

OSBORN SCHOOL DISTRICT NO. 8
GOVERNING BOARD MEETING
March 18, 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 RD.
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 at: [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, March 18, 2025.

Agendas are available at least 24 hours prior to each meeting in the District Office at 1226 West Osborn Rd., 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 ARS 38-431.03(A)(3). Accommodations for individuals with disabilities, including alternative format materials, sign language interpretation, and assistive listening devices 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 and School Presentation

No school presentation

III. District Celebrations and Announcements

IV. Consent Agenda – Approval of Items since February Meeting

- A. Ratification of Accounts Payable Vouchers
- B. Ratification of Payroll Vouchers
- C. Board Minutes
 - 1. February 18, 2025 Regular Meeting
 - 2. March 4, 2025 Work Study
- 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
- 8. Non Renewal
- E. Donations
- F. Expenditure and Revenue Report
- G. Student Activities Statement of Revenue and Expenditures
- H. Disposal
- I. Revised job description for Preschool Coordinator
- J. Approval of job description for Montessori TOSA

V. Call to the Public

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

VI. Board Presentation

VII. Administrative Reports since February 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
- C. Student Absence Report for Month of February
- D. Substitute Teacher Report for the Month of February
- E. Student Enrollment Report as of March
- F. Budget Committee
- G. Tax Credit

VIII. Information/Discussion Items

- A. FY24 School District Spending Report

IX. Action Items

- A. Recommendation to Approve 2025/26 Employee Fringe Benefit Plans
- B. Approval of first review of ASBA Policy Revisions:

- A District Mission and Belief Statement
- AA School District Legal Status
- AA-E School District Legal Status
- ABA Community Involvement in Education
- ABAA Parental Involvement
- AC Nondiscrimination / Equal Opportunity
- AC-R Nondiscrimination / Equal Opportunity
- AC-E Nondiscrimination / Equal Opportunity
- ACA Sexual Harassment
- ACA-R Sexual Harassment
- ACA-E Sexual Harassment
- ACAA Title IX Sex Discrimination
- ACAA-R Title IX Sex Discrimination
- AD Education Philosophy / School District Mission
- GBK Staff Grievances
- JII Student Concerns, Complaints, and Grievances

- C. First Review of Return to Work Policy GCQEA

- D. Second review and approval of policy JBA- Safe Learning Environment
- E. Reduction in Force of Master Teacher Positions
- F. Reduction in Force of the Director of Leadership and School Improvement

X. Board Development

XI. Reflections/Feedback on Meeting

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

XII. Future Agenda Items

XIII. Adjournment

OSBORN SCHOOL DISTRICT NO. 8

March 18, 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 Pijpaash People. Osborn School District recognizes the original inhabitants of these lands and recognizes they still reside throughout the City of Phoenix. We recognize their wisdom, impact, and generosity toward us. Osborn School District is surrounded by the original Salt River canals that were constructed by the ancestral Sonoran Desert people, the Huhugam. These canals created a livelihood for the people and are still in use today. We acknowledge the modern indigenous people that inhabited this area as well as their Sonoran Desert ancestors, the Huhugam.

[Osborn Land Acknowledgement Video](#)

Background

Legal

Financial

Governing Board Goals

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

Recommendation

Information Only

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
March 18, 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 –

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

March 18, 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 February 1 through February 28, 2025.

Moved _____ Seconded _____ P/F

Osborn School District No. 8
Summary of FY25 Accounts Payable Vouchers Processed
2/1/25 through 2/28/25

Fund Title	Fund #	Total
M & O	1	366,410.51
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	2,924.70
Title I Targeted Support & Improve	115	0.00
Title I Targeted Support & Improve	116	0.00
Title IIA - Improving Teacher Qualit	140	0.00
Title IIA - Improving Teacher Qualit	141	592.96
TITLE IV-SAFE & DRUG FREE BASIC	160	0.00
Title IV- Safe & Drug free basic	161	0.00
21st Century (Enc, Sol)	162	7,114.91
21st Century (CL, LV, OMS)	163	2,705.00
Title III	190	0.00
Title III	191	217.10
Emergency Immigrant Funding	196	0.00
Title VII - Indian Ed	200	0.00
Idea - Basic	220	0.00
ARRA - IDEA BASIC	221	5,123.96
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	0.00
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	1,047.50
EPACLEAN BUSES GRANT	308	299,304.18
AZ NURSES WORKFORCE GRANT	310	6,946.00
PRE School Dev GRANT	320	0.00
AZ PRIME GRANT	321	342.50
Pre School Dev - Start - Up	322	0.00
ESSER CARES	326	0.00
Acceleration Academy Grant	327	0.00
ENROLLMENT STABILIZATION GRA	328	0.00
HQEL	333	182.53
ESSER/CARES ROUND II	336	0.00
ACCELERATION ACADEMIES	337	0.00
ESSER ROUND III	346	0.00

TIF GRANT - ASU	352	0.00
FED ED INNOVATION RESEARCH GI	364	110,823.31
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	0.00
AZ Transportation Modernization	465	0.00
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 Pl-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	91,932.09
Civic Center	515	0.00
Community School	520	77.49
Community School Montessori	521	291.67
Auxiliary Operations	525	0.00
Extra Curr Tax Fees CR	526	5,400.50
Gift and Donations	530	3,618.17
Fingerprint	540	44.00
Insurance Proceeds	550	0.00
Textbooks	555	0.00
LITIGATION RECOVERY	565	0.00
Indirect Costs	570	2,910.00
Unemployment Insurance	575	0.00
Insurance Refund	585	0.00
Unrestrict Capital Outlay	610	7,444.61
Bond Building funds	630	61,196.13
Energy & Water Savings	665	0.00
SFB BUILDING RENEWAL	691	0.00
Student Activities	850	0.00
Employee Insurance Fund	855	199,049.37
		<u>1,175,699.19</u>

OSBORN SCHOOL DISTRICT NO. 8

March 18, 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 February 1 through February 28, 2025.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of Payroll Vouchers 2/01/25 thru 2/28/25

<u>Fund Title</u>	<u>Fund</u>	<u>Total</u>
Maintenance & Operation	001	1,372,491.99
Proposition 301	011	148,596.40
Proposition 301	012	202.42
Instructional Improvement Fund	020	5,672.42
Structured English Emersion	71	0.00
Title I Disadvantaged Grant	101	82,868.37
Title IIA	141	352.60
	160	0.00
Title IV	161	934.86
21st CCLC Grant	162	14,126.84
21st CCLC Grant	163	27,707.97
Title III	191	3,805.38
Title VII-Indian Ed	200	3,745.04
IDEA - General Entitlement Grant	220	0.00
IDEA - BASIC	221	62,409.36
IDEA-Preschol Grant	222	0.00
IDEA EDISA - 3 TRAININ	223	2,956.84
ARP- IDEA PRESCHOOL	227	0.00
ARP- IDEA BASIC	228	0.00
Johnson O'Malley	231	3,745.07
Medicaid Reimbursement Fund	290	26,078.89
AZ Prime Grant	321	49,121.80
HQEL Grant	333	0.00
ESSER ROUND III	346	0.00
FED ED INNOVATION RESEARCH	364	3,273.60
RESULTS BASED FUNDING	457	19,940.86
na	472	18,587.23
FOUNDATIONAL LITERACY GRANT	473	14,429.38
OIE RISE GRANT	475	4,808.90
SCHOOL SAFETY GRANT	480	34,532.93
STATE TUTORING	483	0.00
Food Service Fund	510	102,809.76
Civic Center	515	10,292.90
Community Schools	520	43,512.48
Community Schools-Montessori	521	36,898.23
Extra Curr Tax Fees	526	0.00
Gifts & Donations	530	4,526.17
Indirect Costs Fund	570	28,087.33
UNRESTRICT CAPITAL OUTLAY	610	0.00
		\$ 2,126,516.02

OSBORN SCHOOL DISTRICT NO. 8
March 18, 2025
Board Meeting

**The Osborn Community advances the full potential of every child
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Agenda Item Number – IV-C-1-2

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 February 18, 2025
2. March 4, 2025 Work Study

Legal

Financial

Governing Board Goals

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

Recommendation

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

Moved _____ Seconded _____ P/F

The Regular Meeting of the Osborn School District Governing Board was called to order at 5:30 p.m. by Board President Violeta Ramos.

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

Pledge of Allegiance/School Presentation/Land Acknowledgement

Encanto student council members led the pledge. President Ramos read the land acknowledgement.

Student council leader Cristina Delgado Beagley shared her appreciation for co-leaders and the number of students interested in student council. The following list of students introduced themselves and shared projects already completed as well as what they will be working on through the end of the school year:

Eduardo (EJ)
Penelope
Lola R.
Darlena
Claire
Moses
Olivia
Cody
Jaime
Lola B
Emmanuel
Navaeh
Noah

District Celebrations and Announcements

Mrs. Sotomayor stood in for Principal Fernandez who was not present and recognized Spread L.O.V.E. award recipients:

Gloria Marcoff -Joy.
Emma Gully - Relationships.
Storm Gerlock - Equity.
Mackenzie Lizarraga - Growth.
Katia Hoffman - Integrity.

Superintendent Robert explained the meaning of the Spread L.O.V.E. awards and shared that throughout the month sites will have activities in recognition of Black History month.

Wishing both OMS and Clarendon well, he explained both sites received visits from the Arizona Education Foundation after submission of their A+ applications.

He then shared that Principal Martin recently received the Milken Educator Award. As a recipient of this prestigious award he will have more platforms to advocate for students and education.

A break was called at 5:56 PM.

Meeting resumed at 6:04 PM.

Consent Agenda – Approval of Items Since October Meeting

- A. Ratification of Accounts Payable Vouchers
- B. Ratification of Payroll Vouchers
- C. Board Minutes
 - 1. January 21, 2025 Regular/Organizational Meeting
 - 2. February 11, 2025 Work Study
- 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. Adoption of Revised DOA Travel Policy
- J. Approval of out of town travel for the Clarendon 6th grade field trip to the Grand Canyon May 16, 2025.
- K. Approval of Emergency Procurement Temporary Boiler Rental
- L. Approval of Revised 2024/2025 School Calendar for Montecito School
- M. Out of state travel for Principal Jeff Martin to travel to Los Angeles to attend the Milken Educator Awards Forum April 1-4, 2025
- N. Approval of Cooperative Purchasing Agreement with NAU's Education Technology Consortium

Mr. Hermes received confirmation that item K refers to the rental of a temporary boiler at Longview. Although unknown if it will happen, there are hopes that funds from the School Facilities Division will be released to cover replacement costs.

In response to Mrs. Greenberg's question about letter N, Dr. Robert explained that there are annual costs, but the costs are less than if the district having to hire someone.

Mr. Thompson noted errors in the minutes where votes by Mr. Peralta should be corrected to reflect Mr. Thompson.

Mr. Hermes moved to approve with the revisions to the minutes noted. Mr. Thompson seconded. Motion carried 5-0.

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

Call to the Public

None.

Board Presentation

Mr. Dana presented slides and reviewed the many projects the Technology Department has completed. Projects include installation of an emergency firewall, reimaging laptops, replacement of wi-fi- cable, application for the 24-25 school year for E-rate, implementing a new ticket system and staff training. He said that in the future, they hope to replace about 200 student laptops and reimage 400. He said that screens have been installed in all front offices and staff will continue with cybersecurity training and readiness.

Dr. Robert commended Mr. Dana and his department for maintaining response times of less than 2 hours for tickets in spite of a decrease in the number of staff.

Admin Reports

Mrs. Greenberg thanked Dr. Woodland and her team for the new sub report noting that fill rates were at 100% most days.

She then questioned whether more supports could be provided at the two sites that reported higher suspension rates. Dr. Robert explained that they will be looking at disaggregated data around suspensions at the March Work Study. Mr. Hermes mentioned that he would like to discuss suspension rates of younger students noting that legislation narrowed the categories with statute §15-843.

Mrs. Greenberg noted the decreased enrollment for February at Encanto with a short discussion taking place about Montecito enrollment having an effect on enrollment at other sites. Dr. Robert indicated that Principal Fernandez can address the question in a future report but stated the importance of looking at the district overall in addition to by site.

Bond update

Elizabeth Thielen provided an update on Montecito sharing that since the update the previous week, assessments have been done.

Playground play structures at both Solano and Clarendon are complete and they hope to have an internal ribbon cutting for Encanto next week.

Although some work on shade structures will happen over spring break the majority of the shade structure work will likely be slated for summer along with projects from the list currently being worked on. The group continues to try to balance with potential School Finance Division (SFD) funding.

Other projects underway include putting together master plans for instructional learning spaces and marquees.

Action Items

Recommendation to approve contract language and issue 2025-26 Certified Teacher Contracts

Dr. Woodland explained that counsel has reviewed and updated the contract language and any increases to pay approved by the Board after issuance will be reflected in a letter.

Mr. Hermes motioned to approve calendar. Mrs. Greenberg seconded. Motion carried 5-0.

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

Recommendation to approve contract language and issue 2025-26 Support Professionals, Classified Exempt and Administrator Contracts

Dr. Woodland said that support professionals, classified exempt and administrator contracts will also be issued at the current amount with an addendum letter to follow if increases are given.

Mr. Hermes motioned to approve. Mrs. Ford seconded. Motion passed 5-0

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

Approval of Internet Access & WAN RFPs - ERATE funding

Ms. McCabe said that there were 2 responses and based on experience and meeting requirements, the recommendation is for the award to go to Cox which will be paid with E-Rate funding.

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

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

First review of revisions to ASBA policy IHB-R

Dr. Robert indicated that there had been no changes since the first reading last month.

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

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

Mrs. Ford aye
Mr. Thompson aye

First Review and Approval of Policy JBA—Safe Learning Environment

Dr. Robert said there had been no changes other than those discussed with counsel at the previous meeting. He said that although there is an exhibit JBA-E in the packet it is a document from another district and not intended to be part of what the Board approves. Indicating that Osborn has a similar document and could be included if the Board wants to have an exhibit with the policy.

Referring to item 10 Mrs. Greenberg said she feels it would be pertinent to add language to include gender and sexuality. A short discussion followed and Dr. Robert said he will send to counsel for wordsmithing using language that matches that used in the board's 'A' policies.

Mr. Hermes motioned to approve policy JBA not to include the exhibit. Mrs. Greenberg seconded. Motion carried 5-0.

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

Board Development

Discussion of A Strategic Planning for Leaders Chapters 6 & 7

Dr. Robert said the last few chapters cover evaluation of going thru a review of your strategic plan and who's responsible for building a portrait of a learner.

Members agreed that they would like to have a way to show the alignment of work they are doing to goals and have a way to measure the progress they are making of attaining those goals.

Reflections

Mr. Thompson expressed appreciation for the Technology presentation noting that it is an area that you don't normally hear about unless something is wrong so there isn't typically a lot a praise.

Mrs. Ford enjoyed seeing the support for the Spread L.O.V.E recipients adding that she is thankful to be a part of it.

Mr. Hermes applauded President Ramos on running her first meeting and thanked district counsel for her work on policy JBA and thanked Encanto student council sponsors. He also enjoyed the support shown by Encanto students and seeing their faces light up when they heard names of recipients.

OSBORN SCHOOL DISTRICT NO. 8
Governing Board Regular Meeting
February 18, 2025

Mrs. Greenberg said that with contract issuance only a month away, she hopes staff choose to stay in Osborn and encouraged those not returning to share honest feedback.

President Ramos expressed appreciation for the inclusivity created at Osborn and that every month something is celebrated.

Dr. Robert noted the stewardship of the district that the community recognizes by passing bonds and overrides. He said that fiscal stewardship is done in all departments and allows for maximized funding for kids.

Future

Mrs. Greenberg

- Work Study to discuss suspension and enrollment

Adjournment

President Ramos declared the meeting adjourned at 7:22 PM.

Minutes submitted by:

Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

Leanne Greenberg, Board Clerk

The Work Study of the Osborn School District Governing Board was called to order at 5:31 pm by Board President Ramos.

Present:

Violeta Ramos, Board President
Leanne Greenberg, Board Clerk-participated virtually until arriving in person
Edward Hermes, Board Member -absent
Rhiannon Ford, Board Member
Eric Thompson, Board Member
Dr. Michael Robert, Superintendent

Member Greenberg arrived in person at 5:42 pm.

Disaggregated Discipline Data

Dr. Robert opened the meeting reviewing goals set at the beginning of the year stating that decisions around discipline are made to keep students safe and prioritize learning.

Administrators, guests and Board Members broke into groups and discussed various scenarios involving student behaviors. Scenarios allowed the groups to discuss and share ways they would handle the behaviors using the district matrix that assigns a level to the action, intervention and support actions, and discipline actions.

Mrs. Robinson shared aggregated discipline data that provided a comparison from last year to the current year covering the same period of time. After reviewing the data groups shared glows and grows.

Mr. Carranza then provided scenarios involving a fictional student with several incidents and asked groups to consider actions they would take. Groups then shared out their thoughts.

Mr. Carranza stated that suspension is not something administrators want to do but at times a student has to be removed from class in order to keep everyone safe. Mr. White noted that there are students that have not experienced trauma and he doesn't want school to be the place that causes trauma to students.

Dr. Robert stated that the intent of the exercises was to cover material requested by members and invited them to notify him of additional topics not covered in this discussion.

Adjournment

President Ramos adjourned the meeting at 7:16 pm.

Minutes submitted by:

OSBORN SCHOOL DISTRICT NO. 8
Governing Board Work Study
March 4, 2025

Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

Leanne Greenberg, Board Clerk

OSBORN SCHOOL DISTRICT NO. 8

March 18, 2025

Board Meeting

**The Osborn Community advances the full potential of every child
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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>
Guerrero, Maria	ELD Teacher	SOL	2/18/2025	\$14,720.58

NEW EMPLOYEES: CLASSIFIED

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE HIRED</u>	<u>RATE OF PAY</u>
Mitchell, Crystal	Custodian	M&T	3/17/2025	\$16.96
Ramirez, Elizeth	Bus Attendant	M&T	2/18/2025	\$18.03
Rodriguez, Norma	Food II	CN	2/3/2025	\$16.03
Ruiz, Elizabeth	Custodian	M&T	3/3/2025	\$16.41

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>	
Brod, Matthew	XD- 21st Century Enrichment	Longview	12/2/2024	\$21.01	
Carranza, Maria	XD- 21st Century Enrichment	Encanto	12/2/2024	\$22.40	
Dayan, Giselle	XD- Preschool Teacher	Solano	1/15/2025	\$24.59	
Duran, Yanet	XD- 21st Century Enrichment	Solano	2/18/2025	\$21.20	
Gerlock, Storm	XD- Family/Community Resource	Encanto	2/28/2025	\$40/hour	
Groves, Amanda	XD- 21st Century Educational Assistant Substitute	Encanto	1/6/2025	\$20.40	
Marcoff, Gloria	XD- Family/Community Resource	Encanto	2/28/2025	\$40/hour	
Marcoff, Gloria	XD- 21st Century Instructor	Encanto	2/17/2025	\$20.81	
Meza, Breanna	XD- 21st Century Ed Assistant	Solano	2/18/2025	\$16.32	
Montoya, Dorinda	XD- 21st Century Enrichment	Longview	2/18/2025	\$24.99	
Montoya, Dorinda	XD- 21st Century Enrichment	Longview	2/18/2025	\$24.99	
Perez, Andres	XD- 21st Century Enrichment	Longview	2/18/2025	\$21.01	
Ramirez, Juana	XD- 21st Century Enrichment	Solano	2/18/2025	\$22.59	
Valencia, Ana	XD- Interpreter	Encanto	3/3/2025	\$22.00	
Valencia, Claudia	XD- 21st Century Enrichment	Clarendon	2/18/2025	\$19.04	
Villacorta, Carolina	XD- 21st Century Enrichment	Clarendon	2/18/2025	\$19.04	
Villacorta, Raquel	XD- 21st Century Program Sub	Encanto	1/24/2025	\$26.01	

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>
Jordan Yassan, Maria	Educational Asst-SC/CC	SUB- SC/CC Classroom	ENC	2/10/2025	\$175/day

NEW YEAR CLASSIFIED ASSIGNMENTS				
<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE</u>	<u>RATE OF PAY</u>

RESIGNATIONS

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE</u>
Bliss, Nathan	PE Teacher	Solano	5/23/2025
Cabrera, Fernando	Custodian	M&T	2/14/2025
Fuentes, Mildred	3rd Grade Teacher	Solano	5/23/2025
Kelly-Hatcher, Mariah	Director, Student Services	DO	6/30/2025

NON-RENEWALS

TERMINATIONS

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

<u>NAME</u>	<u>REASON</u>	<u>LOCATION</u>	<u>DATE</u>
Ornelas, Gloria	Educational Asst SC/CC	Encanto	2/14/2025

LEAVE OF ABSENCES:

<u>NAME</u>	<u>REASON</u>	<u>LOCATION</u>	<u>DATE</u>
Salgado, Romina	FMLA	DO	3/7/2025
Sauter, Jessica	LOA	LNV	2025-2026 SY

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 2/18-4/25/25	\$560.00
Bailon, Magdalena	21st CCLC Instructor 2/18/25-5/22/25	\$1,669.50
Bedonie, Brianna	Coach-Volleyball 2/18-4/26/25	\$800.00
Bedonie, Brianna	21st CCLC Instructor 2/18-4/25/25	\$140.00
Berkich, Beth	21st CCLC Instructor 2/18-4/25/25	\$1,120.00
Blanton, Jordan	21st CCLC Instructor 2/18/25-5/22/25	\$1,669.50
Bucklew, Joan	21st CCLC Instructor 2/18-4/25/25	\$1,488.00
Butier, Lindsay	Coach Volleyball 2/18-4/26/25	\$800.00
Butier, Lindsay	21st CCLC Instructor 2/18-4/26/25	\$160.00
Callisen, Kirsten	21st CCLC Instructor 2/18/25-4/25/25	\$1,233.75
Campbell, Amelia	21st CCLC Instructor 2/20-4/25/25	\$1,395.00
Campbell, Amelia	21st CCLC Professional Learning 2/18/25	\$25.00
Centeno, Miguel	21st CCLC Instructor 12/3/24-2/14/25	\$200.00
Colledge, Abbey	21st CCLC Instructor 2/24-4/21/25	\$480.00
Corales Villanueva, Lorena	21st CCLC Instructor 2/18-4/25/25	\$640.00
Corrales Villanueva, Lorena	21st CCLC Instructor 2/24-4/21/25	\$480.00
Corrales Villanueva, Lorena	21st CCLC Instructor 2/18-4/25/25	\$560.00
Cristina Delgado	Family/ Community Resource Team 2/28-3/1/25	\$160.00
Crompton, Carrie	21st CCLC Instructor 2/18-4/25/25	\$1,280.00
Elias, Rosie	21st CCLC Instructor 2/18-4/25/25	\$1,280.00
Ellison, Brianne	21st CCLC Instructor 2/18-4/25/25	\$1,488.00
Feria, Anna	21st CCLC Instructor 2/18-4/25/25	\$640.00
Fernandez-Guillen, Aadiana	21st CCLC Instructor 2/18/25-4/25/25	\$1,139.50
Formaek, John	21st CCLC Instructor 2/20-4/25/25	\$795.00
Formaek, John	21st CCLC Professional Learning 2/18/25	\$25.00
Garcia, Maria	Family/ Community Resource Team 2/28-3/1/25	\$160.00
Gerrard, Desiree	21st CCLC Instructor 2/18-4/25/25	\$1,488.00
Gonzalez Tena, Stephanie	21st CCLC Instructor 2/17-4/25/25	\$280.00
Gonzalez Tena, Stephanie	21st CCLC Instructor 1/6-4/25/25	\$400.00
Gonzalez Tena, Stephanie	21st CCLC Instructor 1/17-4/25/25	\$180.00
Hernandez, Dani	21st CCLC Instructor 2/18-4/25/25	\$1,280.00
Kleinz, Kelly	Family/ Community Resource Team 2/28-3/1/25	\$160.00
Meza, Jorge	Coach- Volleyball 2/18-4/26/25	\$800.00
Meza, Jorge	21st CCLC Instructor 2/18-4/25/25	\$150.00
Murphy, John	21st CCLC Instructor 2/18-4/25/25	\$640.00
Murphy, John	21st CCLC Instructor 2/18-4/25/25	\$560.00
Murray, Nikki	21st CCLC Instructor 2/18/25- 4/25/25	\$528.75
Murray, Nikki	21st CCLC Instructor 12/2/24-2/14/25	\$200.00
Palma, Vanessa	21st CCLC Instructor 2/18/25-5/22/25	\$1,669.50
Palma, Vanessa	Family/ Community Resource Team 2/28-3/1/25	\$160.00
Palma, Vanessa	21st CCLC Instructor 12/2/24-2/14/25	\$1,139.50
Pavlisick, Kimberly	21st CCLC Instructor 12/2/24-2/14/25	\$200.00
Pendall-Castro, Emily	21st CCLC Instructor 2/20-4/25/25	\$651.00
Pendall-Castro, Emily	21st CCLC Professional Learning 2/18/25	\$25.00

Portillo, Hector	Baseball Coach 2/24-4/30/25	\$1,000.00
Ramirez, Rocio	21st CCLC Instructor 2/18-4/25/25	\$1,280.00
Robbins, Jennifer	21st CCLC Instructor 2/18/25-5/22/25	\$1,669.50
Sauter, Jessica	21st CCLC Instructor 2/18-4/25/25	\$680.00
Sawyer, Brianna	21st CCLC Instructor 2/18-4/25/25	\$1,120.00
Shillito, Alexandra	21st CCLC Instructor 2/20-4/25/25	\$1,395.00
Shillito, Alexandra	21st CCLC Professional Learning 2/18/25	\$25.00
Stevens, Amber	21st CCLC Instructor 1-6-4/25/25	\$320.00
Terriciano, Molly	21st CCLC Instructor 2/17-4/25/25	\$640.00
Thompson-Hunter, Angela	Family Engagement Liasion/Committee Member 1/15/25	\$50.00
Thompson-Hunter, Angela	21st CCLC Instructor 2/18-4/25/25	\$1,600.00
Valencia, Luis	21st CCLC Instructor 2/18/25-5/22/25	\$1,669.50
Vargas, Luis	21st CCLC Instructor 12/3/24-2/14/25	\$200.00
Vargas, Luis	21st CCLC Instructor 12/3/24-2/14/25	\$126.00
Wright, Sammi	Coach-Volleyball 2/18-4/26/25	\$800.00

OSBORN SCHOOL DISTRICT NO. 8

March 18, 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

Legal

Financial

Governing Board Goals

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

Recommendation

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

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

March 18, 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: 2/1/2025

To Date: 2/28/2025

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	(\$319,648.07)	(\$6,882,655.41)	\$6,882,655.41	\$0.00	\$6,882,655.41	0.00%
001.000.0000.2000.000.000.0000	Undesignated	\$0.00	(\$6.92)	\$28,355.43	(\$28,355.43)	\$0.00	(\$28,355.43)	0.00%
001.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$757,953.16)	(\$6,678,955.12)	\$6,678,955.12	\$0.00	\$6,678,955.12	0.00%
001.000.0000.6000.000.000.0000	EXPENDITURES	\$23,615,710.13	\$1,661,784.37	\$12,223,783.31	\$11,391,926.82	\$7,479,291.40	\$3,912,635.42	16.57%
	FUND: MAINTENANCE AND OPERATION - 001	\$23,615,710.13	\$584,176.22	(\$1,309,471.79)	\$24,925,181.92	\$7,479,291.40	\$17,445,890.52	73.87%
010.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$166,710.39)	(\$1,333,683.12)	\$1,333,683.12	\$0.00	\$1,333,683.12	0.00%
	FUND: CLASSROOM SITE FUND - 010	\$0.00	(\$166,710.39)	(\$1,333,683.12)	\$1,333,683.12	\$0.00	\$1,333,683.12	0.00%
011.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$62,677.82)	\$62,677.82	\$0.00	\$62,677.82	0.00%
011.000.0000.6000.000.000.0000	EXPENDITURES	\$2,739,037.00	\$148,596.40	\$1,077,762.07	\$1,661,274.93	\$716,361.18	\$944,913.75	34.50%
	FUND: P301 BASE PAY - 011	\$2,739,037.00	\$148,596.40	\$1,015,084.25	\$1,723,952.75	\$716,361.18	\$1,007,591.57	36.79%
012.000.0000.6000.000.000.0000	EXPENDITURES	\$2,263,684.00	\$202.42	\$2,425.45	\$2,261,258.55	\$1,085.95	\$2,260,172.60	99.84%
	FUND: P301 PERFORMANCE PAY - 012	\$2,263,684.00	\$202.42	\$2,425.45	\$2,261,258.55	\$1,085.95	\$2,260,172.60	99.84%
020.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$3,158.66)	\$3,158.66	\$0.00	\$3,158.66	0.00%
020.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$87,404.37)	\$87,404.37	\$0.00	\$87,404.37	0.00%
020.000.0000.6000.000.000.0000	EXPENDITURES	\$170,000.00	\$5,672.42	\$41,050.53	\$128,949.47	\$27,523.81	\$101,425.66	59.66%
	FUND: INSTRUCTIONAL IMPROVEMENT FUND - 020	\$170,000.00	\$5,672.42	(\$49,512.50)	\$219,512.50	\$27,523.81	\$191,988.69	112.93%
071.000.0000.6000.000.000.0000	EXPENDITURES	\$54,377.31	\$0.00	\$2,346.41	\$52,030.90	\$14,720.58	\$37,310.32	68.61%
	FUND: STRUCTURED ENGLISH IMMERSION - 071	\$54,377.31	\$0.00	\$2,346.41	\$52,030.90	\$14,720.58	\$37,310.32	68.61%
100.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$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	\$0.00	(\$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	\$0.00	(\$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	\$79,542.72	\$576,631.65	\$877,779.30	\$409,366.83	\$468,412.47	32.21%
	FUND: TITLE I - 101	\$1,454,410.95	\$79,542.72	\$130,299.31	\$1,324,111.64	\$409,366.83	\$914,744.81	62.89%
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	\$0.00	(\$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	\$0.00	\$33,989.63	84.97%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 115	\$40,000.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$40,000.00	100.00%
116.000.0000.6000.000.000.0000	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	\$0.00	(\$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	\$0.00	(\$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	\$0.00	(\$73,769.48)	\$73,769.48	\$0.00	\$73,769.48	0.00%
141.000.0000.6000.000.000.0000	EXPENDITURES	\$64,829.41	\$669.80	\$35,661.31	\$29,168.10	\$15,555.82	\$13,612.28	21.00%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 141	\$64,829.41	\$669.80	(\$38,108.17)	\$102,937.58	\$15,555.82	\$87,381.76	134.79%
160.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$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%

Osborn School District

Board Exp & Revenue Report

From Date: 2/1/2025

To Date: 2/28/2025

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
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 160	\$95,886.60	\$0.00	(\$63,882.79)	\$159,769.39	\$0.00	\$159,769.39	166.62%
161.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$16,676.49)	\$16,676.49	\$0.00	\$16,676.49	0.00%
161.000.0000.6000.000.000.0000	EXPENDITURES	\$71,977.88	\$751.02	\$18,624.77	\$53,353.11	\$12,510.05	\$40,843.06	56.74%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161	\$71,977.88	\$751.02	\$1,948.28	\$70,029.60	\$12,510.05	\$57,519.55	79.91%
162.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$188,965.57)	\$188,965.57	\$0.00	\$188,965.57	0.00%
162.000.0000.6000.000.000.0000	EXPENDITURES	\$240,000.00	\$12,603.49	\$58,726.62	\$181,273.38	\$53,450.08	\$127,823.30	53.26%
	FUND: 21ST CENTURY (ENC, SOL) - 162	\$240,000.00	\$12,603.49	(\$130,238.95)	\$370,238.95	\$53,450.08	\$316,788.87	132.00%
163.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$298,947.84)	\$298,947.84	\$0.00	\$298,947.84	0.00%
163.000.0000.6000.000.000.0000	EXPENDITURES	\$307,500.00	\$11,970.92	\$66,392.37	\$241,107.63	\$52,550.77	\$188,556.86	61.32%
	FUND: 21ST CENTURY (CL, LV, OMS) - 163	\$307,500.00	\$11,970.92	(\$232,555.47)	\$540,055.47	\$52,550.77	\$487,504.70	158.54%
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	(\$23,507.93)	\$23,507.93	\$0.00	\$23,507.93	0.00%
191.000.0000.6000.000.000.0000	EXPENDITURES	\$63,067.27	\$1,163.51	\$7,611.43	\$55,455.84	\$5,663.04	\$49,792.80	78.95%
	FUND: TITLE III - 191	\$63,067.27	\$1,163.51	(\$15,896.50)	\$78,963.77	\$5,663.04	\$73,300.73	116.23%
200.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$31,938.66)	\$31,938.66	\$0.00	\$31,938.66	0.00%
200.000.0000.6000.000.000.0000	EXPENDITURES	\$35,595.00	\$3,745.04	\$27,198.13	\$8,396.87	\$20,043.88	(\$11,647.01)	-32.72%
	FUND: TITLE VII - INDIAN ED - 200	\$35,595.00	\$3,745.04	(\$4,740.53)	\$40,335.53	\$20,043.88	\$20,291.65	57.01%
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	(\$349,761.03)	\$349,761.03	\$0.00	\$349,761.03	0.00%
221.000.0000.6000.000.000.0000	EXPENDITURES	\$695,812.31	\$58,533.32	\$446,572.53	\$249,239.78	\$243,137.95	\$6,101.83	0.88%
	FUND: IDEA BASIC - 221	\$695,812.31	\$58,533.32	\$96,811.50	\$599,000.81	\$243,137.95	\$355,862.86	51.14%
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%
223.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$14,368.69)	\$14,368.69	\$0.00	\$14,368.69	0.00%
223.000.0000.6000.000.000.0000	EXPENDITURES	\$22,198.95	\$2,956.84	\$18,797.21	\$3,401.74	\$9,261.99	(\$5,860.25)	-26.40%
	FUND: IDEA EDISA - 2 Training - 223	\$22,198.95	\$2,956.84	\$4,428.52	\$17,770.43	\$9,261.99	\$8,508.44	38.33%
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%

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- Subtotal by Collapse Mask
 Include pre encumbrance
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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
231.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$22,184.28)	\$22,184.28	\$0.00	\$22,184.28	0.00%
231.000.0000.6000.000.000.0000	EXPENDITURES	\$28,238.78	\$3,745.07	\$27,798.40	\$440.38	\$20,044.05	(\$19,603.67)	-69.42%
	FUND: JOHNSON-O'MALLEY - 231	\$28,238.78	\$3,745.07	\$5,614.12	\$22,624.66	\$20,044.05	\$2,580.61	9.14%
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	\$0.00	\$36,843.76	(\$36,843.76)	\$0.00	(\$36,843.76)	0.00%
290.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$72,844.92)	\$72,844.92	\$0.00	\$72,844.92	0.00%
290.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$21,453.85	\$156,220.22	(\$156,220.22)	\$89,758.97	(\$245,979.19)	0.00%
	FUND: MEDICAID REIMB - 290	\$0.00	\$21,453.85	\$120,219.06	(\$120,219.06)	\$89,758.97	(\$209,978.03)	0.00%
308.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$299,304.18	\$299,304.18	(\$299,304.18)	\$2,684,929.38	(\$2,984,233.56)	0.00%
	FUND: EPA CLEAN BUSES GRANT - 308	\$0.00	\$299,304.18	\$299,304.18	(\$299,304.18)	\$2,684,929.38	(\$2,984,233.56)	0.00%
310.000.0000.6000.000.000.0000	EXPENDITURES	\$8,690.00	\$6,946.00	\$6,946.00	\$1,744.00	\$0.00	\$1,744.00	20.07%
	FUND: AZ NURSES WORKFORCE GRANT - 310	\$8,690.00	\$6,946.00	\$6,946.00	\$1,744.00	\$0.00	\$1,744.00	20.07%
320.000.0000.6000.000.000.0000	EXPENDITURES	\$276,000.00	\$0.00	\$512.34	\$275,487.66	\$470.50	\$275,017.16	99.64%
	FUND: PRESCHOOL DEVELOPMENT GRANT - 320	\$276,000.00	\$0.00	\$512.34	\$275,487.66	\$470.50	\$275,017.16	99.64%
321.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$68,453.60)	(\$681,837.46)	\$681,837.46	\$0.00	\$681,837.46	0.00%
321.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$30,919.74	\$680,994.08	(\$680,994.08)	\$153,272.11	(\$834,266.19)	0.00%
	FUND: AZ PRIME grant - 321	\$0.00	(\$37,533.86)	(\$843.38)	\$843.38	\$153,272.11	(\$152,428.73)	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	\$182.53	\$148,356.65	(\$148,356.65)	\$2,511.66	(\$150,868.31)	0.00%
	FUND: HQEL - 333	\$0.00	\$182.53	\$148,356.65	(\$148,356.65)	\$2,511.66	(\$150,868.31)	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%
346.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$1,999,753.58)	\$1,999,753.58	\$0.00	\$1,999,753.58	0.00%
346.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$486,334.50	(\$486,334.50)	\$0.00	(\$486,334.50)	0.00%
	FUND: ESSER ROUND III - 346	\$0.00	\$0.00	(\$1,513,419.08)	\$1,513,419.08	\$0.00	\$1,513,419.08	0.00%

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
364.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$112,460.11)	(\$279,770.19)	\$279,770.19	\$0.00	\$279,770.19	0.00%
364.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$114,096.91	\$278,906.99	(\$278,906.99)	\$304,932.08	(\$583,839.07)	0.00%
	FUND: FED ED INNOVATION RESEARCH GRANT - 364	\$0.00	\$1,636.80	(\$863.20)	\$863.20	\$304,932.08	(\$304,068.88)	0.00%
383.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$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 283) - 383	\$74,142.66	\$0.00	(\$25,927.69)	\$100,070.35	\$0.00	\$100,070.35	134.97%
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	\$0.00	(\$4,391.43)	\$4,391.43	\$0.00	\$4,391.43	0.00%
457.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$19,940.86	\$147,390.26	(\$147,390.26)	\$99,957.74	(\$247,348.00)	0.00%
	FUND: RESULTS BASED FUNDING - 457	\$0.00	\$19,940.86	\$142,998.83	(\$142,998.83)	\$99,957.74	(\$242,956.57)	0.00%
465.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$7,189.30)	\$7,189.30	\$0.00	\$7,189.30	0.00%
465.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$175,911.25	(\$175,911.25)	\$0.00	(\$175,911.25)	0.00%
	FUND: AZ TRANSPORTATION MODERNIZATION GRANT - 465	\$0.00	\$0.00	\$168,721.95	(\$168,721.95)	\$0.00	(\$168,721.95)	0.00%
472.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$7,063.31)	\$7,063.31	\$0.00	\$7,063.31	0.00%
472.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$75,735.91)	\$75,735.91	\$0.00	\$75,735.91	0.00%
472.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$18,587.23	\$121,047.79	(\$121,047.79)	\$77,143.16	(\$198,190.95)	0.00%
	FUND: EARLY LITERACY GRANT - 472	\$0.00	\$18,587.23	\$38,248.57	(\$38,248.57)	\$77,143.16	(\$115,391.73)	0.00%
473.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$68,951.89)	\$68,951.89	\$0.00	\$68,951.89	0.00%
473.000.0000.6000.000.000.0000	EXPENDITURES	\$185,820.00	\$14,429.38	\$105,018.40	\$80,801.60	\$76,896.21	\$3,905.39	2.10%
	FUND: FOUNDATIONAL LITERACY GRANT - 473	\$185,820.00	\$14,429.38	\$36,066.51	\$149,753.49	\$76,896.21	\$72,857.28	39.21%
475.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$42,942.14)	\$42,942.14	\$0.00	\$42,942.14	0.00%
475.000.0000.6000.000.000.0000	EXPENDITURES	\$45,000.00	\$4,808.90	\$30,866.51	\$14,133.49	\$14,996.42	(\$862.93)	-1.92%
	FUND: OIE RISE GRANT - 475	\$45,000.00	\$4,808.90	(\$12,075.63)	\$57,075.63	\$14,996.42	\$42,079.21	93.51%
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	\$0.00	(\$412,275.65)	\$412,275.65	\$0.00	\$412,275.65	0.00%
480.000.0000.6000.000.000.0000	EXPENDITURES	\$407,053.00	\$34,532.93	\$250,034.30	\$157,018.70	\$155,645.23	\$1,373.47	0.34%
	FUND: SAFE SCHOOLS - 480	\$407,053.00	\$34,532.93	(\$162,241.35)	\$569,294.35	\$155,645.23	\$413,649.12	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	(\$1,339.00)	(\$44,435.21)	\$44,435.21	\$0.00	\$44,435.21	0.00%
500.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	\$0.00	(\$129.80)	\$129.80	\$0.00	\$129.80	0.00%

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Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
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	(\$1,339.00)	(\$44,565.01)	\$539,565.01	\$0.00	\$539,565.01	109.00%
502.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$1,383.83)	\$1,383.83	\$0.00	\$1,383.83	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	\$0.00	(\$1,383.83)	\$81,383.83	\$0.00	\$81,383.83	101.73%
510.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$2,942.07)	(\$41,913.59)	\$41,913.59	\$0.00	\$41,913.59	0.00%
510.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$235,916.67)	(\$1,396,874.00)	\$1,396,874.00	\$0.00	\$1,396,874.00	0.00%
510.000.0000.6000.000.000.0000	EXPENDITURES	\$2,750,000.00	\$198,819.39	\$1,399,536.34	\$1,350,463.66	\$645,968.80	\$704,494.86	25.62%
	FUND: FOOD SERVICE - 510	\$2,750,000.00	(\$40,039.35)	(\$39,251.25)	\$2,789,251.25	\$645,968.80	\$2,143,282.45	77.94%
515.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$5,898.75)	(\$57,517.48)	\$57,517.48	\$0.00	\$57,517.48	0.00%
515.000.0000.6000.000.000.0000	EXPENDITURES	\$120,000.00	\$10,292.90	\$60,406.63	\$59,593.37	\$28,491.14	\$31,102.23	25.92%
	FUND: CIVIC CENTER - 515	\$120,000.00	\$4,394.15	\$2,889.15	\$117,110.85	\$28,491.14	\$88,619.71	73.85%
520.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$385.00)	(\$108,415.09)	\$108,415.09	\$0.00	\$108,415.09	0.00%
520.000.0000.6000.000.000.0000	EXPENDITURES	\$206,393.60	\$46,688.76	\$340,260.91	(\$133,867.31)	\$168,764.13	(\$302,631.44)	-146.63%
	FUND: COMMUNITY SCHOOL - 520	\$206,393.60	\$46,303.76	\$231,845.82	(\$25,452.22)	\$168,764.13	(\$194,216.35)	-94.10%
521.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$3,180.00)	(\$175,736.44)	\$175,736.44	\$0.00	\$175,736.44	0.00%
521.000.0000.6000.000.000.0000	EXPENDITURES	\$235,899.64	\$38,187.17	\$249,428.88	(\$13,529.24)	\$139,400.44	(\$152,929.68)	-64.83%
	FUND: COMMUNITY SCHOOL - MONTESSORI - 521	\$235,899.64	\$35,007.17	\$73,692.44	\$162,207.20	\$139,400.44	\$22,806.76	9.67%
525.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$3,667.65)	(\$5,992.89)	\$5,992.89	\$0.00	\$5,992.89	0.00%
525.000.0000.6000.000.000.0000	EXPENDITURES	\$30,000.00	\$0.00	\$3,244.94	\$26,755.06	\$0.00	\$26,755.06	89.18%
	FUND: AUXILIARY OPERATIONS - 525	\$30,000.00	(\$3,667.65)	(\$2,747.95)	\$32,747.95	\$0.00	\$32,747.95	109.16%
526.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$1,200.00)	(\$26,812.03)	\$26,812.03	\$0.00	\$26,812.03	0.00%
526.000.0000.6000.000.000.0000	EXPENDITURES	\$300,000.00	\$5,400.50	\$7,062.79	\$292,937.21	\$6,281.61	\$286,655.60	95.55%
	FUND: EXTRA CURR TAX FEES CR - 526	\$300,000.00	\$4,200.50	(\$19,749.24)	\$319,749.24	\$6,281.61	\$313,467.63	104.49%
530.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$31,586.10)	(\$73,193.67)	\$73,193.67	\$0.00	\$73,193.67	0.00%
530.000.0000.6000.000.000.0000	EXPENDITURES	\$250,000.00	\$8,144.34	\$64,869.58	\$185,130.42	\$95,347.68	\$89,782.74	35.91%
	FUND: GIFTS AND DONATIONS - 530	\$250,000.00	(\$23,441.76)	(\$8,324.09)	\$258,324.09	\$95,347.68	\$162,976.41	65.19%
540.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$72.00)	(\$568.22)	\$568.22	\$0.00	\$568.22	0.00%
540.000.0000.6000.000.000.0000	EXPENDITURES	\$10,500.00	\$44.00	\$520.00	\$9,980.00	\$1,930.00	\$8,050.00	76.67%
	FUND: FINGERPRINT - 540	\$10,500.00	(\$28.00)	(\$48.22)	\$10,548.22	\$1,930.00	\$8,618.22	82.08%
550.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$551.99)	\$551.99	\$0.00	\$551.99	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	\$0.00	(\$551.99)	\$31,051.99	\$0.00	\$31,051.99	101.81%
555.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$309.20)	\$309.20	\$0.00	\$309.20	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	\$0.00	(\$309.20)	\$16,809.20	\$0.00	\$16,809.20	101.87%
565.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$0.46)	\$0.46	\$0.00	\$0.46	0.00%
	FUND: LITIGATION RECOVERY - 565	\$0.00	\$0.00	(\$0.46)	\$0.46	\$0.00	\$0.46	0.00%
570.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$15,656.01)	\$15,656.01	\$0.00	\$15,656.01	0.00%

Osborn School District

Board Exp & Revenue Report

From Date: 2/1/2025

To Date: 2/28/2025

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
570.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	\$0.00	(\$18,203.81)	\$18,203.81	\$0.00	\$18,203.81	0.00%
570.000.0000.6000.000.000.0000	EXPENDITURES	\$560,000.00	\$28,055.79	\$203,137.84	\$356,862.16	\$278,217.54	\$78,644.62	14.04%
	FUND: INDIRECT COSTS - 570	\$560,000.00	\$28,055.79	\$169,278.02	\$390,721.98	\$278,217.54	\$112,504.44	20.09%
575.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$438.38)	\$438.38	\$0.00	\$438.38	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	\$0.00	(\$438.38)	\$30,438.38	\$0.00	\$30,438.38	101.46%
585.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$133.01)	\$133.01	\$0.00	\$133.01	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	\$0.00	(\$133.01)	\$3,133.01	\$0.00	\$3,133.01	104.43%
610.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$51,124.35)	(\$1,037,489.34)	\$1,037,489.34	\$0.00	\$1,037,489.34	0.00%
610.000.0000.2000.000.000.0000	Undesignated	\$0.00	(\$1.28)	\$5,273.12	(\$5,273.12)	\$0.00	(\$5,273.12)	0.00%
610.000.0000.6000.000.000.0000	EXPENDITURES	\$6,275,445.00	\$7,081.03	\$779,697.05	\$5,495,747.95	\$54,045.25	\$5,441,702.70	86.71%
	FUND: UNRESTRICT CAPITAL OUTLAY - 610	\$6,275,445.00	(\$44,044.60)	(\$252,519.17)	\$6,527,964.17	\$54,045.25	\$6,473,918.92	103.16%
630.000.0000.6000.000.000.0000	EXPENDITURES	\$30,000,000.00	\$61,196.13	\$1,050,715.84	\$28,949,284.16	\$2,630,593.62	\$26,318,690.54	87.73%
	FUND: BOND BUILDING - 630	\$30,000,000.00	\$61,196.13	\$1,050,715.84	\$28,949,284.16	\$2,630,593.62	\$26,318,690.54	87.73%
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	(\$267,728.73)	(\$3,974,846.04)	\$3,974,846.04	\$0.00	\$3,974,846.04	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	(\$267,728.73)	(\$3,973,846.04)	\$11,796,659.04	\$0.00	\$11,796,659.04	150.80%
850.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$2,431.03)	(\$3,587.62)	\$3,587.62	\$0.00	\$3,587.62	0.00%
850.000.0000.6000.000.000.0000	EXPENDITURES	\$30,500.00	\$0.00	\$648.00	\$29,852.00	\$7,945.92	\$21,906.08	71.82%
	FUND: STUDENT ACTIVITIES - 850	\$30,500.00	(\$2,431.03)	(\$2,939.62)	\$33,439.62	\$7,945.92	\$25,493.70	83.59%
855.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$308,688.19)	(\$1,690,860.63)	\$1,690,860.63	\$1,820.00	\$1,689,040.63	0.00%
855.000.0000.6000.000.000.0000	EXPENDITURES	\$2,500,000.00	\$199,049.37	\$1,661,582.36	\$838,417.64	\$1,046,117.52	(\$207,699.88)	-8.31%
	FUND: EMPL INSUR PGM WITHHOLDNG - 855	\$2,500,000.00	(\$109,638.82)	(\$29,278.27)	\$2,529,278.27	\$1,047,937.52	\$1,481,340.75	59.25%
Grand Total:		\$92,908,240.69	\$818,706.16	(\$6,393,180.24)	\$99,301,420.93	\$17,846,004.49	\$81,455,416.44	87.67%

End of Report

OSBORN SCHOOL DISTRICT NO. 8

March 18, 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 February 1 through February 28, 2025.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT No. 8
Statement of Revenues and Expenditures
For Student Activities Fund
Activity from February 1, 2025 to February 28, 2025

<u>School</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenditures</u>	<u>Ending Balance</u>
Clarendon	4,134.16	700.05		4,834.21
OMS	12,201.70			12,201.70
Solano	10,136.15			10,136.15
Longview	13,339.67			13,339.67
	<u>\$ 39,811.68</u>	<u>\$ 700.05</u>	<u>\$ -</u>	<u>40,511.73</u>

OSBORN SCHOOL DISTRICT NO. 8
March 18, 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 –
See attached

Legal

Financial

Governing Board Goals

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

Recommendation

Recommend approval of disposal of equipment as listed.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT #8

REQUEST FOR AUTHORIZATION TO DISPOSE OF EQUIPMENT

SCHOOL District Wide DATE 12-4-24

DEPARTMENT Child Nutrition

EQUIPMENT:

ASSET # _____

DESCRIPTION See Attached

SERIAL # _____

REASON FOR DISPOSITION Broken/Not repairable

SIGNATURE  DATE 12-5-24
PRINCIPAL/DEPT. HEAD

MAINTENANCE

PICKED UP BY _____ DATE _____

BUSINESS OFFICE

DATE ACQUIRED _____

RECORDED VALUE _____

PRESENT ESTIMATED VALUE _____

DATE OF BOARD APPROVAL _____

SIGNATURE TO AUTHORIZE DISPOSAL _____
BUSINESS MANAGER

Description	Asset Number	Serial Number
Warming Unit	93012261	JAE-J72941-1717
Warming Unit	93012259	KAE-J73482-154
Milk Cooler	93012934	1-4667911
Milk Cooler	94000420	7235170
Proofing Cabinet	912680	EJD-K7111B
Proofing Cabinet	94000429	10116
Reach in Refrigerator	93012466	1-4100696
Reach in Refrigerator	93012478	1-4100700
Reach in Refrigerator	93012784	6763682

Request For Disposal Form

School: Encanto

Date: 2/27/24

Department: 3rd Grade Book Room

Reason For Disposal: Outdated and damaged student books

Disposal Description: Books in Receiving

Signature: *Kimberly Fernandez*

Fixed Asset Items (Over \$1000)

Asset #:

Description:

Serial #:

Recorded Value:

Present Value:

Board Approval:

Signature:

Asset #:

Description:

Serial #:

**Recorded
Value:**

Present Value:

**Board
Approval:**

Signature:

--

Share this form with:

Lisa Nye lnye@osbornsd.org, Sam Garcia ssgarcia@osbornsd.org,

List of Items to Dispose:

(25) Time for Kids Almanac 2014 \$1 each
(25) James and the Giant Peach \$1 each
(1) Teaching for Comprehending & Fluency, Fountas & Pinnell \$1
(1) Guided Reading, Fountas & Pinnell \$1
(1) The Continuum of Literacy Learning, Fountas & Pinnell \$1
(1) Guided Reading & Writers, Fountas & Pinnell \$1

OSBORN SCHOOL DISTRICT NO. 8

March 18, 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

Revised job description for Preschool Coordinator

For Board: Action Discussion Information

Background –

Osborn School District is committed to supporting all aspects of our student programs, including our youngest learners. The Preschool Coordinator position has existed in the district for the last several years. A revision of the job description is requested in order to provide the flexibility to highly experienced candidates that may not necessarily be certified according to the Arizona Dept. of Education. Requiring certification may unintentionally exclude highly qualified individuals who have extensive experience and skills but lack a specific credential. By focusing on demonstrated competency rather than certification alone, we can:

- *Attract a wider range of candidates, including those with extensive hands-on experience.*
- *Increase hiring flexibility, especially in areas where certified professionals may be in short supply.*
- *Support a diverse workforce by recognizing non-traditional career paths in early childhood education.*

Financial

The position will be funded through grant funds from a prior award through AZ Department of Education

Governing Board Goals

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

Recommendation

It is recommended the Board approve the revised job description for the Preschool Coordinator

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT

Job Title: Preschool Coordinator

Salary Grade: Non-Certified Instructor or Certified Teacher

FLSA: Exempt

SUMMARY: Support and coordination of Community and Developmental preschool programs to support effective instructional practices and compliance with all requirements associated with ADE, DES, Quality First, DHS and overall program excellence. This is a grant funded position that is contingent upon availability of funding (HQEL).

ESSENTIAL DUTIES AND RESPONSIBILITIES: This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed. In other cases, related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions of the position.

Support and coach the staff in the Community Preschool and Developmental Delay Programs by ensuring:

- Program curriculum is being implemented with fidelity
- All aspects of Quality First (ECERS) and ECQUIP are being followed/implemented
- Compliance with all licensure requirements for the Community Preschool
- Compliance with Department of Economic Security and Department of Health and Safety
- Student assessments are conducted in accordance with ADE, Quality First and program expectations
- Professional development is provided for staff
- Participation in opportunities for continued education through trainings/conferences
- Ongoing communication with families through meetings, events, newsletters
- Ordering of appropriate materials is completed
- Ongoing mentoring, coaching and modeling is happening
- IEP meeting attendance, as needed
- Recruitment and induction of new staff
- Marketing the programs

Knowledge of:

- Early childhood education issues, policies and practices including Arizona Child Care Licensing, AZ Early Learning Standards
- Environment Rating Scale (ECERS) and Quality First
- Teaching Strategies GOLD system and objectives
- Effective communication verbally and in writing
- Preschool curriculum and assessment
- Special education and/or willingness to learn

EDUCATION and/or EXPERIENCE:

- Minimum of Associate's degree in Early Childhood
- Minimum of three years experience in Early Childhood
- Preferred: Bachelor's degree and Certification in Early Childhood

ADDITIONAL REQUIREMENTS:

- CPR/First Aid Certification
- Arizona IVP Fingerprint Card
- Tdap/MMR immunization Certificate
- TB Screening
- Bi-lingual/bi-literate skills preferred (English-Spanish)
- Participates in professional development trainings

OSBORN SCHOOL DISTRICT NO. 8
March 18, 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 Job Description for Montessori TOSA

For Board: Action Discussion Information

Background –

The Montessori TOSA will be responsible for handling the day to day operations of Montecito.

Legal

Financial

Funded from M & O

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 Job Description for Montessori TOSA.

Moved _____ Seconded _____ P/F

Montessori Teacher on Special Assignment Job Description

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Support parent engagement (Dojo, PTO, events, communications, etc)
- Assessment coordinator (FastBridge, AASA, Transparent Classroom, etc)
- Support student recruitment
- Coordinate and maintain staff duty schedules
- Facilitate Child Study team process
- Support program growth and development, including dual language model
- Support staff culture and community
- Complete monthly Board Reports
- Support student attendance monitoring
- Provide student SEL and behavior support
- Conduct classroom evaluations and conferencing for both formal and informal observations
- Leads, coordinates and supports teacher professional development
- Team teach with colleagues, demonstrate model lessons, and develop and help implement Montessori curriculum
- Provide resources and gradual release to assist teachers in continuing to develop efficacy in their position
- Performs all other duties as may be assigned or directed.

MINIMUM QUALIFICATIONS:

The requirements listed below are representative of the knowledge, skills and abilities required to satisfactorily perform the essential duties and responsibilities.

- Demonstrates knowledge of state and national standards, Montessori pedagogy and curriculum, district curriculum and instructional materials and assessments
- Demonstrates knowledge of interpreting data and assessments to make instructional decisions
- Evidence of use of data to drive instruction
- Supports school and district mission and vision
- Utilizes effective verbal and written communication skills
- Demonstrates flexibility, dependability, organization and collaboration
- Establishes rapport with peers and parents
- Demonstrates lifelong learning
- Seeks opportunities to demonstrate leadership
- Evidence of problem solving ability
- Resourceful and adaptable

EDUCATION and/or EXPERIENCE:

- Bachelor of Arts Degree
- Valid Arizona Teaching Certificate
- Montessori Certification (Preferred)

TERMS OF EMPLOYMENT:

Maintains valid certifications, fingerprint card and highly qualified status. Observes teacher calendar and all Osborn School District policies. Base salary determined at time of hire and evaluated yearly according to approved Governing Board ranges and approved professional growth.

EVALUATION

Performance evaluated by building principal and/or other approved qualified evaluators.

OSBORN SCHOOL DISTRICT NO. 8

March 18, 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 March 18, 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
March 18, 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- none this month

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

March 18, 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: 3/3/2025

Re: February 2025 Events



Staff Highlights

AASA Preparation

- It is testing season! Teachers have been going through the mandatory state assessment training and getting their rooms ready for the state standardized tests.
- Teachers have been continuing to use our WIN (What I Need) time to strategically provide intervention and enrichment for students to ensure success on AASA.



NIET National Conference 2025

- Clarendon's leadership team (i.e., principal, Master Teachers, and Mentor Teachers) presented at the NIET National Conference in Washington D.C.
- The team presented a Bubble Session, which meant we facilitated a leadership team meeting for a crowd of over 200 people and the moderators would "step out" to highlight best practices that other school leaders could incorporate into their own leadership team meetings.
- Clarendon's TLT was able to hop into other sessions and had deep discussion around what could be incorporated on our school campus.



Student Highlights

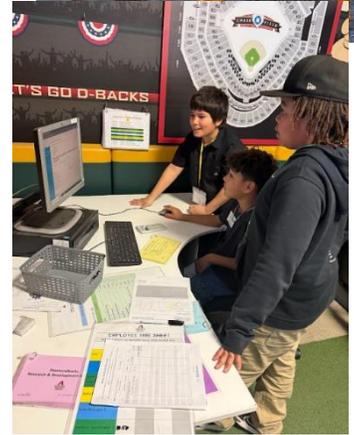
4th Grade Water Day

- All of our 4th grade Cougars were joined by Solano and Longview for the district-wide 4th grade Water Festival hosted by Project WET and University of Arizona.
- Arizona Water Festivals (AWF) instill a deeper understanding of water in the earth systems and Arizona's water resources through a 4th grade curriculum unit driven by exploration and inquiry.
- The program includes:
 - teacher professional development
 - 10 lesson plans that activate learning
 - a festival event with water professionals and community volunteers engaging students in activities on groundwater, watersheds, the water cycle and water conservation technology.



JA Biztown

- All of our 5th grade Cougars went to a field trip to JA Biztown in Tempe on January 30. JA BizTown®, is an engaging, hands-on program that introduces 4th, 5th, and 6th graders to economic concepts, workplace skills, and personal and business finances in a student-sized town built just for them.
- Students first take part in a series of classroom lessons where they learn about working in and being consumers in today's world. They work together to create business plans, calculate operating costs, design a marketing campaign, apply for jobs, vote for city officials, and explore careers.
- Then, they put their skills to work by becoming employees for a day at JA BizTown, an on-site learning facility that features more than 40 different businesses and industries.
- During their time at JA BizTown, students operate a simulated economy and take on the challenge of running businesses. They get hands-on experience as both employees and consumers, paying rent, taxes and utilities, buying advertising from the radio station, conducting TV interviews, purchasing insurance, depositing paychecks and buying other business' products, handling customer service, and more.



Partnership Highlight

Traveling Cup

- Teachers were able to keep their energies high on Valentine's Day with an OSDEF-sponsored coffee haul through Traveling Cup.
- All were grateful for the generous gift from OSDEF!

Encanto Board Report

To: Osborn School District Governing Board

Date: 03/02/2025

Re: March School Highlights



Staff Highlights

Professional Development-

Encanto has been diligently working on our Try Me Lessons—concise learning snippets that teachers can immediately implement in their classrooms after training. Providing our educators with proven, high-quality resources designed by our Master Teachers is essential.

Our Behavior Innovation Team consists of teachers dedicated to moving Encanto forward in supporting students with a multidisciplinary approach. Recently, this team conducted a Professional Development to support teachers in classroom management takeaways.



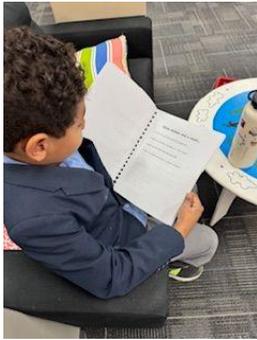
Popsicles on the Playground Playdate-

Our staff is ecstatic about the new playground! To celebrate this milestone, we had a Popsicles on the Playground Playdate. Staff members came out to play on our new playground and enjoy each other's company with popsicles.



Student Highlights

Our Roadrunners had an action-packed February! From Planting Day and Breakfast with a Loved One to the Valentine's Dance and 21st Century Presentations, our students were engaged in exciting activities all month long. We also enjoyed Blue Watermelon Cooking Lessons, the RISE and Student Council Party, and celebrated the grand opening of our new playground! And that's just a glimpse of all the amazing happenings on campus. Keep soaring, Roadrunners!



Partnership Highlights



Encanto kicked off our community outreach with our quarterly Cafecito, a welcoming gathering where parents enjoy coffee and danishes while engaging in informative presentations. This quarter, the focus was on our curriculum programs at Encanto. Abby Potter-Davis, Chief Officer for Learning and Equity, along with our Master Teachers, Amanda Merrill and Maria Garcia, shared valuable strategies to support student learning at home.



On Saturday, March 1, 2025, the Encanto Site Council went to Park Lee Community Apartments for a Community Outreach Event. Staff engaged with members of the community to bring resources to our families. This included information about the importance of attendance, which is a goal for the Encanto Site Council.

Longview Board Report

To: Osborn School District Governing Board

Date: 3/3/25

Re: March 2025 Events



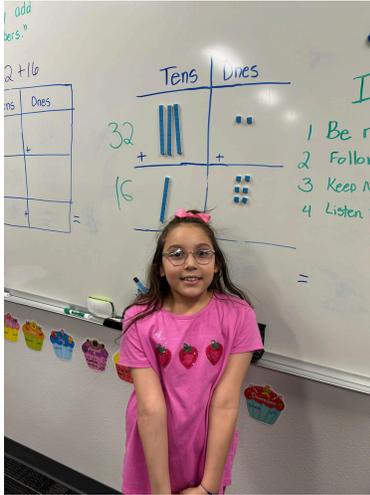
Staff Highlights

It is time to celebrate our extraordinary Psychologist Alexis Smith! Alexis has built and sustained strong relationships with the staff, students, and families here at Longview (and other sites in the Osborn District). Alexis advocates for our children and ensures that EVERY child feels loved, welcomed, safe, respected, and appropriately supported both academically and social emotionally. Alexis is truly ONE OF A KIND and we are blessed to have her on the Longview team!!!



Student Highlights

Our students are working so diligently on their mathematics both in their general education class and in Ms. Thompson's resource room!!! I would like to introduce you to Cattleya! She works so very hard and during this observation she was the "teacher" modeling her knowledge for her peers!!! Way to show off Cattleya!!!



Partnership and family connections Highlights

We would like to thank Gabriel's Angels for all of their support in providing our students the emotional support of Sandy and the love of reading with Mr. Alan! This partnership brings all of us such great joy as we see the students walking with, reading to, and snuggling up with Sandy and her always wagging tail!!!!



OMS March Board Report

To: Osborn School District Governing Board

Date: 3/3/2025

Re: February 2025 Events



Staff Highlights

-Professional Development for February focused on the following topics:

February 5 - Session #1 of Differentiated Professional Development with four options: student to student interaction with a focus on turn and talks at the intermediate and advanced levels, classroom management with a focus on Conscious Discipline and an independent study group.

February 12- Session #2 of Differentiated Professional Development

February 19-Session #3 of Differentiated Professional Development

February 26-Preparation for Family/Teacher Conferences

As teachers work through their sessions, they are working on their Individualized Growth Plans and receiving feedback on their progress.

Student Highlights

-Our English Learners took the AZELLA test February 10th through the 13th. Our students have worked so hard this year on their language skills and we are proud of the effort they gave during the AZELLA assessment! We had great attendance with only one student having to complete a make up test! A huge thank you to Mrs. Wharton for creating a strong partnership with our English Learners and their families by hosting an AZELLA Kickoff Meeting on Thursday, February 6th.



-The spring sports season has started. We are hosting tryouts for our co-ed baseball team and our season will start on Tuesday, March 18th!

-We began our 3rd cycle of 21st CCLC after school clubs and are on track to meet our attendance goal of 100 students attending for at least 30 days. A huge shout out to our site coordinators:

Tatiana Torres and Erin Tikovitsch and to Romina Salgado, our district coordinator.

Student, Staff and Community Highlights

-We are incredibly proud to have earned the A+ School of Excellence distinction from the Arizona Educational Foundation! This achievement reflects the dedication of our students, staff, district staff, families, community partners and Osborn Governing Board—each a valued member of the Firehawk Family and the driving force behind our school's success!



Solano Board Report

To: Osborn School District Governing Board

Date: 3/4/2025

Re: February 2025 Highlights



Staff Highlights

- Thank you Alexis Aguirre and the Solano leadership team for supporting AZELLA testing. It was smooth sailing, and our students gave 100% +.
- Solano is preparing for AASA and the first round of training is completed. Teachers have identified students for proficiency and growth and targeted pull-out small groups started last week. Ms. Ruth Ruiz is supporting 5th and 6th. Ms. Yasmin Dine is supporting 4th grade. Ms. Breanna Meza is supporting 3rd grade. Ms. Maria Guerrero and Ms. Martha Corral is supporting our EL students.

Student Highlights

- Our Student Council Family Sweetheart Dance was amazing!! Thank you to our student council and Ms. Guillermina Valles, student council leader, for bringing your vision to life. It was beautiful and families are still talking about it. You set the bar high for the next event.
- The Preschool/Kindergarten Open House brought a steady flow of families to visit our amazing preschool and kindergarten programs.
- We have 31 students who are currently receiving support from our social worker, Deimy Flores, through small groups and individual sessions. 68% of our students receiving services were identified through our behavior support systems. 32% of students receiving services were identified through our tiger support team and parent communication efforts.

Partnership Highlights

- Thank you to Southwest Headstart and the YMCA for joining us for our Preschool/Kindergarten Open House.
- Valle Del Sol is returning to Solano to support the diverse needs of our students. Our goal is to have 10 families fully registered by the end of April. Ms. Deimy Flores, our social worker, is working with Valle and our families to ensure we meet our goal.

Upcoming Events

- Family Reading Picnic March 7th during grade level recess/lunch periods.



TO: Governing Board

FROM: Diana Vargas

DATE: March 18, 2025

RE: Business Services update

Accounts Payable

- Business Services processed **395** invoices in the month of February
- February Vendor Payments totaling **\$1,175,699.19**

Payroll

- February Staff Compensation totaling **\$2,126,516.02**
- Total employees – **376**

Purchasing

- Business Services processed **70** purchase orders in the month of February
- February Vendor Procurements totaling **\$863,243.30**

Revenues

- February direct cash /check Revenues totaling **\$556,141.38**
- February County Treasurer Revenues totaling **\$2,688,555.98**
- Total February venues **\$2,484,765.12**

Upcoming Projects/ Items:

- AASBO Spring Conference attendance April 2-4, 2025



OSBORN SCHOOL DISTRICT #8

1226 W Osborn Rd Phoenix, AZ 85013

Phone: (602) 707-2000 Fax: (602) 707-2040

www.osbornschools.org

March 18, 2025

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

Professional Development and Representation

The Human Resources Department was actively engaged in multiple professional learning opportunities and events this past month. Notably, the HR Director attended The Trust Risk Management Summit on February 27, 2025. During this summit, she participated in a mock trial and engaged in learning strategies aimed at mitigating risk within HR departmental tasks and responsibilities. This training also included updates on Title IX regulatory changes, equipping the department with the necessary knowledge to ensure compliance and best practices within the district.

Additionally, on the same day, the HR Director represented Osborn School District at the Teach for America Celebration, further strengthening the district's presence in educational leadership and networking with key partners. Earlier in the month, the Osborn District was also represented at the ASPAA (Arizona School Personnel Administrators Association) fundraiser held on February 19, 2025, underscoring our commitment to the advancement of school personnel administration.

Professional Learning and Development

The HR Department remained committed to ongoing professional development throughout February. Key trainings attended included:

- ASPAA Personnel Academy (February 12, 19, and 26, 2025)
- ASPAA's Monthly Lunch and Learn (February 20, 2025)
- Title IX Regulation Updates presented by Udall Shumway (February 4, 2025)
- Executive Order Impact on Schools presented by Gust Rosenfeld (February 4, 2025)
- Human Resources Central Region Check-in with ASPAA (February 20th, 2025)
- Kairos Board Meeting (February 12, 2025)
- The Trust's "Top 10 HR Mistakes to Avoid" Training (February 18, 2025)
- Changes to Unemployment Insurance presented by The Trust (February 28, 2025)

CLARENDON
Elementary School
4th - 6th Grade
1225 W Clarendon Rd
Phoenix, AZ 85013
(602) 707-2200

ENCANTO
Elementary School
PreK - 3rd Grade
1420 W Osborn Rd
Phoenix, AZ 85013
(602) 707-2300

LONGVIEW
Elementary School
PreK - 6th Grade
1209 E Indian School Rd
Phoenix, AZ 85014
(602) 707-2700

MONTECITO
Community School
PreK - 3rd Grade
715 E Montecito Ave
Phoenix, AZ 85014
(602) 707-2500

OSBORN
Middle School
7th-8th Grade
1102 W Highland Ave
Phoenix, AZ 85013
(602) 707-2400

SOLANO
Elementary School
PreK - 6th Grade
1526 W Missouri Ave
Phoenix, AZ 85015
(602) 707-2600



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Recruitment

As we continue our recruitment efforts for the 2025-2026 school year, we are actively participating in local and national job fairs. Recent efforts included attendance at the Phoenix College hiring event. Looking ahead, we plan to host a classified job fair later this spring. Once contract returns are finalized, we will determine our certified staff needs and refine our recruitment strategies accordingly.

2024-2025 Staffing Update

As of March 1, 2025, districtwide staffing needs include only 8 available positions. We continue to source candidates through PowerSchool and Indeed while working closely with site administrators to fill these vacancies. Additionally, our outreach has expanded to include specialized professional networks to attract candidates with unique and in-demand skill sets.

2025-2026 Staffing Update

Positions for the 2025-2026 school year have been posted since February 2025. We are working diligently to ensure that all classrooms in Osborn School District are staffed by the first day of the school year. This effort includes participating in local job fairs and hiring events, as well as leveraging partnerships with organizations such as the Northern Arizona University Arizona Teacher Residency Program (AZTR) to attract top-tier talent to our district openings. Beyond this we will be rolling out new initiatives to our staff for them to have additional benefit options such as the Annual Leave Payout, Paid Parental Leave and Return to Work Policy (upon board approval and identification of sustainable funding sources). We strongly believe that these new policies will support us in promoting Osborn as the unique district that we are and attracting and retaining the best talent.

Thank you for your time and attention to this report.

Sincerely,

Emerald Woodland
Director of Human Resources
ewoodland@osbornsd.org
602-707-2037

CLARENDON
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4th - 6th Grade
1225 W Clarendon Rd
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Board Meeting Date: March 18, 2025

Focus of Update: 21st Century Community Learning Centers	
Strategic Plan Connection:	Child & Student Success
Update: 	<p>The spring session of 21st Century has started and will end on April 25th. As a district we have served 1632 students of which 374 have made it to the goal of 30 days or more of afterschool programming.</p> <p>Current classes being offered for spring are Literacy and Math clubs, dance clubs including hip hop, zumba, and baile folklorico. We also have STEM, STEAM, Robotics, gardening, and cooking clubs this session. The spring sport is volleyball and we will have a culminating tournament at the end of the spring session.</p>

Focus of Update: Language Acquisition & Bi-Literacy	
Strategic Plan Connection:	Equity
Update:  <p>Imagine Español</p>	<p>Recently, our Spanish Dual Language teachers had the opportunity to participate in professional development provided by Imagine Learning, aimed at enhancing their understanding and use of the online adaptive program. The training was specifically designed to help teachers leverage key reports on student usage, growth, and mastery to better support parent-teacher conferences, grading, and overall student learning in Spanish.</p> <p>Among the essential tools explored were:</p> <ul style="list-style-type: none"> >Benchmark Assessment Report – This report provides a snapshot of student performance at grade level in Spanish, assessed three times a year, helping teachers track academic progress. >Progress Report – A valuable tool that monitors individual student growth in Spanish skills over time, offering insights into how each student develops across multiple years of usage. >Grouping Report – This report helps identify students with common skill gaps, allowing teachers to implement targeted interventions and maximize learning outcomes. <p>We have shared and celebrated the increased student usage of the Imagine Learning program, including engagement over the winter break! Teachers were able to identify which students were leading</p>

Board Meeting Date: March 18, 2025

	<p>the charge in passing lessons and monitor the overall growth of their grade and class. The data reflected the positive impact of the program, which is a testament to our students' excitement and dedication. Looking ahead, we are excited to continue encouraging our students to use this valuable tool both at school and at home!</p>
--	--

Focus of Update: Student Services	
Strategic Plan Connection:	Child & Student Success
Update:	<p>This week prior to Spring Break, parents of students who are affected by the change will be notified of school site changes to their special education specialized programs for the 2025-26 school year. The Governing Board has been hearing about upcoming updates that projects will be happening to improve the physical spaces of some of our specialized classrooms over the summer. This is to ensure easy access to restrooms, enclosed play areas, sensory/mindfulness rooms, equipment for specific student needs.</p> <p>We have seen a lot of growth in our specialized programs over the last year, which means we have had to take a look at the needs of our students and the facilities they have available. Our goal is to build sustainable program locations so that they have room to grow in future years without hindering the needs of the program and student success.</p> <p>Based on these needs, the below programs will be changing locations to a different campus for the next school year. Classroom staff has been offered the opportunity to remain with their classroom or apply to an open position on their current school site. Several staff have expressed excitement about the change because of the consideration of the specific needs for each program. We are also offering assistance to parents that may have other children at that site in changing schools if they would like.</p> <ul style="list-style-type: none"> - STRIVE (Autism) programs are moving from Solano to be split between Encanto & Clarendon - LAAB (Structured SEL) programs are moving from Encanto & Clarendon to Longview - RISE (Cross-category) programs are moving from Encanto & Clarendon to Solano

Board Meeting Date: March 18, 2025

Focus of Update: Teaching & Learning	
Strategic Plan Connection:	Child & Student Success
Update:  i-Ready	<p>Last spring, while reviewing their academic data, the Leadership Team at OMS determined that it was important to use a consistent math curriculum. In years past, OMS math teachers had been using teacher-created materials that aligned to the math standards and came from a variety of curriculum sources. In partnership with Abby Potter-Davis, the team created a list of needs and a corresponding rubric to help narrow down the curriculum options. After trying out several resources, as well as visiting neighboring districts, the team overwhelmingly favored i-Ready Math. The team also elected to pilot the curriculum to ensure that the resource was best fit for their students and teachers. After 7 months of using the resource, OMS is ready to officially adopt i-Ready as their math curriculum. To comply with Board policy and state statute, samples of the i-Ready curriculum will be available for review at the district office starting Friday, March 7 for the required period of 60 days. In addition, we will create a few social media posts with links to review the curriculum so that our community has multiple opportunities to review and provide input.</p>

Focus of Update: Preschool Update	
Strategic Plan Connection:	Parent & Community Partnership
Update:	<p>Our second Community Preschool Newsletter (below) was sent out to families at the end of the third quarter. In addition to the ongoing communication that our teachers have with families, this newsletter serves 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.</p>

Board Meeting Date: March 18, 2025

OSBORN COMMUNITY PRESCHOOL NEWSLETTER

March 2025, Volume 2

Encanto 4s

In Ms. Blanco's class, the students are learning the concept of addition!



Longview

Safety First!
Ms. Rocio's class is having fun while wearing their helmets.



Solano 4s

"Students in Ms. Valles' class celebrating the 100th day of school with a 100 day snack!"



Solano 3s

Ms. Giselle's class "enjoyed valentines day with cookie decorating to end the fun day of all the fun".



Encanto 3s

"During our Animal unit students created their own zoo inside of the block center! They used the blocks to make habitats for the animals and placed the animals inside of them"
-Ms. Lupe



Board Meeting Date: March 18, 2025

Tips to Support Learning at Home

This is a time when so much is happening in your child's brain and development. There are some simple ways you can foster their continued growth at home:

- *Read with your child. Take them to the library or bookstore to continue to nurture their love of reading.*
- *Let your child do simple chores at home to learn responsibility and caring for their environment.*
- *Encourage your child to play with other children to help them learn the value of sharing and friendship.*
- *Help your child develop good language skills by talking with them in complete sentences and using "grown-up" words to help them learn correct words and phrases.*
- *Take your child out to explore to world around them, whether it's a short hike, a new place to discover, or a walk around your neighborhood to just "notice" what's around them.*

Units of Study

Students have just finished the transportation unit and our classes at Encanto celebrated with a transportation parade! Solano's transportation parade will be on March 19th! The next unit of study will be 'Spring and Growing Things'!

Upcoming Holidays

- Spring Break - March 10-14
- Cesar Chavez Day - March 31
- Indigenous People's Day - April 18

Contact Info

QUESTIONS ABOUT PRESCHOOL?

*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

March 2025 - Jamal Dana

1. **E-rate Update:** The governing board approved our vendor selection. We filed our E-rate application and I certified it awaiting our funding approval of **saving the district the amount of \$116,147.30 in the 2025-2026 school year.**
2. **Helpdesk Services:** We had 220 service tickets in the month of February with an average response time of 1.8 hours or the same performance as January. That meets our department goal of keeping our AVG response time below 2 hours. Very proud of our technology team for keeping up the good quality service.
3. **Lobby TV Signage:** The lobby TVs have been installed and activated. Training on how to use them is underway. The 10 TVs will be distributed as the following: 2 at the district office, 2 Longview, 2 Encanto, 1 Montecito, 1 OMS, and 1 Solano.
4. **Phishing Awareness:** The Technology Department is dedicated to send weekly and sometimes more than once a group & individual emails to staff explaining on how to detect the flags in phishing emails and remind them to be more vigilant and not rush in clicking on links. Since it is hard to gather staff (taking their valuable time) in an area to teach them and to explain to them about cybersecurity, we chose to do that via emails instead. The reports are positively showing that it is working and the tips are reaching many users.
5. **Servers:** We are planning on going live with our updated authentication servers this spring break.
6. **Network Power Supplies:** All 40 power supplies district-wide are working properly.
7. **Marquees:** We gave the specs of our current marquees configurations so the bond committee can proceed with inviting marquee vendors soon.
8. **Consolidating Switches:** We are working on reducing the number of old intercom/video surveillance switches on our network by consolidating them into our new switches. This way, we will save money instead of purchasing new ones. Also, this will help us in upgrading the future bond Intercom/ video surveillance system. This operation will take quite some time because I only have one engineer. We plan on getting it done by the end of the summer.
9. **Network Status:** All network hardware and software are functioning properly.

End of Technology Report.

TO: Governing Board
FROM: Sam Garcia
DATE: Mar. 5, 2025
RE: MAINTENANCE / TRANSPORTATION UPDATE

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

District Office:

- Has 2 open work orders and 4 completed for Jan. 31st- Feb.28th.

Solano

- Has 25 open work orders and 35 completed for Jan. 31st- Feb.28th.

OMS

- Has 14 open work orders and 17 completed for Jan. 31st- Feb.28th.

Clarendon

- Has 9 open work orders and 20 completed for Jan. 31st- Feb.28th.

Encanto

- Has 12 open work orders and 18 completed for Jan. 31st- Feb.28th.

Longview

- Has 13 open work orders and 22 completed for Jan. 31st- Feb.28th.

Montecito

- Has 10 open work orders and 13 completed for Jan. 31st- Feb.28th.

Transportation:

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

Perfect Attendance Jan. 2025 - Feb. 2025

Jose Murillo, Lida Gonzalez, Debbie Murillo, Maria Flores, Minerva Norzagaray, Rebeca Flores, Cristina Delgado

Sam Garcia
Director of Maintenance and Transportation

OSBORN SCHOOL DISTRICT NO. 8

March 18, 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 February

For Board: Action Discussion Information

Background –

Following you will find the Suspension Report for February 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

Update and information only

Moved _____ Seconded _____ P/F

Suspensions: February 2025

Date	School	Grade	Violation	Response	Reassigned Days
2/3/2025	Longview Elementary	6	Aggression: Minor Aggressive Act	Out-of-School Suspension	1
2/3/2025	Osborn Middle School	7	Other Violations of School Policies: Defiance or Disrespect	In-School Suspension	1
2/3/2025	Solano Elementary	4	Harassment, Threat and Intimidation	In-School Suspension	2
2/4/2025	Solano Elementary	3	Other Violations of School Policies: Defiance or Disrespect	Out-of-School Suspension	1
2/4/2025	Clarendon Elementary	5	Aggression: Fighting	In-School Suspension	1
2/4/2025	Clarendon Elementary	5	Aggression: Fighting	In-School Suspension	1
2/4/2025	Solano Elementary	4	Other Violations of School Policies: Defiance or Disrespect	Out-of-School Suspension	3
2/4/2025	Solano Elementary	1	Aggression: Assault	Out-of-School Suspension	1
2/5/2025	Osborn Middle School	8	Other Violations of School Policies: Defiance or Disrespect	In-School Suspension	1
2/6/2025	Osborn Middle School	8	Aggression: Fighting	Out-of-School Suspension	5
2/6/2025	Encanto Elementary	KG	Aggression: Minor Aggressive Act	Out-of-School Suspension	1
2/6/2025	Clarendon Elementary	6	Aggression: Minor Aggressive Act	In-School Suspension	1
2/6/2025	Clarendon Elementary	6	Other Violations of School Policies: Defiance or Disrespect	In-School Suspension	1
2/7/2025	Clarendon Elementary	5	Aggression: Verbal Provocation	Out-of-School Suspension	2
2/7/2025	Osborn Middle School	7	Aggression: Assault	Out-of-School Suspension	5
2/7/2025	Clarendon Elementary	5	Aggression: Fighting	Out-of-School Suspension	5
2/10/2025	Osborn Middle School	7	Other Violations of School Policies: Language, Inappropriate	Out-of-School Suspension	3
2/10/2025	Clarendon Elementary	6	Other Violations of School Policies: Defiance or Disrespect	Out-of-School Suspension	2
2/10/2025	Encanto Elementary	KG	Aggression: Minor Aggressive Act	Out-of-School Suspension	1
2/10/2025	Solano Elementary	6	Aggression: Minor Aggressive Act	In-School Suspension	2
2/10/2025	Encanto Elementary	3	Theft: Petty Theft	Out-of-School Suspension	1
2/11/2025	Longview Elementary	3	Other Violations of School Policies Other	Out-of-School Suspension	2
2/12/2025	Solano Elementary	6	Harassment, Threat and Intimidation	In-School Suspension	2
2/12/2025	Osborn Middle School	7	Aggression: Fighting	In-School Suspension	2
2/12/2025	Osborn Middle School	7	Aggression: Fighting	In-School Suspension	2
2/12/2025	Osborn Middle School	8	Other Violations of School Policies: Other	In-School Suspension	1
2/13/2025	Solano Elementary	3	Aggression: Assault	In-School Suspension	1
2/13/2025	Solano Elementary	3	Theft: Theft	In-School Suspension	1
2/13/2025	Solano Elementary	3	Aggression: Assault	In-School Suspension	2
2/13/2025	Solano Elementary	1	Aggression: Assault	In-School Suspension	1
2/18/2025	Osborn Middle School	7	Other Violations of School Policies: Defiance or Disrespect	Out-of-School Suspension	2
2/19/2025	Osborn Middle School	7	Other Violations of School Policies: Language, Inappropriate	In-School Suspension	1
2/20/2025	Osborn Middle School	7	Other Violations of School Policies: Language, Inappropriate	In-School Suspension	1
2/20/2025	Osborn Middle School	7	Other Violations of School Policies: Language, Inappropriate	In-School Suspension	1

2/20/2025	Osborn Middle School	8	Other Violations of School Policies: Language, Inappropriate	In-School Suspension	1
2/21/2025	Osborn Middle School	7	Aggression: Fighting	Out-of-School Suspension	10
2/21/2025	Longview Elementary	2	Other Violations of School Policies: Language, Inappropriate	Out-of-School Suspension	2
2/21/2025	Osborn Middle School	7	Aggression: Fighting	Out-of-School Suspension	10
2/24/2025	Osborn Middle School	7	Other Violations of School Policies: Language, Inappropriate	In-School Suspension	1
2/24/2025	Osborn Middle School	8	Other Violations of School Policies: Defiance or Disrespect	In-School Suspension	1
2/25/2025	Osborn Middle School	7	Aggression: Recklessness	In-School Suspension	1
2/26/2025	Osborn Middle School	8	Alcohol Tobacco and Other Drugs	Out-of-School Suspension	3
2/26/2025	Osborn Middle School	8	Alcohol Tobacco and Other Drugs	In-School Suspension	1
2/26/2025	Solano Elementary	3	Aggression: Fighting	In-School Suspension	1
2/26/2025	Solano Elementary	3	Aggression: Fighting	In-School Suspension	1
2/26/2025	Longview Elementary	3	Aggression: Minor Aggressive Act	Out-of-School Suspension	2
2/26/2025	Longview Elementary	3	Aggression: Minor Aggressive Act	Out-of-School Suspension	2
2/27/2025	Encanto Elementary	KG	Aggression: Minor Aggressive Act	Out-of-School Suspension	1
2/27/2025	Solano Elementary	4	Aggression: Assault	In-School Suspension	1
2/27/2025	Osborn Middle School	7	Other Violations of School Policies	In-School Suspension	1
2/28/2025	Longview Elementary	5	Aggression: Minor Aggressive Act	Out-of-School Suspension	2
2/28/2025	Encanto Elementary	3	Aggression: Other Aggression	In-School Suspension	1
2/28/2025	Solano Elementary	6	Alcohol Tobacco and Other Drugs: Drug Violation	In-School Suspension	4
2/28/2025	Solano Elementary	6	Alcohol Tobacco and Other Drugs: Drug Violation	Out-of-School Suspension	1
2/28/2025	Solano Elementary	6	Alcohol Tobacco and Other Drugs: Drug Violation	Out-of-School Suspension	1

**OSBORN SCHOOL DISTRICT NO. 8
March 18, 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 February

For Board: Action Discussion Information

Background –

School	% Attendance Jan. 24	% Absence	% Attendance Feb. 25	% Absence	% Attendance Mar. 25	% Absence	% Attendance Apr. 25	% Absence	% Attendance May 25	% Absence
Clarendon	87.77%	12.23%	89.19%	10.81%						
Encanto	88.90%	11.10%	88.28%	11.72%						
Longview	90.31%	9.69%	88.25%	11.75%						
OMS	87.06%	12.94%	87.2%	12.8%						
Solano	85.09%	14.10%	87.16%	12.84%						
MCS	93.57%	6.43%	93.22%	6.78%						

School	% Attendance Aug. 24	% Absence	% Attendance Sept. 24	% Absence	% Attendance Oct. 24	% Absence	% Attendance Nov. 24	% Absence	% Attendance Dec. 24	% 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
March 18, 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 February

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



OSBORN SCHOOL DISTRICT #8

1226 W Osborn Rd Phoenix, AZ 85013

Phone: (602) 707-2000 Fax: (602) 707-2040

www.osbornschools.org

Absence Monthly Summary Overview- February 2025

3 Total Absences: 31 ESI Subs: 10 Swing Subs: 15 Total Unfilled: 6 Fill Rate: 80.6%	4 Total Absences: 15 ESI Subs: 8 Swing Subs: 6 Total Unfilled: 1 Fill Rate: 93%	5 Total Absences: 10 ESI Subs: 8 Swing Subs: 2 Total Unfilled: 0 Fill Rate: 100%	6 Total Absences: 16 ESI Subs: 8 Swing Subs: 8 Total Unfilled: 0 Fill Rate: 100%	7 Total Absences: 22 ESI Subs: 10 Swing Subs: 9 Total Unfilled: 3 Fill Rate: 86.3%
10 Total Absences: 24 ESI Subs: 10 Swing Subs: 6 Total Unfilled: 8 Fill Rate: 66%	11 Total Absences: 18 ESI Subs: 7 Swing Subs: 10 Total Unfilled: 1 Fill Rate: 94%	12 Total Absences: 21 ESI Subs: 11 Swing Subs: 10 Total Unfilled: 0 Fill Rate: 100%	13 Total Absences: 20 ESI Subs: 7 Swing Subs: 8 Total Unfilled: 3 Fill Rate: 75%	14 Total Absences: 14 ESI Subs: 6 Swing Subs: 6 Total Unfilled: 2 Fill Rate: 85.7%
HOLIDAY	18 Total Absences: 13 ESI Subs: 6 Swing Subs: 6 Total Unfilled: 1 Fill Rate: 92%	19 Total Absences: 15 ESI Subs: 9 Swing Subs: 4 Total Unfilled: 2 Fill Rate: 86.6%	20 Total Absences: 22 ESI Subs: 9 Swing Subs: 10 Total Unfilled: 3 Fill Rate: 86.3%	21 Total Absences: 23 ESI Subs: 10 Swing Subs: 11 Total Unfilled: 2 Fill Rate: 91.3%
24 Total Absences: 25 ESI Subs: 8 Swing Subs: 12 Total Unfilled: 5 Fill Rate: 80%	25 Total Absences: 21 ESI Subs: 7 Swing Subs: 11 Total Unfilled: 3 Fill Rate: 85.7%	26 Total Absences: 19 ESI Subs: 12 Swing Subs: 7 Total Unfilled: 19 Fill Rate: 100%	27 Total Absences: 23 ESI Subs: 15 Swing Subs: 8 Total Unfilled: 0 Fill Rate: 100%	28 Total Absences: 30 ESI Subs: 13 Swing Subs: 16 Total Unfilled: 1 Fill Rate: 96%

CLARENDON
 Elementary School
 4th - 6th Grade
 1225 W Clarendon Rd
 Phoenix, AZ 85013
 (602) 707-2200

ENCANTO
 Elementary School
 PreK - 3rd Grade
 1420 W Osborn Rd
 Phoenix, AZ 85013
 (602) 707-2300

LONGVIEW
 Elementary School
 PreK - 6th Grade
 1209 E Indian School Rd
 Phoenix, AZ 85014
 (602) 707-2700

MONTECITO
 Community School
 PreK - 3rd Grade
 715 E Montecito Ave
 Phoenix, AZ 85014
 (602) 707-2500

OSBORN
 Middle School
 7th-8th Grade
 1102 W Highland Ave
 Phoenix, AZ 85013
 (602) 707-2400

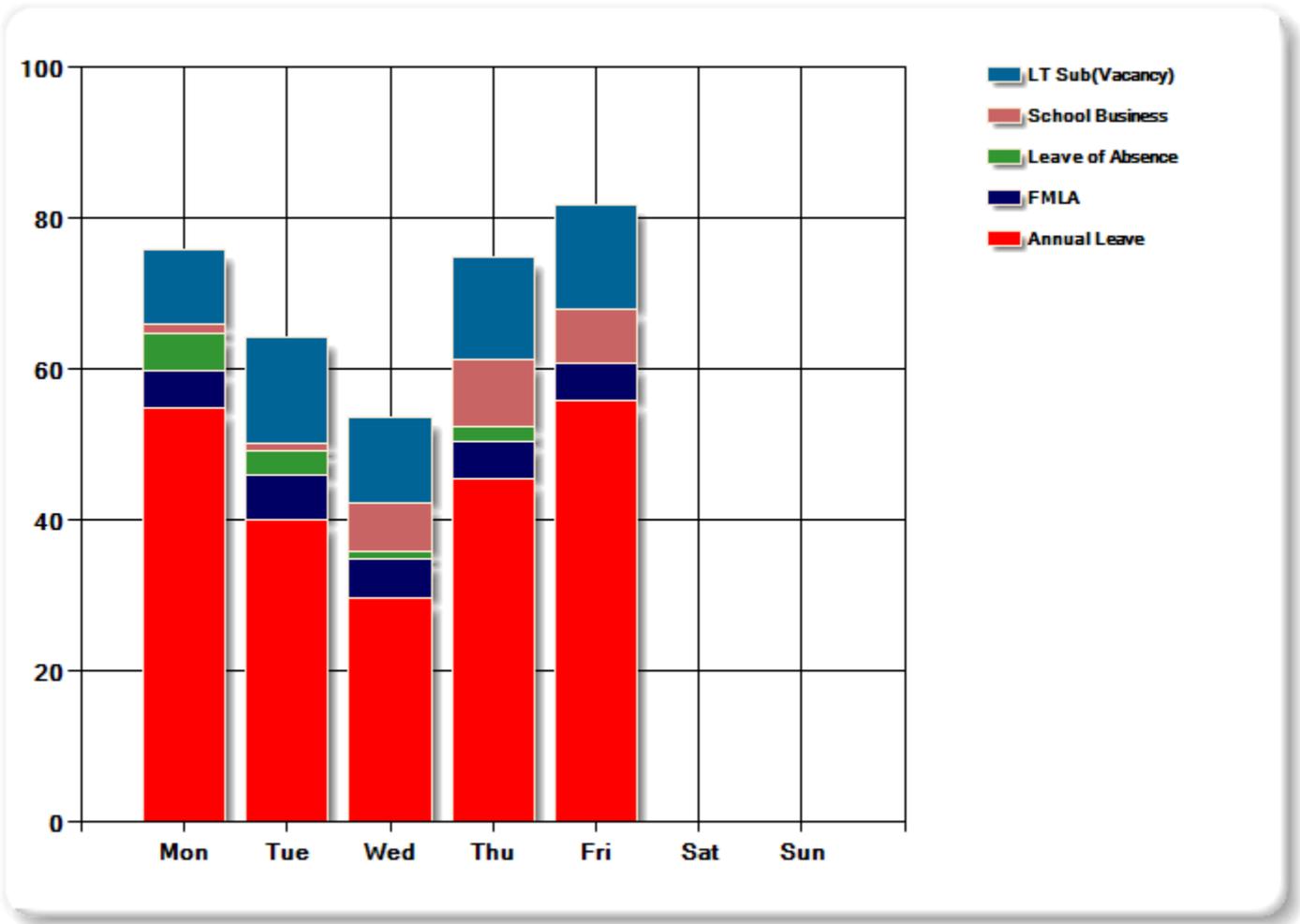
SOLANO
 Elementary School
 PreK - 6th Grade
 1526 W Missouri Ave
 Phoenix, AZ 85015
 (602) 707-2600

Day of Week Absence Analysis

[Return to Report Menu](#)

Start Date: 
End Date: 
Type:
Employee:

School(s):
Employee Types :



Absence Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Annual Leave	54.9	40.1	29.8	45.4	55.9	0	0	226.1
FMLA	5	6	5	5	5	0	0	26
Leave of Absence	5	3	1	2	0	0	0	11
School Business	1	1.1	6.5	9	7	0	0	24.6
Totals	65.9	50.2	42.3	61.4	67.9	0	0	287.7
Vacancy Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
LT Sub(Vacancy)	10	14	11.3	13.4	14	0	0	62.7
Totals	10	14	11.3	13.4	14	0	0	62.7

OSBORN SCHOOL DISTRICT NO. 8

February 20, 2024

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 [X] Discussion [X] Information

Background –

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

Table with 4 columns: School, Enrollment March 2, 2024, Enrollment March 1, 2025, Difference. Rows include Clarendon, Encanto, Longview, Montecito, Osborn Middle, Solano, Special Ed.*, Preschool, SEAS, and Total.

Average Daily Membership

Table with 4 columns: 2023-24 100th day ADM, 2024-25 100th day ADM, Difference. Total row shows 2185.432, 2235.8591, +50.4271.

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

March 18, 2025

Board Meeting

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

Agenda Item Number – VII-F

Agenda Item

Budget Committee Update

For Board: Action Discussion Information

Background –

The Budget Committee met on February 12th & 26th to review the FY26 revenue projections, staffing allocation and employee benefit offerings.

The attached projection for FY26 revenues is built using the current FY25 student counts, aged up and assuming KG enrollment is the same.

The Committee is looking at possible areas for adjustments and savings, in order to have capacity for possible salary increases, health insurance increases and certified growth on the salary schedule.

The Budget Committee’s next meetings are March 19th & April 9th.

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
2025/26 M&O Budget Summary**

	23/24 Final Budget	2024/25 Proposed Budget		2025/26 Projections	Compared to FY25 Projections
ADM	2184.776	2185.534		2243.837	58.30
Weighted Count	3075.931	3122.740		3252.110	129.37
Base Level	4914.71	4914.71		5013	
Inflation FY26		98.29		0.00	
Base Level per WSC	X 4914.71	5013.00		5013.00	
Base Level	= 15,117,310	15,654,297		16,302,828	
Audit Fees	+ 33,000	32,000		32,000	
Base Support Level	15,150,310	15,686,297		16,334,828	648,531
TRCL (transp control limit)	705,740.57	705,740.57		705,740.57	
RCL (Revenue control limit)	15,856,051	16,392,038		17,040,569	648,531
M&O Override	2,452,707	2,458,805		2,458,805	
DAA Transfer*	1,038,000	1,038,000		1,038,000	
Tuition Revenue- ASDB	7,000	7,000		7,000	
5-Year \$75M allocation	148,285	147,600		143,742	(3,858)
Total Revenues	19,502,043	20,043,443		20,688,116	644,673
One Time \$300M state aid	593,140				
ADM / Audit adjustment- one time \$	173,275				
Budget Carryover- \$ Reserved Fund Balance	2,811,531	1,681,785		1,833,294	
Budget Carryover- One time exp CSR Teachers		750,000			
FRPL & DAA - One Time FY25 Funding				170,723	
Total Budget	23,079,989	22,475,228		22,692,133	216,905

OSBORN SCHOOL DISTRICT NO. 8

March 18, 2025

Board Meeting

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

Agenda Item Number – VII-G

Agenda Item

2024 Tax Credit Update

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

Background –

The table below shows the 2021, 2022, 2023 and 2024 Public School Tax Credit Contributions and Expenditures by site.

Table with 9 columns: Site, 2021 Revenue, 2021 Expense, 2022 Revenue, 2022 Expense, 2023 Revenue, 2023 Expense, 2024 Revenue, 2024 Expense. Rows include Clarendon, Encanto, OMS, Solano, Longview, OCiS, Montecito, and Total.

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.

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OSBORN SCHOOL DISTRICT NO. 8

March 18, 2025

Board Meeting

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

Agenda Item Number – VIII-B

Agenda Item

FY24 School District Spending Report

For Board: Action Discussion Information

Background –

The FY24 Auditor General’s School District Spending Report provides comparable peer and state averages on several key indicators, including operational spending percentages, per pupil spending levels, teacher salaries and academic achievement data.

The District’s Classroom Spending was 66.7% in FY24. While this is percentage decrease of 1.9% in comparison to total district spending areas from the previous year, the actual dollars spent on Classroom Instruction & Support increased by \$401 per student.

The Per Student Spending chart highlights per student expenditures in classroom and non-classroom areas as compared to our Peer group and State Average. The District’s classroom expenditures exceed our peer group average by \$1592 per pupil.

The Average Teacher Salary Section highlights Osborn’s average teacher salary of \$63,408 in FY24, an increase of \$6212 or 10.8% from the previous year. Osborn’s percentage of teachers in their first 3 years was 28% in FY24.

The full state report can be found at [2024 Auditor General District Spending Report](#)

Legal

Financial

Governing Board Goals

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

Recommendation

Information Only.

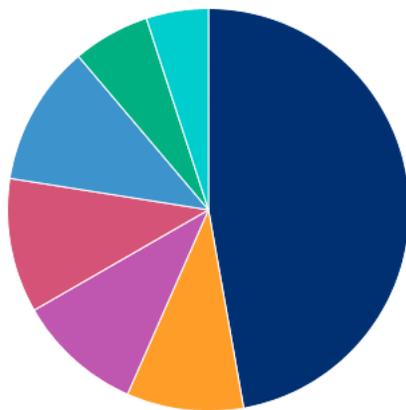
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Osborn Elementary School District

District demographic information

County:	Maricopa
Operational peer group ⁱ	Operational 9
Other peer groups:	Transportation 1 and Achievement 11
Legislative district(s):	5
Location:	City
Number of schools:	6
Students attending; Size:	2,233; Medium-large
5-year change in students attending:	17% decrease
Special education population:	13%
English learner population:	20%
Poverty rate (2023):	20%
Graduation rate (2023):	N/A

District's spending by operational area



Classroom spending, 66.7%

- Instruction, 47.2%
- Student support, 9.4%
- Instruction support, 10.1%

Nonclassroom spending, 33.3%

- Administration, 10.8%
- Plant operations, 11.3%
- Food service, 6.2%
- Transportation, 5.0%

For definitions of what is included in operational spending and each of the operational areas, see the "Spending areas" section on the [Glossary page](#).

Every year, school districts must decide where to allocate their resources. This pie chart shows how Osborn Elementary School District spent its funding by operational area, including the percentage it spent in the classroom and specifically on instruction.

We categorize districts with certain similar qualities into [operational peer groups](#)ⁱ to help create meaningful comparisons across districts. Osborn Elementary School District's peer group had an average instructional spending percentage of 49.2%. This number can help provide context for Osborn Elementary School District's own instructional spending percentage.

Instructional spending percentage highlights (FYs 2001-2024)

We have monitored instructional spending since FY 2001. Below are highlights from Osborn Elementary School District's instructional spending trend showing the most recent year-to-year change and the years it spent its highest and lowest percentages on instruction. Reviewing these instructional spending percentage highlights can provide insight into short-term (year-to-year comparison) and long-term (highest and lowest comparison) trends of a district's allocation of monies to instruction. Depending on how much a district spends in total, even small changes in a district's percentage spent on instruction can equate to large changes in the actual dollars the district spent.

Prior fiscal year

FY 2023

48.4%

Current fiscal year

FY 2024

47.2%

Highest fiscal year

FY 2019

54.2%

Lowest fiscal year

FY 2011

44.3%

Why monitor school district spending?

Most school district funding is closely tied to the number of students enrolled, and districts can choose how to spend most funding, so every decision a school district makes to spend on 1 operational area directly impacts its ability to spend on another. For example, if a district has higher spending in plant operations, it will have fewer dollars to spend on instruction.

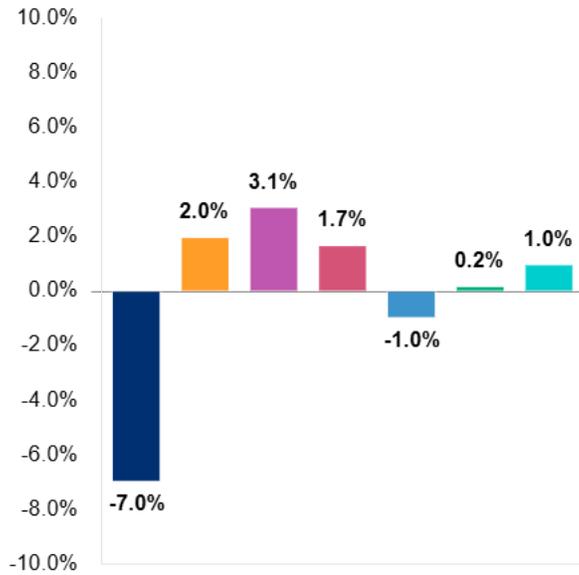
The bar chart below, "Percentage point change in spending by area," illustrates how Osborn Elementary School District's spending by area has changed from the prior fiscal year and 5 fiscal years ago.

To put the spending percentages in context, it also can be helpful to review a district's per student spending in dollars. For example, 2 districts may spend the same percentage of their resources on instruction, but on a per student basis, 1 district may spend hundreds or even thousands of dollars more than the other.

Percentage point change in spending by area

Compare District FY 2024 spending to:

District's FY 2019 spending (5-year comparison)



Change in classroom spending, -1.9%

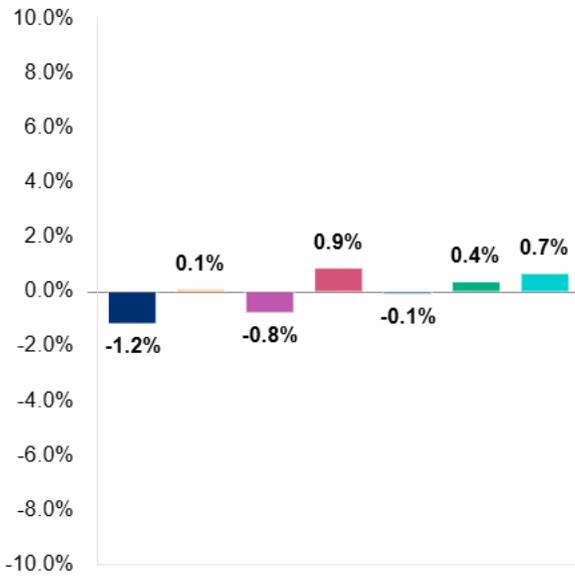
- Instruction, -7.0%
- Student support, 2.0%
- Instruction support, 3.1%

Change in nonclassroom spending, 1.9%

- Administration, 1.7%
- Plant operations, -1.0%
- Food service, 0.2%
- Transportation, 1.0%

Compare District FY 2024 spending to:

District's FY 2023 spending (1-year comparison)



Change in classroom spending, -1.9%

- Instruction, -1.2%
- Student support, 0.1%
- Instruction support, -0.8%

Change in nonclassroom spending, 1.9%

- Administration, 0.9%
- Plant operations, -0.1%
- Food service, 0.4%
- Transportation, 0.7%

Per student spending by area

Compare District's FY 2024 spending to:

District's FY 2023 spending (1-year comparison)

Area	District FY 2023	District FY 2024	1 - year change
Classroom spending			
Instruction	\$6,880	\$7,183	+\$303
Student support	\$1,323	\$1,427	+\$104
Instruction support	\$1,547	\$1,541	-\$6
Nonclassroom spending			
Administration	\$1,416	\$1,647	+\$231
Plant operations	\$1,617	\$1,718	+\$101
Food service	\$829	\$940	+\$111
Transportation	\$606	\$752	+\$146
Total operational	\$14,218	\$15,208	+\$990
Land and buildings	\$470	\$698	+\$228
Equipment	\$1,051	\$901	-\$150
Interest	\$779	\$713	-\$66
Other	\$56	\$208	+\$152
Total nonoperational	\$2,356	\$2,520	+\$164
Total per student spending	\$16,574	\$17,728	+\$1,154

Compare District's FY 2024 spending to:

Peer districts' FY 2024 average spending

Area	Peer average FY 2024	District FY 2024	Difference
Classroom spending			
Instruction	\$6,401	\$7,183	+\$782
Student support	\$1,229	\$1,427	+\$198
Instruction support	\$929	\$1,541	+\$612
Nonclassroom spending			
Administration	\$1,642	\$1,647	+\$5
Plant operations	\$1,451	\$1,718	+\$267
Food service	\$935	\$940	+\$5
Transportation	\$509	\$752	+\$243
Total operational	\$13,096	\$15,208	+\$2,112
Land and buildings	\$2,656	\$698	-\$1,958
Equipment	\$963	\$901	-\$62
Interest	\$578	\$713	+\$135
Other	\$341	\$208	-\$133
Total nonoperational	\$4,538	\$2,520	-\$2,018
Total per student spending	\$17,634	\$17,728	+\$94

Compare District's FY 2024 spending to:

State-wide FY 2024 average spending

Area	State - wide FY 2024	District FY 2024	Difference
Classroom spending			
Instruction	\$6,511	\$7,183	+\$672
Student support	\$1,210	\$1,427	+\$217
Instruction support	\$764	\$1,541	+\$777
Nonclassroom spending			
Administration	\$1,276	\$1,647	+\$371
Plant operations	\$1,476	\$1,718	+\$242
Food service	\$565	\$940	+\$375
Transportation	\$569	\$752	+\$183
Total operational	\$12,371	\$15,208	+\$2,837
Land and buildings	\$1,582	\$698	-\$884
Equipment	\$801	\$901	+\$100
Interest	\$348	\$713	+\$365
Other	\$280	\$208	-\$72
Total nonoperational	\$3,011	\$2,520	-\$491
Total per student spending	\$15,382	\$17,728	+\$2,346

Operational efficiency measures

Performance measures, such as those shown below, can be used in addition to the instructional spending percentage to assess a district's operational efficiency. We have classified the District's spending relative to its peer districts' average as very low, low, comparable, high, very high, or N/A (not available or applicable). High or very high spending when compared to peer averages may signify an opportunity for improved efficiency in that area. A district's data may not be available or applicable if they did not operate a program in that operational area. For example, not all districts operate food service or transportation programs.

For more information on how we calculate these measures, see the "Operational efficiency measure calculations" section on the [Glossary page](#).

Operational area	Measure	State average	Peer average ⁱ	District	District spending relative to the peer average
Administration	Spending per student	\$1,276	\$1,642	\$1,647	Comparable
	Students per administrative position	61	58	50	N/A
Plant operations	Spending per square foot	\$8.59	\$8.18	\$8.23	Comparable
	Square footage per student	172 ft ²	170 ft ²	209 ft ²	N/A
Food service	Spending per meal	\$4.28	\$4.17	\$4.48	High
	Meals per student	134	224	210	N/A

Transportation performance measures are compared using different peer groups because we have found there are other factors, such as the number of miles a district averages for each rider, that impact transportation spending. For more information on how we create transportation peer groups see the "District peer groups" section on the [Glossary page](#).

Operational area	Measure	State average	Peer average ⁱ	District	District spending relative to the peer average
Transportation	Spending per mile	\$6.41	\$11.33	\$9.56	Very Low
	Spending per rider	\$2,289	\$2,050	\$2,587	Very High

Why monitor student enrollment?

Monitoring trends in the State's student population and enrollment can help provide a school district with crucial information needed to plan for current and future operations. A district's funding is closely tied to the number of students enrolled in its schools. Reductions in enrollment lead to corresponding reductions in district funding (see the "Student enrollment" section of the [Glossary page](#) for more information). Although overall district enrollment declined State-wide between FYs 2023 and 2024, as did enrollment at most districts, about a third of districts experienced enrollment increases. State-wide population trends suggest, however, that enrollment at most districts will continue to decline, and districts should plan for operating schools with fewer students and reduced funding.

Enrollment highlights (FYs 2001-2024)



Why monitor average teacher salary?

Teacher salaries are one of a school district's most substantial costs and have been a topic of high interest in recent years in Arizona. Therefore, beginning in FY 2023, we expanded our reporting on average teacher salary to provide additional information about teacher compensation and years of experience based on stakeholder feedback. The breakdown below shows Osborn Elementary School District's average teacher salary and amount from Classroom Site Fund (CSF) monies as well as the average base salary for teachers, depending on their years of experience. The average base salary differs from the average teacher salary because the average base salary does not include additional pay teachers may receive, such as performance pay and stipends or additions to base pay unrelated to additional duties. Neither the average teacher salary nor the average base salary includes payments for additional nonteaching duties a teacher may perform for additional pay, such as tutoring, cocurricular activities, or athletics. A district's average base salary may not be available if the District did not have teachers during the fiscal year for one of the categories of years of experience. For some districts, the data did not meet our criteria for reporting, which is indicated by NR (not reliable).

The additional teacher salary information provides insight about a district's teachers' experience level and how they are compensated. For example, if a district has a large difference between the average base salary for teachers in their first 3 years and the average base salary of teachers in their 4th year or later, it indicates that the district's salary schedule provides additional base compensation to teachers as they gain additional teaching experience. If the district's total average teacher salary is substantially higher than the base salary amounts, it indicates that the district pays teachers more in performance pay and one-time payments than a district whose overall average teacher salary is similar to its base salary amounts. Further, not all districts recognize a teacher's classroom experience outside of their school district when determining a teacher's pay. The graphic below indicates whether the district reported recognizing classroom experience outside of the district. It also shows whether the district reported compensating teachers for classroom experience through placement on the district's salary schedule, meaning the teacher's experience resulted in a higher base pay, and/or by making additional payments to teachers in addition to their base pay, such as a stipend.

Additionally, it is important to consider the proportion of experienced teachers in a district's [teacher population](#)ⁱ, which can impact a district's average teacher salary. For example, a district's total average teacher salary may have decreased since the prior year if its most experienced teachers have left district employment and the district has hired less experienced teachers to replace them. Smaller districts generally have more variation in average teacher salary and other teacher measures due to their smaller teacher population where replacing one experienced teacher with a less experienced teacher can have a more substantial year-to-year impact on reported amounts.

Average teacher salary and other teacher measures (FY 2024)

District's average teacher salary

\$63,408

Amount from CSF: \$10,135ⁱ

Average teacher salary is

-\$1,705

compared to the State average

District reported that it paid any of its teachers for prior classroom experience outside the District. **Yes**

If yes, the district reported these payments as:

Included in base salary by being accounted for with salary schedule placement: **Yes**

In addition to, but separate from, base salary: **No**

Average years of teacher experience

8.1 years

Percentage of teachers in their first 3 years

28%

Average base salary of teachers in their first 3 years ⁱ

\$51,344

Percentage of teachers in their 4th year or later

72%

Average base salary of teachers in their 4th year or later ⁱ

\$62,182

Students per teacher ⁱ

16.8

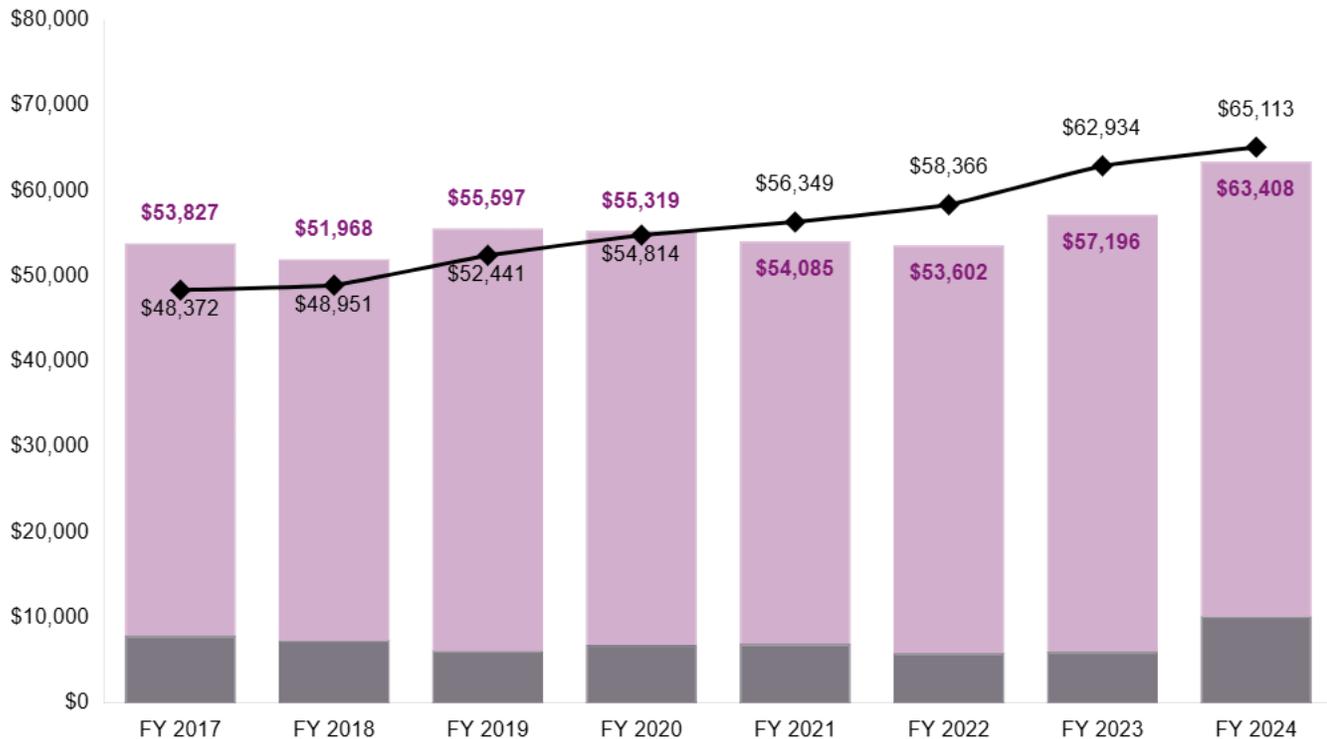
Students per teacher is total students attending divided by total certified teachers. Total certified teachers includes special-area teachers such as art, music, and physical education teachers.

Districts received additional State monies intended to increase average teacher salary

In FYs 2018 through 2021, the State provided additional monies to districts to increase teacher salaries by 20 percent from the FY 2017 base year. The bar chart below shows how Osborn Elementary School District's average teacher salary changed during this time frame and immediately after the annual State increases from FYs 2018 through 2021 ended, as well as how it compared to the State-wide average. Additionally, the chart shows the portion of the District's average teacher salary paid with CSF monies.

We have also included a table that displays other student- and teacher-related measures that may provide additional context regarding changes to Osborn Elementary School District's average teacher salary during this timeframe. For instance, changes in a district's teacher population can impact the district's average teacher salary.

District average teacher salary compared to State average (FYs 2017-2024)



◆ State average teacher salary

District average teacher salary

- Amount from other funds
- Amount from CSF monies

District average teacher salary and other teacher measures since FY 2017

Fiscal year	District average teacher salary	Average base salary of teachers in their first 3 years	Average base salary of teachers in their 4th year or later	Students per teacher 	Average years of teacher experience	Percentage of teachers in their first 3 years	Percentage of teachers in their 4th year or later
2024	\$63,408	\$51,344	\$62,182	16.8	8.1	28%	72%
2023	\$57,196	\$44,474	\$57,219	16.4	7.9	40%	60%
2022	\$53,602	N/A ¹	N/A ¹	14.8	8.9	34%	66%
2021	\$54,085	N/A ¹	N/A ¹	16.2	9.4	29%	71%
2020	\$55,319	N/A ¹	N/A ¹	19.1	10.0	19%	81%
2019	\$55,597	N/A ¹	N/A ¹	19.3	10.0	22%	78%
2018	\$51,968	N/A ¹	N/A ¹	19.1	8.3	35%	65%
2017	\$53,827	N/A ¹	N/A ¹	19.6	7.3	39%	61%

¹Data is unavailable because districts were not required to report it prior to FY 2023.

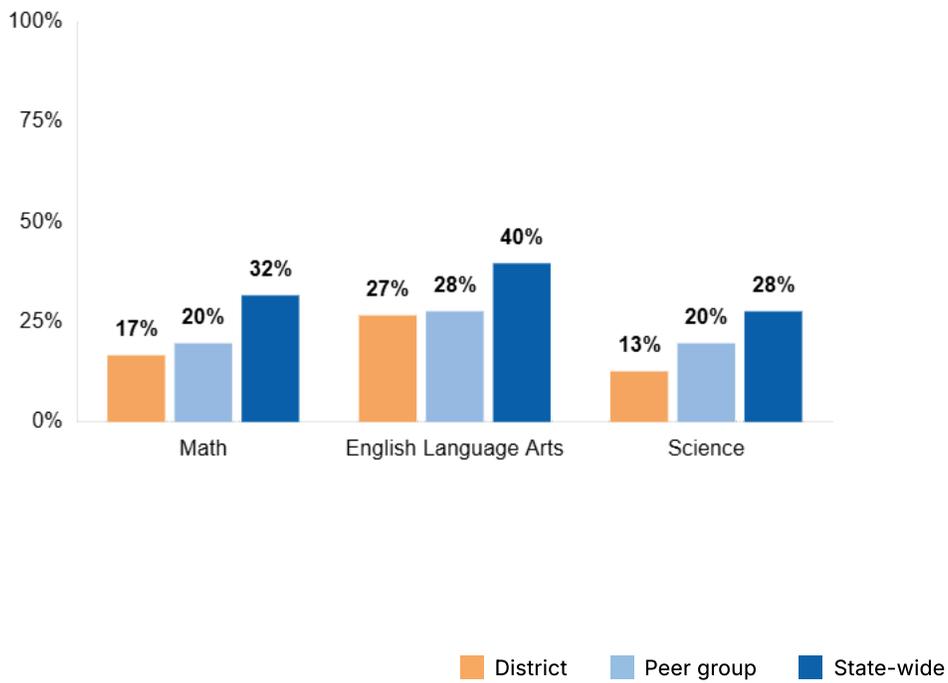
Student achievement

For FY 2024, we present an achievement peer group weighted average and the State average for comparison to the individual districts' percentage of students who passed State assessments in Math, English Language Arts (ELA), and Science assessments. We report a passage rate consistent with ADE's publicly available data file, and therefore, some individual districts' results may not be available due to ADE's redaction standards. For FY 2024, we also present an achievement peer group weighted average and the State average for comparison. For more information on how we create achievement peer groups, see the "District peer groups" section on the [Glossary page](#).

Additionally, we have included the percentage of district students passing State Math, ELA, and Science assessments since FY 2019, excluding FYs 2020 and 2021. Student achievement data is not available for FY 2020 because school districts were exempted from conducting State assessments. Similarly, student achievement data is not available for FY 2021 because not all eligible students participated in testing.

FY 2019 represents student achievement scores from the year prior to the COVID-19 pandemic, and that year's data helps to illustrate the potential impact of the COVID-19 pandemic and associated disruptions to school district operations on student achievement.

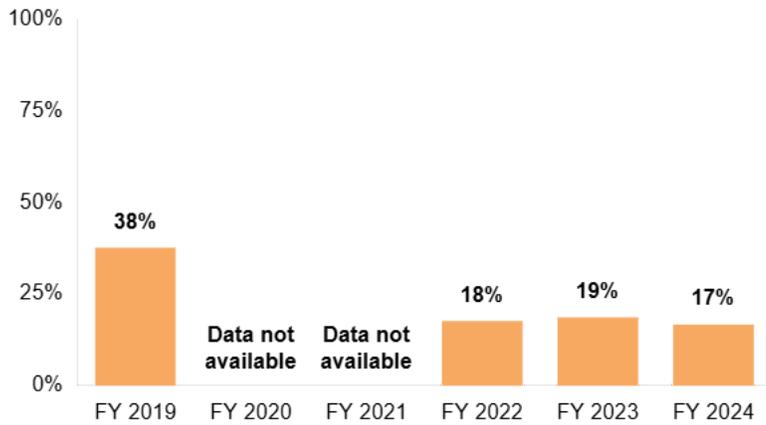
District, District peer group, and State-wide student passing percentage (FY 2024)



District's student achievement since FY 2019

View the percentage of District students who passed State assessments for:

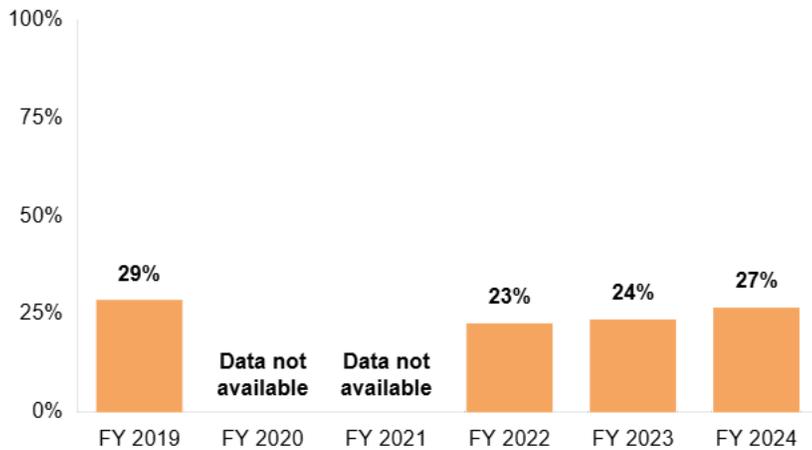
Math



District students who passed the State assessment for Math

View the percentage of District students who passed State assessments for:

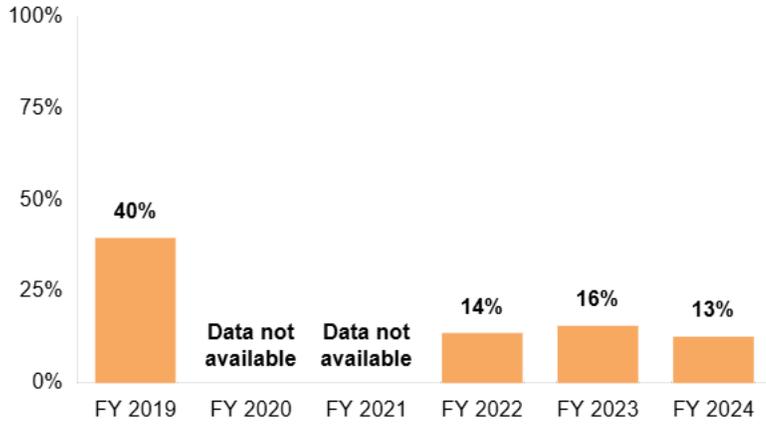
English Language Arts



District students who passed the State assessment for English Language Arts

View the percentage of District students who passed State assessments for:

Science



■ District students who passed the State assessment for Science

OSBORN SCHOOL DISTRICT NO. 8

March 18, 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

Recommendation to Approve 2025/26 Employee Fringe Benefit Plans

For Board: Action Discussion Information

Background –

The KAIROS Insurance Trust rates for the upcoming 2025/26 plan year reflect a 10% increase to the medical plans.

The District will continue to provide free, no cost monthly premiums, for employee’s who enroll in employee coverage on the Co-pay, PPO and HDHP health plans. Staff may choose to enroll in dependent coverage plans at an additional cost to the employee.

The District provides Employer Basic Life Coverage of \$50,000 for benefits eligible staff.

Employee Ancillary Products Offered:

Dental, vision, short term disability, worksite benefits, life insurance, flex spending accounts, 403b, 457b, and Roth 403b retirement plans.

The attached documents reflect the renewal rates for the 2025/26 employee benefit plans.

Legal

OSD Policy GCBD and GDBD

Financial

10% increase on employer medical premium costs = \$164,000.
(\$133,000 from M&O)

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 Employee Fringe Benefits for fiscal year 2025/26 as presented.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT #8

2025-26 Insurance Rates

EMPLOYEE HEALTH INSURANCE - MONTHLY COST SUMMARY

	2024-25 Employee Monthly Cost	2025-26 Employee Monthly Cost	# of staff enrolled	Increase/ (Decrease) Monthly Costs
Base Plan - Co Pay plan				
EMPLOYER COST	\$558	\$614		\$56
EE Only	\$0	\$0	205	\$0
EE + 1 Dep	\$556	\$611	5	\$55
EE + children	\$556	\$611	8	\$55
EE + Family	\$1,003	\$1,103	5	\$100
Core Plan (employer cost)				
EMPLOYER COST	\$558	\$614		\$56
EE Only	\$67	\$74	22	\$7
EE + 1 Dep	\$695	\$764		\$69
EE + children	\$695	\$764	2	\$69
EE + Family	\$1,197	\$1,317	1	\$120
\$1200 PPO Plan (employer cost)				
EMPLOYER COST	\$531	\$584		\$53
EE Only	\$0	\$0	5	\$0
EE + 1 Dep	\$535	\$589		\$54
EE + children	\$535	\$589	2	\$54
EE + Family	\$961	\$1,057		\$96
\$1650 HDHP - (employer cost)				
EMPLOYER COST	\$492	\$541		\$49
EE Only	\$0	\$0	13	\$0
EE + 1 Dep	\$495	\$545	2	\$50
EE + children	\$495	\$545	1	\$50
EE + Family	\$891	\$980	4	\$89
District's HSA contribution	\$65	\$70		\$840
\$2500 HDHP - (employer cost)				
EMPLOYER COST	\$477	\$525		\$48
EE Only	\$0	\$0	16	\$0
EE + 1 Dep	\$474	\$521		\$47
EE + children	\$474	\$521	1	\$47
EE + Family	\$855	\$940	1	\$85
District's HSA contribution	\$80	\$85		\$1,020

**OSBORN SCHOOL DISTRICT #8
2025/26 EMPLOYEE ANCILLARY BENEFIT SUMMARY**

<u>Product/Provider</u>	Monthly Premiums			
	<u>EE Only</u>	<u>EE + Spouse</u>	<u>EE + Child(ren)</u>	<u>EE + Family</u>
Dental				
Delta Dental - 3 % increase (\$1-\$3 per month increase)	44.00	91.00	75.00	116.00
EMI Dental (DHMO)	10.40	20.80	22.88	26.00
Vision				
VSP	7.19	14.39	15.39	24.60

Voluntary Supplemental Life - Met Life

Cost per \$1000 based on age.

Child Rate = \$.152 per \$1000

Short-Term Disability Insurance - Met Life

Cost based on age.

Benefit at 66.6% weekly earnings with a \$1500 week max

Maximum benefit period = 25 weeks of disability

Elimination period = 14 days (coverage begins on day 15)

Worksite Coverages- Met Life

Accident Insurance

Hospital Indemnity

Critical Illness - Cost based on age

Flexible Spending Accounts - Health Equity

Dependent care and medical care accounts

FMLA administration - BASIC

Health Savings Accounts - Health Equity

Retirement Savings Accounts 403b / 457b / Roth 403b

OSBORN SCHOOL DISTRICT NO. 8

March 18, 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

Approval of first review of policy revisions

For Board: Action Discussion Information

Background –

The Arizona School Boards Association is comprehensively reviewing its general policy manual and sending policy advisories over the upcoming months to reflect general changes to policies for districts to adopt. In this first review, many of the changes are related to Title IX. There were changes to Title IX under the last administration beginning in 2021. The current federal administration has reverted Title IX to the 2020 status, and our policies must reflect those. Approval of this group of policies is per the spreadsheet, recommending the majority of the policies be adopted as presented, while some are recommended to remain as is or with alterations recommended.

Approval of first review of ASBA Policy Revisions:

- A District Mission and Belief Statement
- AA School District Legal Status
- AA-E School District Legal Status
- ABA Community Involvement in Education
- ABAA Parental Involvement
- AC Nondiscrimination / Equal Opportunity
- AC-R Nondiscrimination / Equal Opportunity
- AC-E Nondiscrimination / Equal Opportunity
- ACA Sexual Harassment
- ACA-R Sexual Harassment
- ACA-E Sexual Harassment
- ACAA Title IX Sex Discrimination
- ACAA-R Title IX Sex Discrimination
- AD Education Philosophy / School District Mission
- GBK Staff Grievances
- JII Student Concerns, Complaints, and Grievances

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

OSBORN SCHOOL DISTRICT NO. 8
March 18, 2025
Board Meeting

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

It is recommended that the Governing Board approve the first reading of revisions to ASBA policies as expressed in the attached spreadsheet.

Moved _____ Seconded _____ P/F



Compare Policy Advisory "A © DISTRICT MISSION AND BELIEF STATEMENT" to Policy in Manual *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.*

A © DISTRICT MISSION AND BELIEF STATEMENT

Mission
~~Children want knowledge, challenge and recognition. Parents want independent, passionate learners in a safe environment. This is our mission.~~ The Osborn Community advances the full potential of every child developing emotional and academic excellence.

The mission of the District is to provide comprehensive, success-oriented learning activities for ~~young people~~ students in our schools.

~~These opportunities must be designed to develop the person's potential in the areas of academic ability and vocational awareness, cultural competence, physical well-being, social development, and community contribution. The beliefs~~ The goals of the District to accomplish this mission are outlined below.

Beliefs

We believe that:

- ~~A. Each life has intrinsic value.~~
- ~~B. Expectation influences outcomes.~~
- ~~C. Everyone can learn.~~
- ~~D. Diversity adds value.~~
- ~~E. Collaboration enhances learning and decision-making.~~
- ~~F. High quality education is a basic right.~~
- ~~G. An environment conducive to learning improves achievement.~~
- ~~H. Teaching children how to learn is as important as what they learn.~~
- ~~I. Community and family support are important to student success.~~
- ~~J. Wise stewardship maximizes resources.~~

- ~~K. We share a collective responsibility for the common good.~~
- ~~L. That safe schools promote learning.~~
- ~~M. Learning begins early and never ends.~~
- ~~N. Healthy children are ready to learn.~~
- ~~O. We have a responsibility to meet the changing educational need of the community.~~
- ~~P. Ethical behavior and integrity are critical components of our successful organization.~~
- ~~Q. People are our most valuable resource.~~
- ~~R. Effective communication is vital to our organization's success.~~
- ~~S. Significant relationships are critical to learning.~~

~~Adopted: date of Manual adoption~~

- A. Every student will be educated academically and socially so as to be a productive citizen and achieve college and/or career success.
- B. Because a highly qualified staff is the foundation of a strong educational system, the District will maintain staff who have high expectations for themselves and their students and who are positive role models.
- C. The District recognizes the importance of all educational community stake holders ,including staff, parents, students, and community members, in achieving its primary function of providing a high-quality education to its students.
- D. The District will promote and uphold a positive educational climate and will provide a safe and secure environment for all stakeholders.
- E. The District will provide necessary resources for student success.

Adopted: <-- z2AdoptionDate -->

Compare Policy Advisory "AA © SCHOOL DISTRICT LEGAL STATUS" to Policy in Manual

first

last

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

AA © SCHOOL DISTRICT LEGAL STATUS

The legally designated name of the District is School District No. ~~8 of Maricopa~~ _____ of _____ County. The official name shall be ~~Osborn Elementary~~ _____ School District No. ~~8~~.

~~Adopted: date of Manual adoption~~

_____.

The District's legal boundaries can be found in the transcript that the County School Superintendent annually files with the Board of Supervisors and County Assessor.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-101](#)

[15-441](#)

~~[15-442](#) Arizona Constitution, Art. XI, Sections 1--4~~

~~Arizona Constitution, Art. XX, Paragraph 7~~

Compare Policy Advisory "ABA © COMMUNITY INVOLVEMENT IN EDUCATION" to Policy in Manual

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

**ABA ©
COMMUNITY INVOLVEMENT
IN EDUCATION**

The Board recognizes that the public has substantial resources ~~of~~, training, and ~~experience~~ **experiences** that could be useful to schools. ~~The strength of the local District is in large measure determined by the manner and degree to which these resources are utilized in an advisory capacity and to the degree that these resources are involved in supporting the improvement of the local educational program., and it encourages active involvement in District activities.~~ The advice of the public will be given careful consideration. ~~In the evaluation of such contributions, the first concern will be for the educational program as it affects the students. The final decision may depart from this advice when in the judgment of the staff and the Board such advice is not consistent with goals adopted by the Board, consistent with current educational practice, or within the reach of the financial resources available~~ **is appropriate.**

Adopted: ~~date of Manual adoption~~

LEGAL REF.:

~~A.R.S.~~

~~15-321~~

~~15-327~~

<-- z2AdoptionDate -->

CROSS REF.:

~~IJ - Instructional Resources and Materials~~

KB - Parental Involvement in Education

Compare Policy Advisory "ABAA © PARENTAL INVOLVEMENT" to Policy in Manual

◀ first

last ▶

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

ABAA © PARENTAL INVOLVEMENT

~~Based on the philosophy of the District, it is the intent of the Board that parental involvement in the District, at both the District and site levels, be defined in the broadest possible terms.~~

~~Further, it is the intent of the Board, under such a definition, that the Superintendent will, within the capabilities of the District staff and the financial limitations of the District, at both the District and school levels, incorporate to the maximum extent possible, a variety of activities, strategies, and mechanisms into the District and school structures that provide for the:~~

~~active involvement of,~~

~~active support to,~~

~~effective interaction with, and~~

~~development of~~

~~parents as active partners in a student support team effort that will enhance the capacity of all students to reach their optimum potential.~~

~~Adopted: date of Manual adoption~~

The District supports the active involvement of parents and guardians as partners in their students' educational activities.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

~~[15-34110215-342](#)~~

CROSS REF.:

~~[IHBD](#)~~ - Compensatory Education

~~[KB](#)~~ - Parental Involvement in Education

Compare Policy Advisory "AC © NONDISCRIMINATION / EQUAL OPPORTUNITY" to Policy in Manual




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

AC © NONDISCRIMINATION / EQUAL OPPORTUNITY

The Board is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, ~~sexual orientation, gender identity, gender expression and disability~~ **disability or any other basis prohibited by law**. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

Adopted: ~~February 21, 2017~~[<-- z2AdoptionDate -->](#)

LEGAL REF.:

A.R.S.

[23-341](#)

[41-1463](#)

Arizona Constitution, Ordinance Art. XX, Par. Seventh

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

20 U.S.C. 1681, Education Amendments of 1972, Title IX

20 U.S.C. 1703, Equal Employment Opportunity Act of 1972

29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504)

42 U.S.C. 2000, Civil Rights Act of 1964, Titles VI and VII

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

CROSS REF.:

[ACA](#) - Sexual Harassment

[ACAA](#) - Title IX Sex Discrimination

[GBA](#) - Equal Employment Opportunity

[GCQF](#) - Discipline, Suspension, and Dismissal of Professional Staff Members

[GDQD](#) - Discipline, Suspension, and Dismissal of Support Staff Members

[IHBA](#) - Special Instructional Programs and Accommodations for
Disabled Students

[JB](#) - Equal Educational Opportunities

[JII](#) - Student Concerns, Complaints and Grievances

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[KED](#) - Public Concerns/Complaints about Facilities or Services

Compare Policy Advisory "ACA © SEXUAL HARASSMENT" to Policy in Manual

◀ first

last ▶

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

ACA © SEXUAL HARASSMENT

All individuals associated with this District, including, but not necessarily limited to, the Governing Board, the administration, the staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment.

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964 ~~and Title IX of the Education Amendments of 1972.~~

The Equal Employment Opportunity Commission defines "sexual harassment" ~~as unwelcome~~ as **unwelcome** sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- A. ~~Submission~~ **Submission** to such conduct is either explicitly or implicitly made a term or condition of an individual's employment; or
- B. ~~Submission~~ **Submission** to or rejection of such conduct is used as a basis for employment decisions affecting such individual; or
- C. ~~Such~~ **Such** conduct has the purpose or effect of substantially interfering with an individual's work performance, or creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include, but is not limited to:

- A. ~~Suggestive~~ **Suggestive** or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, or display of sexually suggestive objects, pictures, or cartoons.
- B. ~~Continuing~~ **Continuing** to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment.)
- C. ~~Implying~~ **Implying** or withholding support for an appointment, promotion, or change of assignment; suggesting that a poor performance report will be prepared; suggesting that probation will be failed.
- D. ~~Coercive~~ **Coercive** sexual behavior used to control, influence, or affect the career, salary, and/or work environment of another employee.
- E. ~~Offering~~ **Offering** or granting favors or employment benefits, such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, et cetera, in exchange for sexual favors.

Anyone who is subject to sexual harassment, or who knows of the occurrence of such conduct, should inform the compliance officer, as provided in ACA-R.

A substantiated charge against a staff member in the District shall subject such staff member to disciplinary action.

All matters involving sexual harassment complaints will remain confidential to the extent practicable and allowable by law.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[41-1461](#) *et seq.*

20 U.S.C. 1681, Education Amendments of 1972, Title IX;

~~—as amended in 2024, Title IX~~

20 U.S.C. 1703, Equal Employment Opportunity Act of 1972

42 U.S.C. 2000, Civil Rights Act of 1964 as amended, Title VII

CROSS REF.:

[AC](#) - Nondiscrimination/Equal Opportunity

[GBA](#) - Equal Employment Opportunity

[GCQF](#) - Discipline, Suspension, and Dismissal of Professional Staff Members

[GDQD](#) - Discipline, Suspension, and Dismissal of Support Staff Members

[KED](#) - Public Concerns/Complaints about Facilities or Services

[KFA](#) - Public Conduct on School Property

Compare Policy Advisory "ACAA © TITLE IX SEX DISCRIMINATION" to Policy in Manual

first

last

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

ACAA © TITLE IX SEX DISCRIMINATION

Purpose

Title IX of the Federal Education Amendments Act protects people from discrimination based on sex in education programs or activities that receive ~~Federal~~ federal financial assistance. The District does not discriminate based on ~~the basis of sex~~ and ~~is required by Title IX not to discriminate in such a manner.~~ The District adheres to all conditions established by Title IX by recognizing the right of every student who attends school in the District and every employee who works in the District to do so without the fear of sex discrimination, ~~to include~~ including unlawful sexual harassment.

Definitions

Sexual Harassment

The District accepts and shall employ the definition of sexual harassment as established by the Title IX regulations. Sexual harassment means conduct on the basis of sex that satisfies one (1) or more of the following:

- A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- B. Unwelcome conduct determined by a reasonable person to be so severe ~~or~~, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; ~~or~~
- C. "Sexual assault" as defined in [20 U.S.C. 1092\(f\)\(6\)\(A\)\(v\)](#), "dating violence" as defined in [34 U.S.C. 12291\(a\)\(10\)](#), "domestic violence" as defined in [34 U.S.C. 12291\(a\)\(8\)](#), or "stalking" as defined in [34 U.S.C. 12291\(a\)\(30\)](#).

~~D. Hostile Environment Harassment.~~

~~The District also accepts and shall employ the definition of a complainant as~~ **Complainant**

A complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment, ~~and a respondent as~~.

Respondent

A respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Title IX Coordinator

The District shall designate and authorize an employee as the "Title IX Coordinator" to comply with its responsibilities pertaining to sexual harassment under Title IX. Inquiries about the application of Title IX may be referred to the District's Title IX Coordinator.

Reporting

Any person may report sex discrimination, including sexual harassment, regardless of whether the person reporting is the person alleged to be the victim of the reported conduct or not. A report may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator. ~~The~~

The District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator.

District Response Process

The District will respond promptly when any school employee has notice of sex discrimination, including of sexual harassment. Upon receipt of notice of sexual harassment, the District shall notify students, parents or legal guardians of students, employees, applicants for employment, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the District's grievance procedures and grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the District shall respond. The District is committed to investigating each formal complaint submitted and to taking appropriate action on all confirmed violations of policy. The District shall follow grievance procedures that provide for the prompt and equitable resolution of complaints from students and employees alleging sexual harassment.

Confidentiality

The District will make reasonable efforts to keep confidential the identity of any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as is necessary to carry out the grievance process and as may otherwise be permitted by law.

Mandatory Reporting

Title IX sex discrimination complaints, including sexual harassment complaints, may include violations covered by Arizona's mandatory reporting statute, A.R.S. §[13-3620](#). Any abuses classified by statute as "reportable offenses" must be reported as such to the authorities because not reporting a reportable offense is classified as a Class 6 Felony.

~~Retaliation Prohibited~~ Retaliation Prohibited

Neither the District nor any person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has in good faith made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing. ~~Intimidation~~ Intimidation, threats, coercion, or discrimination, including charges against an

individual for violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination or [a report or formal complaint](#) of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[13-3620](#)

20 U.S.C. 1092

20 U.S.C. 1681, Education Amendments of 1972, Title IX,
~~—as amended in 2024, Title IX~~

34 U.S.C. 12291

CROSS REF.:

[AC](#) - Nondiscrimination/Equal Opportunity

[JB](#) - Equal Educational Opportunities

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

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

ACAA-R ©

REGULATION

TITLE IX SEX DISCRIMINATION

Title IX Coordinator

The Superintendent shall appoint an employee as the "Title IX Coordinator."~~If~~ **if** the Title IX Coordinator is the respondent, the complaint shall be filed with the Superintendent.

Title IX Coordinator:

Name/Title:

~~Dr. Emerald Woodland/Director of Human Resources~~

Address:

~~1226 West Osborn Road~~

~~~~~

~~Phoenix, AZ 85013~~

---

E-mail:

~~[ewoodland@osbornsd.org](mailto:ewoodland@osbornsd.org)~~

Telephone: ~~(602) 707-2037~~

#### **~~Response to Sex Discrimination~~**

~~A recipient with knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity must respond promptly and effectively.~~

---

Telephone: \_\_\_\_\_

#### **Complaint Process**

When the District has actual knowledge of sexual harassment in an education program or activity of the District against a person in the United States, it shall respond promptly in a manner that is not deliberately indifferent.

A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to a District's Title IX Coordinator or to any employee.

B. An "education program or activity" includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the

~~sex discrimination~~

~~sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the District.~~

C. A District is "deliberately indifferent" only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

### Supportive Measures

The District's initial response to any report of sex discrimination must treat complainants and respondents equally by offering supportive measures to both and must follow the established grievance process before disciplining a respondent.

~~The Title IX Coordinator shall promptly:~~

~~A. Contact the complainant to discuss the availability of supportive measures;~~

~~B. Consider the complainant's wishes with respect to supportive measures;~~

~~C. Inform the complainant of the availability of supportive measures; and~~

~~D. Explain to the complainant the process for filing a complaint.~~

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint. ~~Such or where no formal complaint has been filed.~~ Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter ~~sex discrimination.~~ ~~Supportive sexual harassment.~~ Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, and other similar measures. ~~The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would~~ Supportive measures provided shall remain confidential, if possible. This confidentiality must not impair the District's ability ~~of the District to provide the supportive measures.~~ ~~The support, limit its ability to carry out the complaint process, including as otherwise may be permitted by law.~~

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Even if no formal complaint has been filed, the Title IX Coordinator shall promptly:

A. Contact the complainant to discuss the availability of supportive measures;

- B. Consider the complainant's wishes with respect to supportive measures;
- C. Inform the complainant of the availability of supportive measures; with or without the filing of a formal complaint; and
- D. Explain to the complainant the process for filing a complaint.

## Removal of Respondent

The District may remove a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of ~~sex discrimination justifies~~ **sexual harassment justifies** removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. ~~This~~ **This** provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

## Response to a ~~Notification~~ ~~of Conduct~~

~~The Title IX Coordinator must take the following actions upon being notified of conduct that reasonably may constitute sex discrimination:~~

- ~~A. Treat the complainant and respondent equitably. (§ 106.44(f)(1)(i)).~~
- ~~B. Offer and coordinate supportive measures, as appropriate, for the complainant. If the recipient has initiated grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures as appropriate, for the respondent. (§ 106.44(f)(1)(ii)).~~
- ~~C. Notify the complainant, or if the complainant is unknown, the individual who reported the conduct, of the grievance procedures and the informal resolution process, if available and appropriate. (§ 106.44(f)(1)(iii)(A)).~~
- ~~D. If a complaint is made, notify the respondent of the grievance procedures and the informal resolution process, if available and appropriate. (§ 106.44(f)(1)(iii)(B)).~~
- ~~E. In response to a complaint, initiate the recipient's grievance procedures or informal resolution process, if available and appropriate. (§ 106.44(f)(1)(iv)).~~
- ~~F. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, make a fact-specific determination by considering, at a minimum, eight (8) listed factors, and determining whether the conduct as alleged presents an imminent and serious threat to the health or safety of a complainant or other person or prevents the recipient from ensuring equal access based on sex to its education program or activity such that the Title IX Coordinator may initiate a complaint. (§ 106.44(f)(1)(v)).~~
- ~~G. If the Title IX Coordinator initiates a complaint, notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety or the safety of others. (§ 106.44(f)(1)(vi)).~~
- ~~H. Regardless of whether a complaint is initiated, take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the~~

~~recipient's education program or activity, in addition to providing remedies to an individual complainant. (§ 106.44(f)(1)(vii)).~~

~~If the conduct alleged does not meet the Title IX definition of sex discrimination as established in Governing Board policy, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District shall dismiss the allegations for purposes of Title IX but may still address the allegations in any manner the District deems appropriate under other District policies.~~

~~The District may dismiss a complaint or any allegations therein, if at any time:~~

- ~~A. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein;~~
- ~~B. The respondent is no longer enrolled or employed by the District; or~~
- ~~C. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the complaint or allegations therein.~~

~~Upon dismissal of a complaint or any allegations therein, the District shall promptly send written notice of the dismissal, including the reasons for the dismissal, simultaneously to the parties.~~

~~When investigating a formal complaint and throughout the grievance~~

## **Formal Complaint**

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed above, and by any additional method designated by the District that results in the Title IX Coordinator receiving the complaint.

The District may place a non-student employee respondent on administrative leave during the pendency of a grievance process in response to a formal complaint. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

For the purpose of addressing formal complaints of sexual harassment, this grievance process shall comply with the following basic elements:

- A. Provide written notice to all parties upon receipt of complaint, which must include:
  1. Notice of the District's formal grievance process, including any informal resolution process;
  2. Notice of the allegations, including sufficient details to allow respondent to prepare a response (such as the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident);
  3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;

4. Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
  5. Notice of any provision in the District's code of conduct that prohibits knowingly making false statements or providing false information in the grievance process.
- B. Treat complainants and respondents equitably;
  - C. Require an objective evaluation of all relevant evidence;
  - D. Require that the Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process, be properly trained and not have a conflict of interest against complainants and respondents generally or against the particular complainant and respondent;
  - E. Include a presumption that the respondent is not responsible for the alleged conduct until a determination has been made at the conclusion of the grievance process;
  - F. Include reasonably prompt timeframes for the conclusion of the grievance process;
  - G. Describe or list the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility;
  - H. State that the District uses a preponderance of the evidence standard or the clear and convincing evidence standard to determine responsibility;
  - I. Include the procedures and permissible reasons for appeal by a respondent or a complainant;
  - J. Describe the range of supportive measures available to complainants and respondents; and
  - K. Not require, allow, or use evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.

## Investigation

When investigating a formal complaint and throughout the complaint process, the District shall:

- A. Ensure that the burden of proof and the burden of gathering evidence rests on the District and not on the parties, except that certain treatment records cannot be obtained without voluntary, written consent of a party;
- B. Provide an equal opportunity for the parties to present witnesses and evidence;
- C. Not restrict the ability of either party to discuss the allegations or to gather and present evidence;
- D. Provide the parties with the same opportunities to have others present during any meeting or grievance proceeding;
- E. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of any meeting or grievance proceeding, with sufficient time for the party to prepare to participate;

F. Provide both parties an equal opportunity to inspect and review any evidence so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation (prior to completion of the investigative report, the investigator will send to each party and the party's advisor, if any, a copy of all evidence gathered during the investigation and will allow the parties at least ten (10) days to submit a written response to any of the evidence); and

G. Create an investigative report that fairly summarizes relevant evidence and, at least ten (10) days prior to a determination of responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response.

### Informal Resolution Process

At any time prior to reaching a determination regarding responsibility during a formal complaint process, the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the District:

A. Provides to the parties a written notice disclosing:

1. The allegations;
2. The requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
3. Any consequences resulting from participating in the informal resolution process, including the records that shall be maintained or could be shared;

B. Obtains the parties' voluntary, written consent to the informal resolution process; and

C. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

### Dismissal of Complaint

If the conduct alleged in a formal complaint does not meet the Title IX definition of sex discrimination as established in Governing Board policy, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District shall dismiss the allegations for purposes of Title IX but may still address the allegations in any manner the District deems appropriate under other District policies.

The District may dismiss a formal complaint or any allegations therein, if at any time:

- A. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein.
- B. The respondent is no longer enrolled or employed by the District; or
- C. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint or any allegations therein, the District shall promptly send written notice of the dismissal, including the reasons for the dismissal, simultaneously to the

parties.

## Decision-Maker

After the District has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-makers~~maker~~(s) shall afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.—~~Questions~~ Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence are offered to prove consent.

~~Decision-maker(s) must not have bias or conflict of interest. A decision-maker may be the Title IX Coordinator or investigator as long as there is no bias or conflict of interest.~~

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), shall apply the District's established standard of evidence and shall issue a written determination regarding responsibility that includes:

- A. Identification of the allegations potentially constituting ~~sex discrimination~~sexual harassment;
- B. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- C. Findings of fact supporting the determination;
- D. Conclusions regarding the application of the District's code of conduct to the facts;
- E. A statement of and rationale for the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity shall be provided by the District to the complainant; and
- F. The District's procedures and permissible bases for the complainant and respondent to appeal.

## Determination and Appeal Process

The District shall provide the written determination to the parties simultaneously.—~~The~~ The Title IX Coordinator is responsible for effective implementation of any remedies.

The District shall offer both parties the right to appeal from a determination regarding responsibility and from a dismissal of a formal complaint or any allegations therein, on the following bases:

- A. Procedural irregularity that affected the outcome of the matter;
- B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

C. The Title IX Coordinator, investigator(s), or decision-~~makers~~maker(s) had a conflict of interest or bias **for or against complainants or respondents generally or the individual complainant or respondent that affect the outcome of the matter.**

As to all appeals, the District shall:

- A. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- B. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- C. Ensure that the decision-maker(s) for the appeal does not have a conflict of interest or bias **for or against complainants or respondents generally or an individual complainant or respondent;**
- D. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- E. Issue a written decision describing the result of the appeal and the rationale for the result; and
- F. Provide the written decision simultaneously to both parties.

The District may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of **formal** complaints of ~~sex discrimination~~**sexual harassment**. ~~However, at any time prior to reaching a determination regarding responsibility during a complaint process, Similarly, the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the District:~~

~~A. Provides to the parties a written notice disclosing:~~

- ~~1. The allegations;~~
- ~~2. The requirements of the informal resolution process, provided that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process; and~~
- ~~3. Any consequences resulting from participating in the informal resolution process, including the records that shall be maintained or could be shared;~~

~~B. Obtains the parties' voluntary, written consent to the informal resolution process; and~~

~~C. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.~~

**not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.**

## **Records**

The District shall maintain for a period of seven (7) years records of:

- A. Each sex discrimination investigation including:

1. Any determination regarding responsibility;
  2. Any disciplinary sanctions imposed on the respondent; and
  3. Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity.
- B. Any appeal and the result therefrom;
- C. Any informal resolution and the result therefrom; and
- D. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District shall make these training materials publicly available on its website, or if the District does not maintain a website the District shall make these materials available upon request for inspection by members of the public.

The District shall create and maintain for a period of seven (7) years, records of any actions, including supportive measures taken **or not taken** in response to a report or **formal** complaint of sex discrimination. ~~In~~ **In** each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. ~~If~~ **If** a **District-recipient** does not provide a complainant with supportive measures, then the **District shall-recipient must** document the reasons why such a response was not clearly unreasonable in light of the known circumstances. ~~The~~ **The** documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

## Compare Policy Advisory "ACA-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



### ACA-R ©

#### REGULATION

#### SEXUAL HARASSMENT

##### Compliance Officer

The Superintendent shall be the compliance officer. Any person who feels unlawfully discriminated against or who has been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

##### Complaint ~~Procedure~~Process

##### *Investigation*

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed pursuant to this regulation as soon as reasonable, within the established timelines. In investigating the complaint, the Superintendent will maintain confidentiality to the extent reasonably possible. The Superintendent shall also investigate incidents of policy violation that are raised by the Governing Board, even though no complaint has been made.

If after the initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether or not to hold an administrative hearing and/or to recommend bringing the matter before the Board.

If the person alleged to have violated policy is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with A.R.S. [15-539](#) *et seq.*, may be initiated.

If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend a suspension without pay, recommend dismissal, or impose other appropriate discipline.

##### *Dismissal of Complaint*

If the ~~Superintendent's~~ **Superintendent's** investigation reveals no reasonable cause to believe policy has been violated, the Superintendent shall so inform the complaining party in writing.

##### Timelines

The complaint must be filed within thirty (30) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall require the immediate supervisor or site administrator to investigate and respond in writing to the complaining party within five (5) working days.

If the immediate supervisor or site administrator does not respond, the Superintendent will have ten (10) additional working days to respond in writing to the complaining party.

If the Superintendent does not respond within the established time, then the complaining party may request in writing that the issue be brought before the Board. The Board will then review the record of the investigation and have thirty (30) days to respond to the complaining party in writing.

## Compare Policy Advisory "AC-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



### AC-R ©

#### REGULATION

#### NONDISCRIMINATION / EQUAL OPPORTUNITY

##### Compliance Officer

The Superintendent shall be the compliance officer. Any person who feels unlawfully discriminated against or ~~to have~~ who has been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

##### Complaint ~~Procedure~~Process

##### Investigation

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed pursuant to this regulation as soon as reasonable, within the established timelines. In investigating the complaint, the Superintendent will maintain confidentiality to the extent reasonably possible. The Superintendent shall also investigate incidents of policy violation that are raised by the Governing Board, even though no complaint has been made.

If after the initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether or not to hold an administrative hearing and/or to recommend bringing the matter before the Board.

If the person alleged to have violated policy is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with A.R.S. [15-539](#) *et seq.*, may be initiated.

If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend a suspension without pay, recommend dismissal, or impose other appropriate discipline.

If the person alleged to have violated policy is a student, the Superintendent may impose discipline in accordance with Policies JK, JKD and JKE.

##### Dismissal of Complaint

If the ~~Superintendent's~~ Superintendent's investigation reveals no reasonable cause to believe policy has been violated, the Superintendent shall so inform the complaining party in writing.

##### Timelines

The complaint must be filed within thirty (30) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall require the immediate supervisor or site administrator to investigate and respond in writing to the complaining party within five (5) working days.

If the immediate supervisor or site administrator does not respond, the Superintendent will have ten (10) additional working days to respond in writing to the complaining party.

If the Superintendent does not respond within the established time, then the complaining party may request in writing that the issue be brought before the Board. The Board will then review the record of the investigation and have thirty (30) days to respond to the complaining party in writing.

## Compare current to previous Policy Advisories for "JFB © OPEN ENROLLMENT"

[first](#)[last](#)

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

### JFB © OPEN ENROLLMENT

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

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

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

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

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

If a school has any other separate capacity by specialized program, the information required pursuant to ~~this subsection~~ [15-816.01](#) shall also be posted by specialized program.

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

Pupils shall be selected as seats become available.

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

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

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

A school district may give enrollment preference to children who:

- A. Are in foster care.

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

C. Attend a school that is closing.

D. Are children of a member of the armed forces of the United States who either is on active duty or was killed in the line of duty.

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

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

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

B. Resident transfer pupils and their siblings.

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

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

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

A. Ethnicity or race.

B. National origin.

C. Sex.

D. Income level.

E. Disability.

F. Proficiency in the English language.

G. Athletic ability.

## Definitions

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

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

## Enrollment Options

District resident pupils may enroll in another school district or in another school within this District. Resident transfer pupils and nonresident pupils may enroll in schools within this District, subject to the procedures that follow.

### **Information and Application**

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

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

### **Capacity**

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

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

The Governing Board shall make the final determination of excess capacity and may require resident transfer pupils and/or nonresident pupils to be subject to the enrollment priorities and procedures found below. The excess-capacity estimates shall be made available to the public in \_\_\_\_\_ of each year.

### **Enrollment Priorities**

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

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

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

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

pupils. If capacity is not sufficient to enroll all of these pupils, they shall be selected through a random selection process adopted by regulation of the Superintendent.

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

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

## Admission Standards

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

## Notification

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

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

## Transportation of Students Admitted Through Open Enrollment

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

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

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

~~A. of~~ not more than thirty (30) miles to and from:

1. the school of attendance, or
2. a pickup point on a regular District transportation route, or

3. for the total miles traveled each day to an adjacent district.

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

~~A. of~~ not more than thirty (30) miles to and from:

1. the school of attendance, or
2. a pickup point on a regular District transportation route, or
3. for the total miles traveled each day to an adjacent district.

### Exception

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

- A. Up to the determined capacity.
- B. On the basis of the order of the completed applications submitted after the notification date established in this policy.
- C. Without regard to enrollment preference.
- D. As long as admission standards are met.

Adopted: <-- z2AdoptionDate -->

### LEGAL REF.:

A.R.S.

[8-371](#)

[15-341](#)

[15-764](#)

[15-797](#)

[15-816](#) *et seq.*

[15-816.01](#)

[15-823](#)

[15-824](#)

[15-825](#)

[15-841](#)

[15-922](#)

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

### CROSS REF.:

[EEAA](#) - Walkers and Riders

[IIB](#) - Class Size

[JF](#) - Student Admissions

[JFAA](#) - Admission of Resident Students

[JFAB](#) - Admission of Nonresident Students

[JFABD](#) - Admission of Homeless Students

[JFABDA](#) - Admission of Students in Foster Care

[JG](#) - Assignment of Students to Classes and Grade Levels

## Compare Policy Advisory "GBK © STAFF GRIEVANCES" to Policy in Manual

◀ first

last ▶

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

### GBK © STAFF GRIEVANCES

Effective communication between District employees, the administrative staff, and the Board is essential for proper operation of the schools. The Governing Board, therefore, authorizes the Superintendent to establish a grievance procedure for employees as the prescribed means of resolving grievances at the earliest date and the lowest possible administrative level. ~~In cases of alleged sex discrimination, this grievance procedure should provide supportive measures to complainants and respondents affected by the alleged sex discrimination conduct, must require adequate notice, must provide an equal opportunity to present and access evidence, and provide a reasonable opportunity for response by each party.~~

Such procedure shall provide for an appeal to the Board for review of any grievance that cannot be resolved at the administrative level. In such instances, [the affected individual may request that the Governing Board review the situation.](#) Such request shall be in writing and shall contain the basis for the appeal, including the act or acts out of which the grievance arose, identification of the Board policies and/or administrative regulations involved, and the remedy sought. Within five (5) working days following notification of the Superintendent's decision, any written request for appeal shall be submitted to the Superintendent for transmittal to the Board. The Governing Board, at a time of its choosing, shall review the grievance and issue a response within fifteen (15) working days following such review.

The decision of the Governing Board is final.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

~~[38-53220 U.S.C. 1681, Education Amendments of 1972, Title IX,](#)~~

~~—as amended in 2024, Title IX~~

## Compare Policy Advisory "JII © STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES" to Policy in Manual




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

### JII © STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

The Superintendent is directed to establish procedures whereby students with sufficient concern may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety provided that:

- A. The topic is not the subject of disciplinary or other proceedings under other policies and regulations of the District, and
- B. The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

A complaint or grievance may be raised regarding any of the following:

- A. Violation of the student's constitutional rights.
- B. Denial of an equal opportunity to participate in any program or activity for which the student qualifies, not related to the student's individual capabilities.
- C. Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability:

~~In cases of alleged sex discrimination, this grievance procedure should provide supportive measures to complainants and respondents affected by the alleged sex discrimination conduct, must require adequate notice, must provide an equal opportunity to present and access evidence, and provide a reasonable opportunity for response by each party~~

, or any other basis considered by law,

- D. Concern for the student's personal safety.

Refer to Board Policy JICK for procedures applying to a complaint or grievance that alleges incidences of student violence, harassment, intimidation, or bullying.

The complaint or grievance must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint or grievance. The initial complaint or grievance should be made using form JII-EA; however, a verbal complaint or grievance may be made to any school staff member. The receiving staff member shall immediately inform an administrator of the complaint or grievance.

When the initial complaint or grievance is submitted in a manner other than on the prescribed form, the administrator shall obtain from the student the particulars of the accusation and complete form JII-EA immediately thereafter. The administrator shall especially note all student-provided particulars determined by the Superintendent to be necessary for the

complaint or grievance to be investigated. Any question concerning whether a complaint or grievance falls within this policy shall be determined by the Superintendent.

If the receiving school administrator is included in the allegation, the complaint or grievance shall be transmitted to the next higher administrative supervisor. Failure by the staff member to timely inform a school administrator or next higher administrative supervisor of a student's allegation may subject the staff member to disciplinary action. The staff member shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

A student or student's parent or guardian may initiate the complaint process by completing Exhibit JII-EA.

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

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

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

The Superintendent shall develop procedures for the maintenance and confidentiality of documentation related to the receipt of a student's complaint or grievance, findings of the investigation, and disposition of the matter. The documentation shall not be used to impose disciplinary action unless the appropriate school official has investigated and determined there was an actual occurrence of the alleged incident.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-341](#)

20 U.S.C. 1681, Education Amendments of 1972, Title IX, ~~as amended in 2024, Title IX~~

CROSS REF.:

[AC](#) - Nondiscrimination/Equal Opportunity

[ACA](#) - Sexual Harassment

[GBEB](#) - Staff Conduct

[JB](#) - Equal Educational Opportunities

[JIC](#) - Student Conduct

[JICFA](#) - Hazing

[JICK](#) - Student Bullying/Harassment/Intimidation

[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

[KE](#) - Public Concerns and Complaints

## Compare Policy Advisory "JII © STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES" to Policy in Manual




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

### JII © STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

The Superintendent is directed to establish procedures whereby students with sufficient concern may present a complaint or grievance regarding a violation of their constitutional rights, equal access to programs, discrimination, or personal safety provided that:

- A. The topic is not the subject of disciplinary or other proceedings under other policies and regulations of the District, and
- B. The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

A complaint or grievance may be raised regarding any of the following:

- A. Violation of the student's constitutional rights.
- B. Denial of an equal opportunity to participate in any program or activity for which the student qualifies, not related to the student's individual capabilities.
- C. Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability:

~~In cases of alleged sex discrimination, this grievance procedure should provide supportive measures to complainants and respondents affected by the alleged sex discrimination conduct, must require adequate notice, must provide an equal opportunity to present and access evidence, and provide a reasonable opportunity for response by each party~~

, or any other basis considered by law,

- D. Concern for the student's personal safety.

Refer to Board Policy JICK for procedures applying to a complaint or grievance that alleges incidences of student violence, harassment, intimidation, or bullying.

The complaint or grievance must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint or grievance. The initial complaint or grievance should be made using form JII-EA; however, a verbal complaint or grievance may be made to any school staff member. The receiving staff member shall immediately inform an administrator of the complaint or grievance.

When the initial complaint or grievance is submitted in a manner other than on the prescribed form, the administrator shall obtain from the student the particulars of the accusation and complete form JII-EA immediately thereafter. The administrator shall especially note all student-provided particulars determined by the Superintendent to be necessary for the

complaint or grievance to be investigated. Any question concerning whether a complaint or grievance falls within this policy shall be determined by the Superintendent.

If the receiving school administrator is included in the allegation, the complaint or grievance shall be transmitted to the next higher administrative supervisor. Failure by the staff member to timely inform a school administrator or next higher administrative supervisor of a student's allegation may subject the staff member to disciplinary action. The staff member shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

A student or student's parent or guardian may initiate the complaint process by completing Exhibit JII-EA.

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

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

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

The Superintendent shall develop procedures for the maintenance and confidentiality of documentation related to the receipt of a student's complaint or grievance, findings of the investigation, and disposition of the matter. The documentation shall not be used to impose disciplinary action unless the appropriate school official has investigated and determined there was an actual occurrence of the alleged incident.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-341](#)

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[JK](#) - Student Discipline

[JKD](#) - Student Suspension

[JKE](#) - Expulsion of Students

[KE](#) - Public Concerns and Complaints

**OSBORN SCHOOL DISTRICT NO. 8**

**March 18, 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**

**Agenda Item**

**First Review of Return to Work Policy GCQEA**

For Board:  Action       Discussion       Information

**Background –**

Administration is introducing the initial draft of Osborn’s Return to Work policy GCQEA.

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve the first reading of Osborn’s Return to Work policy.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ P/F

**GCQEA**  
**Return to Work**  
**(Retired Employee Returning to District Employment)**

In an effort to retain highly qualified and experienced personnel and simultaneously reduce employer costs, the District establishes a staff Post-Retirement Employment Option (PREO) for those teachers, administrators, and support staff employees who meet the requirements for Arizona State Retirement System (ASRS) normal retirement.

Neither the PREO nor any of its constituent components are intended, nor should they be construed, to be a “retirement incentive program” as defined in A.R.S. 38-749.

The employee must provide Human Resources with a letter stating his/her planned retirement date and requesting reemployment with the District through a contract service provider. The letter must be received by the District at least ninety (90) days before the employee’s intended retirement date or for professional staff by March 15th.

Pursuant to A.R.S. 38-766.01, retiree will not accrue credited service, retirement benefits or long-term disability program benefits.

**Qualifications:**

- A. Qualify for Arizona State Retirement System (ASRS) normal retirement
- B. Have most recent evaluations that fall into the categories of "Highly Effective" or "Effective" based on the District Performance Evaluation tool.
- C. Have the recommendation of their Supervisor, Administrator, and final approval by the Superintendent.

**Participation:** Current District employees who declare retirement must notify the District Human Resources Department by submitting a letter seeking continued employment with contracted service.

**Salary:** Contracted employee will be placed within the current salary schedule range for his or her position at 80% of their previous year base salary.

**Medical Benefits:** Health insurance for retirees is made available through COBRA, ASRS, Market Place, or the contracted service provider. The retiree will pay the full cost of coverage.

**Expectations:** Employees will be expected to support the mission and vision of District and will be expected to follow all District policies and procedures as well as the policies and procedures of the contracted service provider. Employees will also be expected to fulfill regular duties applicable to other District employees (e.g., attending faculty/staff meetings, open houses, registration days, and participate on campus or District improvement teams, etc.).

Re-employment by the District: While these are highly valued employees that we want to retain, decisions about rehiring are at the District's discretion on a year to year basis and provides the flexibility to determine the need for these positions.

- A. The employee will return to the same job position or one that they are qualified for
- B. The District will issue the employee an employment contract or work agreement once an employee has been notified of their rehire.
- C. The employee will receive a salary that falls at 80% for the position they are returning to or if transferring to new position, they will be placed within that salary range at 80% of the new position range
- D. Leave accrual will be earned at the rate of a new hire to the District.

**Basis of Employee Contract for the First Year of the PREO**

The retiree agrees to the following contract terms:

- A. Continue in the position and assume the responsibilities as the retiree's job category requires.
- B. Services to be provided to the District will be delivered under a contract held by a contract selected by the District
- C. During year 1 of working through the contracted company, the retiree will no longer be an employee of the District and will not be eligible for benefits such as vacation, sick leave, personal days, medical insurance and health benefits.
- D. Provision of the contract for positions provides for a salary eighty (80%) of the amount of their most recent full year's salary when the retirement from the District or the beginning rate for a position with no experience. For a support staff position the employee will be placed at eighty percent (80%) of the amount of their base salary when the retirement from the District or starting at the base rate for that position.
- E. A provision of the contract permits the District or the retiree to terminate the contract upon a thirty (30) day written notice to the other party.

- F. The District will not pay the cost of insurance coverage; retirees are eligible to purchase insurance coverage under the Comprehensive Omnibus Budget Reduction Act (COBRA) for a period of eighteen (18) months, ASRS, Market place, or the contracted service provider.
- G. Any accumulated annual or vacation leave eligible for compensation must be acquired by the District in accordance with the District's Payout policies in force at the time of the employee's retirement. Consequently, such leave shall no longer be available to the retiree.
- H. The retiree is eligible for participation in any District supplemental programs such as 301, et cetera
- I. Upon application and approval, perform specific duties such as coaching, sponsor facilitator, et cetera, and when not in conflict with the ASRS guidelines, the District may assign the retiree and issue appropriate addenda for services rendered.
- J. The contract will be for the corresponding number of workdays as regular District employees assigned to the same category or classification.
- K. An allotment of paid leave days (including annual leave and sick leave) equal to 1 year allocation per policy, will be granted under the contract, but a deduction for per diem pay, proportional to the total days specified in the contract, will be made for each day taken in excess of the retiree's allotment.
- L. When paid vacation was provided in the retiree's previous position with the District, the same number of paid vacation days for employees in the retiree's classification will be allotted under the contract. There will be no compensation for unused vacation days remaining at the close of the contract year.

**Basis of Employee Contract/Wage  
Agreement for the Second and Subsequent  
Years After Retirement**

A retiree desiring to return under a contract with the District after completing the first (1st) year under the District's Staff PREO plan agrees to the following:

- A. Must be a direct hire as an Osborn Employee
- B. The retiree must have the recommendation of the employee's principal or immediate supervisor and/or approval of the Superintendent
- C. The retiree will return to the same job category and classification. If the retiree decides to return to a different position in the same job category and classification, the retiree will be required to apply to District postings and interview the same as other applicants.
- D. For the second (2nd) and subsequent years, the District will enter the employment contract/wage agreement.
- E. The contract/wage agreement will be a terminal contract for one (1) year.

- F. All benefits extended to other employees in the same category and classification will be a part of the contract/ wage agreement (i.e., accrual of leave, vacation when applicable, insurance, et cetera), except that no accrual of leave for Payout policies will be allowed.
- G. Leave days remaining from the first (1st) or subsequent years of contracted employment will not be carried forward to an ensuing contract with the District.

### **Computation of Salary**

A retiree returning in the same category and classification for which the retiree is contracted through an independent contractor for the previous year will be placed at eighty percent (80%) of the amount of their base salary when the retirement from the District or the beginning rate for a position with no experience. For a support staff position the employee will be placed at eighty percent (80%) of the amount of their base salary when the retirement from the District or starting at the base rate for that position. Employees will also be eligible for the amount of any raise given to all regular District employees from the immediate past year. Thereafter, any increase in salary will be consistent with the approved salary increase for the retiree's classification not to exceed 90% of the salary amount of their base salary from the year prior to retirement.

**OSBORN SCHOOL DISTRICT NO. 8**

**March 18, 2025**

**Board Meeting**

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

**Agenda Item**

**Second Review and Approval of Policy JBA—Safe Learning Environment**

For Board:  Action       Discussion       Information

**Background –**

The Governing Board at their Work Study Session of February 11, 2025, discussed at length a draft of proposed Policy JBA—Safe Learning Environment, as reviewed by district counsel Jessica Sanchez. Recommended counsel track changes were reviewed and additional changes noted. The board discussed draft is being presented for second review in the form of track changes and a clean policy for addition to our policy manual after approval.

**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 Policy JBA—Safe Learning Environment.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ P/F

## JBA - SAFE LEARNING ENVIRONMENT

The Osborn [Elementary](#) School District is committed to ensuring a safe, inclusive, and welcoming environment for all students and families. This policy outlines our commitment to protecting the rights and well-being of every member of our school community. All district employees, contractors, volunteers, and any other individuals or entities interacting with the District or its students on district premises or at district-sponsored events are responsible for providing a safe learning environment.

1. **Non-Discrimination:** Consistent with Policy JB, Equal Educational Opportunities, the District does not discriminate based on national origin, ethnicity, race, or religion. Every student has the right to an education, regardless of their background, circumstances, or immigration status.

2. **Enrollment:** Consistent with Policies JF, Student Admissions; JFAA, Admission of Resident Students; and JFAB, Tuition/ Admission of Nonresident Students, school personnel shall not collect, maintain, or inquire about a student or the family's immigration status, and enrollment decisions shall not be based on immigration status. "Residency" for the purposes of tuition pertains to domicile within Arizona and not immigration status.

3. **Safe Environment:** In order to promote a safe learning environment for all students, immigration enforcement officers [Immigration Customs and Enforcement (ICE), Customs and Border Protection (CBP), or any other law enforcement official enforcing immigration laws] shall not be permitted on campus unless there is an exigent circumstance [or unless a judicial warrant is presented to authorized school personnel](#).

4. **Promoting Inclusion:** The District actively promotes tolerance, inclusion, and cultural richness within our district. All learners, regardless of their backgrounds, are embraced and supported.

5. **Future policy development:** The District shall not adopt or implement policies, practices, or procedures that exclude students from school, based on their or their parents' or guardians' actual or perceived immigration status or other actual or perceived characteristics, including nationality, race or ethnicity, religion, [or any other protected class or characteristic](#) ~~disability status, gender, gender identity, gender expression, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.~~ Furthermore, District personnel shall treat all students equitably in the receipt of all school services, including, but not limited to, the free and reduced meal program, transportation, and educational instruction.

6. **Partnerships with Law Enforcement:** In accordance with these principles and general District policies restricting visitor access to school sites for school-related purposes only, the District shall deny all requests by law enforcement officers, including immigration authorities, for access to a school site or to interview a student regarding non-school-related matters except where required by JIH, Student Interrogations, Searches, and Arrests.

Given the particular threat non-school-related law enforcement activities—including immigration enforcement—pose to the learning environment, these requests shall be immediately forwarded to

the District Superintendent and District legal counsel. Any request from immigration officers to access a student shall be referred to the Superintendent and the District's legal counsel, who shall review the request and make a decision on whether facilitating such access will conflict with District policy or applicable law. The Superintendent is authorized to develop procedures for the interview of students or employees by law enforcement for an immigration related purpose. Such procedures shall include: obtaining and verifying law enforcement credentials and obtaining a copy of any judicial warrants prior to granting access to any students or staff. Procedures shall also include designating appropriate spaces for law enforcement interviews, monitoring interviews, and contacting parents/legal guardians of students to be interviewed.

The District shall not enter into agreements with state or local law enforcement agencies, or any federal agency, to use District resources, including personnel, to conduct or support immigration enforcement activities. Where the District has an arrangement with an outside law enforcement agency to station law enforcement officers on District campuses, the District shall attempt to enter into, or take steps to revise any already-existing, memorandum of understanding with that external law enforcement agency stating that its officers shall not participate in immigration enforcement efforts on campus. This means that the District will request that such law enforcement agencies agree that, when stationed at District schools, its law enforcement officers shall not:

- hold individuals in custody on detainers issued by federal immigration authorities;
- respond to notification or transfer requests from federal immigration authorities;
- make arrests based on civil immigration warrants; or
- facilitate the use of campus facilities for immigration enforcement purposes.

8. **Access to student records:** Pursuant to Policy JR, Student Records, the District will not disclose student records without the written consent of a student's parent or guardian, unless it must do so to comply with a judicial order or lawfully issued subpoena. The District will make a reasonable effort to notify the parent or the eligible student before making a disclosure, unless directed otherwise by a court of competent jurisdiction and in accordance with the Family Educational Rights and Privacy Act (FERPA).<sup>\*</sup> If presented with such a request, including an ICE Administrative Subpoena<sup>\*\*</sup>, the District's legal counsel General Counsel shall make a determination whether a response is required by law. In the event the law enforcement agency seeks to enforce a subpoena for the records in court, the District is authorized to oppose that motion and may appeal a court order enforcing the subpoena. The District will comply with any final court order enforcing a subpoena for access to records.

9. **Access to student records for local Law Enforcement Partners:** No Osborn records are to be released to local law enforcement and other partners without prior authorization from the Superintendent. When approved, information contained will be used for emergency situations and will not be disseminated outside local law enforcement or used for immigration purposes.

10. **Harassment Prohibited:** The [District prohibits harassment and discrimination based on national origin, ethnicity, race, or religion. Any allegations of discrimination or harassment should be immediately referred to the Superintendent pursuant to Policy JB, Equal Educational Opportunities.](#)

## 11. Reporting and accountability:

- All incidents involving law enforcement or requests for information regarding immigration status will be documented by the Superintendent or designee, as outlined in ARS 15-1042
- The District will provide regular reports to the Governing Board to ensure transparency and accountability.

### Implementation and Reporting

- The Superintendent shall ensure compliance with this policy and is authorized to develop regulations consistent with this Policy
- **JBA-R** will detail standardized training and communication practices to comply with this policy.

\*FERPA authorizes, but does not require, the District's voluntary disclosure of student directory information. The District will refuse any informal request for voluntary disclosure of student directory information that is not for a school-sanctioned purpose.

\*\*"ICE Administrative Subpoena" is a subpoena to require the testimony of witnesses or production of records.

### CROSS REF.:

AC - Nondiscrimination

JB- Equal Educational Opportunities

JF- Student Admissions

JFAA- Admission of Resident Students

JFAB- Tuition/ Admission of Nonresident Students

JIH - Student Interrogations, Searches, and Arrests

JR- Student records

**JBA- R**  
**SAFE LEARNING ENVIRONMENT HAVEN REGULATION**

In order to comply with the Safe Learning Environment Policy, the Superintendent or designee will ensure that the following takes place annually:

1. School administrators are trained in the District's Safe Learning Environment, Non-Discrimination, and Equal Educational Opportunities policies. Training will include policy compliance expectations and local resources for support. Training will also clarify communication and information-sharing procedures with law enforcement and immigration officials, and will cover the following policies:
  1. AC - Nondiscrimination
  2. JB- Equal Educational Opportunities
  3. JBA - Safe Learning Environment
  4. JF- Student Admissions
  5. JFAA- Admission of Resident Students
  6. JFAB- Tuition/ Admission of Nonresident Students
  7. JIH - Student Interrogations, Searches, and Arrests
  8. JR- Student Records
  
2. All front office staff and teachers will be trained the Safe Learning Environment, Non-Discrimination, and Equal Educational Opportunity policies. Training will include policy compliance expectations and local resources for support. Training will also clarify communication and information-sharing procedures with law enforcement and immigration officials, and will cover the following policies:
  1. AC - Nondiscrimination
  2. JB- Equal Educational Opportunities
  3. JBA - Safe Learning Environment
  4. JF- Student Admissions
  5. JFAA- Admission of Resident Students
  6. JFAB- Tuition/ Admission of Nonresident Students
  7. JIH - Student Interrogations, Searches, and Arrests
  8. JR- Student Records
  9. JR- Student records
  
3. If Law Enforcement officers must make an arrest on campus, every effort will be made by school administration to limit use of restraints if possible, visibility, and impact of the action on the individual in question and on the school community. This might include working with Law Enforcement on appropriate timing and location for such an arrest.

4. Information regarding Policies AC, Nondiscrimination; JB, Equal Educational Opportunities; and JBA, Safe Learning Environment the Safe Haven, and the accompanying regulations will always be available to families in hard copy and digital formats. Additionally, the district will share “Know your Rights” resources for students and families on the district website and in the parent handbook. Information will also include contact information for related concerns and complaints.
5. Partner organizations that work in our schools will also be trained on or provided copies of Policies AC, Nondiscrimination; JB. Equal Educational Opportunities; and JBA, Safe Learning Environment annually through the MOU revision process.

The Superintendent will create opportunities to listen to the needs of students and families by hosting meetings and engaging in conversations so that the District can learn from those who are impacted before the District assumes what actions to take.

**OSBORN SCHOOL DISTRICT NO. 8**

**March 18, 2025**

**Board Meeting**

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

**Agenda Item**

**Reduction in Force of Master Teacher Positions**

For Board:     Action             Discussion             Information

**Background –**

On February 18, 2025, Osborn School District as a subgrantee of the National Institute for Excellence in Teaching (NIET), received notification that our Teacher and School Leaders (TSL) Incentive grant through the United States Department of Education was being cancelled effective immediately. Our TSL grant entitled Arizona Prioritizing Recruitment/Retention and Induction to Maximize Equity (AZ PRIME) was found to be inconsistent with current federal administration’s priorities of eliminating funding for programs that promote diversity, equity, and inclusion (DEI). Although the word “equity” exists within the grant title, this is a grant centered on teacher recruitment and retention strategies, ways of improving systems for educator effectiveness, increasing career advancement opportunities through teacher and school leadership, and rewarding merit through performance-based compensation.

As a result of the cancellation of the grants, 5.5 master teacher positions (of 11.5 in the district) fully funded by the grant or within Title I no longer fit into our Title I budget, which is itself seeing reductions in overall funding and initial appropriation to LEAs (from 90% to 80%). Of the 5.5 master teacher positions, 1.5 are able to be filled in different capacities. There is a need for a reduction in force (RIF) of 4 master teacher positions for the 25-26 school year.

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve reduction in force of Master Teacher positions

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ P/F

**OSBORN SCHOOL DISTRICT NO. 8**

**March 18, 2025**

**Board Meeting**

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**Agenda Item Number – IX-F**

**Agenda Item**

**Reduction in Force of the Director of Leadership and School Improvement**

For Board:     Action             Discussion             Information

**Background –**

On February 18, 2025, Osborn School District as a subgrantee of the National Institute for Excellence in Teaching (NIET), received notification that our Teacher and School Leaders (TSL) Incentive grant through the United States Department of Education was being cancelled effective immediately. Our TSL grant entitled Arizona Prioritizing Recruitment/Retention and Induction to Maximize Equity (AZ PRIME) was found to be inconsistent with current federal administration’s priorities of eliminating funding for programs that promote diversity, equity, and inclusion (DEI). Although the word “equity” exists within the grant title, this is a grant centered on teacher recruitment and retention strategies, ways of improving systems for educator effectiveness, increasing career advancement opportunities through teacher and school leadership, and rewarding merit through performance-based compensation.

To support principals, master teachers, and school leadership teams within Osborn apply the NIET structures with fidelity, NIET increased the funding for Osborn for years 2 and 3 of the grant to include a leadership support position at the district level. The position of Director of Leadership and School Improvement was created last spring to fulfill these objectives. As a result of the cancellation of the AZ PRIME TSL grant, we request a reduction in force (RIF) of this district leadership position. There is no capacity in any further funding mechanisms for this position.

**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 reduction in force of the Director of Leadership and School Improvement

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ P/F

OSBORN SCHOOL DISTRICT NO. 8  
March 18, 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 –**

**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**  
**March 18, 2025**  
**Board Meeting**

**The Osborn Community advances the full potential of every child  
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**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  
March 18, 2025  
Board Meeting**

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

**Agenda Item**

**Future Agenda Items**

For Board:     Action             Discussion             Information

**Future**

**Mrs. Greenberg**

- Work Study to discuss suspension and enrollment (**conducted on Tuesday, March 4, 2025**)

**Agenda Item Number – XIII**

**Adjournment**

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ P/F