\$146,372.08	60.99%
	FUND: 21ST CENTURY (ENC, SOL) - 162	\$240,000.00	\$16,535.05	(\$74,381.97)	\$314,381.97	\$52,174.87	\$262,207.10	109.25%
163.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$205,223.99)	\$205,223.99	\$0.00	\$205,223.99	0.00%
163.000.0000.6000.000.000.0000	EXPENDITURES	\$307,500.00	\$18,199.57	\$49,413.60	\$258,086.40	\$62,879.26	\$195,207.14	63.48%
	FUND: 21ST CENTURY (CL, LV, OMS) - 163	\$307,500.00	\$18,199.57	(\$155,810.39)	\$463,310.39	\$62,879.26	\$400,431.13	130.22%
190.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$53,863.75)	\$53,863.75	\$0.00	\$53,863.75	0.00%
190.000.0000.6000.000.000.0000	EXPENDITURES	\$70,747.77	\$0.00	\$0.00	\$70,747.77	\$0.00	\$70,747.77	100.00%
	FUND: TITLE III - 190	\$70,747.77	\$0.00	(\$53,863.75)	\$124,611.52	\$0.00	\$124,611.52	176.13%
191.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$12,336.82)	\$12,336.82	\$0.00	\$12,336.82	0.00%
191.000.0000.6000.000.000.0000	EXPENDITURES	\$63,067.27	\$1,285.80	\$5,592.45	\$57,474.82	\$7,375.71	\$50,099.11	79.44%
	FUND: TITLE III - 191	\$63,067.27	\$1,285.80	(\$6,744.37)	\$69,811.64	\$7,375.71	\$62,435.93	99.00%
200.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$8,485.57)	\$8,485.57	\$0.00	\$8,485.57	0.00%
200.000.0000.6000.000.000.0000	EXPENDITURES	\$35,595.00	\$5,607.85	\$19,716.76	\$15,878.24	\$27,518.27	(\$11,640.03)	-32.70%
	FUND: TITLE VII - INDIAN ED - 200	\$35,595.00	\$5,607.85	\$11,231.19	\$24,363.81	\$27,518.27	(\$3,154.46)	-8.86%
220.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$342,837.41)	\$342,837.41	\$0.00	\$342,837.41	0.00%
220.000.0000.6000.000.000.0000	EXPENDITURES	\$1,130,009.75	\$0.00	\$628.54	\$1,129,381.21	\$0.00	\$1,129,381.21	99.94%
	FUND: IDEA - BASIC - 220	\$1,130,009.75	\$0.00	(\$342,208.87)	\$1,472,218.62	\$0.00	\$1,472,218.62	130.28%
221.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$131,035.58)	\$131,035.58	\$0.00	\$131,035.58	0.00%
221.000.0000.6000.000.000.0000	EXPENDITURES	\$695,812.31	\$102,918.43	\$323,870.52	\$371,941.79	\$375,362.24	(\$3,420.45)	-0.49%
	FUND: IDEA BASIC - 221	\$695,812.31	\$102,918.43	\$192,834.94	\$502,977.37	\$375,362.24	\$127,615.13	18.34%
222.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$9,729.70)	\$9,729.70	\$0.00	\$9,729.70	0.00%
222.000.0000.6000.000.000.0000	EXPENDITURES	\$29,517.50	\$0.00	\$0.00	\$29,517.50	\$0.00	\$29,517.50	100.00%
	FUND: IDEA - PRESCHOOL GRANT - 222	\$29,517.50	\$0.00	(\$9,729.70)	\$39,247.20	\$0.00	\$39,247.20	132.96%
223.000.0000.6000.000.000.0000	EXPENDITURES	\$22,198.95	\$4,527.72	\$13,991.30	\$8,207.65	\$14,081.69	(\$5,874.04)	-26.46%
	FUND: IDEA EDISA - 2 Training - 223	\$22,198.95	\$4,527.72	\$13,991.30	\$8,207.65	\$14,081.69	(\$5,874.04)	-26.46%
227.000.0000.6000.000.000.0000	EXPENDITURES	\$11,872.68	\$0.00	\$0.00	\$11,872.68	\$0.00	\$11,872.68	100.00%
	FUND: ARP- IDEA PRESCHOOL - 227	\$11,872.68	\$0.00	\$0.00	\$11,872.68	\$0.00	\$11,872.68	100.00%
228.000.0000.6000.000.000.0000	EXPENDITURES	\$110,067.72	\$0.00	\$0.00	\$110,067.72	\$0.00	\$110,067.72	100.00%
	FUND: ARP- IDEA BASIC - 228	\$110,067.72	\$0.00	\$0.00	\$110,067.72	\$0.00	\$110,067.72	100.00%
230.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$10,245.67)	\$10,245.67	\$0.00	\$10,245.67	0.00%
230.000.0000.6000.000.000.0000	EXPENDITURES	\$37,173.47	\$0.00	(\$653.00)	\$37,826.47	\$0.00	\$37,826.47	101.76%
	FUND: JOHNSON-O'MALLEY - 230	\$37,173.47	\$0.00	(\$10,898.67)	\$48,072.14	\$0.00	\$48,072.14	129.32%
231.000.0000.6000.000.000.0000	EXPENDITURES	\$28,238.78	\$6,207.90	\$20,316.97	\$7,921.81	\$27,518.51	(\$19,596.70)	-69.40%
	FUND: JOHNSON-O'MALLEY - 231	\$28,238.78	\$6,207.90	\$20,316.97	\$7,921.81	\$27,518.51	(\$19,596.70)	-69.40%

Osborn School District

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
280.000.0000.6000.000.000.0000	EXPENDITURES	\$29,828.93	\$0.00	\$0.00	\$29,828.93	\$0.00	\$29,828.93	100.00%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 280	\$29,828.93	\$0.00	\$0.00	\$29,828.93	\$0.00	\$29,828.93	100.00%
281.000.0000.6000.000.000.0000	EXPENDITURES	\$31,676.78	\$0.00	\$0.00	\$31,676.78	\$0.00	\$31,676.78	100.00%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 281	\$31,676.78	\$0.00	\$0.00	\$31,676.78	\$0.00	\$31,676.78	100.00%
283.000.0000.6000.000.000.0000	EXPENDITURES	\$60,261.77	\$0.00	\$0.00	\$60,261.77	\$0.00	\$60,261.77	100.00%
	FUND: ARRA - EDUCATION FOR HOMELESS CHILDREN - 283	\$60,261.77	\$0.00	\$0.00	\$60,261.77	\$0.00	\$60,261.77	100.00%
284.000.0000.6000.000.000.0000	EXPENDITURES	\$41,072.80	\$0.00	\$0.00	\$41,072.80	\$0.00	\$41,072.80	100.00%
	FUND: ARP - HOMELESS I - 284	\$41,072.80	\$0.00	\$0.00	\$41,072.80	\$0.00	\$41,072.80	100.00%
290.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$5,033.34	\$31,663.80	(\$31,663.80)	\$0.00	(\$31,663.80)	0.00%
290.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$67,100.57)	\$67,100.57	\$0.00	\$67,100.57	0.00%
290.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$28,849.74	\$113,980.04	(\$113,980.04)	\$130,331.61	(\$244,311.65)	0.00%
	FUND: MEDICAID REIMB - 290	\$0.00	\$33,883.08	\$78,543.27	(\$78,543.27)	\$130,331.61	(\$208,874.88)	0.00%
308.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$2,984,233.56	(\$2,984,233.56)	0.00%
	FUND: EPA CLEAN BUSES GRANT - 308	\$0.00	\$0.00	\$0.00	\$0.00	\$2,984,233.56	(\$2,984,233.56)	0.00%
320.000.0000.6000.000.000.0000	EXPENDITURES	\$276,000.00	\$0.00	\$0.00	\$276,000.00	\$0.00	\$276,000.00	100.00%
	FUND: PRESCHOOL DEVELOPMENT GRANT - 320	\$276,000.00	\$0.00	\$0.00	\$276,000.00	\$0.00	\$276,000.00	100.00%
321.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$521,412.85)	\$521,412.85	\$0.00	\$521,412.85	0.00%
321.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$43,509.42	\$597,915.42	(\$597,915.42)	\$234,480.01	(\$832,395.43)	0.00%
	FUND: AZ PRIME grant - 321	\$0.00	\$43,509.42	\$76,502.57	(\$76,502.57)	\$234,480.01	(\$310,982.58)	0.00%
322.000.0000.6000.000.000.0000	EXPENDITURES	\$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%
326.000.0000.6000.000.000.0000	EXPENDITURES	\$102,163.82	\$0.00	\$0.00	\$102,163.82	\$0.00	\$102,163.82	100.00%
	FUND: ESSER CARES - 326	\$102,163.82	\$0.00	\$0.00	\$102,163.82	\$0.00	\$102,163.82	100.00%
333.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$145,450.43	(\$145,450.43)	\$0.00	(\$145,450.43)	0.00%
	FUND: HQEL - 333	\$0.00	\$0.00	\$145,450.43	(\$145,450.43)	\$0.00	(\$145,450.43)	0.00%
336.000.0000.6000.000.000.0000	EXPENDITURES	\$4,751,065.08	\$0.00	\$0.00	\$4,751,065.08	\$0.00	\$4,751,065.08	100.00%
	FUND: ESSER / CARES ROUND II - 336	\$4,751,065.08	\$0.00	\$0.00	\$4,751,065.08	\$0.00	\$4,751,065.08	100.00%
337.000.0000.6000.000.000.0000	EXPENDITURES	\$54,291.14	\$0.00	\$0.00	\$54,291.14	\$0.00	\$54,291.14	100.00%
	FUND: ACCELERATION ACADEMIES GRANT - 337	\$54,291.14	\$0.00	\$0.00	\$54,291.14	\$0.00	\$54,291.14	100.00%
346.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$123,862.01	\$486,334.50	(\$486,334.50)	\$0.00	(\$486,334.50)	0.00%
	FUND: ESSER ROUND III - 346	\$0.00	\$123,862.01	\$486,334.50	(\$486,334.50)	\$0.00	(\$486,334.50)	0.00%
364.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$50,309.32)	\$50,309.32	\$0.00	\$50,309.32	0.00%
364.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$5,422.85	\$113,315.25	(\$113,315.25)	\$120,464.87	(\$233,780.12)	0.00%
	FUND: FED ED INNOVATION RESEARCH GRANT - 364	\$0.00	\$5,422.85	\$63,005.93	(\$63,005.93)	\$120,464.87	(\$183,470.80)	0.00%
383.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$30,058.38)	(\$30,058.38)	\$30,058.38	\$0.00	\$30,058.38	0.00%
383.000.0000.6000.000.000.0000	EXPENDITURES	\$74,142.66	\$0.00	\$4,130.69	\$70,011.97	\$0.00	\$70,011.97	94.43%
	FUND: ARP - HOMELESS II ENTITLEMENT GRANT (FOR FUND	\$74,142.66	(\$30,058.38)	(\$25,927.69)	\$100,070.35	\$0.00	\$100,070.35	134.97%

Osborn School District

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 Include pre encumbrance
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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud	
		283) - 383							
384.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$299.88)	\$299.88	\$0.00	\$299.88	0.00%	
384.000.0000.6000.000.000.0000	EXPENDITURES	\$41,072.80	\$0.00	\$0.00	\$41,072.80	\$0.00	\$41,072.80	100.00%	
	FUND: ARP - HOMELESS I GRANT (FORMELY FUND 284) - 384	\$41,072.80	\$0.00	(\$299.88)	\$41,372.68	\$0.00	\$41,372.68	100.73%	
387.000.0000.6000.000.000.0000	EXPENDITURES	\$17,244.00	\$0.00	\$0.00	\$17,244.00	\$0.00	\$17,244.00	100.00%	
	FUND: Dyslexia Grant - 387	\$17,244.00	\$0.00	\$0.00	\$17,244.00	\$0.00	\$17,244.00	100.00%	
450.000.0000.6000.000.000.0000	EXPENDITURES	\$2,064.28	\$0.00	\$0.00	\$2,064.28	\$0.00	\$2,064.28	100.00%	
	FUND: GIFTED - 450	\$2,064.28	\$0.00	\$0.00	\$2,064.28	\$0.00	\$2,064.28	100.00%	
457.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$375.25)	(\$4,075.98)	\$4,075.98	\$0.00	\$4,075.98	0.00%	
457.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$33,501.40	\$108,985.36	(\$108,985.36)	\$138,532.94	(\$247,518.30)	0.00%	
	FUND: RESULTS BASED FUNDING - 457	\$0.00	\$33,126.15	\$104,909.38	(\$104,909.38)	\$138,532.94	(\$243,442.32)	0.00%	
465.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$614.32)	(\$6,672.87)	\$6,672.87	\$0.00	\$6,672.87	0.00%	
465.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$174,052.10	\$174,052.10	(\$174,052.10)	\$1,870.65	(\$175,922.75)	0.00%	
	FUND: AZ TRANSPORTATION MODERNIZATION GRANT - 465	\$0.00	\$173,437.78	\$167,379.23	(\$167,379.23)	\$1,870.65	(\$169,249.88)	0.00%	
472.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$603.56)	(\$6,555.94)	\$6,555.94	\$0.00	\$6,555.94	0.00%	
472.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$75,735.91)	(\$75,735.91)	\$75,735.91	\$0.00	\$75,735.91	0.00%	
472.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$29,143.14	\$87,728.21	(\$87,728.21)	\$111,529.68	(\$199,257.89)	0.00%	
	FUND: EARLY LITERACY GRANT - 472	\$0.00	(\$47,196.33)	\$5,436.36	(\$5,436.36)	\$111,529.68	(\$116,966.04)	0.00%	
473.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$68,951.89)	(\$68,951.89)	\$68,951.89	\$0.00	\$68,951.89	0.00%	
473.000.0000.6000.000.000.0000	EXPENDITURES	\$185,820.00	\$21,644.44	\$76,166.58	\$109,653.42	\$105,748.03	\$3,905.39	2.10%	
	FUND: FOUNDATIONAL LITERACY GRANT - 473	\$185,820.00	(\$47,307.45)	\$7,214.69	\$178,605.31	\$105,748.03	\$72,857.28	39.21%	
475.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$19,282.64)	\$19,282.64	\$0.00	\$19,282.64	0.00%	
475.000.0000.6000.000.000.0000	EXPENDITURES	\$45,000.00	\$7,593.14	\$23,051.74	\$21,948.26	\$22,798.51	(\$850.25)	-1.89%	
	FUND: OIE RISE GRANT - 475	\$45,000.00	\$7,593.14	\$3,769.10	\$41,230.90	\$22,798.51	\$18,432.39	40.96%	
478.000.0000.6000.000.000.0000	EXPENDITURES	\$7,180.00	\$0.00	\$0.00	\$7,180.00	\$0.00	\$7,180.00	100.00%	
	FUND: FEMININE HYGIENE GRANT - 478	\$7,180.00	\$0.00	\$0.00	\$7,180.00	\$0.00	\$7,180.00	100.00%	
480.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$86,315.43)	(\$412,275.65)	\$412,275.65	\$0.00	\$412,275.65	0.00%	
480.000.0000.6000.000.000.0000	EXPENDITURES	\$407,053.00	\$51,800.07	\$180,986.01	\$226,066.99	\$224,693.01	\$1,373.98	0.34%	
	FUND: SAFE SCHOOLS - 480	\$407,053.00	(\$34,515.36)	(\$231,289.64)	\$638,342.64	\$224,693.01	\$413,649.63	101.62%	
483.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$15,317.30)	\$15,317.30	\$0.00	\$15,317.30	0.00%	
	FUND: STATE TUTORING - 483	\$0.00	\$0.00	(\$15,317.30)	\$15,317.30	\$0.00	\$15,317.30	0.00%	
500.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$2,782.90)	(\$30,091.44)	\$30,091.44	\$0.00	\$30,091.44	0.00%	
500.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	(\$129.80)	(\$129.80)	\$129.80	\$0.00	\$129.80	0.00%	
500.000.0000.6000.000.000.0000	EXPENDITURES	\$495,000.00	\$0.00	\$0.00	\$495,000.00	\$0.00	\$495,000.00	100.00%	
	FUND: SCH PL-SALE/LEAS OVR 1 YR - 500	\$495,000.00	(\$2,912.70)	(\$30,221.24)	\$525,221.24	\$0.00	\$525,221.24	106.11%	
502.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$189.17)	(\$1,174.89)	\$1,174.89	\$0.00	\$1,174.89	0.00%	
502.000.0000.6000.000.000.0000	EXPENDITURES	\$80,000.00	\$0.00	\$0.00	\$80,000.00	\$0.00	\$80,000.00	100.00%	
	FUND: SCHOOL PLANT SALES - 502	\$80,000.00	(\$189.17)	(\$1,174.89)	\$81,174.89	\$0.00	\$81,174.89	101.47%	
510.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$3,097.42)	(\$32,164.40)	\$32,164.40	\$0.00	\$32,164.40	0.00%	

Osborn School District

Board Exp & Revenue Report

From Date: 12/1/2024

To Date: 12/31/2024

Fiscal Year: 2024-2025

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

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
510.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$213,036.58)	(\$975,887.63)	\$975,887.63	\$0.00	\$975,887.63	0.00%
510.000.0000.6000.000.000.0000	EXPENDITURES	\$2,750,000.00	\$246,217.91	\$1,036,432.46	\$1,713,567.54	\$1,018,680.72	\$694,886.82	25.27%
	FUND: FOOD SERVICE - 510	\$2,750,000.00	\$30,083.91	\$28,380.43	\$2,721,619.57	\$1,018,680.72	\$1,702,938.85	61.93%
515.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$10,422.49)	(\$43,295.15)	\$43,295.15	\$0.00	\$43,295.15	0.00%
515.000.0000.6000.000.000.0000	EXPENDITURES	\$120,000.00	\$14,073.97	\$43,680.53	\$76,319.47	\$43,146.76	\$33,172.71	27.64%
	FUND: CIVIC CENTER - 515	\$120,000.00	\$3,651.48	\$385.38	\$119,614.62	\$43,146.76	\$76,467.86	63.72%
520.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$200.00)	(\$81,755.59)	\$81,755.59	\$0.00	\$81,755.59	0.00%
520.000.0000.6000.000.000.0000	EXPENDITURES	\$206,393.60	\$70,860.03	\$255,056.75	(\$48,663.15)	\$269,594.35	(\$318,257.50)	-154.20%
	FUND: COMMUNITY SCHOOL - 520	\$206,393.60	\$70,660.03	\$173,301.16	\$33,092.44	\$269,594.35	(\$236,501.91)	-114.59%
521.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$2,400.00)	(\$119,328.44)	\$119,328.44	\$0.00	\$119,328.44	0.00%
521.000.0000.6000.000.000.0000	EXPENDITURES	\$235,899.64	\$52,264.34	\$181,446.07	\$54,453.57	\$200,873.27	(\$146,419.70)	-62.07%
	FUND: COMMUNITY SCHOOL - MONTESSORI - 521	\$235,899.64	\$49,864.34	\$62,117.63	\$173,782.01	\$200,873.27	(\$27,091.26)	-11.48%
525.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$118.31)	(\$2,226.40)	\$2,226.40	\$0.00	\$2,226.40	0.00%
525.000.0000.6000.000.000.0000	EXPENDITURES	\$30,000.00	\$3,244.94	\$3,244.94	\$26,755.06	\$23.16	\$26,731.90	89.11%
	FUND: AUXILIARY OPERATIONS - 525	\$30,000.00	\$3,126.63	\$1,018.54	\$28,981.46	\$23.16	\$28,958.30	96.53%
526.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$2,252.04)	(\$9,031.25)	\$9,031.25	\$0.00	\$9,031.25	0.00%
526.000.0000.6000.000.000.0000	EXPENDITURES	\$300,000.00	\$0.00	\$1,662.29	\$298,337.71	\$0.00	\$298,337.71	99.45%
	FUND: EXTRA CURR TAX FEES CR - 526	\$300,000.00	(\$2,252.04)	(\$7,368.96)	\$307,368.96	\$0.00	\$307,368.96	102.46%
530.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$2,455.81)	(\$21,686.67)	\$21,686.67	\$0.00	\$21,686.67	0.00%
530.000.0000.6000.000.000.0000	EXPENDITURES	\$250,000.00	\$12,775.62	\$47,273.96	\$202,726.04	\$95,206.04	\$107,520.00	43.01%
	FUND: GIFTS AND DONATIONS - 530	\$250,000.00	\$10,319.81	\$25,587.29	\$224,412.71	\$95,206.04	\$129,206.67	51.68%
540.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$107.54)	(\$458.22)	\$458.22	\$0.00	\$458.22	0.00%
540.000.0000.6000.000.000.0000	EXPENDITURES	\$10,500.00	\$20.00	\$456.00	\$10,044.00	\$1,994.00	\$8,050.00	76.67%
	FUND: FINGERPRINT - 540	\$10,500.00	(\$87.54)	(\$2.22)	\$10,502.22	\$1,994.00	\$8,508.22	81.03%
550.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$75.46)	(\$468.65)	\$468.65	\$0.00	\$468.65	0.00%
550.000.0000.6000.000.000.0000	EXPENDITURES	\$30,500.00	\$0.00	\$0.00	\$30,500.00	\$0.00	\$30,500.00	100.00%
	FUND: INSURANCE PROCEEDS - 550	\$30,500.00	(\$75.46)	(\$468.65)	\$30,968.65	\$0.00	\$30,968.65	101.54%
555.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$42.27)	(\$262.51)	\$262.51	\$0.00	\$262.51	0.00%
555.000.0000.6000.000.000.0000	EXPENDITURES	\$16,500.00	\$0.00	\$0.00	\$16,500.00	\$0.00	\$16,500.00	100.00%
	FUND: TEXTBOOKS - 555	\$16,500.00	(\$42.27)	(\$262.51)	\$16,762.51	\$0.00	\$16,762.51	101.59%
565.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$0.06)	(\$0.39)	\$0.39	\$0.00	\$0.39	0.00%
	FUND: LITIGATION RECOVERY - 565	\$0.00	(\$0.06)	(\$0.39)	\$0.39	\$0.00	\$0.39	0.00%
570.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$2,140.19)	(\$13,292.20)	\$13,292.20	\$0.00	\$13,292.20	0.00%
570.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	(\$12,387.01)	(\$18,203.81)	\$18,203.81	\$0.00	\$18,203.81	0.00%
570.000.0000.6000.000.000.0000	EXPENDITURES	\$560,000.00	\$36,892.29	\$150,056.50	\$409,943.50	\$310,847.40	\$99,096.10	17.70%
	FUND: INDIRECT COSTS - 570	\$560,000.00	\$22,365.09	\$118,560.49	\$441,439.51	\$310,847.40	\$130,592.11	23.32%
575.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$59.93)	(\$372.19)	\$372.19	\$0.00	\$372.19	0.00%
575.000.0000.6000.000.000.0000	EXPENDITURES	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
	FUND: UNEMPLOYMENT INSURANCE - 575	\$30,000.00	(\$59.93)	(\$372.19)	\$30,372.19	\$0.00	\$30,372.19	101.24%

Osborn School District

Board Exp & Revenue Report

From Date: 12/1/2024

To Date: 12/31/2024

Fiscal Year: 2024-2025

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

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
585.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$18.18)	(\$112.93)	\$112.93	\$0.00	\$112.93	0.00%
585.000.0000.6000.000.000.0000	EXPENDITURES	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
	FUND: INSURANCE REFUND - 585	\$3,000.00	(\$18.18)	(\$112.93)	\$3,112.93	\$0.00	\$3,112.93	103.76%
610.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$110,647.85)	(\$934,866.60)	\$934,866.60	\$0.00	\$934,866.60	0.00%
610.000.0000.2000.000.000.0000	Undesignated	\$0.00	\$1.30	\$5,271.38	(\$5,271.38)	\$0.00	(\$5,271.38)	0.00%
610.000.0000.6000.000.000.0000	EXPENDITURES	\$6,275,445.00	\$9,360.55	\$480,927.73	\$5,794,517.27	\$300,728.50	\$5,493,788.77	87.54%
	FUND: UNRESTRICT CAPITAL OUTLAY - 610	\$6,275,445.00	(\$101,286.00)	(\$448,667.49)	\$6,724,112.49	\$300,728.50	\$6,423,383.99	102.36%
630.000.0000.6000.000.000.0000	EXPENDITURES	\$30,000,000.00	\$17,117.80	\$946,074.71	\$29,053,925.29	\$1,799,632.85	\$27,254,292.44	90.85%
	FUND: BOND BUILDING - 630	\$30,000,000.00	\$17,117.80	\$946,074.71	\$29,053,925.29	\$1,799,632.85	\$27,254,292.44	90.85%
665.000.0000.6000.000.000.0000	EXPENDITURES	\$70,000.00	\$0.00	\$0.00	\$70,000.00	\$0.00	\$70,000.00	100.00%
	FUND: ENERGY & WATER SAVINGS - 665	\$70,000.00	\$0.00	\$0.00	\$70,000.00	\$0.00	\$70,000.00	100.00%
700.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$593,985.66)	(\$4,972,700.46)	\$4,972,700.46	\$0.00	\$4,972,700.46	0.00%
700.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	\$0.00	\$1,000.00	(\$1,000.00)	\$0.00	(\$1,000.00)	0.00%
700.000.0000.6000.000.000.0000	EXPENDITURES	\$7,822,813.00	\$0.00	\$0.00	\$7,822,813.00	\$0.00	\$7,822,813.00	100.00%
	FUND: DEBT SERVICE - 700	\$7,822,813.00	(\$593,985.66)	(\$4,971,700.46)	\$12,794,513.46	\$0.00	\$12,794,513.46	163.55%
850.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$125.85)	(\$1,014.85)	\$1,014.85	\$0.00	\$1,014.85	0.00%
850.000.0000.6000.000.000.0000	EXPENDITURES	\$30,500.00	\$648.00	\$648.00	\$29,852.00	\$0.00	\$29,852.00	97.88%
	FUND: STUDENT ACTIVITIES - 850	\$30,500.00	\$522.15	(\$366.85)	\$30,866.85	\$0.00	\$30,866.85	101.20%
855.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$358,003.97)	(\$1,261,133.52)	\$1,261,133.52	\$1,820.00	\$1,259,313.52	0.00%
855.000.0000.6000.000.000.0000	EXPENDITURES	\$2,500,000.00	\$194,819.14	\$1,265,417.14	\$1,234,582.86	\$1,442,282.74	(\$207,699.88)	-8.31%
	FUND: EMPL INSUR PGM WITHHOLDNG - 855	\$2,500,000.00	(\$163,184.83)	\$4,283.62	\$2,495,716.38	\$1,444,102.74	\$1,051,613.64	42.06%
Grand Total:		\$92,899,550.69	(\$554,564.14)	(\$6,523,048.61)	\$99,422,599.30	\$22,254,700.38	\$77,167,898.92	83.07%

End of Report

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – IV-G

Agenda Item

Student Activities Statement of Revenue and Expenditures

For Board: Action Discussion Information

Background –

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

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

Legal

A.R.S. §15-1123.A

Financial

Governing Board Goals

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

Recommendation

It is recommended that the Governing Board ratify the 2024/25 Statement of Revenues and Expenditures for the Student Activities Fund from December 1 through December 31, 2024.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT No. 8
Statement of Revenues and Expenditures
For Student Activities Fund
Activity from December 1, 2024 to December 31, 2024

<u>School</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenditures</u>	<u>Ending Balance</u>
Clarendon	4,134.16			4,134.16
OMS	12,201.70			12,201.70
Solano	10,784.15		648.00	10,136.15
Longview	13,339.67			13,339.67
	<u>\$ 40,459.68</u>	<u>\$ -</u>	<u>\$ 648.00</u>	<u>39,811.68</u>

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – IV-H

Agenda Item

Disposal of Equipment

For Board: Action Discussion Information

Background –

None this month

Legal

Financial

Governing Board Goals

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

Recommendation

Recommend approval of disposal of equipment as listed.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – IV-I

Agenda Item

**Out of state travel to Teach For America’s Schools to Learn From program on May 7-9
2025 in Durham, NC for Clarendon Principal, Jeff Martin.**

For Board: Action Discussion Information

Background –

Each year, Teach for America’s Schools to Learn From program elevates the stories of 3-5 schools that are making a profound impact in their communities in a variety of ways. The Schools To Learn From program highlights schools annually that are providing an excellent education for their students. Once selected, the schools act as learning laboratories for educators by hosting visits and facilitating professional development to enable others to implement strategies and best practices in their own schools.

Each school hosts a 1.5-2 day site visit for up to 40 educators and serves as a learning and innovation lab for participants. By joining a dynamic group of educators, participants will learn best practices they can use in their schools immediately while building a network of colleagues who are similarly committed to educational excellence for all students.

This opportunity will allow Clarendon to gain specific, practical, and inspiring strategies for school improvement, with the goal of all students learning at high levels.

Legal

Financial

Teach for America covers all the costs of flights, lodging, and programming for Schools to Learn From.

Governing Board Goals

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

Recommendation

It is recommended that the Governing Board approve out of state travel to Teach For America’s Schools to Learn From program on May 7-9 in Durham, NC for Clarendon Principal, Jeff Martin

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – IV-J

Agenda Item

**Approval of out of town travel for the Clarendon 6th grade field trip to the Grand Canyon
May 16, 2025.**

For Board: Action Discussion Information

Background –

The sixth grade classes at Clarendon Elementary will travel to the Grand Canyon National Park to experience this phenomenal landscape first-hand and participate in projects and educational activities facilitated by the Grand Canyon Environmental Education Program. Students will use the Grand Canyon National Park as an outdoor living classroom to develop awareness and skills related to understanding the world. The educational outing will provide opportunities for students to restore, preserve, and protect the environment. Students will participate in either the Discovery Pack or the Life on the Edge programs while at the Grand Canyon. This field trip provides most of the students their only opportunity to visit and study ecosystems at Arizona’s greatest monument, one of the wonders of the world. Academically, the trip supports the science curriculum taught over their time at Clarendon, including Ecosystems and Erosion. There are several interdependent ecosystems in the Grand Canyon, which can be observed from afar standing near the edge and up close in the courses students take there. Additionally, students are exposed to geology and the history of the earth, tying nicely into the science curricula in previous grades which includes rocks and the process of erosion. Additionally, students understand the vastness of the Grand Canyon by walking over four miles during the course of the day, whether along the South Rim or to and from the Ranger station. The students will travel on chartered buses leaving Clarendon at 4:30 AM and returning by 8:30 PM.

Financial

Covered by OSDEF Request for Funding Grant

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 out of town travel for the Clarendon 6th grade field trip to the Grand Canyon May 16, 2025.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – IV-K

Agenda Item

Approval of the continuation of the service agreement between AIR and Osborn School District to support programmatic expectations and compliance for the EIR grant

For Board: Action Discussion Information

Background –

In partnership with the AZ K-12 Center and Northern Arizona University to support the AZTR (Arizona Teacher in Residency) program, Osborn School District collaborated on a Federal grant opportunity (Educational Innovation and Research Grant) to fund staff, professional learning, data collection, and related activities within Osborn and four neighboring districts. As a part of grant expectations, programmatic data collection and reporting is required to measure impact and outcomes. A partnership agreement with AIR for these services was executed in January of 2024 and we seek to continue this agreement.

Legal

Financial

Services funded through the EIR (Education, Innovation and Research) Grant

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 continuation of the professional service agreement with the AIR organization through December 31, 2025.

Moved _____ Seconded _____ P/F

PROFESSIONAL SERVICE AGREEMENT

Between

COUNTY OF MARICOPA OSBORN SCHOOL DISTRICT

and

AMERICAN INSTITUTES FOR RESEARCH

AGREEMENT IS HEREBY MADE between **CLIENT** and **CONTRACTOR** set forth below according to the following terms, conditions and provisions:

1. IDENTITY OF CLIENT:

Name: County of Maricopa Osborn School District
Address/City/State/Zip: 1226 W Osborn Road
Phoenix, AZ 85013
Contact Person: Stefaney Sotomayor, M.Ed
Email Address: ssotomayor@osbornsd.org
Client Grant Number: S411C230247 with the US Department of Education

2. IDENTITY OF CONTRACTOR:

Name: **American Institutes for Research**
Address/City/State/Zip: 1400 Crystal Drive, 10th Floor
Arlington, VA 22202-3289
Contact Person: Heidi Walker, Contracts Specialist
Email Address: hwalker@air.org

3. SERVICE TO BE PERFORMED. CLIENT desires and CONTRACTOR agrees to perform services defined in the Statement of Work incorporated herein and made part of this Agreement as Attachment A. CONTRACTOR has been selected to participate in this Project at CLIENT's discretion.

4. TERMS OF PAYMENT/FINANCIAL PROVISIONS. This is a Firm Fixed Price agreement for a total amount of \$914,317 whereby CONTRACTOR will be paid by CLIENT for the procurement of services.

Performance Period:

Exercised Performance Period: January 1st, 2024 – December 31st, 2024.

Total Performance Period: January 1st, 2024- December 31st, 2028.

Payment terms will be net 30 days from date of invoice. In the event CLIENT does not remit payment to CONTRACTOR by the due date, CONTRACTOR reserves the right to suspend its work efforts until payment is received. For Fixed Price Agreements Contractor shall be paid upon execution of the Agreement or Contractor shall be paid in accordance with Attachment B.

Invoices shall be submitted to:

Name: Stefaney Sotomayor
Email address: ssotomayor@osbornsd.org

Payments by check shall be mailed to CONTRACTOR's lockbox at the following address:

American Institutes for Research
PO Box 28126
New York, NY 10087-8126

5. **REIMBURSEMENT OF EXPENSES.** CLIENT shall not be liable for any additional expenses paid or incurred by CONTRACTOR in excess of amount in Section 4 of this Agreement unless otherwise agreed in writing.
6. **ADVERTISING.** CONTRACTOR agrees that the name of CLIENT, its trustees, officers, agents and employees will not be used for the purposes of advertising. CONTRACTOR and CLIENT will obtain written approval from each other prior to issuing any press release or other publicity in connection with this Agreement.
7. **NON-SOLICITATION.** Neither party shall knowingly solicit, recruit, hire or otherwise employ or retain any employee of the other, performing hereunder, during the Term of this Agreement and for one (1) year following the termination or expiration of this Agreement without the prior written consent of the other party. This paragraph shall not restrict in any way the right of either party to solicit or recruit generally in the media, and shall not prohibit either party from hiring an employee of the other who answers any advertisement or who otherwise voluntarily applies for hire without having been personally solicited or recruited by the hiring party.
8. **INDEMNIFICATION.** Each Party will indemnify and hold harmless the other Party, its officers, employees, and agents from and against all losses arising out of or in connection with any negligent or willful act or omission of the indemnifying Party and its agents, including without limitation to the extent such act or omission causes or contributes to (i) any bodily injury, sickness, disease or death; (ii) any injury to or destruction of tangible or intangible property (including computer programs and data or any loss of use resulting therefrom); or (iii) any violation of any statute, ordinance, or regulation. Neither Party's liability shall exceed the amount paid under this Agreement.
9. **NON-WAIVER.** The failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights or a waiver of any subsequent breach.
10. **DECLARATION BY CONTRACTOR.** CONTRACTOR declares that CONTRACTOR has complied with all Federal, State and Local laws regarding business permits, certificates and licenses that may be required to carry out the work to be performed under this Agreement.
11. **HOW NOTICES SHALL BE GIVEN.** All communications pertaining to contractual and/or administrative matters under this Agreement shall be delivered in writing, by delivery notice mail or email. Such communications shall be to the person(s) set forth in Sections 1 and 2 above. Any party may change its address stated herein by giving notice of the change in accordance with this paragraph.
12. **OWNERSHIP.** CLIENT agrees that CONTRACTOR is and will be the owner of any and all reports, evaluations, deliverables and other works of authorship that CONTRACTOR creates in connection with the Services under this Agreement and that all rights (copyrights) thereto shall be owned by CONTRACTOR. CONTRACTOR shall grant CLIENT a perpetual, irrevocable, non-transferable, non-exclusive license to use the work produced in conjunction with the services provided under this Agreement. Those works which CONTRACTOR licenses to CLIENT shall *not* include any works created by CONTRACTOR prior to and unrelated to the services performed under this Agreement.

If CONTRACTOR creates derivative works for CLIENT based upon such prior or unrelated works, only the newly-created derivative work shall be licensed to CLIENT to the exclusion of prior or unrelated work from which the work done for CLIENT was derived. For pre-existing material, CONTRACTOR grants CLIENT a limited perpetual, irrevocable, non-transferable, non-exclusive license to the CLIENT for use and operation of the work produced under this Agreement.

13. **RIGHT TO PUBLICIZE.** CONTRACTOR is encouraged to publish and otherwise disclose the results of its work under this Agreement. CONTRACTOR will provide CLIENT with an advanced copy of any substantial communication that publicizes the work funded thereby. CLIENT reserves the right to review and approve the use of its name in the context of such communication. CONTRACTOR shall provide CLIENT with five business days or a mutually agreed upon period to complete its review of such communication. No response will be deemed CLIENT approval.
14. **CONFIDENTIALITY.** During and after the term of this Agreement, the CONTRACTOR will maintain information identified by CLIENT as confidential and obtained under or in connection with this Agreement regarding CLIENT and will not divulge such information to any person (except to their own employees or subcontractors and then only to those employees or subcontractors who need to know same) without CLIENT's prior written consent, except as may be required by law, regulation or court order.

The obligations in the immediately preceding paragraph do not extend to information which was known to CONTRACTOR prior to CONTRACTOR's receipt of or access to that information under this Agreement, which was or becomes a matter of public information or publicly available through no act or failure on the part of CONTRACTOR, acquired from a third Party entitled to disclose the information without obligation of confidentiality or is developed independently and without use of CLIENT's confidential information.

15. **DATA SHARING.** Any information and/or data provided by the CLIENT and used by CONTRACTOR directly or indirectly in the performance of this Agreement shall remain at all times the property of the CLIENT. It shall be identified, clearly marked and recorded as such by CONTRACTOR on all media and in all documentation. CONTRACTOR shall take all reasonable precautions to preserve the integrity and prevent any corruption or loss, damage or destruction of the CLIENT's data and information. All personal data acquired by CONTRACTOR from the CLIENT shall only be used for the purposes of this Agreement and shall not be further processed or disclosed without the consent of the CLIENT.
16. **ARBITRATION.** Any controversy or claim arising out of or relating to this contract, or the breach thereof, shall be settled by arbitration administered by the American Arbitration Association under its Commercial Arbitration Rules, and judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof.
17. **GOVERNING LAW.** This Agreement is governed by the laws of the State of Arizona. Any disputes over this Agreement will take place in a competent jurisdiction located within Maricopa County, Arizona.
18. **TERMINATION.** Either party may terminate this Agreement at any time by giving fourteen (14) days written notice to the other. In addition, either party may terminate this Agreement for cause. Reasonable cause shall include, among others: (1) material violation of this Agreement, and (2) any act exposing the other party to liability to others for personal injury or property damage. Such a termination will be effective five (5) days after delivery of a written notice to that effect. CONTRACTOR shall be entitled to bill CLIENT for, and CLIENT shall be obligated to pay for all

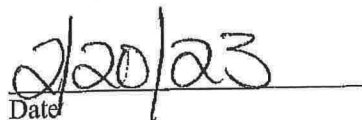
allowable costs up to the time of termination, all costs associated with non-cancellable commitments to 3rd parties (but not yet incurred), and reasonable costs incurred after the termination notice date associated with project closeout.

19. **SEVERABILITY.** Each provision of this Agreement will be considered separable. If for any reason any provision or provisions hereof are determined to be invalid or contrary to applicable law, such invalidity will not impair the operation of or affect the remaining provision of this Agreement.
20. **FORCE MAJEURE.** Neither party will be liable for its failure to perform any of its obligations hereunder during any period in which such performance is delayed by acts of God or Government authorities, fire, natural disaster, epidemic, pandemic or any other cause beyond the control of such party provided that the party experiencing the difficulty provides prompt written notice to the other party and uses its best efforts to cure the delay.
21. **ENTIRE AGREEMENT.** This Agreement constitutes the complete understanding of the parties supersedes any other prior agreements.
22. **AMENDMENTS.** This Agreement may be supplemented, amended or revised only in writing upon agreement by both parties.
23. **CONFLICT OF INTEREST.** This Agreement may be canceled pursuant to A.R.S. § 38-511
24. **STUDENT RECORDS.** The parties agree to comply with the provisions of the Family Educational Rights and Privacy Act (FERPA), where applicable.
25. **NONDISCRIMINATION.** Both parties agree to comply with all applicable provisions of state and federal laws and regulations, and District policies and regulations, mandating non-discrimination and requiring that all persons, regardless of race, religion, sex, age, national origin, veteran status, or political affiliation shall have equal access to employment opportunity.
26. **E-VERIFY.** To the extent applicable under A.R.S. § 41-4401, the parties warrant their compliance with all federal immigration laws and regulations that relate to their employees and compliance with the E-verify requirements under A.R.S. § 23-214(A). A party's breach of the above-mentioned warranty shall be deemed a material breach of the Agreement and may result in the termination of the Agreement by either party under the terms of this Agreement. The parties each retain the legal right to randomly inspect the papers and records of the other party to ensure that the other party is complying with the above-mentioned warranty.

SIGNATURE OF AUTHORIZED OFFICER:

COUNTY OF MARICOPA OSBORN SCHOOL DISTRICT


Colleen Toscano, Operations Officer


Date

Attachment A

Scope of Work

The Technical Proposal submitted on August 1st, 2023, is hereby incorporated as Attachment A to this Agreement.

**Attachment B
Payment Schedule Year 2**

April 15th, 2025	\$47,763.75
July 15th, 2025	\$47,763.75
October 15th, 2025	\$47,763.75
January 15th, 2026	\$47,763.75
	\$191,055.00

**MODIFICATION 1
PROFESSIONAL SERVICES AGREEMENT
(Agreement executed 2/28/2024)**

TITLE: **EIR: Early Phase AZ Teach (E&I)**

CLIENT: County of Maricopa Osborn School District

CONTRACTOR: **American Institutes for Research (AIR)**
1400 Crystal Drive
Arlington, VA 22202

CONTRACT TYPE: Fixed Price

Contract value/funding: \$914,317

PURPOSE OF MODIFICATION:
The purpose of this modification is to extend the period of performance and revise the payment schedule, incorporated herein as Attachment A. Except as expressly modified herein, all other terms and conditions of the original contract remain in full force and effect.

PERIOD OF PERFORMANCE:
To extend the end date of the period of performance from January 1st, 2025 to December 31st, 2025, for a new total period of performance of January 1st, 2024–December 31st, 2025.

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed and delivered by its duly authorized representatives, all as of the date set forth below.

American Institutes for Research

County of Maricopa Osborn School District



Signature

Signature

Kate Haaf

Name

Name

Director of Contracts

Title

Title

December 19, 2024

Date

Date

Attachment A

Billing Date	Payment Amount
March 15 th , 2025	\$42,933.50
June 15 th , 2025	\$42,933.50
September 15 th , 2025	\$42,933.50
December 15 th , 2025	\$42,933.50
Total	\$171,734.00

OSBORN SCHOOL DISTRICT NO. 8
January 21, 2025
Board Meeting

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

Agenda Item Number – IV-L

Agenda Item

Annual Appointment of Student Activities Treasurer

For Board: Action Discussion Information

Background –

A.R.S. §15-1122(A) The governing board of any school district having student activities monies shall establish a Student Activities Fund and appoint a student activities treasurer.

The state USFR questionnaire has been updated to require an annual appointment of the student activities treasurer. Recommend appointment of the Operations Officer as student activities treasurer as of January 1, 2025.

Legal

A.R.S. §15-1122

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 appoint Colleen McCabe, Operations Officer, as student activities treasurer as of January 1, 2025.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – V

Agenda Item

Call to the Public

For Board: Action Discussion Information

Background –

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

The public will be able to listen to the meeting live through livestream. An Osborn employee will read the Call to the Public comments received via email. Any communication received in Spanish, will be translated and read to the members of the Governing Board in English. The comments in their entirety will be presented to the Governing Board in writing. You may also present a live Call to the Public if you are attending in person or on the YouTube Livestream. An individual wishing to address the Governing Board using technological access must email their message or request to speak live to lnye@osbornsd.org by 12:00pm on January 21, 2025.

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

January 21, 2025

Board Meeting

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

Agenda Item Number –VI

Agenda Item

Board Presentation-

Dr. Emerald Woodland will present on behalf of the Human Resources Department. Of immediate consequence, Dr. Woodland will be able to keep the board updated on legislative changes to contract issuance and a general timetable for spring 2025. Additionally, Dr. Woodland will share information on her tenure as Director, from the state of affairs when she assumed the role, growth and changes in offerings on behalf of our employees, and future aspirations for the department.

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

Presentation

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number –VII-A

Agenda Item

Administrative Reports

For Board: Action Discussion Information

Background –

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

Legal

Financial

Governing Board Goals

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

Recommendation

For update and information only

Moved _____ Seconded _____ P/F

Clarendon Board Report

To: Osborn School District Governing Board

Date: 1/5/2025

Re: December 2024 Events



Staff Highlights

Fastbridge Testing

- Teachers administered our Fastbridge testing in December to assess student growth in reading and mathematics from initial testing in August.
- Teachers will use this data to group students and plan for and provide Tier 2 instruction to students.



Student Highlights

Spirit Week

- To celebrate the holiday season, Student Council put on a Spirit Week. The Spirit Week consisted of
 - o Crazy Holiday Hair Day
 - o Ugly Holiday Sweater Day
 - o Holiday PJ Day
 - o Holiday Hat Day
 - o Red and Green Day



Native American Heritage Month

- Throughout the year, and especially during *November* during Native American Heritage Month, Clarendon celebrates the rich traditions, languages, and contributions of Indigenous people.
- Amber Stevens, our district Native American Specialist, organized Native American Heritage Month Spirit Week, including: Jewelry Day, Rock your Mocs Day, Native Design Day, and more!
- Every day, a notable Native American was highlighted with their background and accomplishments during announcements.
- In *December*, we had Native American performers at our assembly share more about their culture including their traditional dance and dress. Students were also able to participate in the traditional friendship dance!



Staff vs. Student Soccer Game

- Students and Staff squared off in a soccer game on the morning of December 20. Other students cheered on both teams from the sidelines. Staff won the soccer game; however, students have sworn their revenge.



Partnership Highlight

St. Mary's Food Bank

- Clarendon held its annual canned food drive to support St. Mary's Food Bank!
- We are thankful to our school family for helping our local community!



Encanto Board Report

To: Osborn School District Governing Board

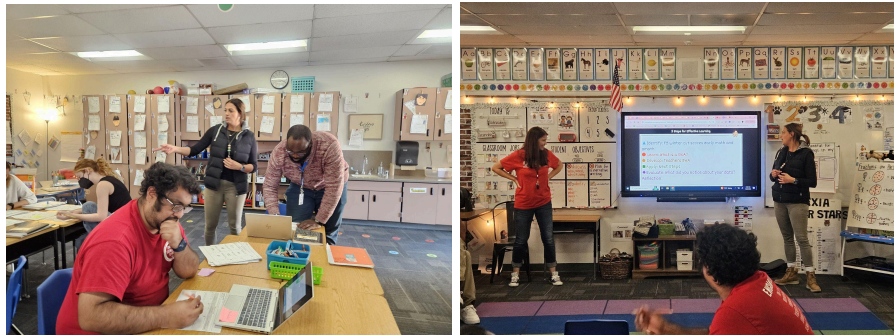
Date: 01/06/2025

Re: January School Events



Staff Highlights

Teaching and Learning:



Last month, Encanto’s leadership initiated the transition from field testing with Master Teachers to professional development with grade-level Mentor Teachers. The Mentor Teachers have taken the lead in guiding Career Teachers through targeted professional development focused on achieving our reading fluency goals. By stepping confidently into their leadership roles, Mentor Teachers are not only enhancing their own leadership capacity but also driving the professional growth of Career Teachers. This collaborative effort is paving the way for enriched learning experiences and greater success for our students.

Staff Bonding:



In December, the Encanto staff gathered in the library for a joyful “Sweets and Paint” event to celebrate the winter season and to spend quality time with one another. Together, we laughed, sang, and created beautiful paintings of a winter desert wonderland. Special thanks to OEF and Encanto’s PTO for helping to fund parts of our fun!

Student Highlights

WIN Showcase:

Our special area teachers have been working with students every Wednesday during our WIN Extension Groups. Below are pictures from our Wednesday WIN Showcase where students shared their Project Based Learning initiatives with parents and teachers. Projects included creating video games, travel brochures, artwork, and community based projects. Way to shine, Roadrunners!



Student Council Hot Cocoa Event:

Encanto's Student Council Leaders planned and coordinated the distribution of hot cocoa to fellow Roadrunners before Winter Break. Students loved this event!



Partnership Highlights



Amazing Arts Winter Showcase- The Amazing Arts after school program serves many Encanto students as an option for our families. Amazing Arts showcased some of their awesome talents with a Winter Concert. We value this continued partnership!

Longview Board Report

To: Osborn School District Governing Board

Date: 1/6/25

Re: January 2025 Events



Staff Highlights

We are so excited to have winter data to evaluate our success and to also make instructional adjustments grounded in data interpretation. At our first staff meeting returning from break we celebrated all teachers that showed a minimum of 50% gains in a specific area. Please enjoy our celebration presentation ([here](#)). The data is from FastBridge assessments and compares fall to winter (left side is achievement in relation to proficiency and the right is overall growth)

Student Highlights

Our students are consistently attending and enjoying our 21st CCLC afterschool clubs. We love to celebrate this opportunity for our kids to be able to build relationships with others, grow academically, grow socially, and to learn to be their own biggest cheerleaders!!!!



Cheerleaders working on “shared values” thinking map

Partnership and family connections Highlights

We would like to thank our wonderful Emerson family for all of their support with their children and for providing the staff a beautiful welcome back lunch provided by their family owned and operated food truck. Emerson Fry Bread!!!!



OMS January Board Report

To: Osborn School District Governing Board

Date: 1/7/2025

Re: December 2024 Events



Staff Highlights

-Professional Development for December has included the following topics:

-December 4th- iReady training for our resource math teachers

Remaining staff focused on overcoming one of the five challenges to write strong success criteria in lessons

-December 11th- NIET Responsibility and Working Conditions Survey Completion

-December 18th- Staff Celebration

Student Highlights

-Our December incentive experience was a trip to Harkins Theaters to view *Sonic the Hedgehog 3*. Our students were able to vote in advance on what movie was going to be shown. *Sonic the Hedgehog 3* was the top choice over *Mufasa: The Lion King* and *Moana 2*. The 200 students who went on the trip had a great time!

-We have four regular season games left in our winter sports season. Our girls' basketball team has a 2-4 record, our boys' basketball team has a record of 1-5 and our flag football team has a current record of 2-3-1. Our cheer team has been doing an outstanding job of supporting our teams and bringing great school spirit to each home football and basketball game this year! Good luck to all of our teams as they finish up the regular season!

-Our OMS Winter Band Concert was held at Central High School on Thursday, December 5th and our choir concert was held on Tuesday, December 10th.



The band and choir have worked so hard this year and did a fantastic job in their performances! Our United Sound participants did a great job working together to be prepared to play Starfire March. Some of our United Sound participants were highlighted at the winter Governing Board Meeting. We are so proud of Ms. Georges and our OMS Band and Choir!

Partnership Highlights

Mrs. Wharton and our OMS student representatives did a great job in representing OMS and the Osborn District in the APS Light Parade!



Solano Board Report

To: Osborn School District Governing Board

Date: 1/8/2025

Re: December 2024 Highlights



Staff Highlights

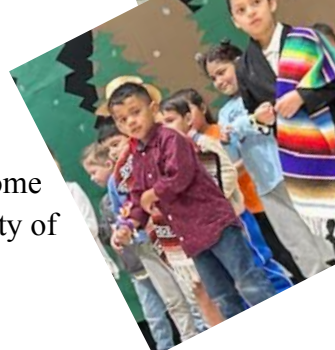
- Our district winter writing assessment had a number of celebrations. Some of our classes have met or are very close to meeting our end of year writing goal for 60% of students to improve one performance level in the domain of Purpose, Organization, and Focus. Response writing using essential questions in reading, math, and science has been our focus, and we are seeing great results.
- Our winter Fastbridge testing is completed. 1st through 4th grade increased their reading growth following the cohort. A shout out to 2nd grade with 37% of the students making aggressive growth in reading.

Student Highlights

- Our Winter Around the World program was amazing and our student brought down the house. The Winter Around the World Program is a celebration of winter traditions and events that take place in different countries. The 19 countries selected represent the different cultures we have in our Solano community.

Partnership Highlights

- Thank you to Charles Lee and Victor Rojas, from City of Phoenix Homeless Solutions, for joining our Solano Community Safety Meeting to address safety concerns in our community. Our families worked together to create solutions to some of the challenges in the neighborhood and learned new ways to partner with the City of Phoenix to ensure we have a safe path to school for our students.



TO: Governing Board
FROM: Diana Vargas
DATE: January 21, 2025
RE: Business Services update

Accounts Payable

- Business Services processed **373** invoices in the month of December
- December Vendor Payments totaling **\$1,047,524.43**

Payroll

- December Staff Compensation totaling **\$3,313,488.65**
- Total employees – **374**

Purchasing

- Business Services processed **66** purchase orders in the month of December
- December Vendor Procurements totaling **\$739,643.24**

Revenues

- December direct cash /check Revenues totaling **\$381,119.15**
- December County Treasurer Revenues totaling **\$2,603,055.16**
- Total December venues **\$2,984,174.31**

Upcoming Projects/ Items:

- 1099s will be sent out to vendors by January 31st
- W2s will be distributed to all employees and will be mailed out to previous employees by January 31st

TO: Governing Board
FROM: Sam Garcia
DATE: Jan. 8, 2025
RE: MAINTENANCE / TRANSPORTATION UPDATE

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

District Office:

- Has 3 open work orders and 5 completed for Nov 30th- Dec. 31st.

Solano

- Has 11 open work orders and 28 completed for Nov 30th- Dec. 31st.

OMS

- Has 6 open work orders and 9 completed for Nov 30th- Dec. 31st.

Clarendon

- Has 1 open work order and 17 completed for Nov 30th- Dec. 31st.

Encanto

- Has 6 open work orders and 10 completed for Nov 30th- Dec. 31st.

Longview

- Has 2 open work orders and 15 completed for Nov 30th- Dec. 31st.

Montecito

- Has 1 open work order and 14 completed for Nov 30th- Dec. 31st.

Transportation:



The drivers and attendants are out at schools after their morning routes daily to support campus needs.

Perfect Attendance Nov.- Dec. 2024

Sam Garcia, Maria Aguilar, Jose Murillo, Fatima Brown, Cheryl Gilliland, Lida Gonzalez, Maria Zuniga, Efrain Gonzalez, Ismirely Pena

Sam Garcia
Director of Maintenance and Transportation

Board Meeting Date: January 21, 2025

Focus of Update: Language Acquisition & Bi-Literacy	
Strategic Plan Connection:	Parent & Community Partnership
Update:	<p>After seeking feedback from various stakeholders we are excited to share the district Mission and Vision Statements for our EL Program:</p> <p> Vision Statement: <i>Every English Learner embraced and empowered to excel academically and thrive in a global society.</i></p> <p> Mission Statement: <i>Together, we advance English Learners’ skills in listening, speaking, reading, and writing through targeted intervention, integrated instruction while celebrating the diverse multilingualism that enriches our community.</i></p> <p>We are also thrilled to share that our team of EL Advisors was awarded a grant from the Osborn Education Foundation to attend the Arizona Department of Education’s OELAS (Office of English Language Acquisition Services) conference. This professional development opportunity allowed for our advisors to build shared knowledge in English Language Development (ELD) instruction, gain targeted training to address the unique needs of English Learner subgroups, and learn about innovative tools and strategies to boost language proficiency.</p> <p>Building on the momentum from this experience, our EL Advisors have already begun implementing their learning through impactful parent engagement initiatives! A standout event took place at OMS, where Mrs. Patricia Wharton and her students created a warm and welcoming environment by decorating the library for families. During the event, Mrs. Wharton delivered an informative presentation covering EL supports, the AZELLA assessment, and distributed individualized AZELLA reports to each student’s family. The evening concluded with a cultural celebration, as families shared dishes from around the world, fostering a sense of community and connection.</p>

Board Meeting Date: January 21, 2025

	<p>Across the district, other campuses are preparing their own EL Family Nights this month. These events will provide families with essential tools and resources, including:</p> <ul style="list-style-type: none"> - Practice Tests to help students become familiar with the AZELLA format. - Home Strategies for parents to support reading, writing, listening, and speaking skills. - Technology Access with laptops available for check-out to facilitate at-home learning. <p>For families unable to attend in person or those preferring a virtual option, the district office will host a Virtual AZELLA Parent Information Night, ensuring access to these resources for all. These initiatives reflect our district's unwavering commitment to our vision: Every English Learner embraced and empowered to excel academically and thrive in a global society.</p>
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Focus of Update: Teaching & Learning	
Strategic Plan Connection:	Child & Student Success
Update:	The Teaching & Learning team, along with the Master Teachers, are excitedly planning a district-wide professional development on Writing which will be held on January 15. Before break teachers gave a mid-year writing task to all students K-8. Teachers from across the district will come together with their grade level peers on the 15th to review the data, learn, collaborate and plan writing mini lessons based on how their students did on the task. The feedback from our first district Writing PD in August was extremely positive and we used the feedback and requests to plan this second session.

Focus of Update: Community Building	
Strategic Plan Connection:	Leadership


Board Meeting Date: January 21, 2025

Update:

The DO Kindness Committee, which is led by members of the Teaching & Learning Team as well as Zach Jensen from IT, planned a special Winter Wonderland Week for the district office during the last week before winter break. Modeled after many of our schools' winter activities, the festivities included a door decorating contest, Ugly Sweater Day, "Guess the DO Baby" game, special treats and activities in the lounge, and a cookie exchange. These special moments brought the different departments together - which happens rarely- and elevated our core value of JOY.



Board Meeting Date: January 21, 2025

Focus of Update: 21st Century Community Learning Centers	
Strategic Plan Connection:	Child & Student Success
Update: 	<p>Winter programming for 21st Century began on December 2nd and will run through February 14th, 2025. Students will be busy at work refreshing the learning that happened prior to winter break. December marks the grants halfway point and as a district we have served a total of 1192 students, of whom 141 have already made it to their 30 day attendance goal. We look forward to having more students attain their attendance goal this winter session!</p>

Focus of Update: Teaching & Learning	
Strategic Plan Connection:	Child & Student Success
Update:	<p>On Wednesday, December 13 the Behavior Interventionists had their monthly meeting with Abby Potter-Davis and Melissa Robinson. The focus of the meeting was on Student Support Teams (SSTs). The BIs looked at the Critical Elements of a strong Student Support Team (listed below) and identified strength and growth areas. As a system we committed to creating SMART (Specific, Measurable, Achievable, Relevant and Time Bound) Goals for students when creating a support plan.</p>

Board Meeting Date: January 21, 2025

	SST Critical Elements and Team Functions
	Our team engages in ongoing data analysis and decision-making cycles to ensure effective student support is provided to maximize student learning and success by/through...
	clearly defined roles and responsibilities, clear expectations, and ongoing measurement of team effectiveness.
	commitment to using shared leadership and data-driven decision-making for continuous improvement and systems change through team developed norms/vision
	meeting at least once per month using a pre-set agenda to review of individual student data, discuss concerns and identify additional needs
	using a consistent inventory that includes student data and supporting evidence for initial review
	utilizing a consistent data protocol that includes clear decision rules to guide analysis and decision making related to meeting academic, social emotional, behavioral and attendance needs
	developing a "right-fit" menu of interventions to support meeting identified needs
	establishing SMART goals for students that progress with students
	establishing progress timelines and check-ins at onset of interventions
	providing ongoing facilitation and/or professional development to all staff related to the problem-solving process to support planning and implementation
	monitoring overall effectiveness of interventions and aligning structures to build and sustain evidence-based practices/interventions.
communication of outcomes to related faculty, families and celebrating successes frequently.	

Focus of Update: Preschool Update	
Strategic Plan Connection:	Parent & Community Partnership
Update:	Our very first Community Preschool Newsletter was sent out to families at the end of the first semester. In addition to the ongoing communication that our teachers have with families, this will serve as another way to celebrate learning, provide information regarding upcoming events and important dates, and another way to provide resources to support learning at home.

Board Meeting Date: January 21, 2025

OSBORN COMMUNITY PRESCHOOL NEWSLETTER

December 2024

Celebrating Learning!

Solano 4s PEACE PARADE



Encanto 4s

Learning the Letter B

It's journal time! Students were learning the letter B by writing and illustrating in their writing journals. What starts with the letter 'b'?



Encanto 3s

Parts of a Pumpkin

In October, students learned about pumpkins and their life cycle. We opened up a pumpkin and were able to see and feel the seeds!



Longview

Creating Thanksgiving Turkeys




Solano 3s

BUILDING BLOCKS

Students work together learning how to build with blocks by sharing and working as a team!

Board Meeting Date: January 21, 2025



December 2024

To our wonderful families...
The entire Preschool team would like to express heartfelt gratitude to all the families who have become an integral part of the Osborn family and community. We hope all our families will continue to grow with us. Thank you for believing in Osborn!

READING IS POWER!

According to Reading Rockets, reading aloud is one of the most important things families can do with their children. Make your read alouds interactive and fun – a conversation between you, your child, and the story (the words and the illustrations), or have your child tell the story through the pictures they see. Reading aloud everyday can become a cherished family tradition. Reading Rockets has a variety of additional tips and resources at the following link: <https://www.readingrockets.org/literacy-home/reading-your-child>

REMINDERS

2025-26 Enrollment Opens: Dec 17th
Winter Break: Dec 23 - January 3
Classes Resume- January 6


UPCOMING EVENTS

- January 20th - MLK Holiday
- January 21st - 100th Day of School
- End of January 2025 - Open House: school specific dates to come!


QUESTIONS ABOUT PRESCHOOL?

Contact:
Sabrina Campos, Registrar
Email: scampos@osbornsd.org
Phone: 602-707-2000

Stefaney Sotomayor, Director
Email: ssotomayor@osbornsd.org



**Osborn Preschools...
Growth Starts Here!**

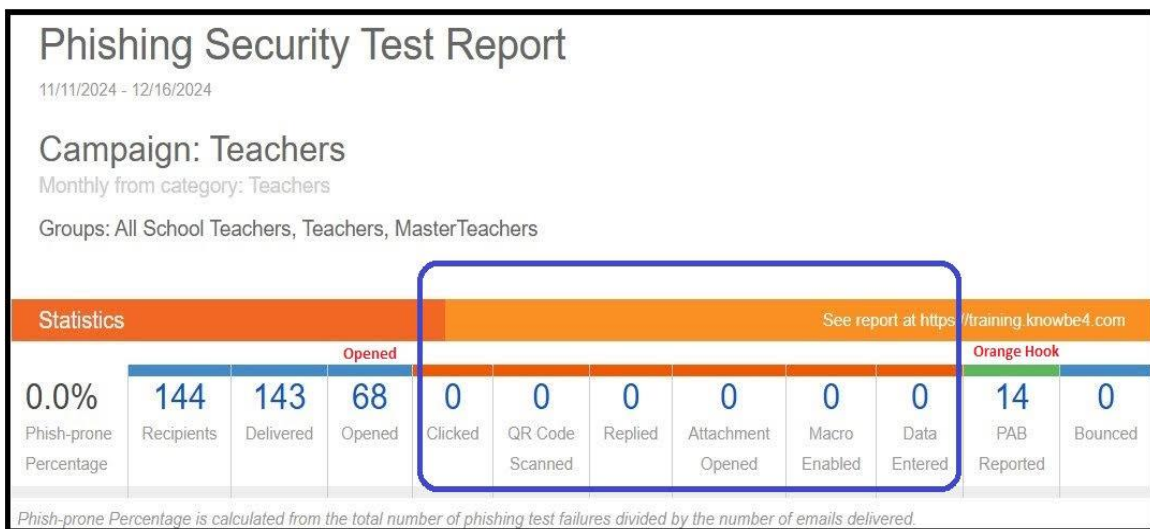




Technology Department Report

January 2025 - Jamal Dana

- Phishing Awareness:** I want to share this good teacher report with you showing our teachers' awareness of cybersecurity tricks. This may not always be perfect, but it is a process of learning the phishing techniques. Please see the chart showing that **NO teacher Clicked, Replied, Opened attachments, or Entered Personal Info.** The chart below: 143 teachers, 68 opened the fake email, but did not click or do any actions, 14 used the orange hook (good habit) reporting the fake emails. Great improvement from the last couple of years where we had high failing to near zero failing. The chart is using percentage.



2. **Helpdesk Services:** We have moved to a new ticketing system. Staff started using it but very slowly in order to get used to it. Last December we had 220 tickets. Our average response time was 7 hours, much higher than the old system November Average that was 1.7 hours, and that is because we were still processing the configuration and getting to know how to use the system properly. The new system has better reporting, inventory connections and easier to use reported to us by many teachers.
3. **Internet Issue Resolved:** We had slow connection to Wi-Fi at OMS, an issue that involved Cox and Cisco. After many fiber, cloud and server testing, we found the issue. OMS connects immediately now.
4. **Network Power Supplies:** All 40 power supplies district-wide are working properly.
5. **Patch Management:** We got our vulnerability report and we only need to keep patching our laptops/servers. All servers and many laptops have been patched during the winter break.
6. **Servers:** We are configuring two authentication servers to be ready before the spring break.
7. **Marquees:** We gave the specs of our current marquees configurations so the bond committee can proceed with inviting marquee vendors soon.
8. **Digital TV Signage:** After evaluating vendors' TVs, we decided on one vendor and got a quote. The Bond committee will issue a PO in January so we can have the 11 TVs installed in the site's lobbies in February.
9. **E-rate Update:** We posted a couple RFPs for our telecommunication services. One RFP is for connecting sites and another one is for internet access. The deadline for vendors to submit their bids is January 9, 2025, at 1:00 PM PST. We will evaluate the bids and decide on a vendor within a week. Approval by the COO (*the only employee who is authorized to approve on behalf of the board due to urgency and deadlines*) or approval by the Governing board if possible. Note: If the COO approved it, the approval note usually will be in the next board meeting to keep the board informed of the action.

End of Technology Report.

OSBORN SCHOOL DISTRICT NO. 8
January 21, 2025
Board Meeting

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

Agenda Item Number – VII-B

Agenda Item

Suspension Report for month of December

For Board: Action Discussion Information

Background –

Following you will find the Suspension Report for December 2024.

Legal

Financial

Governing Board Goals

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

Recommendation

Update and information only

Moved _____ Seconded _____ P/F

Suspensions: August 2024

Date	School	Grade	Violation	Response	Reassigned Days
8/13/2024	Longview Elementary	2	Aggression: Minor Aggressive Act	Out-of-School Suspension	2
8/14/2024	Osborn Middle School	8	Aggression:Fighting	Out-of-School Suspension	7
8/14/2024	Osborn Middle School	7	Aggression:Fighting	Out-of-School Suspension	7
8/16/2024	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	6
8/16/2024	Solano Elementary	6	Aggression:Fighting	Out-of-School Suspension	2
8/16/2024	Solano Elementary	6	Aggression:Fighting	Out-of-School Suspension	2
8/16/2024	Solano Elementary	6	Aggression:Fighting	Out-of-School Suspension	2
8/16/2024	Solano Elementary	6	Aggression:Fighting	Out-of-School Suspension	2
8/16/2024	Solano Elementary	6	Aggression:Fighting	Out-of-School Suspension	2
8/16/2024	Solano Elementary	6	Aggression:Fighting	Out-of-School Suspension	2
8/16/2024	Solano Elementary	6	Aggression:Fighting	Out-of-School Suspension	2
8/16/2024	Solano Elementary	6	Aggression:Fighting	Out-of-School Suspension	2
8/19/2024	Osborn Middle School	8	Other Violations of School Policies	In-School Suspension	1
8/21/2024	Longview Elementary	5	Harassment, Threat and Intimidation	In-School Suspension	2
8/23/2024	Osborn Middle School	8	Sexual Offenses	In-School Suspension	1
8/23/2024	Osborn Middle School	8	Other Violations of School Policies	Out-of-School Suspension	1
8/26/2024	Longview Elementary	5	Harassment, Threat and Intimidation	In-School Suspension	1
8/26/2024	Solano Elementary	6	Other Violations of School Policies	Out-of-School Suspension	2
8/27/2024	Solano Elementary	6	Aggression:Fighting	Out-of-School Suspension	2
8/27/2024	Solano Elementary	6	Aggression:Fighting	Out-of-School Suspension	3
8/27/2024	Osborn Middle School	7	Aggression:Fighting	Out-of-School Suspension	4
8/27/2024	Osborn Middle School	7	Aggression:Fighting	Out-of-School Suspension	4
8/27/2024	Longview Elementary	6	Harassment, Threat and Intimidation	Out-of-School Suspension	1

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – VII-C

Agenda Item

Student Absence Report for month of December

For Board: Action Discussion Information

Background –

School	% Attendance Jan. 24	% Absence	% Attendance Feb. 24	% Absence	% Attendance Mar. 24	% Absence	% Attendance Apr. 24	% Absence	% Attendance May 24	% Absence
Clarendon										
Encanto										
Longview										
OMS										
Solano										
MCS										

School	% Attendance Aug. 23	% Absence	% Attendance Sept. 23	% Absence	% Attendance Oct. 23	% Absence	% Attendance Nov. 23	% Absence	% Attendance Dec. 23	% Absence
Clarendon	92.42%	7.58%	90.28%	9.72%	88.31%	11.69%	89.04%	10.96%	88.02%	11.98%
Encanto	93.03%	6.97%	91.25%	8.75%	89.25%	10.75%	90.1%	9.9%	87.79%	12.21%
Longview	93.17%	6.83%	91.65%	8.35%	90.31%	9.69%	88.7%	11.3%	86.78%	13.22%
OMS	91.41%	8.59%	93.23%	6.77%	87.57%	12.43%	86.78%	13.22%	85.08%	14.92%
Solano	90.63%	9.37%	88.69%	11.31%	88.61%	11.39%	86.13%	13.87%	84.31%	15.69%
MCS	94.95%	5.05%	95.79%	4.21%	93.86%	6.14%	91.87%	8.13%	96.75%	3.25%

Legal

Financial

Governing Board Goals

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

Recommendation

Approval of the student absence report as presented.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – VII-D

Agenda Item

Substitute Teacher Report for the month of December

For Board: Action Discussion Information

Background –

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

Legal

Financial

Governing Board Goals

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


Recommendation

For information only.

Moved _____ Seconded _____ P/F

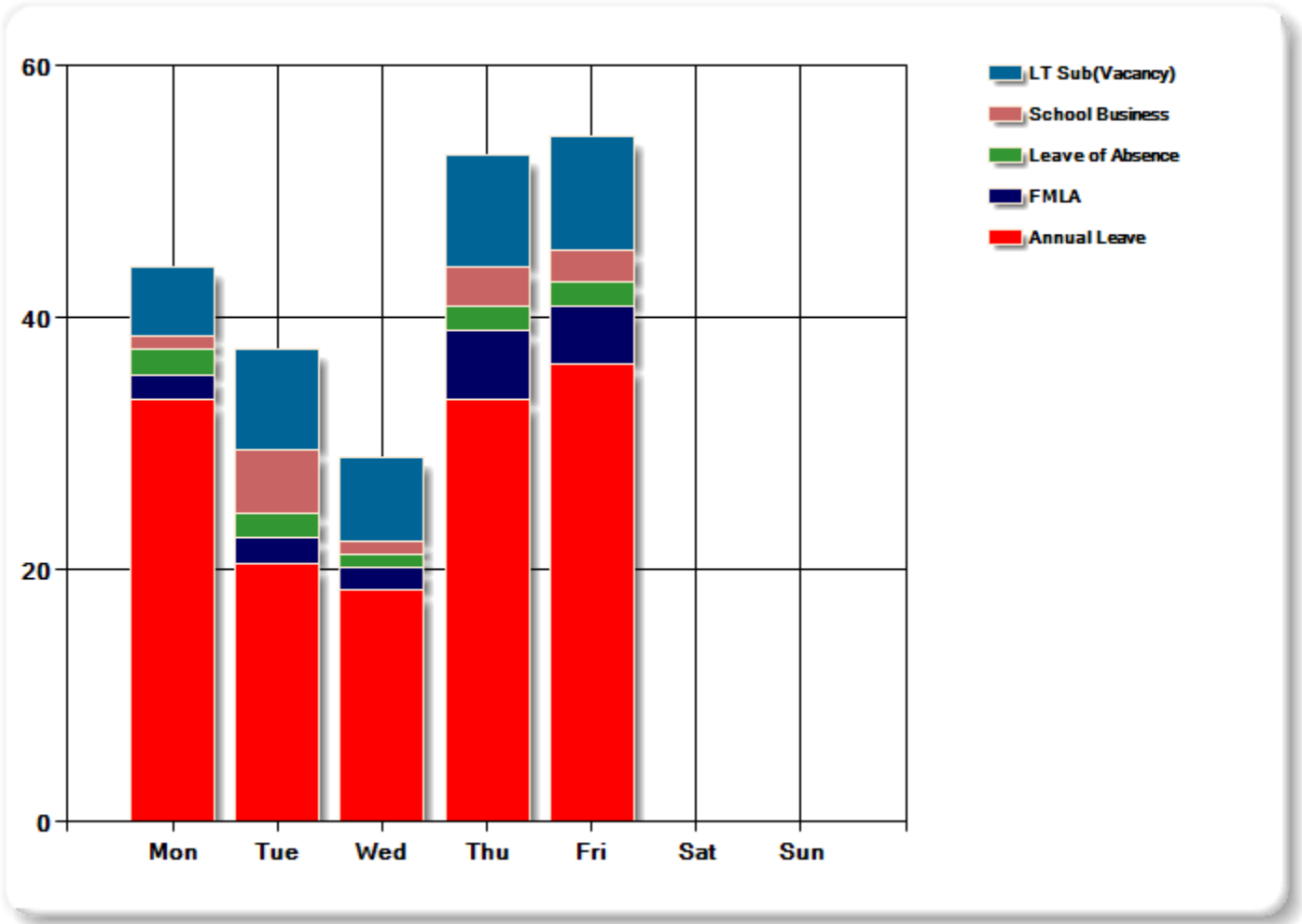
Day of Week Absence Analysis

[Return to Report Menu](#)

Start Date: 12/01/2024 
End Date: 12/31/2024 
Type: Absences/Vacancies
Employee:

View All **Vacancy Profile:** View All

School(s): View All **Employee Types :** View All



Absence Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Annual Leave	33.5	20.5	18.4	33.5	36.4	0	0	142.3
FMLA	2	2	1.8	5.5	4.5	0	0	15.8
Leave of Absence	2	2	1	2	2	0	0	9
School Business	1	5	1	3	2.5	0	0	12.5
Totals	38.5	29.5	22.2	44	45.4	0	0	179.6
Vacancy Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
LT Sub(Vacancy)	5.6	8	6.7	9	9	0	0	38.3
Totals	5.6	8	6.7	9	9	0	0	38.3

Absence Monthly Summary

[Return to Report Menu](#)

School(s): December 2024 Employee

Types: Type:

December 2024									
Sun	Mon	Tue	Wed	Thu	Fri	Sat			
1	2	3	4	5	6	7			
Total Absences/Vacancies:	17	Total Absences/Vacancies:	19	Total Absences/Vacancies:	15	Total Absences/Vacancies:	20	Total Absences/Vacancies:	24
Fill NOT Needed:	0	Fill NOT Needed:	0	Fill NOT Needed:	0	Fill NOT Needed:	0	Fill NOT Needed:	0
Fill Needed:	17	Fill Needed:	19	Fill Needed:	15	Fill Needed:	20	Fill Needed:	24
Filled:	7	Filled:	5	Filled:	8	Filled:	11	Filled:	9
UnFilled:	1	UnFilled:	2	UnFilled:	0	UnFilled:	2	UnFilled:	1
Held:	9	Held:	12	Held:	7	Held:	7	Held:	14
Fill Rate:	41%	Fill Rate:	26%	Fill Rate:	53%	Fill Rate:	55%	Fill Rate:	37%
8	9	10	11	12	13	14			
Total Absences/Vacancies:	14	Total Absences/Vacancies:	10	Total Absences/Vacancies:	10	Total Absences/Vacancies:	18	Total Absences/Vacancies:	17
Fill NOT Needed:	0	Fill NOT Needed:	0	Fill NOT Needed:	0	Fill NOT Needed:	1	Fill NOT Needed:	0
Fill Needed:	14	Fill Needed:	10	Fill Needed:	10	Fill Needed:	17	Fill Needed:	17
Filled:	5	Filled:	7	Filled:	8	Filled:	8	Filled:	5
UnFilled:	1	UnFilled:	0	UnFilled:	0	UnFilled:	1	UnFilled:	1
Held:	8	Held:	3	Held:	2	Held:	8	Held:	11
Fill Rate:	35%	Fill Rate:	70%	Fill Rate:	80%	Fill Rate:	47%	Fill Rate:	29%
15	16	17	18	19	20	21			
Total Absences/Vacancies:	14	Total Absences/Vacancies:	11	Total Absences/Vacancies:	9	Total Absences/Vacancies:	18	Total Absences/Vacancies:	16
Fill NOT Needed:	0	Fill NOT Needed:	1	Fill NOT Needed:	1	Fill NOT Needed:	0	Fill NOT Needed:	0
Fill Needed:	14	Fill Needed:	10	Fill Needed:	8	Fill Needed:	18	Fill Needed:	16
Filled:	8	Filled:	6	Filled:	6	Filled:	8	Filled:	12
UnFilled:	0	UnFilled:	0	UnFilled:	0	UnFilled:	1	UnFilled:	1
Held:	6	Held:	4	Held:	2	Held:	9	Held:	3
Fill Rate:	57%	Fill Rate:	60%	Fill Rate:	75%	Fill Rate:	44%	Fill Rate:	75%
22	23	24	25	26	27	28			
29	30	31	1	2	3	4			

	Total Absences/Vacancies	Fill NOT Needed	Fill Needed	Filled	UnFilled	Held	Fill Rate
December 1-7	95	0	95	40	6	49	42%
December 8-14	69	1	68	33	3	32	49%
December 15-21	68	2	66	40	2	24	61%
December 22-28	0	0	0	0	0	0	0%
December 29-31	0	0	0	0	0	0	0%
Month	232	3	229	113	11	105	49%

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – VII-E

Agenda Item
Enrollment Report

For Board: Action Discussion Information

Background –

Below is the Enrollment Report for December 2024 for schools and special education self-contained programs in comparison to 2025.

School	Enrollment January 7, 2024	Enrollment Jan. 6, 2025	Difference
Clarendon	383	412	+29
Encanto	585	557	-28
Longview	415	441	+26
Montecito	42	81	+39
Osborn Middle	369	404	+35
Solano	368	400	+32
Special Ed.*	73	87	+14
Preschool	32	35	+3
SEAS	7		-7
Total	2274	2417	+143

Average Daily Membership

	2023-24 100 th day ADM	2024-25 100 th day ADM	Difference
Total	2185.432	2239.9671	+54.5351

Legal

Financial

Governing Board Goals

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

Recommendation

For Information

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

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
Bond Update

For Board: Action Discussion Information

Background –

H2 Group Capital Project Management will present an update on bond projects.

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
ENROLLMENT DATA FOR: January 6th, 2025

ENCANTO		CLARENDON	
Kindergarten		Grade 4	
Caraballo, Neudysmar	24	Aken, Ann D/L	29
Chavez, Cristina D/L	22	Butier, Lindsey	31
Davey, Jenny DL	22	Colledge, Abbey	26
Kleinz, Kelly	21	Corrales, Lorena	30
Lizarraga, Mackenzie D/L	24	Marshall, Nolan	31
Murray, Nikki	22		
TOTAL KINDERGARTEN	135	TOTAL GRADE 4	147
Grade 1		Grade 5	
Dewey, Allison	22	Etsitty, Alyscia	26
Goetter, Ashley DL	24	Hernandez, Mayra D/L	26
Guillen, Adriana DL	22	Kahl, Kayce D/L	26
Gully, Emma DI	23	Meza, Jorge	27
Klanke, Liana	24	Staron, Jennifer	26
Sanchez, Nayeli D/L	25		
TOTAL GRADE 1	140	TOTAL GRADE 5	131
Grade 2		Grade 6	
Centeno, Miguel DL	25	Arebalo, Cynthia	27
Hoffman, Katerina	23	Bedonie, Brianna	28
Parker, Alex DL	24	Gonzalez Tena, Stephanie	26
Pavlisick, Kimberly D/L	25	Terriciano, Molly DL	25
Stubbs, Juanita	24	Villarreal, Frank	28
Vargas, Luis	23		
TOTAL GRADE 2	144	TOTAL GRADE 6	134
Grade 3			
Bejarano, Vanessa	23		
Callisen, Kristen DL	24		
Hernandez, Matthew	22		
Lopez Moreno, Cindy DL	25		
Palma, Vanessa	20		
Wilhelmy, Daniel	24		
TOTAL GRADE 3	138		
SPED			
Lawrence, Avianna	7		
McHale, Meghan (RISE)	12		
TOTAL SPED	19		
		CLARENDON TOTAL	425
ENCANTO TOTAL	576		

**OSBORN SCHOOL DISTRICT
ENROLLMENT DATA FOR: January 6th, 2025**

LONGVIEW		Montecito (KG-3rd)	
Kindergarten		Kindergarten	
Crompton, Carrie (KG)	22	Garcia, itzel	7
Herrera Silva, Brian	22	Obrachta, Tere	8
Sanchez, Alexys	26	TBD1, TBD1	8
TOTAL KINDERGARTEN	70	Wright, Rosa	8
Grade 1		TOTAL KINDERGARTEN	31
Elias Ulloa, Rosaisela D/L	24	Grade 1	
La O Garcia, Tara	26	Morales Ruano, Jess	9
		Roberts, Katrina	6
TOTAL GRADE 1	50	TOTAL GRADE 1	
Grade 2		15	
Berkich, Elizabeth	25	Grade 2	
Green, Maria D/L	28	Roberts, Katerina	5
Jorgenson, Julie	26	Morales Ruano, Jess	13
TOTAL GRADE 2	79	TOTAL GRADE 2	
Grade 3		18	
Sarmiento, Erika	32	Grade 3	
Sauter, Jessica	31	Bailon Coca, Francisco	2
		Morales Ruano, Jess	4
TOTAL GRADE 3	63	TOTAL GRADE 3	
Grade 4		6	
Hurtado Diaz, Nidia	32	Grade 4	
Villan Morales, Elisa	28	Bailon Coca, Francisco	7
TOTAL GRADE 4	60	TOTAL GRADE 4	
Grade 5		7	
Hernandez, Dani D/L	28	Grade 5	
Wright, Sammi	27	Bailon Coca, Francisco	4
TOTAL GRADE 5	55	TOTAL GRADE 5	
Grade 6		4	
Hendricks, Brian	32	Grade 6	
Herrera Silva, Luis	32	TOTAL GRADE 6	
TOTAL GRADE 6	64	TOTAL PRESCHOOL	
Special Needs-Self Contained Cross Cat		MONTECITO TOTAL	
Regis, Maria	7	81	
Scilley, Theresa	6		
TOTAL SPED	13		
SPED Preschool			
Osborn, Christina	17		
TOTAL PRE-SCHOOL	17		
LONGVIEW TOTAL	471		

**OSBORN SCHOOL DISTRICT
ENROLLMENT DATA FOR: January 6th, 2025**

SOLANO		OMS	
Kindergarten		Grade 7	
Gerrard, Desiree	15	Adams, Kyle	23
Hasenstab, Stephanie	25	Georges, Julia	17
Shillito, Alexandra	26	Gomez, Vincent	21
		Heath, Liza	2
		Hess, James	25
TOTAL KINDERGARTEN	66	Landeira, Richard	19
Grade 1		Quezada, Paula	22
Formanek, John	26	Smith, Dashaminique	24
Gerrard, Desiree	9	Trainor, Randy	5
Sandoval, Guadalupe	20	Urrutia, Beatriz	18
		Wharton, Patricia	12
TOTAL GRADE 1	55		
Grade 2			
Copelly, Rosalba D/L	30		
Dunn, Kylie	29		
		TOTAL GRADE 7	188
TOTAL GRADE 2	59	Grade 8	
Grade 3		Ahl, Allison	2
Fuentes, Mildred	28	Frederick, Mack	32
Perez, Katarina	30	Georges, Julia	12
		Gerstner, Doug	31
		Guzman, Jose	31
		Heath, Liza	31
TOTAL GRADE 3	58	Kingsland, Mitchell	9
Grade 4		Lindberg, Karen	20
Campbell, Amelia	27	McKay, Caitlyn	27
Schrey, Kaitlyn	25	Stachel, Allison	21
TOTAL GRADE 4	52		
Grade 5			
Chacon, Gabriel	25		
Sapiro, Denise	29		
		TOTAL GRADE 8	216
TOTAL GRADE 5	54	Special Education-Self Contained Cross Cat.	
Grade 6		Cooper, Cody	8
Chhim, Soki	29	Parker, Sam	6
Thompson-Hunter, Angela	26		
		TOTAL SPECIAL CLASSES	14
		OMS TOTAL	418
TOTAL GRADE 6	55		
Special Education-Cross Cat		DISTRICT TOTAL:	2416
Brady, Deborah	7		
Linton, Teola	9		
Spalding, Savannah	6		
TBD1, TBD1	6		
TOTAL SPECIAL CLASSES	28		
SPED - PS			
Ellison, Brianna	18		
TOTAL PRESCHOOL	18		
SOLANO TOTAL	445		

ENROLLMENT BY GRADE AS OF: January 6th, 2025

Grade	Encanto	Clarendon	Longview	Montecito	OMS	Solano	TOTAL
K	135		70	31		67	303
1	140		50	15		55	260
2	144		79	18		58	299
3	138		63	6		57	264
4		147	60	7		54	268
5		131	55	4		54	244
6		134	64			55	253
7					188		188
8					216		216
SpEd.	19	13	13		14	28	87
Presch.			17			18	35
							0
CURRENT MONTH'S TOTALS	576	425	471	81	418	446	2417
Totals	587	428	468	80	424	448	2435
Change	-11	-3	3	1	-6	-2	-18

OSBORN SCHOOL DISTRICT ENROLLMENT BY MONTH - 2024-2025

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	Last Day
Encanto										
K	137	140	137	135						
1	141	141	141	140						
2	148	145	145	144						
3	138	142	143	138						
Spec. Ed.	16	20	21	19						
Pre-Sch.	n/a	n/a	n/a	n/a	n/a	n/a				
TOTAL	580	588	587	576	#####	0	0	0	0	0
Clarendon										
4	146	149	149	147						
5	128	130	131	131						
6	136	140	135	134						
Spec. Ed.	8	13	13	13						
TOTAL	418	432	428	425	0	0	0	0	0	0
Longview										
K	72	72	72	70						
1	52	53	51	50						
2	83	80	77	79						
3	61	61	63	63						
4	62	62	60	60						
5	60	59	56	55						
6	63	64	64	64						
Spec. Ed.	9	16	10	13						
Pre-Sch.	11	13	15	17						
TOTAL	473	480	468	471	0	0	0	0	0	0
Montecito										
K	31	30	30	31						
1	16	13	15	15						
2	18	18	18	18						
3	6	6	6	6						
4	6	6	7	7						
5	4	4	4	4						
TOTAL	81	77	80	81	0	0	0	0	0	0
OMS										
7	196	195	192	188						
8	222	218	219	216						
Spec. Ed.	5	12	13	14						
TOTAL	423	425	424	418	0	0	0	0	0	0
Solano										
K	67	65	67	67						
1	57	55	55	55						
2	60	61	58	58						
3	61	57	57	57						
4	57	55	54	54						
5	50	54	54	54						
6	52	55	55	55						
Spec. Ed.	30	30	29	28						
Pre-Sch.	12	15	19	18						
TOTAL	446	447	448	446	0	0	0	0	0	0
Dist. Totals	2421	2449	2435	2417	#####	0	0	0	0	0

Attendance - Multiple Year Comparison Chart

icar	Sept '14	Sept. '15	Sept. '20	Sept. '21	Sept. '22	Sept. '23	Sept '24	Encanto	Oct. '16	Oct. '17	Oct. '18	Oct. '19	Oct. '20	Oct. '21	Oct. '22	Oct. '23	Oct. '24	Encanto	Nov. '16	Nov. '17	Nov. '18	Nov. '19	Nov '20	Nov '21	Nov'22	Nov '23	Nov '24	
K	158	172	158	168	148	138	137	K	167	189	179	175	155	168	147	140	140	K	169	185	180	177	154	162	144	141	137	
1	167	172	160	149	161	147	141	1	154	161	171	174	158	148	158	145	141	1	148	163	172	176	153	149	157	146	141	
2	168	176	157	145	152	157	148	2	162	149	167	155	152	148	155	156	145	2	164	149	162	156	149	147	152	155	145	
3	142	184	142	131	142	148	138	3	172	170	139	161	145	129	142	148	142	3	175	170	138	159	140	124	143	152	143	
TO	635	704	617	593	603	590	564	TOTAL	655	669	656	665	610	593	602	589	568	TOTAL	656	667	652	668	596	582	596	594	566	
rendon																												
Clarendon																												
4	148	139	137	104	136	135	146	4	185	157	150	138	142	109	136	133	149	4	184	158	147	136	143	107	133	134	149	
5	153	149	123	122	108	136	128	5	148	169	155	145	126	119	108	138	130	5	151	167	160	144	123	114	108	139	131	
6	124	148	131	102	120	118	136	6	136	137	161	153	132	103	121	118	140	6	130	138	160	150	134	101	118	113	135	
TO	425	436	391	328	364	389	410	TOTAL	469	463	466	436	400	331	365	389	419	TOTAL	465	463	467	430	400	322	359	386	415	
ngview																												
Longview																												
K	80	71	61	57	57	48	72	K	68	81	79	81	61	62	58	48	72	K	73	84	68	77	62	55	56	45	72	
1	94	68	76	46	56	69	52	1	72	73	74	81	77	58	50	69	53	1	73	74	70	81	74	57	48	70	51	
2	87	78	68	68	63	48	83	2	84	74	64	77	69	71	65	47	80	2	82	78	65	74	70	67	70	49	77	
3	95	70	66	59	67	49	61	3	76	76	69	69	68	64	64	59	61	3	77	73	71	71	68	59	65	57	63	
4	85	83	74	56	66	65	62	4	80	76	67	78	73	55	65	66	62	4	83	79	71	76	73	56	63	67	60	
5	69	68	66	59	73	68	60	5	89	70	64	60	65	60	55	69	59	5	91	71	65	58	64	58	55	67	56	
6	79	60	58	54	40	62	63	6	63	89	77	71	57	53	64	61	64	6	60	91	75	68	55	49	65	62	64	
TO	589	498	469	399	422	409	453	TOTAL	532	539	494	517	470	423	421	419	451	TOTAL	539	550	485	505	466	401	422	417	443	
ntecito																												
Montecito																												
K			0	1	9	9	31	K	0	1	1	1	0	4	15	9	30	K	0	1	1	2	0	5	15	9	30	
1			2	1	2	13	16	1	3	1	2	4	2	1	8	13	13	1	3	1	1	4	2	1	8	13	15	
2			3	1	1	7	18	2	2	8	1	1	3	1	5	7	18	2	2	8	2	1	3	1	5	6	18	
3			2	4	2	2	6	3	4	2	4	2	2	4	2	3	6	3	3	2	4	2	2	4	2	3	6	
4			1	1	3		6	4	6	4	1	6	1	1	3	6	6	4	6	5	1	6	1	1	3	7		
5			7	0	1		4	5	3	5	6	2	7	0	1	4	4	5	3	5	8	2	7	0	1	4		
6			0	6	3			6	2	4	3	5	0	5	3	0		6	2	5	3	5	0	5	3			
TOTAL			15	14	21	31	81	TOTAL	20	25	18	21	15	16	37	42	77	TOTAL	19	27	20	22	15	17	37	31	80	
OMS																												
OMS																												
7	284	234	274	249	224	220	196	7	296	275	306	301	278	250	227	218	195	7	276	276	301	302	277	246	224	225	192	
8	269	318	302	281	252	213	222	8	268	279	287	286	300	282	262	214	218	8	274	284	286	283	298	273	259	214	219	
TO	553	552	576	530	476	433	418	TOTAL	564	554	593	587	578	532	489	432	413	TOTAL	550	560	587	585	575	519	483	439	411	
olano																												
Solano																												
K	82	81	61	71	59	66	67	K	102	74	66	65	60	73	63	69	65	K	98	73	67	63	62	74	64	62	67	
1	105	87	62	67	61	58	57	1	73	97	69	68	62	67	62	59	55	1	74	95	69	64	58	66	56	56	55	
2	78	104	63	71	61	64	60	2	90	65	96	68	62	69	61	62	61	2	91	67	93	67	63	72	63	59	58	
3	79	83	59	60	67	50	61	3	100	84	72	83	53	64	67	51	57	3	95	83	70	80	51	62	65	53	57	
4	107	97	78	49	49	51	57	4	86	94	76	76	81	50	51	53	55	4	89	97	73	74	80	52	54	58	54	
5	70	102	68	59	50	41	50	5	101	84	88	70	70	63	52	39	54	5	103	86	84	68	72	57	53	42	54	
6	61	73	65	53	50	48	52	6	105	90	81	75	65	57	48	48	55	6	100	91	83	74	59	59	50	48	55	
TO	582	627	456	430	397	378	404	TOTAL	657	588	548	505	453	443	404	381	402	TOTAL	650	592	539	490	445	442	405	378	400	
chool																												
K				13	0									16	0											12	0	
1				27	5									27	5											19	5	
2				24	8									23	8											21	7	
3				34	10									30	11											29	11	
4				31	9									26	9											25	10	
5				31	18									29	17											28	18	
6				40	14									42	13											42	13	
Total				200	64									193	63											176	64	
e-School																												
e-Sch	39	27	38	20	20	20	23	Pre-Sch.	51	34	35	36	32	19	21	23	28	Pre-Sch.	50	35	43	40	35	27	24	29	34	
ec.	88	88	86	48	58	58	68	Spec. Ed.	64	57	81	89	85	69	53	66	86	Spec. Ed.	64	57	79	88	86	70	68	70	86	

Attendance - Multiple Year Comparison Chart

Encanto	Dec. '16	Dec. '17	Dec. '18	Dec. '19	Dec. '20	Dec. '21	Dec. '22	Dec. '23	Dec. '24	Encanto	Jan.'15	Jan. '16	Jan. '17	Jan. '18	Jan. '19	Jan. '20	Jan. '21	Jan. '22	Jan. '22	Jan. '23	Jan. '24	Jan. '25	Feb. '21	Feb. '22	Feb. '23	Feb. '24	
K	170	179	180	179	152	164	146	137	135	K	162	180	166	181	179	180	150	162	145	145	147		150	164	145	144	
1	147	164	171	175	154	148	156	144	140	1	165	180	144	168	167	178	152	149	154	158	143		152	148	158	143	
2	167	144	163	156	147	148	149	155	144	2	170	175	165	144	158	155	146	147	150	150	156		146	148	150	153	
3	174	165	134	158	140	127	142	149	138	3	144	186	171	166	133	157	140	124	142	154	149		140	127	154	149	
TOTAL	658	652	648	668	593	587	593	585	557	TOTAL	641	721	646	659	637	670	588	582	591	607	595		588	587	607	589	
Clarendon										Clarendon																	
4	179	156	147	135	141	102	131	134	147	4	146	140	181	157	144	137	140	107	132	134	131		140	102	134	132	
5	146	167	159	143	123	112	108	136	131	5	153	152	148	169	156	144	120	114	105	107	139		120	112	107	138	
6	133	138	161	150	131	100	119	113	134	6	124	152	131	138	161	151	131	101	119	124	114		131	100	124	117	
TOTAL	458	461	467	428	395	314	358	383	412	TOTAL	423	444	460	464	461	432	391	322	356	365	384		391	314	365	387	
Longview										Longview																	
K	72	83	66	75	62	54	55	45	70	K	69	67	73	82	65	75	61	55	56	56	47		61	54	56	48	
1	74	72	72	81	75	59	49	70	50	1	92	74	73	69	72	73	75	57	48	47	68		75	59	47	70	
2	85	77	67	72	70	66	69	48	79	2	74	78	85	74	68	73	71	67	69	67	49		71	66	67	50	
3	78	73	72	71	70	61	62	56	63	3	88	73	77	71	71	75	71	59	66	63	56		71	61	63	56	
4	83	76	71	74	72	58	62	66	60	4	81	88	82	74	74	76	71	56	65	60	67		71	58	60	68	
5	90	72	65	55	64	58	54	67	55	5	63	68	93	71	66	57	65	58	55	54	65		65	58	54	64	
6	60	89	75	68	55	48	63	63	64	6	76	61	60	87	76	68	54	49	63	65	63		54	48	65	63	
TOTAL	542	542	488	496	468	404	414	415	441	TOTAL	543	509	543	528	492	497	468	401	422	412	415		468	404	412	419	
Montecito										Montecito																	
K	1	1	1	2	1	5	15	9	31	K				1	1	1	3	0	5	13	13		9	5	13	9	
1	4	1	0	5	2	2	8	13	15	1				5	1	0	4	1	1	9	9		1	2	9	13	
2	2	7	2	1	3	1	5	6	18	2				2	7	2	2	3	1	4	4		3	1	4	6	
3	3	2	4	3	2	3	2	3	6	3				5	2	3	3	2	4	2	2		2	3	2	3	
4	6	5	1	6	1	1	3	7	7	4				6	5	1	6	1	1	2	2		0	1	2	0	
5	3	5	7	2	6	0	1	4	4	5				3	5	7	2	6	0	1	1		6	0	1	0	
6	2	6	3	4	0	5	3	0		6				2	7	3	5	1	5	2	2		3	5	2	0	
TOTAL	21	27	18	23	15	17	37	42	81	TOTAL				24	28	17	25	14	17	33	33		15	17	33	31	
OMS										OMS																	
7	286	278	302	301	265	247	221	185	188	7	281	272	288	274	301	306	265	246	208	211	224		265	247	211	223	
8	264	284	290	283	299	269	255	184	216	8	274	297	262	285	285	284	302	273	242	242	223		302	269	242	223	
TOTAL	550	562	592	584	564	516	476	369	404	TOTAL	555	569	550	559	586	590	567	519	450	453	447		567	516	453	446	
Solano										Solano																	
K	95	71	66	62	60	70	65	60	67	K	85	77	93	76	68	62	60	74	60	61	63		60	70	61	61	
1	68	94	70	67	60	65	56	57	55	1	114	88	66	94	70	65	61	66	56	57	55		61	65	57	51	
2	88	67	91	63	61	71	62	59	58	2	80	101	89	68	89	60	60	72	62	62	57		60	71	62	58	
3	95	81	79	77	50	56	65	50	57	3	88	81	98	81	68	75	50	62	62	59	51		50	56	59	49	
4	88	98	72	76	76	50	54	56	54	4	108	98	91	98	74	74	76	52	53	50	56		76	50	50	56	
5	101	86	82	68	71	56	52	39	54	5	75	105	96	85	81	68	72	57	50	47	37		72	56	47	37	
6	102	89	85	75	57	60	48	47	55	6	59	74	101	87	85	75	59	59	46	48	43		59	60	48	41	
TOTAL	637	586	545	488	435	428	402	368	400	TOTAL	609	624	634	589	535	479	438	442	389	384	362		438	428	384	353	
ISchool										ISchool																	
K						14	0			K								12	0	0				14	0		
1						24	6			1								19	6	7				24	7		
2						24	6			2								21	6	7				24	7		
3						28	10			3								29	10	11				28	11		
4						28	11			4								25	12	10				28	10		
5						28	18			5								28	18	18				28	18		
6						44	13			6								42	12	13				44	13		
						190	64			TOTAL								176	64	66				190	66		
SEAS										SEAS																	
Pre-Sch.	53	39	43	43	36	32	24	32	35	SEAS	52	41	57	42	48	46	37	27	22	25	8		37	32	25	35	
Spec. Ed.	63	60	78	86	86	69	68	73	87	SEAS	90	74	64	59	79	85	84	70	66	64	69		84	69	64	69	

Mar. '17	Mar. '18	Mar. '19	Mar. '20	Mar. '21	Mar. '22	Mar. '23	Mar. '24	Encanto	Apr. '19	Apr. '20	Apr. '21	Apr. '22	Apr. '23	Apr. '24	Encanto	May '20	May '21	May '22	May '23	May '24	Encanto	Year End	Year End'21	Year End '22	Year End '24	
167	179	179	176	149	163	148	141	K	182	108	108	165	147	144	K		108	165	146	143	K			165	143	
150	169	170	176	155	149	156	144	1	170	103	102	149	156	143	1		103	149	156	142	1			149	142	
169	145	160	156	147	149	150	151	2	159	97	95	152	150	151	2		97	154	152	153	2			154	153	
168	164	134	155	137	129	146	148	3	135	83	83	132	146	148	3		83	130	146	150	3			130	150	
654	657	643	663	588	590	600	584	TOTAL	646	391	388	598	599	586	TOTAL	0	391	598	600	588	TOTAL			598	588	
Clarendon									Clarendon									Clarendon								
180	156	145	135	142	102	133	128	4	148	95	97	106	133	129	4		95	104	132	129	4			104	129	
150	168	151	142	122	109	110	136	5	150	65	65	111	109	134	5		65	112	108	134	5			112	134	
133	143	160	152	133	100	126	115	6	160	83	84	100	126	114	6		83	100	124	113	6			100	113	
463	467	456	429	397	311	369	379	TOTAL	458	243	246	317	368	377	TOTAL	0	243	316	364	376	TOTAL			316	376	
Longview									Longview									Longview								
74	82	66	78	55	51	55	47	K	68	40	39	51	54	47	K		40	50	54	47	K			50	47	
76	64	72	76	67	60	52	71	1	73	48	47	58	52	72	1		48	56	52	71	1			56	71	
88	74	70	67	71	66	66	49	2	69	40	40	67	66	51	2		40	66	69	51	2			66	51	
78	70	70	75	61	60	63	56	3	72	33	32	60	64	55	3		33	59	64	55	3			59	55	
82	70	73	75	69	57	61	67	4	72	45	46	57	61	67	4		45	55	64	68	4			55	68	
94	72	66	73	60	59	55	65	5	67	40	41	60	56	67	5		40	59	58	67	5			59	67	
62	87	81	71	52	48	64	62	6	80	37	37	48	63	61	6		37	48	61	63	6			48	63	
554	519	498	515	435	401	416	417	TOTAL	501	283	282	401	416	420	TOTAL	0	283	393	422	422	TOTAL			393	422	
Montecito									Montecito									Montecito								
1	1	2	3	0	6	13	9	K	1	0	0	6	13	9	K		0	5	13	9	K			5	9	
6	2	0	5	1	2	8	13	1	0	1	1	2	9	13	1		1	2	9	13	1			2	13	
2	6	1	2	3	1	4	6	2	1	3	3	0	4	6	2		3	1	4	6	2			1	6	
5	2	3	3	2	4	1	3	3	3	2	1	4	1	3	3		1	5	1	3	3			5	3	
6	6	1	9	0	1	1		4	2	0	0	1	1		4		0	1	1		4			1		
3	5	8	2	6	1	0		5	7	6	6	2	1		5		6	2	1		5			2		
3	7	3	6	3	5	2		6	3	3	2	4	2		6		2	4	2		6			4		
26	29	18	30	15	20	29	31	TOTAL	17	15	13	19	31	31	TOTAL	0	13	20	31	31	TOTAL			20	31	
OMS									OMS									OMS								
287	276	305	304	264	250	228	217	7	308	145	150	250	225	219	7		145	242	228	218	7			242	218	
266	287	281	285	305	266	258	223	8	281	160	172	268	258	223	8		160	266	254	224	8			266	224	
553	563	586	589	569	516	486	440	TOTAL	589	305	322	518	483	442	TOTAL	0	305	508	482	442	TOTAL			508	442	
Solano									Solano									Solano								
93	75	67	63	58	70	61	62	K	67	48	45	70	59	58	K		44	70	58	59	K			70	59	
65	97	67	59	61	65	60	54	1	70	44	43	66	61	55	1		48	61	61	53	1			61	53	
91	70	85	59	57	69	63	58	2	83	43	41	69	62	55	2		43	65	62	54	2			65	54	
99	86	70	74	51	55	57	48	3	72	36	33	55	57	48	3		36	53	56	47	3			53	47	
91	97	69	73	76	51	51	57	4	71	40	43	54	51	55	4		40	54	49	52	4			54	52	
95	83	82	69	71	57	45	41	5	82	44	46	56	46	42	5		44	58	47	42	5			58	42	
97	88	82	74	59	61	48	44	6	80	33	32	61	49	45	6		33	61	48	44	6			61	44	
631	596	522	471	433	428	385	364	TOTAL	525	288	283	431	385	358	TOTAL	0	288	422	381	351	TOTAL			422	351	
ISchool									ISchool									ISchool								
					16	0		K				78	15	0			78	14	0		K			14		
					23	7		1				101	23	7			98	21	7		1			21		
					24	7		2				95	26	7			93	21	7		2			21		
					27	11		3				103	28	11			103	24	11		3			24		
					29	10		4				97	26	10			96	28	10		4			28		
					27	17		5				105	27	17			107	26	17		5			26		
					43	13		6				93	41	13			90	41	13		6			41		
												115		0												
												115		0												
					189	65		TOTAL				916	186	65			140	175	65		TOTAL			175		
												129		0			926									
														0							4				4	
59	48	44	48	35	33	29	0	SEAS Pre-Sch.	51		41	36	30	0	SEAS Pre-Sch.		41	38	37	38	SEAS Pre-Sch.			38	38	
62	63	78	88	81	68	58	0	Spec. Ed.	77		80	75	47	0	Spec. Ed.		80	68	48	69	Spec. Ed.			68	69	

SpEd Monthly Enrollment Worksheet

Date: 01/08/2025

Clarendon	Encanto	OMS	Solano	Longview	Montecito	Program	Total
1		1	1	1		Private Pl. (OSD Students)	4
			18	17		Pre-School (DD)	35
						Headstart	0
17	14	15	26	6		Self-Contained	78
				7		SEAS	7
43	21	44	16	31	3	Resource	158
15	5	12	5	10		Speech & Lang (w/add'l disability)	0
9	18	1	4	12	2	Speech & Lang	46
					2	Montessori SPED	2
			1			Community PS SPED	1
						Service Plans (Private Sch Stud)	20
						Homebound SPED	2
70	53	61	66	74	7	Totals**	353

**** Totals Do Not Include Speech (w/add'l disability)**

		Self-Contained			
		Lawrance	5	Hearing	5
AZ Day Sch De	1	Allen	5	Vision	2
ACCEL	0	Roberts	11	Orthopedic Impairment	1
The Aces	3	McHale	11	Physical Therapy	8
Service Plans		Regis	6	Occupational Therapy	92
		Parker	6	Autism	66
		Cooper	9	MDSSI	2
		Logrono	5	MiID	9
Suspension Private Pl		Teola Linton Brov	8	MoID	2
		Reddick	7	Voucher	1
		SEAS			
Home Bound Non-SPED		Scilley	7	Peer model Preschool	
				504 Non-SPED	47

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

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

Approval of School Calendars for 25/26 and 26/27

For Board: Action Discussion Information

Background –

The Governing Board has requested of administration to present more than 1 calendar at a time, preferably up to 3 years of calendars in advance. We have moved forward with a gradual 2-year approach to reaching that goal. This year the administration is presenting calendars for the 2025-2026 and 2026-2027 school year. Next year, we will present calendars for the 2027-2028 and 2028-2029 school years, then having us with 3 years ahead, as requested.

The calendars being shared with the Board tonight have been through a series of feedback opportunities. Dr. Robert convened a parent session (seeking input from a few parents from every campus) online that walked through the process of building a calendar, utilizing past Osborn calendars and the already approved calendars from Phoenix Union High School District and a couple other local elementary districts. Dr. Robert then shared that input at a general session meeting of the membership of the Osborn Education Association. Using the input from parents and OEA, Dr. Robert with the district leadership team of Mrs. Toscano, Mrs. Potter-Davis, and Mr. Carranza, constructed 2 calendars, just for the 2025-2026 school year, which were taken to the entire Administrative Team for input. The new input from all these groups resulted in the Calendar A and Calendar B you see tonight. Principals and Directors then presented them to their school sites or departments for their preference. After compiling the data from all staff, the preference was **54%** in favor of Calendar A and **46%** in favor of Calendar B (as of time of publication—updated %age will be provided at the Board meeting live). Using the same time frames for start of year, holidays, and end of year, a similar Calendar A and Calendar B was drafted for the 2026-2027 school year.

At the last board meeting, there was discussion of a third possibility, with creating a week-long break the week of the Thanksgiving holiday. Part of that discussion was pertinent to the attendance on the Monday and Tuesday prior to Thanksgiving, and wondering if a week-long break at Thanksgiving time would alleviate higher absenteeism on that Monday and Tuesday that we attend school that week. The absenteeism data from those days is not particularly higher than other days attached to holidays or 3-day weekends, necessitating a change. One of the bigger conversations around that potential, however, is the impact that week-long holidays have on school-based classified staff. In discussion of Options 1 and 2, even the potential extension of a further day off attached to fall break or even the Wednesday before Thanksgiving presents some hardship, as school-based classified pay is linked to days students are in session or additional days on their work calendars. By making the Thanksgiving holiday a week-long would present the situation of a pay period that is already just a 7-day check turning into a 5-day check. This economic change for staff, just 3 weeks before the Winter Break and holiday spending, would present an unnecessary financial burden. In consideration of this in conversations with some staff members, I did not present an Option 3 calendar. At this time, the committee, OEA, full-staff, and administrative input was sufficient to present Options 1 and 2, staying closest to the PXU calendar in the way we traditionally have in Option 1 and presenting the opportunity in Option 2 to have potential professional learning for all staff in ways we have not before.

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

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 Option 1 or Option 2 calendars for the 2025/2026 and 2026/2027 school years.

Moved _____ Seconded _____ P/F

Osborn School District 2025-26 School Calendar

July						
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*Two Hour Early Dismissal Every Wednesday

Symbol Key

- School Breaks/Holidays
- Parent-Teacher Conf./ Early Dismissal
- Quarter/Semester End
- First/Last Day

Dismissal Times	Regular	Early Dismissal Wednesday
	Clarendon/Encanto	2:45 PM
Longview/Solano	3:15 PM	1:15 PM
Montessori	3:00 PM	1:00 PM
OMS	3:55 PM	1:55 PM

First Day Students	August 4	School Resumes	January 5
Labor Day Holiday	September 1	Martin Luther King, Jr. Holiday	January 19
K-8 Parent / Teacher Conf. Early Dismissal	October 1-3	Presidents' Day Holiday	February 16
Fall Break/Indigenous People's Day Observed	October 6-10	Parent / Teacher Conf. Early Dismissal	March 4-6
Veterans Day Holiday	November 11	Spring Break	March 9-13
Thanksgiving Recess	November 26-28	Cesar Chavez Day Observed	March 30
Winter Break	Dec 22- Jan 2	Board Declared Holiday	April 24
		Last Day Students - Early Dismissal	May 21

Quarters:	1st Quarter Ends-Oct 3 (44/90 Days)	Total: 180 Days
	2nd Quarter/Semester Ends-Dec 19 (46/90 Days)	
	3rd Quarter Ends-March 6 (43/90 Days)	
	4th Quarter/Semester Ends May 21 (47/90 Days)	

Adopted //24

Osborn School District 2025-26 School Calendar

July						
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*Two Hour Early Dismissal Every Wednesday

Symbol Key

- | | |
|---|--|
| <ul style="list-style-type: none"> School Breaks/Holidays Parent-Teacher Conf./ Early Dismissal | <ul style="list-style-type: none"> Quarter/Semester End First/Last Day |
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Dismissal Times	Regular	Early Dismissal Wednesday
	Clarendon/Encanto	2:45 PM
Longview/Solano	3:15 PM	1:15 PM
Montessori	3:00 PM	1:00 PM
OMS	3:55 PM	1:55 PM

First Day for Students	July	31	School Resumes	January	6
Labor Day Holiday	September	1	Martin Luther King, Jr. Holiday	January	19
K-8 Family / Teacher Conf. Early Dismissal	October	1-3	Presidents' Day Holiday	February	16
Fall Break/Indigenous Peoples Day Observed	October	6-10	Parent / Teacher Conf. Early Dismissal	March	11-13
Veterans Day Holiday	November	11	Spring Break	March	16-20
Thanksgiving Recess	November	26-28	Cesar Chavez Day Observed	March	30
Winter Break	Dec 22- Jan	2	Board Declared Holiday	April	24
			Last Day Students - Early Dismissal	May	20

Quarters:	1st Quarter Ends-Oct 3 (46/92 Days) 2nd Quarter/Semester Ends-Dec 19 (46/92 Days) 3rd Quarter Ends-March 13 (47/88Days) 4th Quarter/Semester Ends May 20 (42/88 Days)	Total: 180 Days	<i>Adopted</i>
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Osborn School District 2026-27 School Calendar

July						
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*Two Hour Early Dismissal Every Wednesday

Symbol Key

- School Breaks/Holidays
- Parent-Teacher Conf./ Early Dismissal
- Quarter/Semester End
- First/Last Day

Dismissal Times	Regular	Early Dismissal Wednesday
Clarendon/Encanto	2:45 PM	12:45 PM
Longview/Solano	3:15 PM	1:15 PM
Montessori	3:00 PM	1:00 PM
OMS	3:55 PM	1:55 PM

First Day Students	August 3	School Resumes	January 4
Labor Day Holiday	September 7	Martin Luther King, Jr. Holiday	January 18
K-8 Parent / Teacher Conf. Early Dismissal	Sept 30 - Oct 2	Presidents' Day Holiday	February 15
Fall Break/Indigenous Peoples Day Observed	October 5-9	Parent / Teacher Conf. Early Dismissal	March 3-5
Veterans Day Holiday	November 11	Spring Break	March 8-12
Thanksgiving Recess	November 25-27	Cesar Chavez Day Observed	March 29
Winter Break	Dec 21- Jan 1	Board Declared Holiday	April 23
		Last Day Students - Early Dismissal	May 20

Quarters:	1st Quarter Ends-Oct 2 (46/90 Days)	Total: 180 Days
	2nd Quarter/Semester Ends-Dec 18 (46/90 Days)	
	3rd Quarter Ends-March 5 (43/90 Days)	
	4th Quarter/Semester Ends May 20 (47/90 Days)	

Adopted //24

Osborn School District 2026-27 School Calendar

July						
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*Two Hour Early Dismissal **Every Wednesday**

Symbol Key

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| <ul style="list-style-type: none"> School Breaks/Holidays Parent-Teacher Conf./ Early Dismissal | <ul style="list-style-type: none"> Quarter/Semester End First/Last Day |
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Thanksgiving Recess	November 25-27	Cesar Chavez Day Observed	March 29
Winter Break	Dec 21- Jan 4	Board Declared Holiday	April 23
		Last Day Students - Early Dismissal	May 19

Quarters:	1st Quarter Ends-Oct 2 (46/92 Days) 2nd Quarter/Semester Ends-Dec 18 (46/92 Days) 3rd Quarter Ends-March 5 (42/88 Days) 4th Quarter/Semester Ends May 19 (46/88 Days)	Total: 180 Days	<i>Adopted</i>
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OSBORN SCHOOL DISTRICT NO. 8
January 21, 2025
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

First review of revisions to ASBA policy IHB-R

For Board: Action Discussion Information

Background –

Approval of first reading of ASBA revision to regulation IHB-R

Legal

Financial

Governing Board Goals

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

Recommendation

It is recommended that the Governing Board Approve ASBA recommended revisions to IHB-R

Moved _____ Seconded _____ P/F

Alph Code	Policy Name	Superintendent Notes	Additional Notes
IHB-R	Special Instructional Programs (Identification and Placement of Exceptional Students)	<p>On October 21, 2024, the Arizona State Board of Education (SBE) approved a revision of board rule A.A.C. R7-2-401(G)(4)(A) that is immediately effective. This revision impacts Individualized Education Program (IEP) requirements, particularly in the area of Transition Services, including the inclusion of an estimated graduation date (A.A.C. R7-2-401(G)(4)(A)) and written notification to parents of the anticipated graduation date (A.A.C. R7-2-401(G)(4)(A)(c)(i)). These changes are noted in the appropriate sections of IHB-R.</p>	Approve

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

first

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

last

IHB-R ©

REGULATION

SPECIAL INSTRUCTIONAL PROGRAMS

(Identification and Placement of Exceptional Students)

This detailed administrative regulation is issued to:

- A. Accomplish the requirements of the Governing Board set out in ~~policy~~ Policy IHB - Special Instructional Programs.
- B. Assure District compliance with the requirements of applicable federal and state laws and the lawful regulations of the State Board of Education.
- C. Aid District personnel in fulfilling their duties relating to the topic by presenting the procedural information in a format that aligns with the Arizona Department of Education/Exceptional Student Services (ADE/ESS) compliance checklists.

Citations from the following sources are annotated to the material to assist in conducting research and for clarification:

- A. Arizona Revised Statutes (A.R.S.)
- B. Arizona Administrative Code (A.A.C.) Title 7, Chapter 2, State Board of Education Rules
- C. Regulations of the Family Educational Rights and Privacy Act as published in Part 99 of Title 34 of the Code of Federal Regulations (C.F.R.)
- D. Regulations to the Individuals with Disabilities Education Act (IDEA) as published in Title 34 of the C.F.R., Part 300.

Whenever the term "District" is used in this regulation, it is to be interpreted contextually to mean the School District, the respective local school site, a representative of the District or a representative of the local school site, as is applicable to the circumstance.

Applicability

To accommodate the necessity to present procedural information in a format that aligns with the Arizona Department of Education/Exceptional Student Services (ADE/ESS) compliance checklists, this generic regulation contains procedural requirements for covered individuals of all ages. However, any statement in this regulation that addresses a provision that is not applicable to the grade levels and age ranges included in the student membership of the District is to be considered for the purposes of compliance to be not applicable.

Child Find

Procedures for child identification and referral shall meet the requirements of the IDEA and its regulations, A.R.S. Title 15, chapter 7, and its regulations, and the State Board of Education rules [R7-2-401](#).

The District is responsible for child identification activities for children whose parents reside in the District unless:

- A. The student is enrolled in a charter school or public education agency that is not a school district. In that event, the charter school or public education agency is responsible for child identification activities;
- B. The student is enrolled in a nonprofit private school. In that event, the District within whose boundaries the private school is located is responsible for child identification activities.

The District will identify, locate, and evaluate all children with disabilities within its geographic boundaries who are in need of special education and related services including, but not limited to, children who are:

- A. Homeless;
- B. Highly mobile, including migrant children;
- C. Wards of the state; and,
- D. Attending private schools or who are homeschooled.

In its identification process the District will include children who are suspected of being children with a disability and in need of special education, even though:

- A. They are advancing from grade to grade; or
- B. They are highly mobile children, including those who are migrant children. [34 C.F.R. 300.111]

The District will maintain a record of children who are receiving special education and related services. [34 C.F.R. 300.111]

The District will inform the general public and all parents within its boundaries of the responsibility of the availability of special education services for students aged three (3) through twenty-one (21) years, and how those services may be accessed including information regarding early intervention services for children aged birth through two (2) years. Services for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22). [A.A.C. [R7-2-401.C](#)]

The District shall establish, implement, and make available (either in writing or electronically) to ~~it~~ its school-based personnel, and all ~~parents, within~~ parents within District boundaries of responsibility for the identification and referral of all children with disabilities aged birth (0+) through 21 (twenty-one), including children with disabilities attending private schools and home schools, regardless of the severity of their disability. [A.A.C. [R7-2-401.D](#)]

The District shall require appropriate school-based personnel to review the written procedures related to child identification and referral on an annual basis. The District shall maintain

documentation of school-based personnel review. [A.A.C. [R7-2-401](#)] 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 or screening, evaluation, and progress in school; or
- B. Notification to the District by parents of concerns regarding developmental or educational progress by their child (aged three [3] years through twenty-one [21] years). [A.A.C. [R7-2-401](#)].

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. [A.A.C. [R7-2-401](#)]

Screening does not include detailed individualized comprehensive evaluation procedures. [A.A.C. [R7-2-401](#)]

For a student transferring into a school, the District shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education, or poor 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. [A.A.C. [R7-2-401.D](#)]

If a concern about a student is identified through screening procedures or review of records, the parents 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. [A.A.C. [R7-2-401.D](#)]

The District shall maintain documentation of the identification procedures utilized, the dates of entry into school, notification by parents of a concern and the dates of screening. The results shall be maintained in the student's permanent records in a location designated by the administrator, should the student be enrolled or not enrolled in the District. [A.A.C. [R7-2-401.D](#)]

If the identification process indicates a possible disability, 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. A parent or a student who has reached the age of majority may request an evaluation of the student. [A.A.C. [R7-2-401.D](#)]

If, after consultation with the parent, 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 in a timely manner. [A.A.C. [R7-2-401.D](#)]

Confidentiality

The District will permit parents to inspect and review any education records relating to their children that are collected, maintained or used by the District under Individuals with Disabilities Education Act (IDEA). The District will comply with a request without unnecessary delay and in no case more than forty-five (45) calendar days after the request has been made, and before:

- A. Any individualized education program (IEP) meeting;
- B. Any hearing involving a due process complaint or disciplinary hearing;
- C. Any resolution session. [34 C.F.R. 300.613]

The right to inspect and review education records includes:

- A. The right to a response from the District to reasonable requests for explanations and interpretations of the records;
- B. The right to request that the District provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- C. The right to have a representative of the parent inspect and review the records. [34 C.F.R. 300.613]

The District may presume that the parent has authority to inspect and review records relating to his or her child unless the District has been advised to the contrary by legal proceeding involving guardianship, separation and divorce. [34 C.F.R. 300.613]

The District will keep a record of parties obtaining access to education records collected, maintained or used under IDEA (except access by parents and authorized employees of the District), including:

- A. The name of the party;
- B. The date access was given; and
- C. The purpose for which the party is authorized to use the records. [34 C.F.R 300.614]

If any education record includes information on more than one (1) child, the parents of those children have the right to inspect and review only the information relating to their child. [34 C.F.R 300.615]

The District will provide parents on request a list of the types and locations of education records collected, maintained or used by the District. [34 C.F.R 300.616]

The District may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review records. [34 C.F.R 300.617]

The District will not charge a fee to search for or to retrieve information. [34 C.F.R 300.615]

A parent who believes that information in the education records collected, maintained or used by the District is inaccurate or misleading or violates the privacy or other rights of the child, may request the District to amend the information. [34 C.F.R 300.618]

The District will decide whether to amend the information in accordance with the request in a reasonable period of time of receipt of the request. [34 C.F.R 300.618]

If the District refuses to amend the information in accordance with the request, it will inform the parent of the refusal and advise the parent of the right to a hearing under 34 C.F.R 300.619. [34 C.F.R 300.618]

The District will, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. [34 C.F.R 300.619]

If, as a result of a hearing, the District decides to amend information determined inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will do so accordingly and so inform the parent in writing. [34 C.F.R 300.620]

If, as a result of a hearing, the District decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the District will inform the parent of the parent's right to place in the maintained records a statement commenting on the information or setting forth any reasons for disagreeing with the District's decision. [34 C.F.R 300.620]

Parental consent will be obtained before personally identifiable information is disclosed to parties other than participating agencies, unless the information is contained in education records and the disclosure is authorized without parent consent under Family Educational Rights and Privacy Act (FERPA). [34 C.F.R 300.622]

Parental consent will be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with §300.321. [34 C.F.R 300.622]

If a child is enrolled, or is going to enroll in a private school that is not located in the boundaries of the district of the parent's residence, parental consent will be obtained before any personally identifiable information about the child is released between officials in the district where the private school is located and officials in the district of the parent's residence. [34 C.F.R 300.622]

Upon receiving a written request, the District shall forward special education records to any other public education agency in which a student has enrolled or is seeking to enroll. Records shall be forwarded within the time-frame specified in A.R.S. [15-828\(F\)](#). The District shall also forward records to any other person or agency for which the parents have signed consent. [A.A.C. [R7-2-401.J\(4\)](#)]

The District will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. [34 C.F.R 300.623]

One (1) official at the District will assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information will receive training or instruction regarding the State's policies and procedures under 300.123 and FERPA (34 C.F.R. part 99). [34 C.F.R 300.623]

The District will maintain, for public inspection, a current listing of the names and positions of its employees who may have access to personally identifiable information. [34 C.F.R 300.623]

The District shall establish, implement, and make available to its personnel and parents written policies and procedures to ensure the confidentiality of records and information in accordance with IDEA and its regulations, the Family Educational Rights and Privacy Act (FERPA) and its regulations, and state statutes. [A.A.C. [R7-2-401.J\(1\)](#)]

The District will inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services to the child. [34

C.F.R 300.624]

The information will be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. [34 C.F.R 300.624]

Parents shall be fully informed about the requirements of the IDEA and regulations, including an annual notice of the policies and procedures that the District shall follow regarding storage, disclosure to a third party, retention, and destruction of personally identifiable information. [A.A.C. [R7-2-401](#).J(2)]

The rights of the parents regarding educational records are transferred to the student at age eighteen (18) under FERPA unless the student has been declared legally incompetent, or the student has executed a delegation of rights to make educational decisions pursuant to A.R.S. [15-773](#). [34 C.F.R 300.625]

If the rights of the parents regarding educational records are transferred to the student at age eighteen (18) under the IDEA, the District will provide any notice required under the procedural safeguards provisions. [34 C.F.R 300.625]

The rights of parents regarding education records are transferred to the student at age 18, unless the student has been adjudicated incapacitated, or the student has executed a delegation of rights to make educational decisions pursuant to A.R.S. [15-773](#). [A.A.C. [R7-2-401](#).J(3)]

Discipline

On a case-by-case basis and in consideration of any unique circumstances, school personnel may remove a child with a disability who violates a student code of conduct from his or her 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 §300.536. [34 C.F.R. 300.530]

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the District will 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 his/her 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. [34 C.F.R. 300.530]

The District is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for the (10) days or less in that school year, if it provides services to non-disabled children similarly removed. [34 C.F.R. 300.530]

After a child with a disability has been removed from his or her 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, school personnel, in consultation with at least one of the child's teachers, 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 individualized education program (IEP) goals. [34 C.F.R. 300.530]

If the removal is a change in placement, the child's IEP team determines the appropriate services. [34 C.F.R. 300.530]

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the District, parent, and relevant members of the IEP team will 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. [34 C.F.R. 300.530]

The conduct will be determined to be a manifestation of the disability if either of the above-named conditions occurred, and, if the IEP was not implemented, the District will take immediate steps to remedy that deficiency. [34 C.F.R. 300.530]

If the District, parent, and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the child will be returned to the placement from which the child was removed, unless the parent and District agree to a change of placement. The IEP team will 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. [34 C.F.R. 300.530]

School 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 school premises, to or at a school function under the jurisdiction of the state or the District;
- B. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or the District; or
- C. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or the District. [34 C.F.R. 300.530]

The District will notify parents and provide notice of procedural safeguards on the day the District determines the student has violated the code of conduct, and the violation constitutes a change in placement (i.e., interim alternative education setting). [34 C.F.R. 300.530]

The District shall establish, implement, and make available to personnel and parents written procedures for the suspension and expulsion of students with disabilities. [A.A.C. [R7-2-401.P](#)]

The District shall require all school-based staff involved in the disciplinary process to review the policies and procedures related to suspension and expulsion on an annual basis. [A.A.C. [R7-2-401.P](#)]

The District shall maintain documentation of staff review. [A.A.C. [R7-2-401.P](#)]

Procedures for such suspensions and expulsions shall meet the requirements of the IDEA and its regulations, and state statutes. [A.A.C. [R7-2-401.P](#)]

The child's IEP team determines the interim alternative educational setting for services. [34 C.F.R. 300.531]

The parent of a child with a disability who disagrees with any decision regarding placement under §§300.530 and 300.531 or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with §§300.532(C) and A.A.C. [R7-2-405.I](#). [34 C.F.R. 300.532]

When the District believes that maintaining the current placement of the child is substantially likely to cause injury to the child or others the District may appeal the decision by requesting an expedited due process hearing in conformance with §§300.532(C) and A.A.C. [R7-2-405.I](#). [34 C.F.R. 300.532]

The student will remain in the interim alternative educational setting pending the decision of the hearing officer or expiration of the interim setting, whichever comes first, unless the parent and District agree otherwise. [34 C.F.R. 300.533]

A non-eligible student who engaged in a behavior that violated a code of student 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 will be deemed to have such knowledge if:

- A. The parent of the child expressed concern in writing to supervisory or administrative personnel of the District, or a teacher of the child, that the child is in need of special education and related services;
- B. The parent of the child requested an evaluation of the child pursuant to §§300.300 through 300.311; or
- 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. [34 C.F.R. 300.534]

The District will not be deemed to have knowledge if the parent of the child:

- A. Has not allowed an IDEA evaluation of the child;
- B. Has refused special education services for the child; or
- C. The child has been evaluated and determined to not be a child with a disability under IDEA. [34 C.F.R. 300.534]

When 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 as other children without disabilities who engage in comparable behaviors.

If an evaluation is requested during the time in which a child is subjected to disciplinary measures, the evaluation will 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 will provide special education and related services in accordance with this part, including the requirements of §§300.530 through 300.536. [34 C.F.R. 300.534]

The District may report a crime committed by a child with a disability to appropriate authorities to enable them to exercise their responsibilities. 34 C.F.R. 300.535]

When reporting a crime committed by a child with a disability the District ensures that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the District reports the crime, but only to the extent permitted by FERPA. [34 C.F.R. 300.535]

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:

1. because the series of removals total more than ten (10) school days in a school year;

2. because the child's behavior is substantially similar to the behavior in previous incidents that resulted in a series of removals; and

3. 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. [34 C.F.R. 300.536]

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. [34 C.F.R. 300.536]

Evaluation and Eligibility

The District, when proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability, and after reviewing existing data with the parents and providing prior written notice, will obtain informed consent from the parent of the child before collecting any additional data.

A. Parental consent for initial evaluation will not be construed as consent for initial provision of special education and related services.

B. The District will make reasonable efforts to obtain the informed consent from the parent for an initial evaluation. [34 C.F.R. 300.300]

For initial evaluations only, if the child is a ward of the state, is not residing with the child's parent, the District is not required to obtain consent from the parent if:

- A. Despite reasonable efforts to do so, the District cannot discover the whereabouts of the parents of the child;
- B. The rights of the parents of the child have been terminated in accordance with state law;
- C. The rights of the parent to make educational decisions have been subrogated by a judge, in accordance with state law, and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. [34 C.F.R. 300.300]

The District may, but is not required to seek informed consent through due process procedures if the parent of a child who is enrolled or seeking to enroll in the District refuses, or fails to respond to, a request to provide consent for an initial evaluation. [34 C.F.R. 300.300]

The District will obtain informed consent from the parent of the child before the initial provision of special education and related services to the child, and will make reasonable efforts to obtain that consent. [34 C.F.R. 300.300]

If a parent refuses consent for the initial provision of special education and related services, the District will not seek consent through due process hearing procedures. The District:

- A. Will not be considered to be in violation to provide a Free Appropriate Public Education (FAPE);
- B. Is not required to convene a IEP team meeting or develop an IEP for the child. [34 C.F.R. 300.300]

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the District:

- A. May not continue to provide special education and related services to the child, but shall provide prior written notice before ceasing the provision of special education and related services;
- B. May not use the mediation procedures or the due process procedures in order to obtain agreement or a ruling that the services may be provided to the child;
- C. Will not be considered in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; 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. If a parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the District is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.

The District will obtain informed consent prior to conducting any reevaluation of a child with a disability.

- A. If the parent 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;
2. the child's parent has failed to respond. [34 C.F.R. 300.300]

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 parents of all children prior to administration. [34 C.F.R. 300.300]

The District will not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of the District, except as required by this part. [34 C.F.R. 300.300]

If a parent of a child who is home-schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the reevaluation, or the parent fails to respond to a request to provide consent, the District will not utilize due process hearing procedures to seek consent. [34 C.F.R. 300.300]

Consistent with consent requirements of §300.300, either a parent 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. [34 C.F.R. 300.301]

If the parent requests the evaluation, the District must, within a reasonable amount of time not to exceed fifteen (15) school days from the date it receives a parent's written request for an evaluation, either begin the evaluation by reviewing existing data or provide prior written notice refusing to conduct the requested evaluation. The sixty (60)-day evaluation period shall commence upon the District's receipt of the parent's informed written consent. [A.A.C. [R7-2-401.E](#)]

The initial evaluation will:

- A. Be conducted within sixty (60) calendar days of receiving informed written parental consent for the evaluation, unless: [34 C.F.R. 300.301] [A.A.C. [R7-2-401\(E\)](#)(3)]
 1. the parents and the District agree, in writing, that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional thirty (30) calendar days; or;
 2. the child enrolls in the District following the child's departure from a previous district after the parent has provided consent and before the determination of eligibility by the child's previous district. In that event, the District ensures prompt completion of the evaluation.
 3. the parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.
- B. Consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child. [34 C.F.R. 300.301] [A.A.C. [R7-2-401.E](#)]

C. The initial evaluation of a child being considered for special education or re-evaluation shall conclude with the date of the Multidisciplinary Evaluation Team (MET) determination of eligibility.

D. Neither the sixty (60)-day evaluation period nor any extension shall cause a re-evaluation to exceed the time-lines for a re-evaluation within three (3) years of the previous evaluation. [34 C.F.R. 300.301] [A.A.C. [R7-2-401](#).E]

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. If the child's parents or teacher requests a reevaluation; except

C. The District will not conduct a reevaluation more than once a year unless the parent and District agree otherwise. [34 C.F.R. 300.303]

The District will conduct a reevaluation at least once every three (3) years. The Multidisciplinary Evaluation Team shall determine, in accordance with IDEA and regulations, whether the requirements of subsections (E)(6)(a) through (i) are required for a student's re-evaluation. [34 C.F.R. 300.303] [A.A.C. [R7-2-401](#).E]

The District will provide prior written notice to the parents of a child who has, or who is suspected of having, a disability, that describes the evaluation procedures that the District proposes to conduct. [34 C.F.R. 300.304]

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 in order to determine;

1. whether the child is a child with a disability; and

2. 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. [34 C.F.R. 300.304]

For the following disabilities, the full and individual initial evaluation shall include:

A. *Emotional disability*: verification of a disorder by a qualified professional.

B. *Hearing impairment*:

1. An audiological evaluation by a qualified professional, and

2. An evaluation of communication/language proficiency.

C. *Other health impairment*: verification of a health impairment by a qualified professional.

D. *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:

1. A discrepancy between achievement and ability;
2. The child's response to scientific, research-based interventions; or
3. Other alternative research-based procedures.

E. *Orthopedic impairment*: verification of the physical disability by a qualified professional.

F. *Speech/language impairment*: an evaluation by a qualified professional.

G. For students whose speech impairments appear to be limited to articulation, voice, or fluency problems, the written evaluation may be limited to:

1. An audiometric screening within the past calendar year,
2. A review of academic history and classroom functioning,
3. An assessment of speech problems by a speech therapist, or,
4. An assessment of the student's functional communication skills.

H. The Department of Education shall develop a list, subject to review and approval of the State Board of Education, of qualified professionals eligible to conduct the appropriate evaluations prescribed in A.A.C. [R7-2-401.E.7](#).

The District ensures 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; and

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.

I. Provide relevant information that directly assists in determining the educational needs of the child. [34 C.F.R. 300.304]

Evaluations of children who transfer to or from another District in the same school year are coordinated with the prior and subsequent schools, in order to expedite the completion of a full evaluation. [34 C.F.R. 300.304]

As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP team and other qualified professionals, as appropriate, will:

A. Review existing evaluation data on the child including:

1. evaluations and information provided by the parents;
2. current classroom-based, local and state-wide assessments, and classroom-based observations;
3. observations by teachers, and related services providers.

B. On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether:

1. the child is or continues to be a child with a disability, and, if so, the educational needs of the child;
2. the present levels of academic achievement and related developmental needs of the child;
3. 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. [34 C.F.R. 300.305]

D. The District may accept current information about the student from another state, public agency, public education agency, or through an independent education evaluation.

If additional data are needed, the District will administer the assessments required to obtain the additional data. [34 C.F.R. 300.305]

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 parents of:

A. The determination and the reasons for the determination; and

B. The right of the parents 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. [34 C.F.R. 300.305]

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 at the conclusion of the instructional year during which the child attained the age of twenty-two (22).

~~A. When~~ When the child's eligibility terminates because of graduation or at the conclusion of the instructional year during which the child attained the age of twenty-two (22), the District will provide a summary of the child's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals. [34 C.F.R. 300.305]

Upon completion of the evaluation process, the District ensures that:

A. A group of qualified professionals and the parent of the child determine:

1. if the child is a child with a disability under the Individuals with Disabilities Education Act, Arizona State Statutes, and Arizona Administrative Code; and
2. if so, the educational needs of the child.

B. The parents are provided, at no cost, a copy of the evaluation report and eligibility determination. [34 C.F.R. 300.306]

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. [34 C.F.R. 300.306]

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 §300.320 through 300.324. [34 C.F.R. 300.306]

Additional procedures for identifying children with specific learning disabilities:

A. *Option 1:*

~~1. The~~ The District will use the state-adopted criteria for determining whether a child has a specific learning disability through a process based on the child's response to scientific, research-based intervention in conformity with IDEA Regulations §300.307-311. [34 C.F.R. 300.307]

B. *Option 2:*

~~1. The~~ The District will use a criteria for determining whether a child has a specific learning disability through the identification of a severe discrepancy between

intellectual ability and achievement in conformity with IDEA Regulations §300.307-311. [34 C.F.R. 300.307]

C. *Option 3:*

~~1. The~~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 §300.307-311:

- a. The state-adopted criteria based on a child's response to scientific, research-based intervention;
- b. The identification of a severe discrepancy between intellectual ability and achievement. [34 C.F.R. 300.307]

The determination of whether a child suspected of having a specific learning disability is a child with a disability will be made by the child's parents and a team of qualified professionals which will include:

- A. The child's regular education teacher; or
- B. If the child does not have a regular education teacher, then a regular education teacher qualified to teach children of that age;
- C. For a child of less than school age, an individual qualified by the state to teach children of his/her age;
- D. At least one (1) person qualified to conduct individual diagnostic evaluations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher. [34 C.F.R. 300.308]

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 ~~to~~ meet state-approved grade level standards in one (1) 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:

1. oral expression
2. listening comprehension
3. written expression
4. basic reading skill
5. reading fluency skills
6. reading comprehension
7. mathematics calculation
8. mathematics problem solving

B. The child does not make sufficient progress to meet age or state-approved grade level standards in one (1) or more of the areas ~~in~~ listed immediately above 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. [34 C.F.R. 300.309]

The findings of this section 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. [34 C.F.R. 300.309]

The group ensures that the underachievement is not due to a lack of appropriate instruction in reading or math and 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 parents. [34 C.F.R. 300.309]

The District will promptly request parent 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 the two (2) immediately preceding bullets. [34 C.F.R. 300.309]

The District ensures that the child is observed in his/her learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. [34 C.F.R. 300.310]

In the case of a child less than school age or out of school, a group member will observe the child in an environment appropriate for a child that age. [34 C.F.R. 300.310]

For a child suspected of having a specific learning disability, the eligibility determination will 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 his/her age or to meet state-approved grade level standards consistent with whether the child has a specific learning disability; and does not make sufficient progress to meet age or state-approved grade level standards consistent with the basis of a determination in accordance with IDEA; or

F. 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 consistent with the observation of relevant behavior.

G. 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 of the child's achievement level. [34 C.F.R. 300.311]

If the child participated in a process that assessed the child's response to scientific, research-based intervention, the determination must include:

A. The instructional strategies used and the student-centered data collected; and

B. The documentation that the child's parents were 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 right to request an evaluation. [34 C.F.R. 300.311]

Each group member will certify in writing whether the report reflects the member's conclusion. If it does not, the group member will submit a separate statement presenting the member's conclusions. [34 C.F.R. 300.311]

The District shall establish, implement, and make available to school-based personnel and parents within its boundaries of responsibility written procedures for the initial full and individual evaluation of students suspected of having a disability, and for the reevaluation of students previously identified as being eligible for special education. [A.A.C. [R7-2-401.E](#)]

Procedures for the initial full and individual evaluation of children suspected of having a disability and for the reevaluation of students with disabilities shall meet the requirements of IDEA and its regulations, state statutes, and State Board of Education rules. [A.A.C. [R7-2-401.E](#)]

Free Appropriate Public Education

The determination that a child is eligible for special education and related services will be made on an individual basis by a properly constituted District team. [34 C.F.R. 300.306 and, if applicable, 300.308]

For preschool children (age three [3] to five [5]):

The District will:

1. Make FAPE available no later than the child's third birthday;

2. Ensure that an IEP or an Individualized Family Service Plan (IFSP) is in effect for each child by that date;

3. Ensure that a child's IEP team determines the date when services under the IEP or IFSP will begin if a child's third birthday occurs during the summer.

For school-aged children (age five [5] through twenty-one [21]):

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. Services for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22).

The District will establish policy and procedures with regard to allowable pupil-teacher ratios and pupil-staff ratios within the District or county for provision of special education services. [A.R.S. [15-764.A\(5\)](#)]

The special education programs and services established pursuant to this section and section [15-765](#) shall be conducted only in a school facility which houses regular education classes or in other facilities approved by the division of special education. [A.R.S. [15-764.B](#)]

The District ensures 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;
- C. supplementary aids and service. [34 C.F.R. 300.105]

On a case-by-case basis, the District ensures the use of school-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. [34 C.F.R. 300.105]

The District will make extended school year services available as necessary to provide FAPE to children with disabilities.

- A. Extended school year (ESY) services will be provided only if a child's IEP team determines, in accordance with §§300.320-300.324, that the services are necessary for the provision of FAPE.
- B. Services will not be:
 1. limited to a particular category of disability; or,
 2. unilaterally limited to the type, amount, or duration of services. [34 C.F.R. 300.106]

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 parents of the child; and
- D. Meet the standards of the state. [34 C.F.R. 300.106]

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. [34 C.F.R. 300.107]

Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the District and assistance in making outside employment available. [34 C.F.R. 300.107]

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. [34 C.F.R. 300.108]

If a child is enrolled in a separate facility, the District ensures that the child receives appropriate physical education services. [34 C.F.R. 300.108]

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. [34 C.F.R. 300.108]

The District ensures 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. [34 C.F.R. 300.110]

When serving children wearing hearing aids or surgically implanted medical devices, the District ensures that:

- A. The hearing aids worn in school by children with hearing impairments are functioning properly; and
- B. 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. [34 C.F.R. 300.113]

The District may use the 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. Will not require parents to sign up for or enroll in public benefits or insurance programs to receive FAPE;
- B. Will not require parents 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 parents otherwise would be required to pay;
- C. Will not use a child's public benefit if that use would:
 - 1. decrease lifetime benefits;

2. result in the family paying for non-school services that would otherwise be paid for by public benefits;
3. increase premiums or lead to discontinuation of benefits; or
4. risk loss of eligibility. [34 C.F.R. 300.154]

The District will notify parents that their refusal to allow access to their public benefits does not relieve the District of its responsibility to provide all required IDEA services. [34 C.F.R. 300.154]

The District will obtain a one (1)-time written consent from the parent, after providing written notification and prior to accessing a child's or parent's public benefits for the first time. The consent must specify:

- A. The personally identifiable information that may be disclosed;
- B. The purpose of the disclosure; and
- C. The agency to which the disclosure may be made.

The District will provide a written notification to the child's parents before accessing the child's or parent's public benefits or insurance for the first time and prior to obtaining the one-time parental consent and annually thereafter.

The District responsible for serving preschool children with disabilities shall establish, implement, and make available to its personnel and parents, written procedures for:

- A. The operation of the preschool program, in accordance with federal statute and regulations and the state statutes, that provides a continuum of placements for students;
- B. The smooth and effective transition from the Arizona Early Intervention Program to a public school preschool program in accordance with the agreement between the Department of Economic Security and the Department; and
- C. The provision of a minimum of three hundred sixty (360) minutes per week of instruction in a program that meets at least two hundred sixteen (216) hours over the minimum. [A.A.C. [R7-2-401](#).K]

The District shall establish, implement, and make available to its personnel and parents written procedures regarding the access to special education services to students enrolled in private schools by their parents as identified by the IDEA and its regulations, state statutes, and State Board of Education rules. [A.A.C. [R7-2-401](#).F]

Graduation

The District ensures that the Governing Board shall prescribe graduation criteria for students with disabilities from its high schools, which shall include accomplishment of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by District assessment. [A.R.S. [15-701](#)(B) and A.A.C. [R7-2-301](#)(D)(1)]

The District ensures that the Governing Board shall develop a course of study and graduation and promotion requirements for all students placed in special education programs in accordance with [R7-2-401](#) et seq. [A.R.S. [15-701](#)(B) and A.A.C. [R7-2-301](#)(D)(1)]

The District will not be obligated to provide FAPE to students with disabilities who have graduated from high school with a regular high school diploma. [34 C.F.R. 300.102]

The exception does not apply to children who have graduated from high school but have not been awarded a regular high school diploma. [34 C.F.R. 300.102]

Parents shall be provided written notification of a student's anticipated graduation date at least one (1) year before the anticipated high school graduation date.

Graduation from high school with a regular high school diploma constitutes a change of placement requiring prior written notice in accordance with §300.503. [34 C.F.R. 300.102]

An evaluation is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma or due to conclusion of the instructional year during which the student attains the age of twenty-two (22). [34 C.F.R. 300.305]

For a child no longer eligible due to graduation or exceeding the age of eligibility, the District will provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post secondary goals. [34 C.F.R. 300.305]

Pupils with disabilities as defined in A.R.S. [15-761](#) or children who receive special education as defined in [15-763](#), shall not be required to achieve passing scores on competency tests in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless a passing score on a competency test is specifically required in a specific academic area by the pupil's IEP as mutually agreed on by the pupil's parents (or eighteen [18] year old student) and IEP team. [A.R.S. [15-701.01\(3\)](#)]

Individualized Education Program

Each individualized education program (IEP) of a student with a disability shall be developed in accordance with IDEA and its regulations, state statutes, and State Board of Education rules. If appropriate to meet the needs of a student and to ensure access to the general curriculum, an IEP team may include specially designed instruction in the IEP that may be delivered in a variety of educational settings by a general education teacher or other certificated personnel provided that certificated special education personnel are involved in the planning, progress monitoring, and when appropriate, the delivery of the specially designed instruction. [A.A.C. [R7-2-401.G](#)]

Each student with a disability who has an IEP shall participate in the state assessment system. Students with disabilities can test with or without accommodations or modifications as indicated in the student's IEP. Students who are determined to have a significant cognitive disability based on the established eligibility criteria will be assessed with the state's alternate assessments as determined by the IEP team. [A.A.C. [R7-2-401.G](#)]

The contents of each individualized education program (IEP) will include a statement of:

- A. The child's present levels of academic achievement and functional performance, including:
 1. how the child's disability affects the child's involvement and progress in the general curriculum; or
 2. for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- B. Measurable annual goals, including academic and functional goals designed to:

1. 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; and
 2. meet each of the child's other educational needs that result from the child's disability;
 3. for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- C. 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;
- D. 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, the program modifications or supports for school personnel that will be provided to enable the child:
1. to advance appropriately toward attaining the annual goals;
 2. 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.
- E. 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;
- F. Any individual accommodations that are needed to measure the academic achievement and functional performance of the child on state and District-wide assessments;
- G. If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or District-wide assessment of student achievement, a statement of why:
1. the child cannot participate in the regular assessment; and
 2. the particular alternate assessment selected is appropriate for the child;
- H. The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications. [34 C.F.R. 300.320]
- I. The student's estimated graduation date, aligned with the transition plan, by the end of ninth (9th) grade or age sixteen (16), whichever comes first, or earlier, if determined necessary by the student's IEP team.

Beginning not later than the first IEP to be in effect when the ~~child-student~~ turns sixteen (16), or ~~younger-earlier~~ if determined appropriate by the IEP team, and updated annually, the IEP will also include a statement of:

- A. appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate independent living skills;
- B. transition **plan and** services (including courses of study) needed to assist the child in reaching those ~~goals~~**goals by the anticipated graduation date.** [34 C.F.R. 300.320]

Beginning not later than one (1) year before a student reaches the age of eighteen (18), the IEP will include a statement that the parents and the student have been informed of the rights under Part B, if any, that will transfer to the student on reaching the age of eighteen (18). [34 C.F.R. 300.320]

The IEP team for each child with a disability will include:

- A. The parents of the child;
- B. Not less than one (1) regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- C. Not less than one (1) 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:
 1. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 2. is knowledgeable about the general education curriculum; and
 3. is knowledgeable about the availability of resources of the District;
 4. may be a District team member described in the IEP team described above, with the exception of the parents, 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 the IEP team described above.
- F. At the discretion of the parent 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.
 1. A child of any age if the purpose of the meeting is to consider postsecondary goals and transition services needed to assist the child in reaching the IEP goals;
 2. If the student does not attend the IEP meeting, the District will take other steps to ensure that the student's preferences and interests are considered.
- H. To the extent appropriate and with consent of the parents 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.
- I. For a child who is transitioning from the Arizona Early Intervention Program (AzEIP), representatives from AzEIP must be invited to the initial IEP if the parent requests. [34 C.F.R. 300.321]

A member of the IEP team described above is not required to attend the IEP meeting if the parent and the school 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. [34 C.F.R. 300.321]

A member of the District IEP team described above, and including a person who can interpret the results, 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, in writing and the District consent to the excusal, and the member submits, in writing to the IEP team, input into the development of the IEP prior to the meeting. [34 C.F.R. 300.321]

A parent or the District may request in writing a review of the IEP and shall identify the basis for requesting review. Such review shall take place within forty-five (45) school days of the receipt of the request at a mutually agreed upon date and time. [A.A.C. [R7-2-401.G](#)]

In the case of a child previously served by AzEIP, an invitation to the initial IEP team meeting will, at the request of the parent, be sent to the AzEIP service coordinator to assist with the smooth transition of services. [34 C.F.R. 300.321]

The District will take steps to ensure parent(s) of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by:

A. Notifying parents 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. [34 C.F.R. 300.322]

The meeting notice will:

A. Indicate the purpose, time, and location of the meeting and who will be in attendance; and

B. Inform the parents 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. [34 C.F.R. 300.322]

Beginning not later than the first IEP to be in effect ~~when the child turns~~ by the end of ninth (9th) grade or age sixteen (16), whichever comes first, or earlier, if determined necessary by the student's IEP team, the notice will also:

A. Indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services;

B. Indicate that the District will invite the student;

C. Identify any other agency that will be invited to send a representative. [34 C.F.R. 300.322]

If neither parent can attend, the District will use other methods to ensure parent participation, including individual or conference telephone calls. [34 C.F.R. 300.322]

A meeting may be conducted without a parent in attendance if the District is unable to convince the parents 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 parents and any responses received; and

C. Detailed records of visits made to the parent's home or place of employment and the results of those visits. [34 C.F.R. 300.322]

The District will take whatever action is necessary to help the parent understand the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. [34 C.F.R. 300.322]

The District will give the parent a copy of the child's IEP at no cost to the parent. [34 C.F.R. 300.322]

At the beginning of each school year, the District will have in effect for each child with a disability in its jurisdiction, an IEP as defined in 300.320. [34 C.F.R. 300.323]

The District ensures that:

A. A meeting to develop an IEP for an eligible child is conducted within thirty (30) calendar 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. [34 C.F.R. 300.323]

For a child aged two (2) years nine (9) months to five (5) years previously served by AzEIP, the IEP team will consider the contents of the child's Individualized Family Service Plan (IFSP). An IFSP may serve as the IEP of the child if:

A. The District has provided the parents with a detailed explanation of the differences between an IEP and an IFSP;

B. The parent and the District agree in writing to the use of an IFSP;

C. The IFSP contains an educational component that promotes school readiness and includes pre-literacy, language and numeric skills; and

D. The IFSP is developed in accordance with IEP procedures. [34 C.F.R. 300.323]

The District ensures 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.

A. Each teacher and related service provider will be informed of his or her specific responsibilities in implementing the IEP; and

B. The specific accommodations, modifications, and supports that will be provided for the child in accordance with the IEP. [34 C.F.R. 300.323]

For a child with an IEP who transfers into the District from another school system in Arizona, the District, in consultation with the parents, 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. [34 C.F.R. 300.323]

For a child with an IEP who transfers into the District from another state, the District, in consultation with the parents, 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. [34 C.F.R. 300.323]

To facilitate the transition of a child enrolling from another school system, 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 system in which the child was enrolled. [34 C.F.R. 300.323]

When a records request is received from another district, from either within or outside of Arizona, the District will promptly respond to the request. [34 C.F.R. 300.323]

In developing each child's IEP, the IEP team will consider:

- A. The strengths of the child and the concerns of the parents 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. [34 C.F.R. 300.324]

In consideration of special factors, the IEP team will:

- A. In the case of a child whose behavior impedes his or her 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;
- E. Consider whether the child requires assistive technology devices and services. [34 C.F.R. 300.324]

The regular education teacher of a child with a disability, as a member of the IEP team, will, 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 school personnel that will be provided for the child, consistent with §300.320(a)(4). [34 C.F.R.

300.324]

In making changes to the IEP after the annual IEP meeting, the parent 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 will:

- A. Inform all members of the child's IEP team of those changes, and
- B. Upon request, provide the parents with the revised copy of the IEP. [34 C.F.R. 300.324]

To the extent possible, the District will encourage the consolidation of evaluation, reevaluation and IEP meetings for a child. [34 C.F.R. 300.324]

The District ensures 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 parents;
- D. the child's anticipated needs, or other matters. [34 C.F.R. 300.324]

If a participating agency other than the District fails to provide the transition services in an IEP, the District will reconvene the IEP team to identify alternative strategies to meet the child's transition outcomes. [34 C.F.R. 300.324]

Before the District places a child with a disability in a private school or facility, the District will 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. [34 C.F.R. 300.325]

Subsequent IEP reviews may be initiated and conducted by the private school at the discretion of the District. However, the District ensures that:

- A. The parents and District representative are involved in any decisions about the child's IEP; and
- B. They agree to any proposed changes in the IEP before those changes are implemented. [34 C.F.R. 300.325]

The District remains responsible to ensure FAPE to a child placed by the District in a private school or facility. [34 C.F.R. 300.325]

The District ensures that the parents of a child with a disability are members of any group that makes decisions on the educational placement of their child. [34 C.F.R. 300.327]

The District shall establish, implement, and make available to its school-based personnel and parents written procedures for the development, implementation, review, and revision of IEPs. [A.A.C. [R7-2-401.G](#)]

Procedures for IEPs shall meet the requirements of the IDEA and its regulations, the state statutes, and the State Board of Education rules. [A.A.C. [R7-2-401.G](#)]

Procedures shall include the incorporation of Arizona academic standards as adopted by the State Board of Education into the development of each IEP and address grade-level expectations and grade-level content instruction. [A.A.C. [R7-2-401.G](#)]

Least Restrictive Environment

The District ensures 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. [34 C.F.R 300.114]

The District will make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services. [34 C.F.R 300.115]

The continuum of alternative placements will include:

- A. Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospital and institutions;
- B. Supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

The placement decision for each child will be:

- A. Made by a group that includes the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
- B. In conformity with the least restrictive environment (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. [34 C.F.R 300.115]

Unless the IEP of a child requires some other arrangement, the child will be educated in the school that he or she would attend if not disabled. [34 C.F.R 300.115]

In selecting the LRE, consideration will be given to any potential harmful effect on the child or on the quality of services that she/he needs. [34 C.F.R 300.115]

A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. [34 C.F.R 300.115]

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, the District ensures 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. [34 C.F.R 300.117]

The District ensures that the supplementary aides and services determined by the IEP team to be appropriate and necessary are provided to allow the child to participate in nonacademic

settings. [34 C.F.R 300.115]

The District shall establish, implement, and make available to its school-based personnel and parents, written procedures to ensure the delivery of special education services in the least restrictive environment as identified by IDEA and its regulations, the state statutes, and the State Board of Education rules. [A.A.C. [R7-2-401](#).H]

A continuum of services and supports for students with disabilities shall be available through the District. [A.A.C. [R7-2-401](#).H]

Procedural Safeguards

The District ensures that the parents of a child with a disability shall be given an opportunity to inspect and review all education records with respect to the identification, evaluation, educational placement, and the provision of FAPE to the child. [34 C.F.R. 300.501]

The District ensures that the parents 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 §300.322 to ensure they have opportunity to participate in meetings.
- C. be members of any group that makes decisions on the educational placement of their child. [34 C.F.R. 300.501]

If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the District must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing. [34 C.F.R. 300.501]

A placement decision may be made by a group without the involvement of the parent, if the District is unable to obtain the parent's participation and has maintained a record of its attempts to ensure their involvement. [34 C.F.R. 300.501]

The parents of a child with a disability have the right to obtain an independent educational evaluation of their child. The District must provide to parents, upon request for an independent educational evaluation:

- A. Information about where an independent educational evaluation may be obtained; and
- B. The District criteria applicable for independent educational evaluations. District criteria for the independent educational evaluation must be the same as the criteria the District uses when it conducts an evaluation, to the extent consistent with the parent's right to an evaluation. [34 C.F.R. 300.502]

A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the District. If a parent requests an independent educational evaluation at public expense, the District must, without unnecessary delay, either:

- A. File for a due process hearing to show that its evaluation is appropriate; or
- B. Ensure that an independent educational evaluation is provided at public expense, unless the District demonstrates in a hearing that the evaluation obtained by the parent did not meet District criteria. [34 C.F.R. 300.502]

If a due process hearing decision is that the District's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. [34 C.F.R. 300.502]

If a parent requests an independent educational evaluation, the District may ask for the parent's reasons for the objections, but may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or filing a request for due process to defend its evaluation. [34 C.F.R. 300.502]

A parent is entitled to only one (1) independent educational evaluation at public expense each time the District conducts an evaluation with which the parent disagrees. [34 C.F.R. 300.502]

The results of any independent educational evaluation which is obtained by or provided to the District:

- A. Must be considered by the District, if it meets District criteria, in any decision with respect to the provision of FAPE to the child; and
- B. May be presented by any party as evidence in a due process hearing. [34 C.F.R. 300.502]

If a hearing officer requests an independent educational evaluation as part of a due process hearing, the cost of the evaluation must be at public expense.

Written notice must be given to the parents of a child with a disability a reasonable time after the District:

- A. Proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child; or
- B. Refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child. [34 C.F.R. 300.503]

Such notice shall occur before the proposal or refusal action is implemented.

The notice must include:

- A. A description of the action proposed or refused by the District;
- B. An explanation of why the District proposes or refuses to take the action;
- C. A description of each evaluation procedure, assessment, record or report the District used as a basis for the proposed or refused action;
- D. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- E. Sources for parents to contact to obtain assistance in understanding the provisions of this part;
- F. A description of other options that the IEP team considered and the reasons why those options were rejected;

G. A description of other factors that are relevant to the District's proposal or refusal. [34 C.F.R. 300.503]

The notice must be written in language understandable to the general public, provided in the native language or other mode of communication used by the parent. [34 C.F.R. 300.503]

If the native language or other mode of communication used by the parent is not a written language, the District ensures:

- A. ~~the~~ The notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
- B. That the parent understands the content of the notice;
- C. That there is written evidence of these requirements. [34 C.F.R. 300.503]

A copy of the procedural safeguards available to the parent of a child with a disability must be given to the parents only one (1) time a school year, except that a copy also must be given to the parents:

- A. Upon initial referral or parent request for evaluation;
- B. Upon receipt of a first complaint to the state or first request for a due process hearing in a school year;
- C. When a disciplinary change of placement /removal has been initiated;
- D. Upon request by a parent. [34 C.F.R. 300.504]

The procedural safeguards notice must include a full explanation of all the procedural safeguards available under §300.148, §§300.151 through 300.153, §300.300, §§300.502 through 300.503, §§300.505 through 300.515, §300.520, §§300.530 through 536, and §§300.610 through 300.625 relating to:

- A. Independent educational evaluations;
- B. Prior written notice;
- C. Parental consent;
- D. Access to education records;
- E. Opportunity to present and resolve complaints through the due process hearing and state complaint procedures, including;
 - 1. The time period in which to file a complaint;
 - 2. The opportunity for the District to resolve the complaint;
 - 3. The difference between due process hearing and state complaint procedures, jurisdictions, issues that may be raised, timelines, and relevant procedures.
- F. The availability of mediation;
- G. The child's placement during the due process hearing;

- H. Procedures for students subject to placement in an interim alternative educational setting;
- I. Requirements for unilateral placements by parents of children in private schools at public expense;
- J. Due process hearings including requirements for disclosure of evaluation results and recommendations;
- K. Civil actions, including timelines;
- L. Attorney fees. [34 C.F.R. 300.504]

This notice must meet the same requirements for understandable language as for the written prior notice described in §300.503. [34 C.F.R. 300.504]

The parent of a child with a disability may elect to receive required notices by an electronic mail communication if the District makes that option available. [34 C.F.R. 300.505]

The District will establish procedures to allow parties to disputes, including those matters arising prior to a request for a due process hearing, to resolve disputes through mediation. Procedures will ensure that the mediation process:

- A. Is voluntary on the part of the parties;
- B. Is not used to deny or delay a parent's right to a due process hearing or any other right under the IDEA;
- C. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques. [34 C.F.R. 300.506]

The District may establish procedures to offer to parents and schools that choose not to use mediation an opportunity to meet, at a time and location convenient to the parties, with a disinterested party:

- A. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center, or community parent resource center;
- B. Who would explain the benefits of, and encourage the mediation process to the parents. [34 C.F.R. 300.506]

A parent or District may file a request for a due process hearing relating to the identification, evaluation or educational placement of a child with a disability. [34 C.F.R. 300.507]

The request for a due process hearing must allege a violation that occurred not more than two (2) years before the date the parent or District knew or should have known about the alleged violation. [34 C.F.R. 300.507]

The District must inform the parent of any free or low cost legal and other relevant services available in the area upon parent request. [34 C.F.R. 300.507]

The District will have procedures that require either party, or the attorney representing a party, to provide to the other party a confidential due process complaint. [34 C.F.R. 300.508]

The party filing the notice for a hearing must forward a copy of the request to the state. [34 C.F.R. 300.508]

The due process hearing complaint must include the following in order for the complaint to be heard:

- A. The name of the child;
- B. The residential address of the child;
- C. The school of attendance;
- D. A description of the nature of the problem of the child relating to the proposed or refused initiation or change, including facts relating to the problem; and
- E. A proposed resolution of the problem to the extent known and available to the party at the time. [34 C.F.R. 300.508]

The due process complaint will be deemed sufficient unless the party receiving the complaint notifies the hearing officer and the other party in writing, within fifteen (15) days of receipt of the complaint, that it believes the complaint does not meet the content requirements. [34 C.F.R. 300.508]

Within five (5) days of receipt of notice, the hearing officer must determine whether the complaint meets the requirements and notify the parties, in writing, of that determination. [34 C.F.R. 300.508]

A party may amend its due process complaint only if:

- A. The other party consents in writing and is given an opportunity to resolve the complaint through the resolution process; or
- B. The hearing officer grants permission, but in no case later than five (5) days before the due process hearing begins. [34 C.F.R. 300.508]

If a party files an amended complaint, the relevant timelines begin again. [34 C.F.R. 300.508]

If the District has not sent a prior written notice to the parent regarding the subject matter contained in the due process complaint, it must do so within ten (10) days of receiving the complaint. [34 C.F.R. 300.508]

Within ten (10) days of receiving the complaint, the receiving party will send to the other party a response that specifically addresses the issues raised in the due process complaint. [34 C.F.R. 300.508]

Within fifteen (15) days of receiving the notice of the parent's due process complaint, and prior to the initiation of a due process hearing, the District must convene a meeting with the parent and the relevant members of the IEP team who have specific knowledge of the facts identified in the complaint that:

- A. Includes a representative of the District who has District decision-making authority;
- B. May not include an attorney of the District unless the parent is accompanied by an attorney. [34 C.F.R. 300.510]

The purpose of the meeting is for the parent of the child to discuss the due process complaint, and the factual basis of the complaint, so the District has the opportunity to resolve the dispute. [34 C.F.R. 300.510]

The resolution meeting need not be held if:

- A. The parent and District agree in writing to waive the meeting; or
- B. The parent and District agree to use the mediation process. [34 C.F.R. 300.510]

The parent and the District determine the relevant IEP team members to attend the meeting. [34 C.F.R. 300.510]

If the District has not resolved the complaint to the satisfaction of the parent within thirty (30) days of the receipt of the complaint, the due process hearing may occur. The timeline for issuing a final decision begins at the end of this thirty (30) day period. [34 C.F.R. 300.510]

The failure of the parent to participate in the resolution meeting that has not been mutually agreed to be waived, will delay the timelines for the resolution process and due process hearing until the meeting is held. [34 C.F.R. 300.510]

If the District is unable to obtain the participation of the parent after reasonable efforts have been made and documented, the District may, at the conclusion of the thirty (30) day period, request the hearing officer dismiss the parent's due process complaint. [34 C.F.R. 300.510]

If the District fails to hold the resolution meeting within fifteen (15) days of receiving the complaint or fails to participate in the meeting, the parent may request that the hearing officer begin the hearing timeline. [34 C.F.R. 300.510]

The forty-five (45) day timeline for the due process hearing starts the day after:

- A. Both parties agree in writing to waive the resolution meeting; or
- B. After either the mediation or resolution meeting starts but before the end of the thirty (30) day resolution period, the parties agree in writing that no agreement is possible; or
- C. If both parties agree in writing to continue the mediation at the end of the thirty (30) day resolution period, but later, one (1) party withdraws from the mediation process. [34 C.F.R. 300.510]

If a resolution is reached at the meeting, the parties must execute a legally binding agreement that is:

- A. Signed by both the parent and District representative who has authority to legally bind the District; and
- B. Enforceable in any state court of competent jurisdiction or in a district court of the United States. [34 C.F.R. 300.510]

Either party may void the agreement within three (3) business days of the agreement's execution. [34 C.F.R. 300.510]

The child involved in the due process hearing complaint must remain in his or her current educational placement:

- A. Unless a discipline appeal has been filed as provided in §300.533;
- B. During the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing under §300.507; or

C. Unless the District and parents of the child agree otherwise. [34 C.F.R. 300.518]

If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school until the completion of all the proceedings. [34 C.F.R. 300.518]

If the complaint involves an application for initial services for a child who has turned three (3) and transitioning from Part C to Part B, the District is not required to provide the Part C services the child had been receiving. If the child is found eligible for special education and related services under Part B, and the parent consents to the initial provision of services under §300.300(b), then the District must provide those services that are not in dispute. [34 C.F.R. 300.518]

If the hearing officer agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between the state and parent for the purposes of (1)(c) of this section. [34 C.F.R. 300.518]

The District ensures that the rights of a child are protected by assigning an individual to act as a surrogate for the parents when:

- A. No parent can be identified;
- B. After reasonable efforts are made, no parent can be located;
- C. The child is a ward of the state (with no foster parent);
- D. The child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act. [34 C.F.R. 300.519]

The District will have a method for determining when a surrogate parent is needed and for making surrogate parent assignments. [34 C.F.R. 300.519]

The District ensures that a person selected as a surrogate parent:

- A. Is not an employee of the state, the District, or any other agency that is involved in the education or care of the child;
- B. Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and
- C. Has knowledge and skills that ensure adequate representation of the child. [34 C.F.R. 300.519]

In the case of an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all the requirements of this section. [34 C.F.R. 300.519]

When a child with a disability reaches age eighteen (18), unless that child has been determined to be incompetent:

- A. The District will provide any notice required by the IDEA regulations to both the child and the parents; and
- B. All rights accorded to parents under Part B of the Act transfer to the child. [34 C.F.R. 300.520]

When the rights are transferred, the District will provide notice to the child and parent of the transfer of rights. [34 C.F.R. 300.520]

The District shall establish, implement, and make available to school-based personnel and parents of students with disabilities written procedures to ensure children with disabilities and their parents are afforded the procedural safeguards required by federal statute and regulation and state statute. These procedures shall include dissemination of information to parents about the District's and the state's dispute resolution options. [A.A.C. [R7-2-401.I](#)]

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – IX-C-1-2

Agenda Item

Election of Board President and Board Clerk

For Board: Action Discussion Information

Background –

In keeping with Policy BDA, Board Organizational Meeting, “the meeting shall be called to order by the President of the Board for the preceding year, or the Clerk, in the order of priority, provided one of these officers is still a member of the board...The person calling the meeting to order shall preside until a successor is chosen.”

The new President of the board shall take office upon election. The Board shall then elect a Clerk.

As per Policy BDB Board Officers, “The duties of the President shall be as follows:

- Preside over all meetings and conduct meetings in accordance with AZ law and policies of the District.
- Consult with the Superintendent and, on behalf of the Governing Board as a whole, approve items to be placed on the agenda for each meeting.
- Encourage and maintain orderly and democratic participation
- Keep all discussions factual and on the subject at hand.
- Allow for full and complete exploration of each item of business.

In the absence of the President of the Board, the Clerk shall assume that position for the duration of the absence of the President. When the Clerk assumes the position of acting president, the Board shall elect an acting clerk. Should the absence of the President become permanent, a new president will be elected by the majority of the Board.”

Per the same policy, “The Clerk of the Governing Board shall discharge such duties as are prescribed by the Board.”

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

Per Board discussion/decision.

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – IX-C-3

Agenda Item

Establishment of Meeting Dates, Times and Places

For Board: Action Discussion Information

Background –

Listed below are the proposed Board Meeting dates for 2025. We are recommending regular Board Meetings be held at 5:30 PM on the 3rd Tuesday of each month with exceptions* as noted. In addition, we are recommending the dates listed on the 1st Thursday of selected months at 4:30 PM for the Special Board Meetings (Work Study) for more informal, in depth discussion of topics. Special meetings may be cancelled if appropriate/timely topics are not identified or if the meeting is not warranted.

Regular Board Meetings 2025

January 21
February 18
March 18
April 15
May 14* (avoid last week of school)
June 17*
July 15* (July 15 Budget deadline)
August 20
September 16
October 14* (October 15 AFR deadline)
November 18
December 16

Work Study Sessions 2025

February 13 (due to LV Community Mtg.)
March 6
April 3

September 4
October 2
November 4

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

Per Board discussion/decision.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – X

Agenda Item

Board Development

For Board: Action Discussion Information

Background –

- A. Discussion of A Strategic Planning for Leaders Chapters 6 & 7
- B. Strategic Planning Calendar for 2025

Legal

Financial

Governing Board Goals

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

Recommendation

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number –XI

Agenda Item

Reflections/Feedback on Meeting

For Board: Action Discussion Information

Background –

Reflect on the business of tonight’s meeting. You may comment on how it aligns to our goals.

Legal

Financial

Governing Board Goals

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

Recommendation

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

January 21, 2025

Board Meeting

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

Agenda Item Number – XII

Agenda Item

Future Agenda Items

For Board: Action Discussion Information

Future

Mrs. Ramos

- Look at policy regarding sharing of information related to immigration status in schools
(information shared in 1/17/25 Update to the Board)

Mrs. Greenberg

- Look at policy regarding sharing of information related to immigration status in schools
(information shared in 1/17/25 Update to the Board)
- Further conversation around cell phones at school possibly during a Work Study conversation
with admin and parents **(potential for February or March 2025)**

Mr. Hermes

- Look at policy regarding sharing of information related to immigration status in schools
(information shared in 1/17/25 Update to the Board)

Agenda Item Number – XIII

Adjournment

Moved _____ Seconded _____ P/F