

**OSBORN SCHOOL DISTRICT NO. 8**  
**GOVERNING BOARD MEETING**  
**September 16, 2025**

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

**CONSISTENT WITH THE REQUIREMENT OF A.R.S. §38-431.02, NOTICE OF THIS  
MEETING HAS BEEN POSTED. LOCATION OF THE MEETING IS:**

**THE OSBORN DISTRICT OFFICE  
1226 WEST OSBORN ROAD  
PHOENIX, AZ 85013**

***The Governing Board will hold this meeting both in person and through technological access. Members of the public may attend in person, via Youtube Livestream. Access to the livestream is found [here](#).***

*The public will be able to listen to the meeting live through livestream. 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](mailto:lnye@osbornsd.org) by 12:00pm on Tuesday, September 16, 2025.*

*Agendas are available at least 24 hours prior to each meeting in the District Office at 1226 West Osborn Road, Monday through Friday between the hours of 7:30 a.m. and 4:30 p.m. One or more Board members may attend telephonically. Board members attending telephonically will be announced at the meeting. The board may vote to recess into an executive session for the purpose of obtaining legal advice from the board's attorney on any matter listed on the agenda pursuant to A.R.S. §38-431.03(A)(3). Accommodations for individuals with disabilities, including alternative format materials, sign language interpretation, assistive listening devices, or assistance with Calls to the Public are available upon 72 hours' advance notice through the Office of the Superintendent 602-707-2002. To the extent possible, additional reasonable accommodations will be made available within the time constraints of the request.*

---

**I. Call to Order**

**II. Pledge of Allegiance/School Presentation/Land Acknowledgement**

**III. District Celebrations and Announcements**

**IV. 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.

**V. Consent Agenda**

- A. Ratification of Accounts Payable Vouchers
- B. Ratification of Payroll Vouchers
- C. Board Minutes
  - 1. August 19, 2025 Regular Meeting
- D. Approval of Personnel Items
  - 1. New Employees
  - 2. Employment Changes/Additions

3. Addendum Contracts
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. MOU's/Partner Agreements
  1. Renewal of Agreement and Amendment with Arizona Assessment Collaborative (AzAC)
  2. Approval of renewal of the agreement with Arizona School for the Deaf and Blind
  3. Approval of the Renewal of the Host School Agreement with International TeachAlliance, a program of ESI
- J. Approval of Certified Evaluators for 2025-2026
- K. Approval of Hearing Officers for Student Discipline and Personnel Matters
- L. Approval of FY26 SFD Capital Plan
- M. Out of State Travel for Dr. Michael Robert to attend the AASA National Conference in Nashville, TN February 12-14, 2026
- N. Out of state travel for Cory Alexander and Maddie Neely to attend the AmTab K125 Fall Nutrition Symposium in Chicago, IL October 2, 2025
- O. Out of state travel to the School Nutrition Industry Conference (SNIC) in Austin, TX from January 11, 2026 through Jan 13, 2026 for Madison Furey and Cory Alexander
- P. Sole Source Listing FY26- Revision

**VI. Board Presentation**

Jennifer MacLennan – policy services presentation

**VII. Administrative Reports since August Meeting**

- A. Administrative Reports—Principals and district office administrators submit progress reports on work completed in their school/department as well as upcoming events. Principal reports are also sent to parents to improve communication. Board members may comment.
- B. Suspension Report for month of August
- C. Student Absence Report for month of August
- D. Substitute Teacher Report for month of August
- E. Student Enrollment Report as of September
- F. 2025-2026 School Year Tax Rates

**VIII. INFORMATION UPDATES**

- A. Bond Update
- B. OEA
- C. Bond Financing Presentation

**IX. Action Items**

- A. Recommendation to consider, and if deemed advisable, to adopt a resolution authorizing the issuance and sale of school improvement bonds of the District.
- B. Approval of first reading of ASBA Policy Revisions to the following policies:
  - EB-Environmental and Safety Program
  - GCQF-Discipline, Suspension and Dismissal of Professional Staff Members
  - GDFA- Support Staff Qualifications and Requirements
  - JLC – Student Health Services and Requirements

JLCD – Medicines/Administering Medicines to Students

C. Renaming of Montecito Community School to Montecito Montessori School

D. Approval of Governing Board Meeting Dates January 1- June 30, 2026

**X. Board Development**

A. Great on their Behalf Book Study

**XI. Reflections/Feedback on Meeting**

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

**XII. Future Agenda Items**

**XIII. Adjournment**

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 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/ Land Acknowledgement**

For Board:

☐

Action

☐

Discussion

☒

Information

**Osborn School District Land Acknowledgement**

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

[Osborn Land Acknowledgement Video](#)

**Background**

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

Information Only

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



**OSBORN SCHOOL DISTRICT NO. 8**  
**September 16, 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

September 16, 2025

Board Meeting

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

Agenda Item Number – IV

**Agenda Item**

**Call to the Public**

For Board: ☐ Action ☐ Discussion ☒ Information

**Background –**

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

*An individual wishing to address the Governing Board using technological access must email their message or request to speak live to [lnye@osbornsd.org](mailto:lnye@osbornsd.org) by 12:00pm on Tuesday, September 16, 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**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-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/FY26 Accounts Payable Vouchers from August 1 through August 31, 2025.

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

**Osborn School District No. 8**  
**Summary of FY25 7 FY26 Accounts Payable Vouchers Processed**  
**8/1/25 through 8/30/25**

| <b>Fund Title</b>                      | <b>Fund #</b> | <b>Total</b> |
|--|---------------|--------------|
| M & O                                  | 1             | 420,544.81   |
| P301 Base Pay                          | 11            | 0.00         |
| P301 Performance Payout                | 12            | 0.00         |
| Instructional Improvement fund         | 20            | 0.00         |
| Title I                                | 100           | 20.25        |
| Title I                                | 101           | 0.00         |
| Title I Targeted Support & Improvement | 115           | 10,035.00    |
| Title I Targeted Support & Improvement | 116           | 0.00         |
| Title IIA - Improving Teacher Quality  | 140           | 0.00         |
| Title IIA - Improving Teacher Quality  | 141           | 12,825.00    |
| TITLE IV-SAFE & DRUG FREE BASIC        | 160           | 0.00         |
| Title IV- Safe & Drug free basic       | 161           | 1,722.83     |
| 21st Century (Enc, Sol)                | 162           | 1,954.10     |
| 21st Century (CL, LV, OMS)             | 163           | 2,998.43     |
| Title III                              | 190           | 125.00       |
| Title III                              | 191           | 0.00         |
| Emergency Immigrant Funding            | 196           | 0.00         |
| Title VII - Indian Ed                  | 200           | 0.00         |
| Idea - Basic                           | 220           | 0.00         |
| ARRA - IDEA BASIC                      | 221           | 902.25       |
| 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           | 294.00       |
| EPACLEAN BUSES GRANT                   | 308           | 0.00         |
| AZ NURSES WORKFORCE GRANT              | 310           | 428.13       |
| PRE School Dev GRANT                   | 320           | 0.00         |
| AZ PRIME GRANT                         | 321           | 0.00         |
| PDG-CONTINUATION GRANT                 | 323           | 0.00         |
| Pre School Dev - Start - Up            | 322           | 0.00         |
| ESSER CARES                            | 326           | 0.00         |
| Acceleration Academy Grant             | 327           | 0.00         |
| ENROLLMENT STABILIZATION GRANT         | 328           | 0.00         |

|                                  |     |                     |
|----------------------------------|-----|---------------------|
| HQEL                             | 333 | 325.75              |
| 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 GRANT | 364 | 0.00                |
| Scoppes - Counseling Grant       | 376 | 0.00                |
| Arts in Education                | 377 | 0.00                |
| ARP - HOMELESS II ENTITLEMENT    | 383 | 0.00                |
| ARP - Homeless I Grant           | 384 | 0.00                |
| Race To The Top                  | 396 | 0.00                |
| GIFTED                           | 450 | 0.00                |
| RESULT BASED FUNDING             | 457 | 0.00                |
| AZ Transportation Modernization  | 465 | 0.00                |
| EARLY LITERACY GRANT             | 472 | 8,061.55            |
| 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 | 134,553.33          |
| Civic Center                     | 515 | 0.00                |
| Community School                 | 520 | 1,358.48            |
| Community School Montessori      | 521 | 2,575.00            |
| Auxiliary Operations             | 525 | 7,209.00            |
| Extra Curr Tax Fees CR           | 526 | 0.00                |
| Gift and Donations               | 530 | 5,668.84            |
| Fingerprint                      | 540 | 110.00              |
| Insurance Proceeds               | 550 | 0.00                |
| Textbooks                        | 555 | 0.00                |
| LITIGATION RECOVERY              | 565 | 0.00                |
| Indirect Costs                   | 570 | 14,062.12           |
| Unemployment Insurance           | 575 | 3,734.06            |
| Insurance Refund                 | 585 | 0.00                |
| Unrestrict Capital Outlay        | 610 | 287,145.05          |
| Bond Building funds              | 630 | 194,751.44          |
| Energy & Water Savings           | 665 | 0.00                |
| SFB BUILDING RENEWAL             | 691 | 0.00                |
| Student Activities               | 850 | 0.00                |
| Employee Insurance Fund          | 855 | 204,943.93          |
|                                  |     | <u>1,316,348.35</u> |

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-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 2025/26 Payroll Vouchers processed from August 1 through August 31, 2025.

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

# Osborn School District No. 8

## Summary of Payroll Vouchers 8/01/25 thru 8/31/25

| Voucher number                          |      |                        |
|---|------|------------------------|
| Fund Title                              | Fund | Total                  |
| Maintenance & Operation                 | 001  | 1,227,912.82           |
| Proposition 301                         | 011  | 138,064.50             |
| Proposition 301                         | 012  | 0.00                   |
| Instructional Improvement Fund          | 020  | 5,453.21               |
| Structured English Emersion             | 71   | 0.00                   |
| Tittle I                                | 100  |                        |
| Title I Disadvantaged Grant             | 101  | 2,093.43               |
| na                                      | 115  | 0.00                   |
| Tittle I Targeted Support & improvement | 116  | 0.00                   |
| Title IIA                               | 141  | 2,288.56               |
|   | 160  | 833.32                 |
| Title IV                                | 161  | 0.00                   |
| 21st CCLC Grant                         | 162  | 3,834.16               |
| 21st CCLC Grant                         | 163  | 653.64                 |
| Title III                               | 190  | 3,821.31               |
| Title VII-Indian Ed                     | 200  | 2,753.19               |
| IDEA - General Entitlement Grant        | 220  | 14,007.18              |
| IDEA - BASIC                            | 221  | 30,358.57              |
| IDEA-Preschol Grant                     | 222  | 1,592.78               |
| IDEA EDISA - 3 TRAININ                  | 223  | 0.00                   |
| ARP- IDEA PRESCHOOL                     | 227  | 0.00                   |
| ARP- IDEA BASIC                         | 228  | 0.00                   |
| Johnson O'Malley                        | 230  | 1,712.90               |
| Medicaid Reimbursement Fund             | 290  | 16,656.69              |
| Preschool Developmental Year 1          | 320  | 0.00                   |
| AZ Prime Grant                          | 321  | 0.00                   |
| PDG - CONTINUATION GRANT                | 323  | 20,691.92              |
| HQEL Grant                              | 333  | 5,014.58               |
| ESSER ROUND III                         | 346  | 0.00                   |
| FED ED INNOVATION RESEARCH              | 364  | 2,799.52               |
| RESULTS BASED FUNDING                   | 457  | 1,127.22               |
| na                                      | 472  | 1,747.45               |
| FOUNDATIONAL LITERACY GRANT             | 473  | 12,363.16              |
| OIE RISE GRANT                          | 475  | 1,906.07               |
| SCHOOL SAFETY GRANT                     | 480  | 28,870.06              |
| STATE TUTORING                          | 483  | 0.00                   |
| Food Service Fund                       | 510  | 85,173.83              |
| Civic Center                            | 515  | 6,110.76               |
| Community Schools                       | 520  | 16,271.97              |
| Community Schools-Montessori            | 521  | 28,238.63              |
| Extra Curr Tax Fees                     | 526  | 0.00                   |
| Gifts & Donations                       | 530  | 3,818.69               |
| Indirect Costs Fund                     | 570  | 113,131.50             |
| UNRESTRICT CAPITAL OUTLAY               | 610  | 0.00                   |
| BOND BUILDING                           | 630  |                        |
|   |      | <u>\$ 1,779,301.62</u> |

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-C-1**

**Agenda Item**

**Approval of Governing Board Minutes**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

Approval is requested for the minutes of the following meetings:

1. August 19, 2025 Regular Meeting

**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



OSBORN SCHOOL DISTRICT NO. 8  
Governing Board Regular Meeting  
August 19, 2025

---

The Regular Meeting of the Osborn School District Governing Board was called to order at 5:34pm by Board President Violeta Ramos.

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

President Ramos called for a moment of silence to remember the Phoenix Union High School student whose life was lost.

**Pledge of Allegiance and Land Acknowledgement**

Dr. Robert led the pledge. Mr. Hermes read the land acknowledgement.

**District Celebrations and Announcements**

Offering support, Dr. Robert recognized the difficulty of the situation for both Phoenix Union High School District Superintendent Andrade and the larger community.

Principals introduced their new staff and shared site goals for the new school year.

Dr. Robert then acknowledged Matt Jewett, Nicki Whaley and Maricopa Superintendent Shelli Boggs noting his appreciation of their support. He noted that Superintendent Boggs would be returning to Clarendon to award Principal Martin with the Exemplary Principal Award.

A break was called at 5:58 pm.

The meeting resumed at 6:06 pm

**Call to the Public**

OEA Co-President Storm Gerlock shared the purpose, mission and priorities of the association.

OEA Secretary Vanessa Palma shared concerns around the calendar that included confusion around the first 2 days of school, reducing the number of work days staff have to prepare for the first day of school and returning a day before students at the end of winter break. She also raised concerns around communication received related to Annual Leave.

OEA Co-President Kirsten Callisen addressed the group's commitment to build trust, and staff addressing concerns without fear of retaliation adding that the group would like to have a standing agenda item.

Tara La OGarcia and Sammi Wright introduced themselves as OEA representatives from Longview.

Kirsten Callisen then shared information about the STEM Summer Camp including activities and experiences students who attended received during the week. She then thanked all who helped.

Ms. Callisen's 3 minutes were used and President Ramos read a letter from a parent whose child attended the camp.

President Ramos noted that Ms. Nye had received requests to address the Board. Ms. Nye read a request to address the Board from Jim Hess who introduced himself as the OEA site representative from OMS.

Ms. Nye then read a statement from Jordan Blanton who provided information on her role as Communications Chair for OEA.

Lastly, Ms. Nye read a statement from Beth Anderson who introduced herself as the OEA Site Representative at Clarendon.

**Consent Agenda – Approval of Items Since April Meeting**

- A. Ratification of Accounts Payable Vouchers
- B. Ratification of Payroll Vouchers
- C. Board Minutes
  - 1. Time Models Public Hearing July 15, 2025
  - 2. Public Hearing July 15, 2025 Budget and Approval to Spend Insurance Proceeds
  - 3. Regular Meeting of July 15, 2025
- 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 renewals
- E. Donations
- F. Expenditure and Revenue Report
- G. Student Activities Statement of Revenue and Expenditures
- H. Disposal of Equipment
- I. Approval of 2025/26 Student Activity Events
- J. MOUs/Agreements with Partner Organizations:
  - 1. Approval of the continuation of the Food Program Permanent Service Agreement (FPPSA)
  - 2. Approval of the Memorandum of Understanding between Assistance League (Delivering Dreams Bus Program) of Arizona and the Osborn School District for the 2025- 2026 SY
  - 3. Approval of renewal of Affiliation Agreement with ASU School of Social Work for 2025-2026
  - 4. Approval of Renewal of the MOA with Southwest Human Development for Early Head Start/Head Start 2025-2026
  - 5. Approval of Renewal of the MOU with Southwest Human Development for SPED Preschool Services 2025-2026
  - 6. Approval of Space Agreement with Southwest Human Development Head Start / Early Head Start
  - 7. Approval of Renewal of Agreement with Arizona Dept. of Homeland Security, Cyber Readiness Program-25/26
  - 8. Approval of agreement between Southeast Missouri State University 25-26
  - 10. Approval of agreement with Rising Star Youth Theatre 25-26
  - 11. Renewal of Agreement with Arizona School for the Deaf and Blind

- K. Approval of 2025/26 Student Fees
- L. Extracurricular Fee/Tax Credit Resolution
- M. Approval of the Prop 301 Performance Based Compensation Plan for 2025/26
- N. Approval of out of state travel for Governing Board Members Violeta Ramos, Ed Hermes, Rhiannon Ford and Eric Thompson to attend the 2026 NSBA Advocacy & Equity Institute February 1-3, 2026 in Washington DC.

Mr. Hermes requested to remove item J-11 for discussion.

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

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

Mr. Hermes expressed concerns with the agreement with the Arizona School for the Deaf and Blind stating that he is familiar with the Auditor General's report that indicates overcharges and high annual fees. Mr. Hermes stated that after reading the contract, he also has concerns that this is a 5 year contract.

Director of Student Services, Dr. Boyle provided background and stated that she has spoken with them and was informed that communication will be sent next week showing an adjustment of their reimbursement rates approved by the Auditor General and ADE for the new school year. A short discussion continued with Dr. Boyle and Dr. Robert stating that although there is time, the district currently has students receiving services. Mr. Hermes said he is not comfortable approving an agreement without seeing the actual numbers.

Mr. Hermes motioned to table the item. Mr. Thompson seconded.

Dr. Robert stated that the motion for item N should include the name of anyone who will be traveling to the conference.

Mrs. Ford motioned to approve out of state travel for consent item N for President Ramos and Dr. Robert. Mr. Thompson seconded. Motion carried 4-0.

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

### **Board Presentation**

Dr. Robert provided an update on Portrait of a Learner explaining that it started much like the strategic plan previously worked on.

Dr. Robert shared a short video from another district that used Portrait of a Graduate.

He said that the district started this work last year and began by bringing the community together. Sessions were then held with community and staff followed by a process of identifying

5 attributes. Defining the attributes using language given by everyone in the district was the next step. Working with the team to determine the best way to roll this out to all staff will be next and the plan is to roll it out by winter break.

### **Admin Reports**

No comments

### **Action Items**

#### **Approval of Revised FY26 Budget**

Dr. Robert shared that with a decline in enrollment the district will need to look at what steps to take and how to alleviate the budget noting that he does not see a need for a RIF this year.

Ms. McCabe stated that timing always plays a role and that the revision members were looking at do not reflect the decline. She said that the revision they have includes a one time state supplement of around \$148,000. There are 2 additional items that will be brought back in December anticipated to be about \$120,000. She said that the district wants to honor contracts but in order to do so will need to tap into carryforward funds. She said that the district is looking at being down between 85-100 students which will result in a \$800,000 – \$900,000 reduction. However, these numbers do not reflect weighted counts and have not been reconciled with ADE.

Discussion continued around funding options with Ms. McCabe stating there may be future expenditures around minimum wage increases and cautioned against tapping into other funds for staffing.

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

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

#### **Election of Governing Board Clerk**

President Ramos nominated Mrs. Ford. Mrs. Ford accepted the nomination. Mr. Hermes seconded.

Motion carried 4-0

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

Mr. Hermes motioned to appoint Mrs. Ford as Clerk. Mr. Thompson seconded. Motion carried 4-0.

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

**Approval of Delegate and Alternate as Discussed to Represent Osborn School District at the Arizona School Boards Association Delegate Assembly on September 6, 2025.**

Mr. Hermes nominated Mr. Thompson as Delegate. Mr. Thompson accepted. Mrs. Ford seconded.

Mr. Thompson stated he will be attending in person.

Mrs. Ford moved to approve. Mr. Hermes seconded. Motion carried 4-0.

President Ramos took a roll call vote.

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

**Approval of Arizona School Boards Association's (ASBA) [proposed 2026 Political Agenda](#), and, Direct the District's Delegate to the ASBA Delegate Assembly to Represent the Board's Determined Position.**

Mr. Hermes motioned for approval. Mr. Thompson seconded. The motion carries 4-0.

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

**Approval and second review of ASBA Policy Revisions:**

|        |  |
|--------|--|
| BAA-EB | Evaluation of School Board/Board Self Evaluation                               |
| CA     | Administration Goals/ Priority Objectives                                      |
| CB     | Superintendent   |
| CBA    | Qualifications and duties of the Superintendent                                |
| CBCA   | Delegated Authority  |
| CBCA-R | Delegated Authority  |
| CBI    | Evaluation of Superintendent   |
| CBI-EA | Evaluation of Superintendent   |
| CBI-EB | Evaluation of Superintendent   |
| CCB    | Line and Staff Relations   |
| CCB-R  | Line and Staff Relations   |
| CFD    | School Based Management  |
| CFD-R  | School Based Management  |
| CFD-E  | School Based Management  |
| CFD    | School Based Management (version for 1 school District or < than 600 students) |
| CHD    | Administration in the Absence of Policy  |
| CK     | Administrative Consultants   |
| CM     | School District Annual Report  |
| IHA    | Basic Instructional Program  |

|                |  |
|----------------|--|
| <b>IJNDB</b>   | <b>Use of Technology Resources in Instruction</b>                                    |
| <b>IJNDB-R</b> | <b>Use of Technology Resources in Instruction</b>                                    |
| <b>JLF</b>     | <b>Reporting Child Abuse/Child Protection</b>  |
| <b>JLIF</b>    | <b>Sex Offender Notification</b>   |
| <b>JR</b>      | <b>Student Records</b>   |
| <b>DA</b>      | <b>Fiscal Management Goals</b>   |
| <b>DB</b>      | <b>Annual Budget: Schedule, Preparation/Planning, Format, and Posting/Submission</b> |
| <b>DBC</b>     | <b>Budget Planning, Preparation, And Schedules</b>                                   |
| <b>DBF</b>     | <b>Budget Process, Adoption and Implementation</b>                                   |
| <b>DBI</b>     | <b>Budget Implementation</b>   |
| <b>DBJ</b>     | <b>Budget Reconciliation and Transfers</b>   |
| <b>DD</b>      | <b>Budget Funding Sources</b>  |
| <b>DDA</b>     | <b>Funding Sources Outside the School System</b>                                     |
| <b>DEC</b>     | <b>Funding from Federal Tax Sources (Impact Aid Program)</b>                         |
| <b>DFA</b>     | <b>Revenues and Income</b>   |
| <b>DFB</b>     | <b>Revenues from School Owned Real Estate</b>  |
| <b>DFD</b>     | <b>Gift Receipts and Admissions</b>  |
| <b>DFF</b>     | <b>Income from School Sales and Services</b>   |
| <b>DG</b>      | <b>Banking Services and Authorized Signatures</b>                                    |
| <b>DGA</b>     | <b>Authorized Signatures</b>   |
| <b>DGD</b>     | <b>Credit Cards (Credit Cards and/Procurement Cards)</b>                             |
| <b>DI</b>      | <b>Fiscal Accounting and Reporting</b>   |
| <b>DIA</b>     | <b>Accounting System</b>   |
| <b>DIB</b>     | <b>Revolving and Auxiliary Funds</b>   |
| <b>DIC</b>     | <b>Financial Reports and Statements</b>  |
| <b>DICA</b>    | <b>Budget Format</b>   |
| <b>DID</b>     | <b>Inventories</b>   |
| <b>DIE</b>     | <b>Audits/Financial Monitoring</b>   |
| <b>DIE-R</b>   | <b>Audits/Financial Auditing</b>   |
| <b>DJ</b>      | <b>Purchasing Ethics</b>   |
| <b>DJE</b>     | <b>Bidding/Purchasing Procedures</b>   |
| <b>DJG</b>     | <b>Vendor Contractor and Sales Calls Requirements</b>                                |
| <b>DJG-R</b>   | <b>Vendor Contractor and Sales Calls Requirements</b>                                |
| <b>DJGA</b>    | <b>Sales Calls and Demonstrations</b>  |
| <b>DJGA-R</b>  | <b>Sales Calls and Demonstrations</b>  |
| <b>DK</b>      | <b>Payment and Payroll Procedures</b>  |
| <b>DKA</b>     | <b>Payroll Procedures/Schedules</b>  |
| <b>DKA-E</b>   | <b>Payroll Procedures/Schedules</b>  |
| <b>DN</b>      | <b>School Properties Disposition</b>   |

Mr. Hermes motioned to approve as listed on the summary sheet. Mrs. Ford seconded. Motion carried 4-0.

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

### **Board Development**

Members began by sharing that they all agreed that as a board they see themselves focusing on outcome. They agreed that they would like to have smart goals and appreciated that the book is specifically written for school boards rather than general leadership. Dr. Robert stated that he looks forward to planning the agenda for the Board Retreat, looking at teaching and learning goals and having written goals and actions for both the Board and Superintendent.

### **Reflections**

Mr. Thompson was glad to see the number of AZTR staff and the low turnover rate at OMS. He also appreciated seeing OEA in attendance.

Mrs. Ford thanked OEA for attending and acknowledged their courage to talk about what isn't working and standing up for colleagues. She said she would like to see a standing update from OEA. She also appreciated the information about STEM Camp and the incredible experience it was for students.

Mr. Hermes offered congratulations to Clerk Ford and looks forward to filling the vacant seat on the Board. He also enjoyed seeing new staff and thanked Dr. Boyle for sharing the updated information about the agreement discussed earlier. Thanking OEA for attending he said he enjoyed having them as speakers during public comment.

President Ramos appreciates the commitment from the Osborn community noting that all districts are working through declining enrollment.

Dr. Robert said his heart is with Phoenix Union and said it is a time for all be thoughtful and recognize what we are part of and continuing to stand up for public education and taking care of kids in Phoenix. He enjoyed the celebration of new staff and stated the district is off to a wonderful start.

### **Future**

#### **Mr. Thompson**

- Would like to schedule meetings post January

#### **Mr. Hermes**

- Talk about the calendar- what worked and didn't
- Standing agenda item for OEA
- Policy related to anti-retaliation
- Look at offering consistent, robust and permanent summer camp and what we can do to grow it
- Develop a written enrollment and retention plan for students- making it easier to get into Osborn and retention

### **Adjournment**

Board President Mrs. Ramos declared the meeting adjourned at 7:50 PM.

Minutes submitted by:

---

Lisa Nye, Executive Assistant  
to the Superintendent and Governing Board

---

Rhiannon Ford, Board Clerk



OSBORN SCHOOL DISTRICT NO. 8

September 16, 2025

Board Meeting

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

Agenda Item Number – V-D-1-8

**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/Non-Renewal as presented.

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

| NEW EMPLOYEES: CERTIFIED |          |          |            |             |
|--------------------------|----------|----------|------------|-------------|
| NAME                     | POSITION | LOCATION | DATE HIRED | RATE OF PAY |

| NEW EMPLOYEES: CLASSIFIED |          |          |            |             |
|---------------------------|----------|----------|------------|-------------|
| NAME                      | POSITION | LOCATION | DATE HIRED | RATE OF PAY |

| ADDITIONAL ASSIGNMENTS   |   |          |           |             |  |
|--------------------------|---|----------|-----------|-------------|--|
| NAME                     | POSITION                                | LOCATION | DATE      | RATE OF PAY |  |
| Blanco, Veronica         | XD- Preschool DL                        | ENC      | 7/31/2025 | \$26.48     |  |
| Carillo De Medina, Maria | XD- Licensing Training                  | MCS      | 7/30/2025 | \$20.80     |  |
| Carranza, Maria          | XD- Preschool DL                        | ENC      | 7/31/2025 | \$22.85     |  |
| Carranza, Maria          | XD- 21st Century Site Co-Coordinator    | ENC      | 9/8/2025  | \$22.85     |  |
| Collins, Kurtis          | XD- 21st Century Drivers & OMS Late Bus | M&T      | 8/25/2025 | \$26.48     |  |
| Flores, Maria            | XD- 21st Century Night Dispatcher       | M&T      | 8/25/2025 | \$20.09     |  |
| Lopez, Samantha          | XD- 21st Century Site Co-Coordinator    | ENC      | 9/8/2025  | \$16.48     |  |
| Pedrote Bolas, Yazmin    | XD- Licensing Training                  | MCS      | 7/30/2025 | \$16.65     |  |
| Reyes, Vidalia           | XD- 21st Century Instructor             | ENC      | 9/15/2025 | \$19.15     |  |
| Romero, Manuela          | XD- 21st Century Co-Coordinator         | ENC      | 9/8/2025  | \$21.94     |  |
| Sawyer, Anthony          | XD-Licensing Training                   | MCS      | 7/30/2025 | \$18.70     |  |
| Smith, Dashaminique      | XD- Student Council                     | OMS      | 8/27/2025 | \$22.16     |  |

| CHANGE OF ASSIGNMENT |                     |                               |          |           |             |  |
|----------------------|---------------------|-------------------------------|----------|-----------|-------------|--|
| NAME                 | FROM POSITION       | TO POSITION                   | LOCATION | DATE      | RATE OF PAY |  |
| Curiel, Diana        | Bus Attendant       | Van Driver                    | MT       | 8/25/2025 | \$17.33     |  |
| Dykes, Georgette     | Bus Attendant       | Bus Attendant                 | MT       | 9/3/2025  | \$17.48     |  |
| Witherspoon, Brandon | Assistant Principal | Teacher on Special Assignment | SOL      | 8/19/2025 | \$59,000.00 |  |

| NEW YEAR CLASSIFIED ASSIGNMENTS |          |          |      |             |
|---------------------------------|----------|----------|------|-------------|
| NAME                            | POSITION | LOCATION | DATE | RATE OF PAY |

| NEW YEAR SUBSTITUTES ASSIGNMENTS |  |  |  |  |
|----------------------------------|--|--|--|--|
|----------------------------------|--|--|--|--|

| RESIGNATIONS    |                         |                 |             |
|-----------------|-------------------------|-----------------|-------------|
| <u>NAME</u>     | <u>POSITION</u>         | <u>LOCATION</u> | <u>DATE</u> |
| Martin, Marissa | Van Driver              | MT              | 8/25/2025   |
| Nguyen, Cecilia | 3rd Grade Teacher       | LNV             | 9/5/2025    |
| Taylor, Yves    | Educational Asst- SC/CC | LNV             | 8/29/2025   |

| TERMINATIONS             |                        |                 |             |
|--------------------------|------------------------|-----------------|-------------|
| <u>NAME</u>              | <u>POSITION</u>        | <u>LOCATION</u> | <u>DATE</u> |
| Granado Ramirez, Vanessa | Educational Asst-SC/CC | ENC             | 9/3/2025    |

| RETIREMENTS |               |                 |             |
|-------------|---------------|-----------------|-------------|
| <u>NAME</u> | <u>REASON</u> | <u>LOCATION</u> | <u>DATE</u> |

| LEAVE OF ABSENCES: |                   |                 |             |
|--------------------|-------------------|-----------------|-------------|
| <u>NAME</u>        | <u>REASON</u>     | <u>LOCATION</u> | <u>DATE</u> |
| Holden, Elisya     | Intermittent FMLA | ENC             | 7/31/2025   |

| MILITARY LEAVE: |               |                 |             |
|-----------------|---------------|-----------------|-------------|
| <u>NAME</u>     | <u>REASON</u> | <u>LOCATION</u> | <u>DATE</u> |

**PRE-APPROVAL ADDENDUM TO CONTRACT**

| <u>NAME</u>                | <u>PROGRAM</u>                                  | <u>AMOUNT</u> |
|----------------------------|---|---------------|
| Garcia, Itzel              | Dual Language-Eng & Spa Teacher 7/31/25-5/22/26 | \$2,500.00    |
| Morales Ruan, Jess         | Dual Language-Eng & Spa Teacher 7/31/25-5/22/26 | \$2,500.00    |
| Ramirez, Rocio             | Dual Language-Eng & Spa Teacher 7/31/25-5/22/26 | \$1,500.00    |
| Santillano, Magali         | Dual Language-Eng & Spa Teacher 7/31/25-5/22/26 | \$2,500.00    |
| Wright, Rosa Marina        | Dual Language-Eng & Spa Teacher 7/31/25-5/22/26 | \$2,500.00    |
| Xitlaic Hernandez, Daniela | Dual Language-Eng & Spa Teacher 7/31/25-5/22/26 | \$2,500.00    |

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-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

September 16, 2025

Board Meeting

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

Agenda Item Number – V-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

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 8/1/2025

To Date: 8/31/2025

| Account Number                 | Description  | GL Budget       | Range To Date  | YTD            | Balance         | Encumbrance     | Budget Balance | % Bud   |
|--------------------------------|--|-----------------|----------------|----------------|-----------------|-----------------|----------------|---------|
| 001.000.0000.1000.000.000.0000 | DO NOT USE   | \$0.00          | (\$556.05)     | (\$448.05)     | \$448.05        | \$0.00          | \$448.05       | 0.00%   |
| 001.000.0000.6000.000.000.0000 | DO NOT USE   | \$21,383,750.22 | \$1,645,187.27 | \$2,526,859.00 | \$18,856,891.22 | \$15,530,538.34 | \$3,326,352.88 | 15.56%  |
|                                | FUND: MAINTENANCE AND OPERATION - 001              | \$21,383,750.22 | \$1,644,631.22 | \$2,526,410.95 | \$18,857,339.27 | \$15,530,538.34 | \$3,326,800.93 | 15.56%  |
| 011.000.0000.6000.000.000.0000 | DO NOT USE   | \$2,386,674.57  | \$142,771.62   | \$142,771.62   | \$2,243,902.95  | \$1,500,959.62  | \$742,943.33   | 31.13%  |
|                                | FUND: P301 BASE PAY - 011                          | \$2,386,674.57  | \$142,771.62   | \$142,771.62   | \$2,243,902.95  | \$1,500,959.62  | \$742,943.33   | 31.13%  |
| 020.000.0000.6000.000.000.0000 | DO NOT USE   | \$200,000.00    | \$5,599.31     | \$5,599.31     | \$194,400.69    | \$58,083.50     | \$136,317.19   | 68.16%  |
|                                | FUND: INSTRUCTIONAL IMPROVEMENT FUND - 020         | \$200,000.00    | \$5,599.31     | \$5,599.31     | \$194,400.69    | \$58,083.50     | \$136,317.19   | 68.16%  |
| 071.000.0000.6000.000.000.0000 | DO NOT USE   | \$54,377.31     | \$0.00         | \$0.00         | \$54,377.31     | \$0.00          | \$54,377.31    | 100.00% |
|                                | FUND: STRUCTURED ENGLISH IMMERSION - 071           | \$54,377.31     | \$0.00         | \$0.00         | \$54,377.31     | \$0.00          | \$54,377.31    | 100.00% |
| 100.000.0000.6000.000.000.0000 | DO NOT USE   | \$1,153,863.70  | \$58,761.77    | \$59,980.29    | \$1,093,883.41  | \$470,909.30    | \$622,974.11   | 53.99%  |
|                                | FUND: TITLE I - 100                                | \$1,153,863.70  | \$58,761.77    | \$59,980.29    | \$1,093,883.41  | \$470,909.30    | \$622,974.11   | 53.99%  |
| 101.000.0000.6000.000.000.0000 | DO NOT USE   | \$1,703,273.54  | (\$7,106.48)   | \$2,093.43     | \$1,701,180.11  | \$3,000.00      | \$1,698,180.11 | 99.70%  |
|                                | FUND: TITLE I - 101                                | \$1,703,273.54  | (\$7,106.48)   | \$2,093.43     | \$1,701,180.11  | \$3,000.00      | \$1,698,180.11 | 99.70%  |
| 110.000.0000.6000.000.000.0000 | DO NOT USE   | \$1,707.92      | \$0.00         | \$0.00         | \$1,707.92      | \$0.00          | \$1,707.92     | 100.00% |
|                                | FUND: TITLE ID - NEGLECTED OR DELINQUENT - 110     | \$1,707.92      | \$0.00         | \$0.00         | \$1,707.92      | \$0.00          | \$1,707.92     | 100.00% |
| 115.000.0000.6000.000.000.0000 | DO NOT USE   | \$40,000.00     | \$10,035.00    | \$10,035.00    | \$29,965.00     | \$3,061.96      | \$26,903.04    | 67.26%  |
|                                | FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 115 | \$40,000.00     | \$10,035.00    | \$10,035.00    | \$29,965.00     | \$3,061.96      | \$26,903.04    | 67.26%  |
| 116.000.0000.6000.000.000.0000 | DO NOT USE   | \$30,000.00     | \$480.56       | \$480.56       | \$29,519.44     | \$0.00          | \$29,519.44    | 98.40%  |
|                                | FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 116 | \$30,000.00     | \$480.56       | \$480.56       | \$29,519.44     | \$0.00          | \$29,519.44    | 98.40%  |
| 140.000.0000.6000.000.000.0000 | DO NOT USE   | \$143,776.29    | \$421.46       | \$421.46       | \$143,354.83    | \$15,119.93     | \$128,234.90   | 89.19%  |
|                                | FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 140  | \$143,776.29    | \$421.46       | \$421.46       | \$143,354.83    | \$15,119.93     | \$128,234.90   | 89.19%  |
| 141.000.0000.6000.000.000.0000 | DO NOT USE   | \$247,975.36    | \$12,582.83    | \$12,825.00    | \$235,150.36    | \$718.20        | \$234,432.16   | 94.54%  |
|                                | FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 141  | \$247,975.36    | \$12,582.83    | \$12,825.00    | \$235,150.36    | \$718.20        | \$234,432.16   | 94.54%  |
| 160.000.0000.6000.000.000.0000 | DO NOT USE   | \$95,886.60     | \$994.78       | \$994.78       | \$94,891.82     | \$7,130.93      | \$87,760.89    | 91.53%  |
|                                | FUND: TITLE IV - SAFE & DRUG FREE BASIC - 160      | \$95,886.60     | \$994.78       | \$994.78       | \$94,891.82     | \$7,130.93      | \$87,760.89    | 91.53%  |
| 161.000.0000.6000.000.000.0000 | DO NOT USE   | \$169,731.00    | \$1,561.38     | \$1,722.83     | \$168,008.17    | \$1,811.73      | \$166,196.44   | 97.92%  |
|                                | FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161      | \$169,731.00    | \$1,561.38     | \$1,722.83     | \$168,008.17    | \$1,811.73      | \$166,196.44   | 97.92%  |
| 162.000.0000.6000.000.000.0000 | DO NOT USE   | \$240,000.00    | \$4,987.48     | \$5,756.31     | \$234,243.69    | \$32,671.57     | \$201,572.12   | 83.99%  |
|                                | FUND: 21ST CENTURY (ENC, SOL) - 162                | \$240,000.00    | \$4,987.48     | \$5,756.31     | \$234,243.69    | \$32,671.57     | \$201,572.12   | 83.99%  |
| 163.000.0000.6000.000.000.0000 | DO NOT USE   | \$330,000.00    | (\$499.68)     | \$653.64       | \$329,346.36    | \$2,868.77      | \$326,477.59   | 98.93%  |
|                                | FUND: 21ST CENTURY (CL, LV, OMS) - 163             | \$330,000.00    | (\$499.68)     | \$653.64       | \$329,346.36    | \$2,868.77      | \$326,477.59   | 98.93%  |
| 190.000.0000.6000.000.000.0000 | DO NOT USE   | \$70,747.77     | \$6,571.45     | \$6,571.45     | \$64,176.32     | \$34,197.85     | \$29,978.47    | 42.37%  |
|                                | FUND: TITLE III - 190                              | \$70,747.77     | \$6,571.45     | \$6,571.45     | \$64,176.32     | \$34,197.85     | \$29,978.47    | 42.37%  |
| 191.000.0000.6000.000.000.0000 | DO NOT USE   | \$110,951.69    | (\$2,625.14)   | \$0.00         | \$110,951.69    | \$0.00          | \$110,951.69   | 100.00% |
|                                | FUND: TITLE III - 191                              | \$110,951.69    | (\$2,625.14)   | \$0.00         | \$110,951.69    | \$0.00          | \$110,951.69   | 100.00% |



# Osborn School District

## Board Exp & Revenue Report

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 8/1/2025

To Date: 8/31/2025

| Account Number                 | Description  | GL Budget      | Range To Date | YTD         | Balance        | Encumbrance  | Budget Balance | % Bud   |
|--------------------------------|--|----------------|---------------|-------------|----------------|--------------|----------------|---------|
| 200.000.0000.6000.000.000.0000 | DO NOT USE   | \$35,595.00    | \$2,753.19    | \$2,753.19  | \$32,841.81    | \$30,784.12  | \$2,057.69     | 5.78%   |
|                                | FUND: TITLE VII - INDIAN ED - 200                  | \$35,595.00    | \$2,753.19    | \$2,753.19  | \$32,841.81    | \$30,784.12  | \$2,057.69     | 5.78%   |
| 220.000.0000.6000.000.000.0000 | DO NOT USE   | \$1,130,009.75 | \$47,893.49   | \$47,893.49 | \$1,082,116.26 | \$521,632.54 | \$560,483.72   | 49.60%  |
|                                | FUND: IDEA - BASIC - 220                           | \$1,130,009.75 | \$47,893.49   | \$47,893.49 | \$1,082,116.26 | \$521,632.54 | \$560,483.72   | 49.60%  |
| 221.000.0000.6000.000.000.0000 | DO NOT USE   | \$878,104.07   | \$902.25      | \$902.25    | \$877,201.82   | \$35,547.75  | \$841,654.07   | 95.85%  |
|                                | FUND: IDEA BASIC - 221                             | \$878,104.07   | \$902.25      | \$902.25    | \$877,201.82   | \$35,547.75  | \$841,654.07   | 95.85%  |
| 222.000.0000.6000.000.000.0000 | DO NOT USE   | \$29,517.50    | \$1,592.78    | \$1,592.78  | \$27,924.72    | \$16,690.77  | \$11,233.95    | 38.06%  |
|                                | FUND: IDEA - PRESCHOOL GRANT - 222                 | \$29,517.50    | \$1,592.78    | \$1,592.78  | \$27,924.72    | \$16,690.77  | \$11,233.95    | 38.06%  |
| 223.000.0000.6000.000.000.0000 | DO NOT USE   | \$27,795.87    | \$0.00        | \$0.00      | \$27,795.87    | \$0.00       | \$27,795.87    | 100.00% |
|                                | FUND: IDEA EDISA - 2 Training - 223                | \$27,795.87    | \$0.00        | \$0.00      | \$27,795.87    | \$0.00       | \$27,795.87    | 100.00% |
| 227.000.0000.6000.000.000.0000 | DO NOT USE   | \$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 | DO NOT USE   | \$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% |
| 230.000.0000.6000.000.000.0000 | DO NOT USE   | \$37,173.47    | \$1,712.90    | \$1,712.90  | \$35,460.57    | \$19,152.47  | \$16,308.10    | 43.87%  |
|                                | FUND: JOHNSON-O'MALLEY - 230                       | \$37,173.47    | \$1,712.90    | \$1,712.90  | \$35,460.57    | \$19,152.47  | \$16,308.10    | 43.87%  |
| 231.000.0000.6000.000.000.0000 | DO NOT USE   | \$28,238.78    | \$0.00        | \$0.00      | \$28,238.78    | \$0.00       | \$28,238.78    | 100.00% |
|                                | FUND: JOHNSON-O'MALLEY - 231                       | \$28,238.78    | \$0.00        | \$0.00      | \$28,238.78    | \$0.00       | \$28,238.78    | 100.00% |
| 280.000.0000.6000.000.000.0000 | DO NOT USE   | \$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 | DO NOT USE   | \$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 | DO NOT USE   | \$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 | DO NOT USE   | \$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% |
| 290.000.0000.6000.000.000.0000 | DO NOT USE   | \$0.00         | \$16,950.69   | \$18,531.37 | (\$18,531.37)  | \$105,068.45 | (\$123,599.82) | 0.00%   |
|                                | FUND: MEDICAID REIMB - 290                         | \$0.00         | \$16,950.69   | \$18,531.37 | (\$18,531.37)  | \$105,068.45 | (\$123,599.82) | 0.00%   |
| 310.000.0000.6000.000.000.0000 | DO NOT USE   | \$8,690.00     | \$428.13      | \$428.13    | \$8,261.87     | \$1.87       | \$8,260.00     | 95.05%  |
|                                | FUND: AZ NURSES WORKFORCE GRANT - 310              | \$8,690.00     | \$428.13      | \$428.13    | \$8,261.87     | \$1.87       | \$8,260.00     | 95.05%  |
| 320.000.0000.6000.000.000.0000 | DO NOT USE   | \$708,000.00   | \$0.00        | \$0.00      | \$708,000.00   | \$0.00       | \$708,000.00   | 100.00% |
|                                | FUND: PRESCHOOL DEVELOPMENT GRANT - 320            | \$708,000.00   | \$0.00        | \$0.00      | \$708,000.00   | \$0.00       | \$708,000.00   | 100.00% |
| 322.000.0000.6000.000.000.0000 | DO NOT USE   | \$276,000.00   | \$0.00        | \$0.00      | \$276,000.00   | \$0.00       | \$276,000.00   | 100.00% |
|                                | FUND: PRESCHOOL DEV - START-UP - 322               | \$276,000.00   | \$0.00        | \$0.00      | \$276,000.00   | \$0.00       | \$276,000.00   | 100.00% |
| 323.000.0000.6000.000.000.0000 | DO NOT USE   | \$0.00         | \$21,402.23   | \$21,928.85 | (\$21,928.85)  | \$230,883.37 | (\$252,812.22) | 0.00%   |

# Osborn School District

## Board Exp & Revenue Report

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 8/1/2025

To Date: 8/31/2025

| Account Number                 | Description  | GL Budget      | Range To Date | YTD          | Balance        | Encumbrance  | Budget Balance | % Bud   |
|--------------------------------|--|----------------|---------------|--------------|----------------|--------------|----------------|---------|
|                                | FUND: PDG- CONTINUATION GRANT - 323                            | \$0.00         | \$21,402.23   | \$21,928.85  | (\$21,928.85)  | \$230,883.37 | (\$252,812.22) | 0.00%   |
| 326.000.0000.6000.000.000.0000 | DO NOT USE   | \$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 | DO NOT USE   | \$0.00         | \$7,610.71    | \$13,375.71  | (\$13,375.71)  | \$45,858.47  | (\$59,234.18)  | 0.00%   |
|                                | FUND: HQEL - 333   | \$0.00         | \$7,610.71    | \$13,375.71  | (\$13,375.71)  | \$45,858.47  | (\$59,234.18)  | 0.00%   |
| 336.000.0000.6000.000.000.0000 | DO NOT USE   | \$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 | DO NOT USE   | \$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% |
| 364.000.0000.6000.000.000.0000 | DO NOT USE   | \$0.00         | \$2,799.52    | \$208,658.83 | (\$208,658.83) | \$366,032.88 | (\$574,691.71) | 0.00%   |
|                                | FUND: FED ED INNOVATION RESEARCH GRANT - 364                   | \$0.00         | \$2,799.52    | \$208,658.83 | (\$208,658.83) | \$366,032.88 | (\$574,691.71) | 0.00%   |
| 383.000.0000.6000.000.000.0000 | DO NOT USE   | \$74,142.66    | \$0.00        | \$0.00       | \$74,142.66    | \$0.00       | \$74,142.66    | 100.00% |
|                                | FUND: ARP - HOMELESS II ENTITLEMENT GRANT (FOR FUND 283) - 383 | \$74,142.66    | \$0.00        | \$0.00       | \$74,142.66    | \$0.00       | \$74,142.66    | 100.00% |
| 384.000.0000.6000.000.000.0000 | DO NOT USE   | \$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        | \$0.00       | \$41,072.80    | \$0.00       | \$41,072.80    | 100.00% |
| 387.000.0000.6000.000.000.0000 | DO NOT USE   | \$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 | DO NOT USE   | \$2,064.28     | \$0.00        | \$0.00       | \$2,064.28     | \$0.00       | \$2,064.28     | 100.00% |
|                                | FUND: GIFTED - 450   | \$2,064.28     | \$0.00        | \$0.00       | \$2,064.28     | \$0.00       | \$2,064.28     | 100.00% |
| 457.000.0000.6000.000.000.0000 | DO NOT USE   | \$0.00         | \$1,127.22    | \$1,127.22   | (\$1,127.22)   | \$11,689.55  | (\$12,816.77)  | 0.00%   |
|                                | FUND: RESULTS BASED FUNDING - 457                              | \$0.00         | \$1,127.22    | \$1,127.22   | (\$1,127.22)   | \$11,689.55  | (\$12,816.77)  | 0.00%   |
| 472.000.0000.6000.000.000.0000 | DO NOT USE   | \$0.00         | \$9,809.00    | \$9,809.00   | (\$9,809.00)   | \$21,135.42  | (\$30,944.42)  | 0.00%   |
|                                | FUND: EARLY LITERACY GRANT - 472                               | \$0.00         | \$9,809.00    | \$9,809.00   | (\$9,809.00)   | \$21,135.42  | (\$30,944.42)  | 0.00%   |
| 473.000.0000.6000.000.000.0000 | DO NOT USE   | \$185,820.00   | \$12,363.16   | \$12,363.16  | \$173,456.84   | \$135,076.06 | \$38,380.78    | 20.65%  |
|                                | FUND: FOUNDATIONAL LITERACY GRANT - 473                        | \$185,820.00   | \$12,363.16   | \$12,363.16  | \$173,456.84   | \$135,076.06 | \$38,380.78    | 20.65%  |
| 475.000.0000.6000.000.000.0000 | DO NOT USE   | \$45,000.00    | \$1,906.07    | \$1,906.07   | \$43,093.93    | \$21,312.18  | \$21,781.75    | 48.40%  |
|                                | FUND: OIE RISE GRANT - 475                                     | \$45,000.00    | \$1,906.07    | \$1,906.07   | \$43,093.93    | \$21,312.18  | \$21,781.75    | 48.40%  |
| 478.000.0000.6000.000.000.0000 | DO NOT USE   | \$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% |
| 480.000.0000.6000.000.000.0000 | DO NOT USE   | \$407,053.00   | \$28,870.06   | \$28,870.06  | \$378,182.94   | \$304,097.08 | \$74,085.86    | 18.20%  |
|                                | FUND: SAFE SCHOOLS - 480                                       | \$407,053.00   | \$28,870.06   | \$28,870.06  | \$378,182.94   | \$304,097.08 | \$74,085.86    | 18.20%  |
| 500.000.0000.6000.000.000.0000 | DO NOT USE   | \$686,000.00   | \$0.00        | \$0.00       | \$686,000.00   | \$0.00       | \$686,000.00   | 100.00% |
|                                | FUND: SCH PL-SALE/LEAS OVR 1 YR - 500                          | \$686,000.00   | \$0.00        | \$0.00       | \$686,000.00   | \$0.00       | \$686,000.00   | 100.00% |
| 502.000.0000.6000.000.000.0000 | DO NOT USE   | \$80,000.00    | \$0.00        | \$0.00       | \$80,000.00    | \$0.00       | \$80,000.00    | 100.00% |
|                                | FUND: SCHOOL PLANT SALES - 502                                 | \$80,000.00    | \$0.00        | \$0.00       | \$80,000.00    | \$0.00       | \$80,000.00    | 100.00% |

# Osborn School District

## Board Exp & Revenue Report

Fiscal Year: 2025-2026

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 8/1/2025

To Date: 8/31/2025

| Account Number                 | Description                               | GL Budget       | Range To Date | YTD          | Balance         | Encumbrance     | Budget Balance | % Bud   |
|--------------------------------|---|-----------------|---------------|--------------|-----------------|-----------------|----------------|---------|
| 510.000.0000.6000.000.000.0000 | DO NOT USE                                | \$2,750,000.00  | \$221,710.38  | \$236,678.99 | \$2,513,321.01  | \$1,648,551.73  | \$864,769.28   | 31.45%  |
|                                | FUND: FOOD SERVICE - 510                  | \$2,750,000.00  | \$221,710.38  | \$236,678.99 | \$2,513,321.01  | \$1,648,551.73  | \$864,769.28   | 31.45%  |
| 515.000.0000.6000.000.000.0000 | DO NOT USE                                | \$120,000.00    | \$6,110.76    | \$6,110.76   | \$113,889.24    | \$57,554.23     | \$56,335.01    | 46.95%  |
|                                | FUND: CIVIC CENTER - 515                  | \$120,000.00    | \$6,110.76    | \$6,110.76   | \$113,889.24    | \$57,554.23     | \$56,335.01    | 46.95%  |
| 520.000.0000.6000.000.000.0000 | DO NOT USE                                | \$206,393.60    | \$21,230.10   | \$24,881.17  | \$181,512.43    | \$200,763.48    | (\$19,251.05)  | -9.33%  |
|                                | FUND: COMMUNITY SCHOOL - 520              | \$206,393.60    | \$21,230.10   | \$24,881.17  | \$181,512.43    | \$200,763.48    | (\$19,251.05)  | -9.33%  |
| 521.000.0000.6000.000.000.0000 | DO NOT USE                                | \$235,899.64    | \$32,538.54   | \$33,410.82  | \$202,488.82    | \$344,851.88    | (\$142,363.06) | -60.35% |
|                                | FUND: COMMUNITY SCHOOL - MONTESSORI - 521 | \$235,899.64    | \$32,538.54   | \$33,410.82  | \$202,488.82    | \$344,851.88    | (\$142,363.06) | -60.35% |
| 525.000.0000.6000.000.000.0000 | DO NOT USE                                | \$30,000.00     | \$0.00        | \$0.00       | \$30,000.00     | \$4,661.65      | \$25,338.35    | 84.46%  |
|                                | FUND: AUXILIARY OPERATIONS - 525          | \$30,000.00     | \$0.00        | \$0.00       | \$30,000.00     | \$4,661.65      | \$25,338.35    | 84.46%  |
| 526.000.0000.6000.000.000.0000 | DO NOT USE                                | \$300,000.00    | \$0.00        | \$0.00       | \$300,000.00    | \$3,257.56      | \$296,742.44   | 98.91%  |
|                                | FUND: EXTRA CURR TAX FEES CR - 526        | \$300,000.00    | \$0.00        | \$0.00       | \$300,000.00    | \$3,257.56      | \$296,742.44   | 98.91%  |
| 530.000.0000.6000.000.000.0000 | DO NOT USE                                | \$250,000.00    | \$9,487.53    | \$9,487.53   | \$240,512.47    | \$56,105.64     | \$184,406.83   | 73.76%  |
|                                | FUND: GIFTS AND DONATIONS - 530           | \$250,000.00    | \$9,487.53    | \$9,487.53   | \$240,512.47    | \$56,105.64     | \$184,406.83   | 73.76%  |
| 540.000.0000.6000.000.000.0000 | DO NOT USE                                | \$10,500.00     | \$110.00      | \$132.00     | \$10,368.00     | \$1,818.00      | \$8,550.00     | 81.43%  |
|                                | FUND: FINGERPRINT - 540                   | \$10,500.00     | \$110.00      | \$132.00     | \$10,368.00     | \$1,818.00      | \$8,550.00     | 81.43%  |
| 550.000.0000.6000.000.000.0000 | DO NOT USE                                | \$30,500.00     | \$0.00        | \$0.00       | \$30,500.00     | \$0.00          | \$30,500.00    | 100.00% |
|                                | FUND: INSURANCE PROCEEDS - 550            | \$30,500.00     | \$0.00        | \$0.00       | \$30,500.00     | \$0.00          | \$30,500.00    | 100.00% |
| 555.000.0000.6000.000.000.0000 | DO NOT USE                                | \$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        | \$0.00       | \$16,500.00     | \$0.00          | \$16,500.00    | 100.00% |
| 570.000.0000.6000.000.000.0000 | DO NOT USE                                | \$560,000.00    | \$31,332.83   | \$51,751.18  | \$508,248.82    | \$219,071.80    | \$289,177.02   | 51.64%  |
|                                | FUND: INDIRECT COSTS - 570                | \$560,000.00    | \$31,332.83   | \$51,751.18  | \$508,248.82    | \$219,071.80    | \$289,177.02   | 51.64%  |
| 575.000.0000.6000.000.000.0000 | DO NOT USE                                | \$30,000.00     | \$0.00        | \$0.00       | \$30,000.00     | \$24,515.13     | \$5,484.87     | 18.28%  |
|                                | FUND: UNEMPLOYMENT INSURANCE - 575        | \$30,000.00     | \$0.00        | \$0.00       | \$30,000.00     | \$24,515.13     | \$5,484.87     | 18.28%  |
| 585.000.0000.6000.000.000.0000 | DO NOT USE                                | \$3,000.00      | \$0.00        | \$0.00       | \$3,000.00      | \$0.00          | \$3,000.00     | 100.00% |
|                                | FUND: INSURANCE REFUND - 585              | \$3,000.00      | \$0.00        | \$0.00       | \$3,000.00      | \$0.00          | \$3,000.00     | 100.00% |
| 610.000.0000.6000.000.000.0000 | DO NOT USE                                | \$2,386,674.00  | \$287,145.05  | \$726,356.82 | \$1,660,317.18  | \$171,079.09    | \$1,489,238.09 | 62.40%  |
|                                | FUND: UNRESTRICT CAPITAL OUTLAY - 610     | \$2,386,674.00  | \$287,145.05  | \$726,356.82 | \$1,660,317.18  | \$171,079.09    | \$1,489,238.09 | 62.40%  |
| 630.000.0000.6000.000.000.0000 | DO NOT USE                                | \$24,600,000.00 | \$210,867.35  | \$210,867.35 | \$24,389,132.65 | \$17,493,543.30 | \$6,895,589.35 | 28.03%  |
|                                | FUND: BOND BUILDING - 630                 | \$24,600,000.00 | \$210,867.35  | \$210,867.35 | \$24,389,132.65 | \$17,493,543.30 | \$6,895,589.35 | 28.03%  |
| 665.000.0000.6000.000.000.0000 | DO NOT USE                                | \$70,000.00     | \$0.00        | \$0.00       | \$70,000.00     | \$0.00          | \$70,000.00    | 100.00% |
|                                | FUND: ENERGY & WATER SAVINGS - 665        | \$70,000.00     | \$0.00        | \$0.00       | \$70,000.00     | \$0.00          | \$70,000.00    | 100.00% |
| 691.000.0000.6000.000.000.0000 | DO NOT USE                                | \$0.00          | \$0.00        | \$0.00       | \$0.00          | \$69,964.00     | (\$69,964.00)  | 0.00%   |
|                                | FUND: SFB BUILDING RENEWAL - 691          | \$0.00          | \$0.00        | \$0.00       | \$0.00          | \$69,964.00     | (\$69,964.00)  | 0.00%   |

Osborn School District

Board Exp & Revenue Report

Fiscal Year: 2025-2026

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

From Date: 8/1/2025 To Date: 8/31/2025

| Account Number                 | Description                             | GL Budget       | Range To Date  | YTD            | Balance         | Encumbrance     | Budget Balance  | % Bud   |
|--------------------------------|---|-----------------|----------------|----------------|-----------------|-----------------|-----------------|---------|
| 700.000.0000.6000.000.000.0000 | DO NOT USE                              | \$8,174,150.00  | \$0.00         | \$0.00         | \$8,174,150.00  | \$0.00          | \$8,174,150.00  | 100.00% |
|                                | FUND: DEBT SERVICE - 700                | \$8,174,150.00  | \$0.00         | \$0.00         | \$8,174,150.00  | \$0.00          | \$8,174,150.00  | 100.00% |
| 850.000.0000.6000.000.000.0000 | DO NOT USE                              | \$30,500.00     | \$0.00         | \$0.00         | \$30,500.00     | \$0.00          | \$30,500.00     | 100.00% |
|                                | FUND: STUDENT ACTIVITIES - 850          | \$30,500.00     | \$0.00         | \$0.00         | \$30,500.00     | \$0.00          | \$30,500.00     | 100.00% |
| 855.000.0000.6000.000.000.0000 | DO NOT USE                              | \$2,500,000.00  | \$204,943.93   | \$248,417.68   | \$2,251,582.32  | \$2,466,519.74  | (\$214,937.42)  | -8.60%  |
|                                | FUND: EMPL INSUR PGM WITHHOLDNG - 855   | \$2,500,000.00  | \$204,943.93   | \$248,417.68   | \$2,251,582.32  | \$2,466,519.74  | (\$214,937.42)  | -8.60%  |
| 950.000.0000.6000.000.000.0000 | DO NOT USE                              | \$0.00          | \$0.00         | \$0.00         | \$0.00          | \$72.33         | (\$72.33)       | 0.00%   |
|                                | FUND: Transportation Service Fund - 950 | \$0.00          | \$0.00         | \$0.00         | \$0.00          | \$72.33         | (\$72.33)       | 0.00%   |
| Grand Total:                   |   | \$80,563,835.11 | \$3,062,765.43 | \$4,696,263.94 | \$75,867,571.17 | \$42,288,364.24 | \$33,579,206.93 | 41.68%  |

End of Report

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-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 2025/26 Statement of Revenues and Expenditures for the Student Activities Fund from August 1 through August 31, 2025.

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

**OSBORN SCHOOL DISTRICT NO. 8**  
**September 16, 2025**  
**Board Meeting**

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

**Agenda Item Number – V-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

# Request For Disposal Form

|                       |                                 |
|-----------------------|---------------------------------|
| School:               | Solano                          |
| Date:                 | 8/22/25                         |
| Department:           | Master Teachers                 |
| Reason For Disposal:  | Outdated PD books               |
| Disposal Description: |                                 |
| Signature:            | <i>Felipe Carranza</i>          |
|                       | 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](mailto:lnye@osbornsd.org), Sam Garcia [ssgarcia@osbornsd.org](mailto:ssgarcia@osbornsd.org),

**List of Items to Dispose:**

|   |
|---|
| Lucy Calkins Narrative (4)                      |
| Literacy Continuum (4)                          |
| Mentoring and coaching professional development |
| When Kids Can't Read                            |
| Becoming Responsible Learners                   |
| The Bully, the Bullied and the Bystander        |
| A Framework for Understanding Poverty (2)       |
| Month By Month Phonics for Third Grade          |
| Blended Coaching                                |
| Cognitive Coaching Foundation Seminar           |
| Modifying The Four Blocks For Upper Grades      |
| Cooperative Learning                            |
| An Introduction to Language and Literacy        |
| Teaching for Biliteracy                         |



|   |
|---|
| Phonics, Irene Pinnell (6)  |
| Singapore Math  |
| Thomas Edison Book of Easy and Incredible Experiments             |
| Guiding Readers and Writers                                       |
| Writing the 4 Block Way (4), Patricia Cunningham                  |
| The Star Program, Joel Arick                                      |
| Making Words, Lessons for Home or School, Patricia Cunningham (2) |
| Month by Month Reading, Writing and Phonics, Dorothy Hall         |
| Self Selected Reading The Four Block Way, Patricia Cunningham (2) |
| Guided Reading The Four Blocks Way, Patricia Cunningham           |
| Everyday Mathematics, University of Chicago                       |
| Working Words in Spelling, DC Heath and Company                   |
| The Teacher's Guide to the Four Blocks (4)                        |
| Book Club Groups (3)  |
| Shared Reading with Big Books (4)                                 |
| Systematic Sequential Phonics They Use (3)                        |
| Month by Month Phonics for Third Grade, Patricia Cunningham       |
| 58 books = \$58   |

# OSBORN SCHOOL DISTRICT #8

## REQUEST FOR AUTHORIZATION TO DISPOSE OF EQUIPMENT

SCHOOL OSBORU SCHOOL DISTRICT DATE 9/3/2025

DEPARTMENT Technology

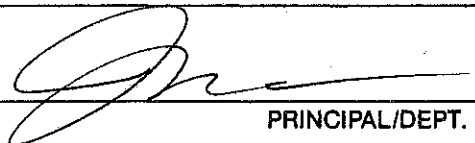
EQUIPMENT:

ASSET # \_\_\_\_\_

DESCRIPTION \_\_\_\_\_

SERIAL # \_\_\_\_\_

REASON FOR DISPOSITION Broken equipment

SIGNATURE  DATE 9-3-2025  
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

Disposal of old and broken equipment - 9-3-2025 Initials:

G.B



| Equipment |                        |                        |            |            |
|-----------|------------------------|------------------------|------------|------------|
| P208GD0R  | 4KW1R73                | 5CD9116Z84             | 5CD05300KY | 5CD9116XWS |
| PF3D3RT3  | 97MHR73                | 5CD91170VJ             | 5CD052RGNW | 5CD053018L |
| PF3DKKKQ  | 35J6R73                | 5CD911712N             | 5CD9116ZR4 | 5CD833745Q |
| PF3G7QWS  | DTVGKAA001351078BD9600 | 5CD9116ZBC             | 5CD91170VP | 5CD9116ZPW |
| p208f3w0  | DTVGKAA001402005939600 | 5CD9116ZD4             | 5CD91170XG | 5CD91155CR |
| p208e31k  | DTVGKAA00135107B029600 | 5CD9116XPV             | 5CD9116ZC9 | 5CG0155NPT |
| PF3DKMQR  | DTVCXAA0012220BEFE9201 | 5CD91171NZ             | 5CD91171W3 | 5CG82350TV |
| pf3dbs96  | DTVGKAA00135107AAE9600 | 5CD9116ZX6             | 5CD9116ZXG | 5CG0155NPZ |
| pf3dkr5x  | DTVGKAA00135107D239600 | 5CD91171Q2             | 5CD91171Q7 | 5CG8234ZH9 |
| pf3d38q2  | DTVFMMA008317051F09200 | 5CD9116XRR             | 5CD9116ZSX | 5CG9014SML |
| p207dsfv  | DTVGKAA001351079BF9600 | 5CD911712P             | 5CD91171RG | 5CG8234Z8Y |
| P204C7G3  | DTVGKAA001402004389600 | 5CD9110Z5M             | 5CD9116Z50 | 5CG82351HG |
| P204C63K  | SC8122180682           | 5CD91171RX             | 5CD053011L | 5CG82350NW |
| P204BB84  | CN0FJ1816418069M3VPS   | SC8122180682           | 5CD9355MDD | 5CG82350RX |
| P204C6H3  | CN0PM857742617BS9G4L   | CN0FJ1816418069M3VPS   | 5CD9116ZY4 | 5CG8234Z48 |
| P204C6JL  | CN0H855F6418085K2UKS   | CN0PM857742617BS9G4L   | 5CD9116Z0D | 5CG8234ZSZ |
| P204BBAB  | SC8122860618           | CN0H855F6418085K2UKS   | 5CD91170V9 | 5CG0155NPT |
| P208CAX0  | CN0MC0406418062P0YFL   | SC8122860618           | 5CD83377C6 | 5CG82351DD |
| PF3ELF75  | CN0TP2196418078E0KYL   | CN0MC0406418062P0YFL   | 5CD9116YVS | 5SZ3XD3    |
| P204BTP3  | CN0WH31872872661635T   | CN0TP2196418078E0KYL   | 5CD052M2Y6 | SLR0BTQBA  |
| PF3DBJD0  | 609NTWG37017           | CN0WH31872872661635T   | 5CD05300CC | LR0BTRH9   |
| PF3HQL4M  | SC8122181298           | 609NTWG37017           | 5CD9117168 | SLR0BTQA7  |
| P204ALLN  | T6T122921437           | SC8122181298           | 5CD053016K | 5CG82351JJ |
| SP208C9Z8 | SC8122180680           | T6T122921437           | 5CD053012R | 5CG8234YRC |
| P208GCMB  | MMT0WAA009816056BC24G3 | SC8122180680           | 5CD05300FZ | 5CG0179PPH |
| PF3DBEG5  | CN0UH852482207AH02SN   | MMT0WAA009816056BC24G3 | 5CD9116Z6V | 5CG03995HT |
| PF3DN081  | SLR0BTQAL              | CN0UH852482207AH02SN   | 5CD9325FJN | 5CG82350KK |
| PF3JLMTY  | 5CD9116Z9K             | 5CG03995H6             | 5CD9116XM0 | 5CG82350Y9 |
| P204BTSD  | 5CD91170WL             | 5CD9116ZG3             | 5CD05301FY | 5CG925C1WJ |
| PF3DKNRE  | 5CD9116Z3W             | 5CD9116ZSY             | 5CD83377C5 | 5CG8235099 |
| PF3G6XQL  | 5CD9116XQJ             | 5CD9116Z0V             | 5CD05300CS | 5CG82351LZ |
| P204C6HF  | 5CD9116ZHN             | 5CD91170QK             | 5CD053016B | 5CG82351PF |
| PF3D36MM  | 5CD91170Y3             | 5CD9116ZZ7             | 5CD83376JD | 5CG82350VL |
| P208C8BY  | 5CD9116ZB0             | 5CD9325DVW             | 5CD83377CR | 5CG8234ZVS |
| P208GCWH  | 5CD9116XR6             | 5CD9117015             | 5CD052RGW9 | 5CG823511V |
| P204C65D  | 5CD9116ZDZ             | 5CD91171RK             | 5CD052RH2X | 5CG82350DG |
| PF3JWGMZ  | 5CD9116XQL             | 5CD9116XZH             | 5CD9355MJT | 5CG8234Z82 |
| p204bepc  | 5CD833773N             | 5CD053016S             | 5CD833756Z | 5CG8234Z2Y |
|           |                        |                        |            |            |
|           |                        |                        |            |            |
|           |                        |                        |            |            |

# Request For Disposal Form

School: District Office  
Date: 7.19.24  
Department: Transportation  
Reason For Disposal: No longer safe to operate  
Disposal Description: Trade in  
Signature: Sam ExoA

## Fixed Asset Items (Over \$1000)

Asset #: V48  
Description: 1998 Chrysler Van  
Serial #: Vin# 2B4FP2538WR 832041  
Recorded Value: \$2050.00  
Present Value: \$300.00  
Board Approval: \_\_\_\_\_  
Signature: \_\_\_\_\_

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-I-1**

**Agenda Item**

**Renewal of Agreement and Amendment with Arizona Assessment Collaborative (AzAC)**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

The Arizona Assessment Collaborative (AzAC) is comprised of a group of school districts who work together in the area of assessment to accomplish collaboratively what none of them can do alone. The group was founded in 1997 with Osborn being one of the original members that now includes sixteen other districts. The districts in the Collaborative have shared goals, including collaborating in the areas of assessment and professional development to provide quality, cost-effective assessment programs and professional development opportunities to help districts make informed decisions about improving classroom instruction and providing high-quality education to all students; and providing services to the districts to improve the effectiveness of assessments, conserve resources, and reduce procurement costs. Osborn's participation in the Collaborative is reviewed annually.

**Legal**

**Financial**

Membership fees of \$1,014.00 out of 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 renewal of participation in the updated Arizona Assessment Collaborative Intergovernmental Agreement for 2025/2026.

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

# **ARIZONA ASSESSMENT COLLABORATIVEs**

## **INTERGOVERNMENTAL AGREEMENT**

**2025 - 2026**

This Arizona Assessment Collaborative Intergovernmental Agreement (this “Agreement”) is entered by and among the following school districts (each individually, a “Party,” and together, the “Parties”) and forms the Arizona Assessment Collaborative (“AzAC”):

1. Alhambra Elementary School District No. 68
2. Avondale Elementary School District No. 44
3. Buckeye Elementary School District No. 33
4. Cartwright Elementary School District No. 83
5. Creighton Elementary School District No. 14
6. Dysart Unified School District No. 89
7. Fowler Elementary School District No. 45
8. Glendale Elementary School District No. 40
9. Higley Unified School District No. 60
10. Isaac Elementary School District No. 5
11. Laveen Elementary School District No. 59
12. Liberty Elementary School District No. 25
13. Litchfield Elementary School District No. 79
14. Littleton Elementary School District No. 65
15. Madison Elementary School District No. 38
16. Marana Unified School District No. 6
17. Mesa Unified School District No. 4
18. Osborn Elementary School District No. 8
19. Paradise Valley Unified School District No. 69
20. Pendergast Elementary School District No. 92
21. Phoenix Elementary School District No. 1
22. Phoenix Union High School District No. 210
23. Queen Creek Unified School District No. 95
24. Roosevelt Elementary School District No. 66
25. Saddle Mountain Elementary School District No. 90
26. Washington Elementary School District No. 6

### **RECITALS**

A. Before the AzAC was the Western Maricopa Collaborative, formed in the fall of 1997, comprised of twelve school districts in western and central Phoenix.

B. Arizona Revised Statutes (“A.R.S.”) §§ 11-952, 15-342, and 15-213, and Arizona Administrative Code (“A.A.C.”) R7-2-1191 authorizes the Parties to contract for services or jointly exercise their common powers.

C. The AzAC is a group of school districts that wish to jointly exercise their respective powers to accomplish collaboratively what none can do alone.

D. The Parties have shared goals, including (1) collaborating in the areas of assessment and professional development to provide quality, cost-effective assessment programs and professional development opportunities to help the Parties make informed decisions about improving classroom instruction and providing high-quality education to all students, and (2) providing services to the Parties to improve the effectiveness of assessments, conserve resources, and reduce procurement costs.

E. This Agreement will serve both goals and is entered pursuant to A.R.S. §§ 11-952, 15-342, and 15-213, and A.A.C. R7-2-1191.

NOW, THEREFORE, in consideration of the foregoing introduction and recitals, which are incorporated herein by reference, of the mutual promises in this Agreement, and of the mutual benefits to result therefrom, the Parties agree as follows:

### **AGREEMENT**

1. **Purpose.** The Parties are committed to providing quality, cost-effective assessment programs and professional development opportunities that allow each Party to make informed decisions to improve instruction in their classrooms. These programs and opportunities are imperative to providing high-quality education to all students. This Agreement provides joint and cooperative services to the Parties, including but not limited to:
  - a. Development of high-quality, technically sound assessments based on the Arizona Academic Standards.
  - b. Production of test materials and score reports.
  - c. Provision of data analysis, including the generation and use of assessment results to monitor the curriculum to improve teaching and learning.
  - d. Implementation of professional development.
  - e. Procurement of materials, supplies, equipment, consulting, and contracted services.
  - f. Establishment of program budget to facilitate AzAC activities.
  - g. Employment of temporary or part-time personnel.
2. **Governance.** The AzAC shall have a governing body called the AzAC Executive Board (the "Board").
  - a. The Board will consist of the Parties' designated representative(s), with each Party being entitled to one vote. The Board shall decide issues and take action by a majority vote. Other educational and governmental agencies may attend meetings but will have no voting rights.

- b. The Board will select a chairperson responsible for establishing meetings, schedules, agendas, and necessary record-keeping.
- c. Under the auspices of this Agreement, the Board shall approve all programs and activities prior to implementation and shall approve all expenditures incurred for all contracted services to accomplish the goals established by the Board. The Board shall exercise all decision-making powers regarding the implementation of this Agreement.
- d. The Board will adopt a revenue budget and a fee schedule.

3. Remedies.

- a. The exercise of any rights or remedies by the Fiscal Agent (defined below) shall be at the election of the Fiscal Agent and be the exclusive obligation of the Fiscal Agent.
- b. As required by A.A.C. R7-2-1192(2), the exercise of any rights or remedies by a Party under this Agreement shall be the exclusive obligation of such Party.
- c. As required by A.A.C. R7-2-1192(4), a Party's failure to secure performance from a vendor per the terms and conditions of its purchase order does not necessarily require any other Party to exercise its own rights or remedies.

4. Duration. This Agreement commences on July 1, 2025, and terminates on June 30, 2026. The Parties' commitments and obligations are in effect for the entire duration of this Agreement.

5. Termination. If a Party terminates its participation in the AzAC, this Agreement shall terminate for that Party only. Any Party may terminate this Agreement by giving 60 days' written notice to Madison and paying all amounts the terminating Party owes under this Agreement. If a Party fails to comply with the terms of this Agreement, the remaining Parties may, upon their mutual written consent, expel the noncompliant Party, provided such remaining Parties are in compliance with this Agreement and all payment terms hereunder may.

6. Finance and Budget of AzAC.

- a. Fiscal Agent. Madison Elementary School District No. 38 ("Madison" or "Fiscal Agent") shall be the fiscal agent for the AzAC and assume the responsibility of procuring services and goods for the AzAC in accordance with the School District Procurement Code (A.A.C. R7-2-1001, *et seq.*).
  - i. Madison's governing board shall, in its sole discretion and determination, employ the personnel needed to provide the services and activities necessary to effectuate the purposes of this Agreement, the costs of which will be equally divided amongst the Parties and paid to the Fiscal Agent as reimbursement.
  - ii. The Parties agree to equally divide the cost of and annually reimburse Madison for the administrative and other working costs Madison incurs to make purchases, obtain legal advice, and manage AzAC projects ("Administrative Fees"). Madison shall provide a



written invoice outlining each Party's respective share of the Administrative Fees, and each Party shall pay such amounts no later than June 30 each year.

iii. Madison agrees to be responsible for all accounting, audit, and contracted services required by this Agreement, including the following duties and responsibilities:

1. Establishment of the Operational Fund to equal a \$1,000 base membership fee plus \$00.01 per student based on Average Daily Membership, per previous year 40th day (October 1) ADM in grades K – 12 for each Party.
2. Preparation and distribution of normal and customary financial reports and provide copies of the same to the Board.
3. Control of all accounting functions and activities, including maintenance of records, revenue, and disbursements.
4. Administration of all bidding and purchasing of supplies and equipment in conformity with all applicable statutes and regulations governing such activities.
5. Reimbursement of personnel expense for performance of AzAC services in accordance with the Party's hourly rate of pay for the employee performing the service.

b. Operational Fund. The Parties shall contribute funds to an operational fund in the amounts set forth in **Appendix D**, a copy of which shall always be available to the office of the Fiscal Agent (the "Operational Fund"). Such amounts are determined annually by the Board and administered by the Fiscal Agent.

c. Payment. Madison will pay for services and bill each Party the amounts set forth in **Appendix D**. Such amounts shall be paid to Madison within 30 days of receipt of the invoice.

d. Payments for Goods and Services. Madison will make timely payments for procured goods and services received in accordance with the terms and conditions of such procurements.

e. Reimbursements.

i. Fiscal Agent. The Parties authorize Madison to retain 3.5% of the total yearly Operational Fund (dues collected for that fiscal year) as reimbursement for serving as the AzAC Fiscal Agent.

ii. Employee Participation. AzAC will reimburse Parties for their employees' participation in AzAC projects as set forth in the AzAC Reimbursement Process attached hereto as **Appendix F**.

f. Cash Balances. Yearly disposition of cash balance shall be calculated as follows:

i. Cash balance may be expended in a manner consistent with the purpose of this Agreement upon approval of the Board.

- ii. Parties shall receive their pro rata share of the remaining cash or be credited that amount for the next fiscal year, after all encumbrances and obligations have been paid, using the same percentage of the total revenue that each Party contributed. Upon approval of the Board, the remaining cash balance may also be carried forward to the next fiscal year.
- g. Fulfillment of Financial Obligations. A major advantage of AzAC membership is the reduction of costs for the group's projects and professional development events. Each Party pays for its costs directly to the vendor. The cost of the product or service for the Parties depends on each Party meeting its financial obligations in a timely manner. Each Party's financial obligations include:
  - i. Periodic in-kind sharing of costs for participating in voluntary professional development activities.
  - ii. Sharing the cost of AzAC projects. A single Party's share of such costs shall not exceed the amount the Party contributes to the AzAC Operational Fund.
  - iii. Fulfilling financial obligations in a timely manner.
- 7. Dissolution of the AzAC. The AzAC may be dissolved at any time by a majority vote of the Board. Dissolution shall have the effect of terminating this Agreement for all Parties. Dissolution shall not be effective until all existing financial obligations are satisfied. If the Board votes to dissolve the AzAC, all real and personal property (e.g., intellectual property) shall be promptly sold according to the procedures set forth in the School District Procurement Rules, and any funds remaining after all financial obligations are satisfied shall be returned to the Parties in proportion to each Party's financial contribution during the fiscal year in which dissolution occurs.
- 8. Withdrawal from the AzAC. A Party may withdraw from the AzAC and cease to be a party to this Agreement at the end of any fiscal year, provided that the Party provides written notice thereof to Madison at least 60 days' prior to the end of the then-current fiscal year. A Party that withdraws from the AzAC is not entitled to a return of any funds it has contributed, except that if a cash balance remains at the end of the fiscal year in which the Party withdrew and that balance is disbursed to the Parties, the withdrawn Party shall receive its pro rata share of such disbursement.
- 9. AzAC Assessments and Access to Assessments.
  - a. Since the fall of 2000, the AzAC has developed several assessments. The Parties shall have access to AzAC products, including test booklets, teacher test administration manuals in English and Spanish, answer sheets, and AzAC Item Banks, which are accessible through AzAC-designated cloud-based storage. A list of assessments is available to each Party.
  - b. **Access to AzAC Products.** The AzAC has focused its assessment development work in the areas of reading, mathematics, writing, science, and English language acquisition. Each Party agrees to use the assessment materials according to the assessment purposes and testing conditions for which the tests were designed. Each Party agrees to contribute its

assessment results to AzAC's database. Development contributions have included one or more of the following:

- i. The involvement of teachers and district curriculum consultants in the assessment development process (basic requirement).
    - ii. The cost of developing score reports and other testing materials.
    - iii. The production of camera-ready tests for printing booklets.
  - c. **Use of the Assessments and Materials.** The AzAC designed the assessments and administration materials to be used for the summative, formative, and diagnostic purposes indicated. They should be used for these purposes and administered under the testing conditions for which they were designed. The AzAC intends to continue creating new assessments in the future and reserves the right to provide those assessments to the Parties. The Parties shall also have access to general assessment support resources and other similar written materials.
  - d. **Test Security.** The same test security procedures used for the State assessments will be observed. Any test security violations should be reported promptly in writing to Madison.
  - e. **AzAC Database.** To help develop assessment achievement benchmarks, the AzAC has developed a database of test results from Parties that administer the assessments ("data pool"). The data are analyzed, and results are reported in an aggregate de-identified format. The Parties shall have access to the anonymized data in the data pool.
10. **Data Privacy and Security.** The Parties agree to ensure the adequate physical security, network/machine security, and application security of any Personally Identifiable Information provided or maintained under this Agreement. To effectuate these provisions, each Party agrees to limit access to the data provided under this Agreement only to those authorized persons who have a legitimate interest in the data and maintain all data received pursuant to this Agreement securely, separate from all other data files, and not copy, reproduce, or transmit any such data. The Parties shall list such authorized persons on the Data Custodians sheet attached hereto as **Appendix C**.
- a. **Requests for Student-Identifiable Information.** The Parties may submit for Board approval a request for student-identifiable information using the Criteria for Data Sharing form attached hereto as **Appendix B**.
11. **Assignments.** No part of this Agreement may be assigned to any agency not a party to this Agreement without the written consent of all the Parties.
12. **Entire Agreement.** This Agreement contains the Parties' entire understanding. There are no representations or other provisions other than those contained herein, and any amendment or modification of this Agreement shall be made only in writing and signed by the Parties. This Agreement may be signed individually by each Party in separate counterparts and such signatures shall be construed to include the entire Agreement among and between the Parties.

13. Severability. The Parties agree that should any part of this Agreement be held to be invalid or void, the remainder shall remain in full force and effect and shall be binding on the Parties.
14. Conflict of Interest Cancellation. Per A.R.S. § 38-511, the Parties acknowledge and agree that any Party may, within three years after its execution, cancel this Agreement, without penalty or further obligation, if any person significantly involved in initiating, negotiating, securing, drafting, or creating this Agreement on behalf of any Party is, at any time while this Agreement or any extension of this Agreement is in effect, an employee or agent of any other Party in any capacity or a consultant to any other Party with respect to the subject matter of this Agreement.
15. Governing Law. This Agreement shall be construed under the laws of the State of Arizona and shall incorporate by reference all laws governing the intergovernmental agency agreements and mandatory contract provisions of state agencies required by statute or executive order.
16. Resolution. If there is a dispute, which is the subject of mandatory arbitration provisions of A.R.S. § 12-133, the Parties shall submit the matter to binding arbitration in compliance with A.R.S. § 12-1518.
17. Conflict Waiver. The Parties acknowledge they are aware that the same attorney may be chosen as the attorney for other Parties. The signing Party acknowledges that it is aware of a potential conflict of interest, which may arise by virtue of these attorneys' representation of other Parties and waives such potential conflict. The Parties employing the same attorney or firm understand and agree that should an actual conflict arise out of the terms of this Agreement, the attorney and firm shall be unable to represent either Party in the dispute.
18. E-Verify, Records, and Audits. To the extent applicable under A.R.S. § 41-4401, the Parties and their respective subcontractors warrant compliance with all federal immigration laws and regulations that relate to their employees and compliance with the E-Verify requirements under A.R.S. § 23-214(A). The Parties each retain the legal right to randomly inspect the papers and records of the other Parties and the other Parties' subcontractors who work under this Agreement to ensure that the other Parties and their subcontractors are complying with the above-mentioned warranty. The Parties warrant to keep their respective papers and records open for random inspection during normal business hours by the other Parties. Each Party and its respective subcontractors shall cooperate with the other Parties' random inspections, including granting the inspecting Party entry rights onto their respective properties to perform the random inspections and waiving their respective rights to keep such papers and records confidential.
19. No Boycott of Israel. By entering into this Agreement, the Parties certify that they are not currently engaged in, and agree for the duration of this Agreement to not engage in, a "boycott" of goods or services from Israel, as that term is defined in A.R.S. § 35-393.
20. Indemnification. Each Party (as "Indemnitor") agrees to defend, indemnify, and hold harmless the other Parties (as "Indemnitee") from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "Claims") arising out of bodily injury of any person (including death) or property damage, but only to the extent that such Claims which result in vicarious/derivative liability to the Indemnitee are

caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers.

21. Notices. All notices under this Agreement shall be in writing and shall be sent to the Parties' designated representatives at the addresses set forth in **Appendix A** attached hereto and shall be deemed to have been duly given on the date of service if sent by facsimile (provided a hard copy is sent in one of the manners specified herein), or on the day following service if sent by overnight courier service with next day delivery and with written confirmation of delivery, or five days after mailing if sent by first class, registered or certified mail, return receipt requested.
22. Workers' Compensation. An employee of either Party shall be deemed an "employee" of each Party while performing under this Agreement solely for the purposes of A.R.S. § 23-1022 and the Arizona Workers' Compensation laws. The primary employer shall be solely liable for any workers' compensation benefits that may accrue. Each Party shall post a notice pursuant to A.R.S. § 23-1022 in substantially the following form:

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

23. Forced Labor of Ethnic Uyghurs. To the extent applicable under A.R.S. § 35-394, each Party warrants and certifies that it does not currently, and agrees that it will not use for the duration of this Agreement, the forced labor, any goods or services produced by the forced labor, or any contractors, subcontractors, or suppliers that use the forced labor or any goods or services produced by the forced labor of ethnic Uyghurs in the People's Republic of China.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date set forth below.

(SIGNATURE PAGES FOLLOW)

## SIGNATURE PAGE

---

### Alhambra Elementary School District No. 68

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

### INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952

The foregoing Agreement is in proper form and within the powers and authority granted to Alhambra Elementary School District No. 68.

---

Attorney for the School District

---

Date

## SIGNATURE PAGE

---

### Avondale Elementary School District No. 44

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

### INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952

The foregoing Agreement is in proper form and within the powers and authority granted to Avondale Elementary School District No. 44.

---

Attorney for the School District

---

Date

## SIGNATURE PAGE

---

### Buckeye Elementary School District No. 33

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

### INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952

The foregoing Agreement is in proper form and within the powers and authority granted to Buckeye Elementary School District No. 33.

---

Attorney for the School District

---

Date



**SIGNATURE PAGE**

---

**Cartwright Elementary School District No. 83**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Cartwright Elementary School District No. 83.

\_\_\_\_\_  
Attorney for the School District

\_\_\_\_\_  
Date

## SIGNATURE PAGE

---

### Creighton Elementary School District No. 14

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

### INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952

The foregoing Agreement is in proper form and within the powers and authority granted to Creighton Elementary School District No. 14.

---

Attorney for the School District

---

Date

**SIGNATURE PAGE**

---

**Dysart Unified School District No. 89**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Dysart Unified School District No. 89.

\_\_\_\_\_  
Attorney for the School District

\_\_\_\_\_  
Date

## SIGNATURE PAGE

---

### Fowler Elementary School District No. 45

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

### INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952

The foregoing Agreement is in proper form and within the powers and authority granted to Fowler Elementary School District No. 45.

---

Attorney for the School District

---

Date

## SIGNATURE PAGE

---

### Higley Unified School District No. 60

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

### INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952

The foregoing Agreement is in proper form and within the powers and authority granted to Higley Unified School District No. 60.

---

Attorney for the School District

---

Date

**SIGNATURE PAGE**

---

**Glendale Elementary School District No. 40**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Glendale Elementary School District No. 40.

\_\_\_\_\_  
Attorney for the School District

\_\_\_\_\_  
Date

**SIGNATURE PAGE**

---

**Isaac Elementary School District No. 5**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Isaac Elementary School District No. 5.

\_\_\_\_\_  
Attorney for the School District

\_\_\_\_\_  
Date

## SIGNATURE PAGE

---

### Laveen Elementary School District No. 59

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

### INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952

The foregoing Agreement is in proper form and within the powers and authority granted to Laveen Elementary School District No. 59.

---

Attorney for the School District

---

Date



**SIGNATURE PAGE**

---

**Liberty Elementary School District No. 25**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Liberty Elementary School District No. 25.

\_\_\_\_\_  
Attorney for the School District

\_\_\_\_\_  
Date

**SIGNATURE PAGE**

---

**Litchfield Elementary School District No. 79**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Litchfield Elementary School District No. 79.

\_\_\_\_\_  
Attorney for the School District

\_\_\_\_\_  
Date

**SIGNATURE PAGE**

---

**Littleton Elementary School District No. 65**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Littleton Elementary School District No. 65.

\_\_\_\_\_  
Attorney for the School District

\_\_\_\_\_  
Date

## SIGNATURE PAGE

---

### Madison Elementary School District No. 38

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

### INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952

The foregoing Agreement is in proper form and within the powers and authority granted to Madison Elementary School District No. 38.

---

Attorney for the School District

---

Date

**SIGNATURE PAGE**

---

**Marana Unified School District No. 6**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Marana Unified School District No. 6.

\_\_\_\_\_  
Attorney for the School District

\_\_\_\_\_  
Date

**SIGNATURE PAGE**

---

**Mesa Unified School District No. 4**

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Mesa Unified School District No. 4.

---

Attorney for the School District

---

Date

**SIGNATURE PAGE**

---

**Osborn Elementary School District No. 8**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Osborn Elementary School District No. 8.

\_\_\_\_\_  
Attorney for the School District

\_\_\_\_\_  
Date

## SIGNATURE PAGE

---

### Paradise Valley Unified School District No. 69

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

### INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952

The foregoing Agreement is in proper form and within the powers and authority granted to Paradise Valley Unified School District No. 69.

---

Attorney for the School District

---

Date



**SIGNATURE PAGE**

---

**Pendergast Elementary School District No. 92**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Pendergast Elementary School District No. 92.

\_\_\_\_\_  
Attorney for the School District

\_\_\_\_\_  
Date

## SIGNATURE PAGE

---

### Phoenix Elementary School District No. 1

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

### INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952

The foregoing Agreement is in proper form and within the powers and authority granted to Phoenix Elementary School District No. 1.

---

Attorney for the School District

---

Date

**SIGNATURE PAGE**

---

**Phoenix Union High School District No. 210**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Phoenix Union High School District No. 210.

\_\_\_\_\_  
Attorney for the School District

\_\_\_\_\_  
Date

**SIGNATURE PAGE**

---

**Roosevelt Elementary School District No. 66**

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Roosevelt Elementary School District No. 66.

---

Attorney for the School District

---

Date

**SIGNATURE PAGE**

---

**Queen Creek Unified School District No. 95**

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Queen Creek Unified School District No. 95.

---

Attorney for the School District

---

Date

**SIGNATURE PAGE**

---

**Saddle Mountain Elementary School District No. 90**

---

Superintendent

---

Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
  
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Saddle Mountain Elementary School District No. 90.

---

Attorney for the School District

---

Date

**SIGNATURE PAGE**

---

**Washington Elementary School District No. 6**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

AzAC leverages social media platforms, such as Facebook and Twitter, as outlined in **Appendix E**, to publish its accomplishments and the strategies it employs. Parties must choose whether to have their specific districts or students mentioned in such publications by selecting from the following:

- ☐ YES, the above-named school district DOES grant AzAC permission to use its name in AzAC publications on social media or otherwise.
- ☐ NO, the above-named school district DOES NOT grant AzAC permission to use its name in AzAC publications on social media or otherwise.

**INTERGOVERNMENTAL AGREEMENT DETERMINATION PURSUANT TO A.R.S. § 11-952**

The foregoing Agreement is in proper form and within the powers and authority granted to Washington Elementary School District No. 6.

\_\_\_\_\_  
Attorney for the School District

\_\_\_\_\_  
Date

## **APPENDIX A**

### **AzAC School Districts 2025 - 2026**

#### **Alhambra Elementary School District No. 68**

4510 N. 37th Ave.  
Phoenix, AZ 85019  
Attn: Laura Defibaugh

#### **Avondale Elementary School District No. 44**

295 W. Western Avenue  
Avondale, AZ 85323  
Attn: Michele Anderson

#### **Buckeye Elementary School District No. 33**

25555 W. Durango Street  
Buckeye, AZ 85326-9176  
Attn: Ana Gutierrez

#### **Cartwright Elementary School District No. 83**

5220 W. Indian School Road  
Phoenix, AZ 85031  
Attn: Adrienne Razo

#### **Creighton Elementary School District No. 14**

2702 E. Flower Street  
Phoenix, AZ 85016  
Attn: Tyson Myers

#### **Dysart Unified School District No. 89**

15802 North Parkview Place  
Surprise, AZ 85374  
Attn: Erin Morris/Ashley Longoria

#### **Fowler Elementary School District No. 45**

1617 S 67 th Avenue  
Phoenix, AZ 85043  
Attn: Michelle Berg/Andrea Dale

#### **Glendale Elementary School District No. 40**

7301 N 58 th Avenue  
Glendale, AZ 85301  
Attn: David Jordan

#### **Higley Unified School District No. 60**

2935 South Recker Road  
Gilbert, AZ 85295  
Attn: Marcus Berkshire



**Isaac Elementary School District No. 5**

3348 W McDowell Rd.

Phoenix, AZ 85009

Attn: Denis Lawton

**Laveen Elementary School District No. 59**

5001 W. Dobbins Rd.

Laveen, AZ 85339

Attn: Catherine Crary

**Liberty Elementary School District No. 25**

19818 W. US Highway 85, Bldg L

Buckeye, AZ 85326

Attn: Catrina Jacobs

**Litchfield Elementary School District No. 79**

272 E. Sagebush Street

Litchfield Park, AZ 85340

Attn: Brian Owin/Jennifer Benjamin/ Alison Wood

**Littleton Elementary School District No. 65**

1600 S. 107 th Avenue

Avondale, AZ 85323

Attn: Bryan Dallessio

**Madison Elementary School District No. 38**

5601 N 16 th Street

Phoenix, AZ 85016

Attn: Jason Piontkowski/ Hannah Milne

**Marana Unified School District No. 6**

11279 W. Grier Road

Marana, AZ 85653

Attn: Kimberly Parker/ Kristin Reidy

**Mesa Unified School District No. 4**

63 East Main Street

Mesa, AZ 85201

Attn: Kristi Glassmeyer

**Osborn Elementary School District No. 8**

1226 W. Osborn Road

Phoenix, AZ 85013

Attn: Cathay-Ann Gentry/ Melissa Robinson

**Paradise Valley Unified School District No. 69**

15002 N. 32nd Street

Phoenix, AZ 85032

Attn: Jessica Harrington

**Pendergast Elementary School District No. 92**

3802 N 91 st Avenue

Phoenix, AZ 85037

Attn: Amy Christopher/Andrew Wallen

**Phoenix Elementary School District No. 1**

1817 N. 7 th St.

Phoenix, AZ 85006

Attn: Brant Lloyd/Marylou Gonzales

**Phoenix Union High School District No. 210**

4502 N. Central Ave

Phoenix, AZ 85012

Attn: Samantha Middagh

**Roosevelt Elementary School District No. 66**

6000 S. 7th Street

Phoenix, AZ 85042

Attn: Inna Kilchen/ Sabrina Hernandez

**Queen Creek Unified School District No. 95**

20217 E. Chandler Heights Road

Queen Creek, AZ 85142

Attn: Robert Carlisle

**Saddle Mountain Elementary School District No. 90**

38201 W. Indian School Road

Tonopah, AZ 85354

Attn: Kevin Kilborn

**Washington Elementary School District No. 6**

4650 W. Sweetwater

Glendale, AZ 85304

Attn: Carrie Giovannone

## APPENDIX B

### Criteria for Data Sharing

Each participating member district shall follow its own internal research approval procedures prior to initiating or participating in any research activity, ensuring compliance with local policies and governance structures.

**Requesting Party:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Requested Data Sets:** Please list or describe in detail the data sets containing student-identifiable information being requested, followed by a description of the elemental data items necessary to conduct the proposed study.

Data Set: \_\_\_\_\_

| Data Elements | Description |
|---------------|-------------|
|               |             |
|               |             |
|               |             |
|               |             |
|               |             |

Data Set: \_\_\_\_\_

| Data Elements | Description |
|---------------|-------------|
|               |             |
|               |             |
|               |             |
|               |             |
|               |             |

(Attach additional sheets and descriptions as necessary)

**Data Processing:** Please describe below the types of data processing activities that will be performed with regard to the requested student-identifiable information.

**Reporting:** Please describe how information from this study will be reported, utilized, or otherwise disseminated.

**Disposition of Student-Identifiable Information:** At the completion of the proposed project or at the date that this agreement is terminated, please describe the process and conditions under which the student-identifiable information will be either returned or destroyed.

**Data Confidentiality:** Please describe the procedures, methods, locations, and/or safeguards that will be employed to prevent the unauthorized disclosure of student-identifiable information.

## **APPENDIX C**

### **Data Custodians**

List below all persons (custodians) who will have access to, utilize, or otherwise interact with the requested student-identifiable information. Each custodian must provide a signature testifying that they have read and understand all terms and conditions specified under this Agreement and warrant their acceptance of all stipulations.

| <b>Name</b> | <b>Title/Agency</b> | <b>Signature</b> |
|-------------|---------------------|------------------|
| 1.          |                     |                  |
| 2.          |                     |                  |
| 3.          |                     |                  |
| 4.          |                     |                  |
| 5.          |                     |                  |
| 6.          |                     |                  |

APPENDIX D

**AzAC Contributions by School District  
2025 - 2026**

| <b>School District</b>                                | <b>Contribution *</b> |
|---|-----------------------|
| 1. Alhambra Elementary School District No. 68         | \$1,096.10            |
| 2. Avondale Elementary School District No. 44         | \$1,059.17            |
| 3. Buckeye Elementary School District No. 33          | \$1,059.93            |
| 4. Cartwright Elementary School District No. 83       | \$1,128.83            |
| 5. Creighton Elementary School District No. 14        | \$1,047.14            |
| 6. Dysart Unified School District No. 89              | \$1,222.46            |
| 7. Fowler Elementary School District No. 45           | \$1,035.74            |
| 8. Glendale Elementary School District No. 40         | \$1,083.42            |
| 9. Higley Unified School District No. 60              | \$1,122.02            |
| 10. Isaac Elementary School District No. 5            | \$1,047.25            |
| 11. Laveen Elementary School District No. 59          | \$1,078.05            |
| 12. Liberty Elementary School District No. 25         | \$1,044.20            |
| 13. Litchfield Elementary School District No. 79      | \$1,103.36            |
| 14. Littleton Elementary School District No. 65       | \$1,060.53            |
| 15. Madison Elementary School District No. 38         | \$1,055.57            |
| 16. Marana Unified School District No. 6              | \$1,126.75            |
| 17. Mesa Unified School District No. 4                | \$1,534.44            |
| 18. Osborn Elementary School District No. 8           | \$1,023.93            |
| 19. Paradise Valley Unified School District No. 69    | \$1,257.13            |
| 20. Pendergast Elementary School District No. 92      | \$1,079.37            |
| 21. Phoenix Elementary School District No. 1          | \$1,036.29            |
| 22. Phoenix Union High School District No. 210        | \$1,257.60            |
| 23. Queen Creek Unified School District No.95         | \$1,143.52            |
| 24. Roosevelt Elementary School District No. 66       | \$1,070.43            |
| 25. Saddle Mountain Elementary School District No. 90 | \$1,032.37            |
| 26. Washington Elementary School District No. 6       | \$1,184.54            |

\* Based on 40<sup>th</sup> Day (October 1) Counts Determined in Enrollment Report <https://www.azed.gov/accountability-research/data>

## **APPENDIX E**

### **AzAC Social Media Policy and Guidelines**

This policy governs the publication of and commentary on social media by members of the Arizona Assessment Collaborative (“AzAC”). For the purposes of this policy, social media means any facility for online publication and commentary, including, without limitation, blogs, wikis, and social networking sites such as Facebook, LinkedIn, Twitter, Flickr, and YouTube. This policy is in addition to and complements any existing or future policies regarding the use of technology, computers, e-mail, and the internet. AzAC members are not allowed to publish or comment via social media in any way that suggests they are doing so in connection with AzAC. AzAC members who serve as Social Media Committee Members are free to publish or comment via social media in accordance with this policy. Such members are subject to this policy to the extent they identify themselves as an AzAC member and use (other than as an incidental mention of place of employment in a personal social media on topics unrelated to AzAC). Before engaging in work related social media, employees must obtain the permission of the Social Media Committee Coordinator. Publication and commentary on social media carry similar obligations to any other kind of publication or commentary.

#### **Social Media Coordinator Roles and Responsibilities**

- Collaborate with AzAC Board to conduct social media activities.
- Serve as the primary facilitator of the AzAC social media committee.
- Establish, revise, and utilize current AzAC social media post submittal procedures.
- Inventory social media posting proposals and approve postings.
- Ensure postings are approved by the Social Media Coordinator and one other Social Media Committee Member.
- Work with AzAC members to create and maintain a social media presence that will effectively leverage the AzAC’s collaborative resources.

#### **Social Media Committee Members**

- The AzAC Social Media Committee will consist of elected AzAC Board Members.
- AzAC Social Media Committee Members will assist the Social Media Coordinator in the execution of the Social Media Coordinator’s roles and responsibilities.
- AzAC Social Media Committee Members will utilize district member resources to perform duties.
- AzAC Social Media Committee members will obtain prior AzAC Board approval for any and all reimbursable expenditures related to the execution of AzAC Social Media Committee duties.

#### **Social Media Post-Creation Procedures**

- AzAC members will submit proposed posting to Social Media Committee Members.
- AzAC members will acquire photo releases when appropriate.
- At a minimum, the Social Media Coordinator and one other Social Media Committee Member will edit, deny, or approve the proposed posting based on AzAC Social Media Guidelines.
- AzAC Social Media postings will only be placed on social media locations approved by the AzAC Board.
- Social media postings will be limited to topics that are directly related to AzAC work (e.g., State Assessment blueprints and relation to AzAC Testlets blueprints).



### **Guidelines for the Creation of All AzAC Social Media Communications**

AzAC will use social media (Facebook, Twitter, etc.) to advertise its accomplishments and the strategies it employs with its members. AzAC members may choose whether to permit AzAC to include them in AzAC publications by selecting from the options on each member's signature page in the IGA. AzAC postings will be limited to content that does one or more of the following:

- Communicate the mission of AzAC and membership benefits.
- Communicate progress and purpose of AzAC projects and accomplishments.
- Communicate AzAC research findings.
- Recognize member participation in AzAC projects.
- Recognize AzAC membership.
- Recognize recent informational publications that are directly related to AzAC projects.
- Recognize recent informational publications of education-affiliated organizations directly related to AzAC projects.

### **Setting up Social Media**

Social media identities, logon IDs, and usernames must not use the AzAC name without prior approval from the Social Media Committee Project Leadership. Official AzAC graphics will be used for all AzAC profiles.

### **Confidential Information**

Confidential information includes things such as unpublished details about AzAC or member software, products of current projects, financial information, confidential research, and trade secrets. AzAC members will not be cited or obviously referenced in social media platforms without opting into AzAC social media policies. AzAC social media postings will not identify a member, member, or project member by name without permission and never discuss confidential details of AzAC products or member information. It is acceptable to discuss general details about the kinds of projects so long as the information provided does not violate any non-disclosure agreements that may be in place with the members.

### **Privacy Protection**

Privacy settings on social media platforms will be set to allow anyone to see profile information similar to what would be on the AzAC website. Other privacy settings that might allow others to post information or see information that is personal will be set to limit access.

### **Copyright Laws**

It is critical that AzAC social media postings show proper respect for the laws governing copyright and fair use or fair dealing of copyrighted material owned by others, including AzAC's own copyrights and brands. Posts should never quote more than short excerpts of someone else's work, and must always attribute such work to the original author/source. It is good general practice to link to others' work rather than reproduce it. When posting, the AzAC Social Media Committee will respect the copyright and intellectual property rights of others, site proper credit for their work, and be sure to acquire the right to use something with attribution before publishing.

### **AzAC Posting Errors**

If AzAC postings are made in error, AzAC will correct the mistake quickly. If AzAC chooses to modify an earlier post, revisions will be clearly noted. If someone accuses AzAC of posting something improper (such as their copyrighted material or a defamatory comment about them), AzAC will

resolve the matter quickly by removing the information quickly to decrease the possibility of legal action.

**Equal Opportunities Policy**

AzAC does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, clients, volunteers, subcontractors, vendors, and clients.

## **APPENDIX F**

### **AzAC Reimbursement Process**

AzAC will reimburse Districts for employee participation in the [AZAC PROJECT TITLE] during [TIME PERIOD].

#### Steps to receive reimbursement:

1. Generate PARs for the following employees who participated in the project. Employees will be paid by their District, and their District will be reimbursed by AzAC.
  - a. [Employees' Names]
2. Email MESD at [jpiontkowski@madisoned.org](mailto:jpiontkowski@madisoned.org) with the subject line "AzAC Reimbursement" and include in the body of the email the number of District participants and the total amount paid to all employees.
3. MESD will create a Purchase Order with the respective amount due to the District. The purchase order will be emailed to the District's AzAC representative.
4. Use the Purchase Order to create an invoice and email the invoice to MESD at [jpiontkowski@madisoned.org](mailto:jpiontkowski@madisoned.org) with the subject line "AzAC Invoice."
5. Payment will be sent after the invoice is received.

As stated in the Arizona Assessment Collaborative Intergovernmental Agreement [AGREEMENT YEAR], and in accordance with A.R.S. § 11-952, Madison Elementary School District shall serve as fiscal agent to AzAC.

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-I-2**

**Agenda Item**

**Approval of renewal of the agreement with Arizona School for the Deaf and Blind**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

Each year the agreement between the Arizona State Schools for the Deaf and Blind (ASDB) and the Osborn Elementary School District is reviewed to determine continuation of the agreement. The agreement originated in 2020 and included an addendum in 2022 agreed upon by both parties. This is a new agreement for 5 more years and has no edits from prior agreement. Osborn continues to have students attending the ASDB school setting including this school year 2025-26. In addition, an addendum received August 27, 2025 is included to update the amount of reimbursement to students where ASDB receives ADM from \$1500 to \$7500.

**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 continuation of the agreement with ASDB and the addendum.

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

|   |                                    |                 |
|---|------------------------------------|-----------------|
| <p style="text-align: center;"><b>AGREEMENT</b><br/>Between<br/>The Arizona State Schools for the Deaf and the Blind<br/>and Participating Public Schools or Other Approved<br/>Educational Program</p> | RE: Regional Cooperative Agreement |                 |
|   | Page 1 of 13                       | Date Initiated: |

## **I. INTRODUCTION AND AUTHORITY**

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

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

## **II. BACKGROUND AND PURPOSE**

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

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

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

## **III. DEFINITIONS**

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

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

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

|  |                                    |                 |
|--|------------------------------------|-----------------|
| <p style="text-align: center;">AGREEMENT</p> <p style="text-align: center;">Between</p> <p style="text-align: center;">The Arizona State Schools for the Deaf and the Blind<br/>and Participating Public Schools or Other Approved<br/>Educational Program</p> | RE: Regional Cooperative Agreement |                 |
|  | Page 2 of 13                       | Date Initiated: |

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

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

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

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

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

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

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

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

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

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

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

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

|   |                                    |                 |
|---|------------------------------------|-----------------|
| <p style="text-align: center;"><b>AGREEMENT</b><br/>Between<br/>The Arizona State Schools for the Deaf and the Blind<br/>and Participating Public Schools or Other Approved<br/>Educational Program</p> | RE: Regional Cooperative Agreement |                 |
|   | Page 3 of 13                       | Date Initiated: |

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

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

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

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

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

#### **IV. RESPONSIBILITIES**

- A. The Participating School is responsible for providing a FAPE to every student enrolled in its school(s).
  1. As the student’s PEA or Other Approved Educational Program, , the Participating School must establish an IEP for its Qualified Student that meets the standards set forth in applicable federal and State laws, including but not limited to: adherence to procedural safeguards, child find, evaluation, consideration of the appropriate continuum of services and supports for students, establishment of measurable IEP goals, and identification of instructional or support services by appropriate personnel pursuant to A.A.C. R7-2-401(G).
    - a. The Participating School is responsible for identifying the need for services related to hearing or visual impairment.
    - b. If a student’s suspected or confirmed hearing or visual disability begins to interfere with educational progress, the Participating School should contact ASDB as soon as possible.
      - i. When the Participating School requests services from ASDB, ASDB (through the Regional Cooperative) will make its staff available or require its staff to participate in team meetings relating to identification, evaluation, or placement of a Qualified Student attending the Participating School when ASDB’s participation is deemed appropriate or necessary by mutual agreement of the Parties.
      - ii. The Participating School shall notify the Regional Cooperative’s staff in writing of such meetings sufficiently in advance of such meetings.

|   |                                    |                 |
|---|------------------------------------|-----------------|
| <p style="text-align: center;"><b>AGREEMENT</b><br/>Between<br/>The Arizona State Schools for the Deaf and the Blind<br/>and Participating Public Schools or Other Approved<br/>Educational Program</p> | RE: Regional Cooperative Agreement |                 |
|   | Page 4 of 13                       | Date Initiated: |

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



AGREEMENT

Between

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

RE: Regional Cooperative Agreement

Page 5 of 13

Date Initiated:

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

|   |                                    |                 |
|---|------------------------------------|-----------------|
| <p style="text-align: center;"><b>AGREEMENT</b><br/>Between<br/>The Arizona State Schools for the Deaf and the Blind<br/>and Participating Public Schools or Other Approved<br/>Educational Program</p> | RE: Regional Cooperative Agreement |                 |
|   | Page 6 of 13                       | Date Initiated: |

iii. Supplemental related services.

iv. Special short-term programs.

b. Exclusions:

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

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

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

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

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

## V. FINANCING

### A. Background.

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

### B. Membership fees.

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

|  |                                    |                 |
|--|------------------------------------|-----------------|
| <p style="text-align: center;">AGREEMENT</p> <p style="text-align: center;">Between</p> <p>The Arizona State Schools for the Deaf and the Blind<br/>and Participating Public Schools or Other Approved<br/>Educational Program</p> | RE: Regional Cooperative Agreement |                 |
|  | Page 7 of 13                       | Date Initiated: |

2. ASDB has established the membership fees with the intent that these fees will cover the cost of Supplementary Aids and Services that pertain to hearing or visual disabilities for Qualified Students enrolled in the Participating School.
  3. The membership fee schedule for schools in each Region is attached as **Addendum B** to this Agreement and is incorporated by reference. The membership fee schedule is subject to modification on an annual basis. ASDB shall provide a Participating School with reasonable and timely notice of any changes to the membership fee schedule prior to billing at an adjusted rate.
- C. **Instructional Costs.** Schools that participate in the Regional Cooperatives share the instructional costs related to hearing or visual disabilities for a Qualified Student enrolled at a Participating School either through institutional voucher funds or through a fee for services agreement.
1. **Institutional vouchers.** A Regional Cooperative may apply for and use an institutional voucher, *see* A.R.S. §§ 15-1201 through -1205, towards the instructional costs of its Qualified Student(s).
    - a. Participating Schools, unless otherwise agreed upon by ASDB, shall use the institutional voucher to pay ASDB, through its Regional Cooperative, for services that address the hearing and visual disabilities of qualified students. *See* A.A.C. R7-2-404(A).
    - b. The use of an institutional voucher to pay for services from ASDB, through its Regional Cooperative, does not divest responsibility from the Participating School for providing a FAPE.
      - i. A Participating School that uses an institutional voucher to pay for cooperative services cannot designate ASDB, its Regional Cooperatives, or its employees, as the PEA that is responsible for providing an education to Qualified Students.
      - ii. A Qualified Student, whose Participating School uses the institutional voucher to pay ASDB for services provided through its Regional Cooperatives, is not “enrolled” or “attending” ASDB, as contemplated by A.A.C. R7-2-404(A).
    - c. In appropriate situations, the Participating School may be eligible for reimbursement of unexpended institutional vouchers payments. *See* **Addendum C** for an example of anticipated reimbursements to participating schools.
    - d. **Additional Fees or Costs.** In certain situations, ASDB may need to assess fees and/or costs incurred by ASDB to the Participating School when the costs for services that are directly related to a Qualified Student’s hearing impairment, deafness and/or a visual impairment exceed institutional voucher funds.

|  |                                    |                 |
|--|------------------------------------|-----------------|
| <p style="text-align: center;">AGREEMENT</p> <p style="text-align: center;">Between</p> <p>The Arizona State Schools for the Deaf and the Blind<br/>and Participating Public Schools or Other Approved<br/>Educational Program</p> | RE: Regional Cooperative Agreement |                 |
|  | Page 8 of 13                       | Date Initiated: |

- i. Additional costs will be negotiated on a case by case basis, approved by the ASDB Superintendent, the Regional Director of the Regional Cooperative, and the appropriate designee of the Participating School.
  - ii. ASDB, through the Regional Cooperatives, may not incur any obligation or make any expenditure that is not authorized by appropriation or allotment to provide specific services for a Qualified Student pursuant to A.R.S. § 1-254.
2. **Fee for services.** For those students with additional disabilities identified by the MET/IEP. a Participating School shall reimburse ASDB for its costs in providing services through the Regional Cooperative under a Fee For Service agreement *See Addendum D.*
  - a. A fee for service schedule will vary depending on location, nature, duration, and extent of services provided by ASDB through its Regional Cooperative.
  - b. The fees for services may change at unexpected intervals. ASDB shall provide a Participating School with reasonable and timely notice of any changes to a fee schedule prior to billing at an adjusted rate.
3. ASDB, through its Regional Cooperatives and Regional Directors, shall maintain the budgets for each Regional Cooperative.

## VI. DURATION, TERMINATION, AND DISPOSITION OF PROPERTY

- A. **Duration.** This Agreement shall become effective after approval by each Party's respective Governing Board on the later of the date of execution by ASDB and the Participating School.
  1. The duration of the Agreement shall be for 5 years after the date of execution.
  2. It may be extended for an additional 5 years upon approval of the parties' respective Governing Boards.
- B. **Termination.**
  1. The parties may terminate this Agreement prior to the end of its terms as follows:
    - a. **Mutual Agreement.** The parties may terminate the Agreement by mutual agreement by providing written notice of termination specifying the date of termination prior to termination of the Agreement. ASDB shall continue to provide services, through its Regional Cooperative, and the Participating School shall continue to pay for the services throughout the notification period.
    - b. **Unilateral.** Either party may terminate the Agreement by providing written notice of termination 90 days prior to termination. ASDB shall continue to provide services, through its Regional Cooperative, and the Participating School shall continue to pay for the services throughout the notification period.

|   |                                    |                 |
|---|------------------------------------|-----------------|
| <p style="text-align: center;"><b>AGREEMENT</b><br/>Between<br/>The Arizona State Schools for the Deaf and the Blind<br/>and Participating Public Schools or Other Approved<br/>Educational Program</p> | RE: Regional Cooperative Agreement |                 |
|   | Page 9 of 13                       | Date Initiated: |

2. **Termination by law.** Notwithstanding any other provision regarding duration or termination of this Agreement, this Agreement is subject to termination by the following operations of law.

- a. **Non-Availability of Funds.** This Agreement shall be subject to available funding and nothing in this Agreement shall bind any Party to expenditures in excess of funds appropriated and authorized for purposes outlined in this Agreement.
  - i. If funds are reduced or otherwise unavailable, either Party may take any of the following actions: (1) cancel the Agreement by providing advanced written notice to the other Party or (2) revise the requirements imposed by this Agreement to reduce the level of services or compensation through a written amendment mutually executed by the Parties.
  - ii. If funds are not allocated and available for the continuance of this Agreement, the non-appropriated party may terminate this Agreement by providing advanced written notice to the other Party as outlined above in Section VI(B)(2)(a)(i) and such termination shall be effective at the end of the period for which funds are available.
  - iii. The Superintendent of ASDB and the Governing Board of the Participating School shall have sole discretion to determine the availability of funds for its respective entity.
  - iv. Each party shall notify the other party as soon as possible when services or payment may or will be affected by a fund shortage.
  - v. No liability shall accrue to the terminating party in the event this provision is exercised, and the terminating party shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

3. **Conflict of Interest Cancellation.** This Agreement is subject to cancellation under A.R.S. § 38-511, as it pertains to the cancellation of State contracts.

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

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

## VII. GENERAL TERMS AND CONDITIONS

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

|  |                                    |                 |
|--|------------------------------------|-----------------|
| <p style="text-align: center;">AGREEMENT</p> <p style="text-align: center;">Between</p> <p>The Arizona State Schools for the Deaf and the Blind<br/>and Participating Public Schools or Other Approved<br/>Educational Program</p> | RE: Regional Cooperative Agreement |                 |
|  | Page 10 of 13                      | Date Initiated: |

to any students, parents, or interested persons beyond those enumerated in federal or state law.

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

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

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

|  |                                    |                 |
|--|------------------------------------|-----------------|
| <p style="text-align: center;">AGREEMENT<br/>Between<br/>The Arizona State Schools for the Deaf and the Blind<br/>and Participating Public Schools or Other Approved<br/>Educational Program</p> | RE: Regional Cooperative Agreement |                 |
|  | Page 11 of 13                      | Date Initiated: |

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

- F. **Insurance for Charter Schools and Other Approved Educational Programs (not meeting the definition of “public agency” in A.R.S. § 11-951 et seq.):** The Participating Schools shall obtain and maintain insurance in accordance with the laws of the State of Arizona.

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

- G. **Participation in Similar Activities.** This Agreement in no way restricts the parties from participating in similar activities with other public or private agencies, organizations, and individuals.
- H. **Limitations.** Nothing in this Agreement shall be construed as limiting or expanding the statutory responsibilities of parties in performing functions beyond those granted to them by law, or as requiring the parties to expend any sum in excess of its appropriations.
- I. **Confidentiality.** Both Parties agree to comply with all applicable state and federal privacy laws including the federal Family Educational Rights and Privacy Act of 1974 and the Health Insurance Portability and Accountability Act of 1996.
- J. **Anti-Trust Violations.** The parties shall assign any claim for overcharges resulting from antitrust violations to the extent that such violations concern materials or services supplied by third parties to the parties toward fulfillment of this Agreement to the State of Arizona.
- K. **Privatization.** To the extent that this Agreement may require or lead to the privatization of any governmental function, the parties agree to comply with the requirements of A.R.S. § 41-2772.
- L. **Choice of Law.** This Agreement shall be construed in accordance the laws of the State of Arizona.
- M. **Arbitration:** To the extent required by A.R.S. §§ 12-1518(B) and 12-133, the parties agree to resolve any dispute arising out of this agreement by arbitration, except as may be required by other applicable statutes.
- N. **Entire Agreement:** This Agreement contains the entire agreement of the Parties and supersedes all oral representations, negotiations, and prior writings between the parties with respect to the subject matter hereof.

|   |                                    |                 |
|---|------------------------------------|-----------------|
| <p style="text-align: center;"><b>AGREEMENT</b><br/>Between<br/>The Arizona State Schools for the Deaf and the Blind<br/>and Participating Public Schools or Other Approved<br/>Educational Program</p> | RE: Regional Cooperative Agreement |                 |
|   | Page 12 of 13                      | Date Initiated: |

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

| ASDB Regional Administrator          | Participating School Administrator   |
|--------------------------------------|--------------------------------------|
| <div>Signature</div> <div>Date</div> | <div>Signature</div> <div>Date</div> |
| <div>Typed Name and Title</div>      | <div>Typed Name and Title</div>      |
| <div>Mailing Address</div>           | <div>Mailing Address</div>           |
| <div>City/State/Zip</div>            | <div>City/State/Zip</div>            |

**IX. SIGNATURE AUTHORITY**

- A. This Agreement is entered into and is effective as of the date of the last signature.
- B. By signing below, the signer certifies that he or she has the authority to enter into this agreement and has read the foregoing and agrees to accept the provisions herein.
- C. This Agreement may be executed in counterparts, each of which shall be an original and all of which together shall constitute but one and the same instrument.

| ASDB Administrator  | Participating School Administrator   |
|---|--------------------------------------|
| <div>Signature</div> <div>Date</div> <div>Shaina Cooper, Assistant Superintendent</div> | <div>Signature</div> <div>Date</div> |
| <div>Typed Name and Title</div>   | <div>Typed Name and Title</div>      |
| <div>1200 W. Speedway Blvd</div>  | <div>Mailing Address</div>           |
| <div>Mailing Address</div>  | <div>City/State/Zip</div>            |
| <div>Tucson, AZ 85745</div>   | <div>City/State/Zip</div>            |
| <div>City/State/Zip</div>   | <div>City/State/Zip</div>            |



AGREEMENT

Between

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

RE: Regional Cooperative Agreement

Page 13 of 13

Date Initiated:

**Attorney approval required.**

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

By:

\_\_\_\_\_  
Legal Counsel for Participating School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

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

By:

\_\_\_\_\_  
Legal Counsel for ASDB

\_\_\_\_\_  
Date

Debra Sterling, Assistant Attorney General

Printed Name



## **ADDENDUM A**

### **COOPERATIVE SERVICE OPTIONS AVAILABLE**

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

#### **Itinerant Services**

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

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

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

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

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

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

## Addendum A

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

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

- Educational interpreting
- Intervener
- Educational audiologists

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

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

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

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

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

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

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

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

## Addendum A

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

### **Non-Teaching Services**

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

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

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



**ADDENDUM B**

**MEMBERSHIP  
FEES**

Membership Fee for School Districts or Charter Schools

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

Membership Fee for Other Approved Educational Programs

\$ 550.00



## **ADDENDUM C**

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



**ADDENDUM D  
FEE FOR SERVICE SCHEDULE**

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

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

**Fees by Service Level for School Districts and Charter Schools**

**Direct Service** (No equipment provided)

Direct/Indirect .....Up to 1 hour monthly .....\$3,080.00

**Itinerant Services** (Equipment provided per IEP recommendation)

Level I.....Up to 1½ hours of service per week .....\$5,769.50

Level II .....More than 1½ and up to 3 hours of service weekly .....\$8,068.50

Level III.....More than 3 and up to 5 hours of service weekly .....\$12,100.00

Level IV.....More than 5 and up to 10 hours of service weekly .....\$17,886.00

Level V .....More than 10 up to 15 hours of service weekly.....\$23,650.00

**Fees by Service Level for Other Approved Educational Programs**

**Direct Service** (No equipment provided)

Direct/Indirect .....Up to 1 hour monthly .....\$4,004.00

**Itinerant Services** (Equipment provided per IEP recommendation)

Level I.....Up to 1½ hours of service per week .....\$7,499.80

Level II .....More than 1½ and up to 3 hours of service weekly .....\$10,488.50

Level III.....More than 3 and up to 5 hours of service weekly .....\$15,730.00

Level IV.....More than 5 and up to 10 hours of service weekly .....\$23,251.80

Level V .....More than 10 up to 15 hours of service weekly.....\$30,745.00

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-I-3**

**Agenda Item**

**Approval of the Renewal of the Host School Agreement with International TeachAlliance,  
a program of ESI**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

The attached outlines our renewal Host School Agreement with International TeachAlliance, a Program of ESI (Educational Services Inc.). As you'll recall from the previous school year, ITA is the J-1 Visa Sponsor and maintains responsibility for all visa paperwork. They recruit qualified teachers and set up District interviews with qualified international teachers. ITA assists with housing logistics and assisting the teacher with settling into the U.S. The Teacher is employed by the District (Host School). ITA provides a university training program to all exchange teachers before arrival and coordinates Department of State required cultural exchange events with the Exchange Teacher. We would like the Governing Board to approve this renewal agreement for two years to provide us continued avenue to fill positions in the event we are unable to find local qualified candidates. This agreement has been vetted and approved by the District's Legal Counsel.

**Legal**

**Financial**

None

**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 Host School Agreement with International TeachAlliance, a Program of ESI.

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





# IAG Host School

## Master Services Agreement

**This HOST SCHOOL MASTER SERVICES AGREEMENT** (“Agreement”), effective as of \_\_\_\_\_ (“Effective Date”), is entered into by and between International Alliance Group, LLC, (“IAG”) and

Osborn School District #8 \_\_\_\_\_, (the “Host”, and together with IAG, each a “Party”, and collectively, the “Parties”).

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

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

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

**WHEREAS** the Host agrees to host Exchange Teachers; and

**WHEREAS**, the Parties have read the State Department regulations governing the Program<sup>1</sup> (the “Regulations”) and agree that they will comply with the Regulations from the time of signing this Agreement, as such Regulations may be amended from time to time.

### AGREEMENT

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

#### 1. OBLIGATIONS

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

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

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

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

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

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

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

## **2. REPRESENTATIONS AND WARRANTIES**

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

## **3. CONFIDENTIALITY**

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

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

#### 4. LIMITATION OF LIABILITY

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

#### 5. INDEMNIFICATION.

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

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

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

## 6. TERM AND TERMINATION

a. **Term.** This Agreement begins on the Effective Date and, unless earlier terminated pursuant to Section 6.b. or 6.d. below, shall continue in effect until the expiration of any DS-2019 visa issued to any Exchange Teacher placed with Host pursuant to this Agreement. Notwithstanding the foregoing, Sections 3, 4, 5, and 7 shall survive any expiration or termination of this Agreement. When an Exchange Teacher, who has been placed at Host pursuant to this Agreement, has their J-1 extended by the Department of State then this Agreement will automatically extend in accordance with the Exchange Teacher's DS-2019.

b. **Termination.** Either Party may terminate this Agreement at any time if the other Party materially breaches this Agreement relating to the Services, the non-breaching Party has notified the breaching Party in writing of such failure, and such failure continues for a period of fifteen (15) business days after the delivery to the breaching party of written notice of such material breach. This Agreement may be terminated in whole or in part, at any time, by mutual written consent of IAG and the Host.

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

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

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

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

## 7. GENERAL

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If to IAG:

International Alliance Group, LLC  
99 E Virginia Ave, Suite #120  
Phoenix, AZ 85004  
Attn: Jason D. Hammond  
E-mail: [jason@iagusa.org](mailto:jason@iagusa.org)

If to HOST:

Osborn School District #8  
1226 W. Osborn Rd.  
Phoenix AZ 85013

Attn: \_\_\_\_\_

E-mail: \_\_\_\_\_

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

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

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

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

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

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

r. **Non-Discrimination.** Both Parties agree to comply with all applicable provisions of state and federal laws and regulations, including the Americans with Disabilities Act and Executive Order 99-4,

which is incorporated herein by reference, mandating nondiscrimination and requiring that all persons, regardless of race, religion, sex, age, national origin or political affiliation shall have equal access to employment opportunity.

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

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

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

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

**International Alliance Group, LLC**

Osborn School District #8

By:  Signed by:  
0C7275096A3F48D...

Name: Jason D. Hammond

Title: Chief Executive Officer

Date: 8/15/2025

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



## **Exhibit A-1**

### **Host Responsibilities**

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

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

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

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

17. Any changes to the POC listed in item 16 immediately above must be provided to IAG in a timely manner using commercially reasonable efforts by using the following form: <https://forms.office.com/r/B7ErJieTH4>.

## **Exhibit A-2**

### **IAG Responsibilities**

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

**Exhibit B**  
**Positions**

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

### **Exhibit C**

#### **International Alliance Group Administrative and Insurance Fees**

The Host agrees to pay IAG the percentages designated below for each Exchange Teacher (or other listed employment group). Administrative Fees are based on the employee's total annual compensation and invoiced annually following the Exchange Teacher's (or other designated employee's) first day of reported duty.

| <b>Teacher Types</b>                       | <b>Administrative Fees</b>      |
|--|---------------------------------|
| PreK-12 FICA* Exempt Exchange Teachers     | 20%                             |
| PreK-12 FICA* Non-Exempt Exchange Teachers | 16%                             |
|  |                                 |
| <b>Delayed Payment Penalty</b>             | <b>Rate</b>                     |
| Paid any time 30 days after issuance       | +12% annually, calculated daily |
|  |                                 |

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

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

Example: Exchange Teachers arriving for School Year 2025-2026 are exempt from FICA Deductions for the first two calendar years:

January-December 2025 is Calendar Year 1.

January-December 2026 is Calendar Year 2.

Starting January 1, 2027, they are in Calendar Year 3 and are no longer exempt from FICA deductions. The employer portion of FICA also begins when the FICA deductions commence for the Exchange Teachers.

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

#### **Teacher's Contract Requirement**

Host is required to provide IAG a copy of the Exchange Teacher's contract within seven days of execution. In the event a contract is not provided within the agreed timeframe, IAG reserves the right to invoice the Host based on the Host's salary ladder.

#### **Early Termination or Resignation Refund**

The Host understands that in the event of the Exchange Teacher's (or designated employee's) termination or resignation, IAG will issue a refund that is prorated based on the duration of the Exchange Teacher's (or designated employee's) stay in the United States, less a \$2,500 non-refundable fee.

### **Insurance Requirement Fees**

IAG offers medical, dental, vision, life insurance and Employee Assistance Program (EAP) services as a package. IAG insurance meets the coverage requirements of the State Department regulation [22 C.F.R. §62.14](#). See Exhibit D for options. Host must offer Teacher the choice to enroll in Host or IAG insurance package coverage. In the event Teacher chooses IAG package coverage Host agrees to pay the cost of the insurance coverages. IAG will submit an invoice to Host that covers the annual fee the IAG package plan.

-

### **Late Arrival Requests**

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

## **Exhibit D**

### **J-1 Exchange Teacher Insurance Requirements**

Host acknowledges that the Exchange Teacher must have appropriate medical and repatriation insurance while participating in a J-1 teacher exchange program in accordance with [22 C.F.R. §62.14](#).

Minimum coverage must provide ALL the following:

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

Failure by the Exchange Teacher to maintain continuous insurance coverage that meets above stated U.S. Department of State requirements is a violation of program regulations and may result in the termination of my Exchange Teacher's program.

To meet this requirement, IAG offers the following options on how to procure the necessary coverage required by law.

**Option 1: Exchange Teacher waives Host package coverage (medical, dental, vision, life, EAP) and is enrolled in IAG package coverage.** IAG will provide medical, dental, vision, life insurance and Employee Assistance Program (EAP) services as a package. IAG insurance meets the coverage requirements of the State Department regulation [22 C.F.R. §62.14](#). Host will be notified of the cost prior to the Exchange Teacher(s) arriving in the United States. If the Teacher waives Host package coverage, IAG will enroll Teacher in package coverage, then IAG will invoice Host for the annual cost of the policy and Host will pay that cost. IAG will invoice annually using the effective date of IAG insurance package coverage after Teacher's waiver of Host package coverage is confirmed.

**Option 2: Exchange Teacher chooses Host package coverage, IAG enrolls Teacher in Supplemental Coverage, Teacher pays IAG for cost of Supplemental Coverage.** Supplemental coverage will allow the Exchange Teacher to meet the minimum requirements as set forth in [22 C.F.R. §62.14](#). The Teacher will be required to pay IAG for this supplemental coverage.

An IAG representative will reach out to confirm if Teacher waived Host coverage. Per this Agreement, the Host will pay the cost of IAG Insurance. Host may not charge, seek reimbursement from, or cause the Exchange Teacher to pay for Full or Supplemental Coverage.

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

**OSBORN SCHOOL DISTRICT NO. 8****September 16, 2025****Board Meeting**

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

**Agenda Item Number –V-J****Agenda Item****Approval of Certified Evaluators for 2025-2026**

For Board:

☒

Action

☐

Discussion

☐

Information

**Background –**

The Governing Board is required to approve the list of Qualified Evaluators who have completed the NIET evaluator certification process for the year. We ask your approval of the following individuals who have passed the recertification requirements for the 2025-2026 school year.

| <b>School</b>          | <b>Principal</b>   | <b>Master Teachers</b>        | <b>Mentor Teachers</b>  |
|------------------------|--|-------------------------------|---|
| <b>CLA</b>             | Jeff Martin  | Lisa Hunt                     | Beth Anderson<br>Jorge Meza<br>Hilda Palache                                |
| <b>ENC</b>             | Kimberly Fernandez   | Clare Maynard<br>Maria Garcia | Ashley Goetter<br>Kimberly Pavlisik<br>Mackenzie Lizarraga<br>Linda Barnett |
| <b>LNV</b>             | Ken White  | Araceli Cecena                | Daniela Hernandez<br>Charles Barton   |
| <b>OMS</b>             | Carol Hayes<br>Allison Ahl   |                               |   |
| <b>SOL</b>             | Felipe Carranza<br>Brandon Witherspoon   | Amanda Merrill                | Kat Perez<br>Kaitlyn Schrey   |
| <b>MCS</b>             | Stefaney Sotomayor   | Jill Singh                    | Katrina Roberts   |
| <b>District Office</b> | Abby Potter-Davis, Melissa Robinson, Sarah Boyle, Alexis Aguirre, Michael Robert |                               |   |

**Legal****Financial****Governing Board Goals**



**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

- ☐ 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 Qualified Evaluators as presented.

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

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-K**

**Agenda Item**

**Approval of Hearing Officers for Student Discipline and Personnel Matters**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

In cases of student discipline for long-term suspension or personnel matters for certificated or classified exempt employees that may result in discipline up to and including termination, the Administration and Governing Board may take recommendations from trained, external hearing officers when taking action for approval of the recommendation for discipline.

When necessary, the district shall procure a hearing officer to hear cases being brought forward for discipline after conducting initial investigation. The lists of hearing officers is provided by the Arizona School Risk Retention Trust, and all officers have been trained in the legalities and ethics of conducting student or personnel hearings.

In cases of student discipline, the school administration will assume the burden of proof for demonstrating the need for a long-term suspension of a student. The decision of the hearing officer will be final. In cases of staff discipline, the administration will present the case for discipline to the hearing officer. The recommendation of the hearing officer will be sent to the Governing Board at its next meeting for 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 Hearing Officers for Student Discipline and Personnel Matters.

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



# THE TRUST

## Hearing Officer Contact Information

Last Updated May 28, 2025

| Name                 | Location                  | Email                           | Phone                                   |
|----------------------|---------------------------|---------------------------------|---|
| Trish Alley          | Cottonwood, AZ            | trishalley77@gmail.com          | (928) 814-0731                          |
| Amanda Amann         | Bullhead City, AZ         | aamann13@gmail.com              | (602) 770-6015                          |
| Richard Baniszewski  | Chandler, AZ<br>Heber, AZ | dbano2000@yahoo.com             | (480) 694-2493                          |
| Maria Berecin-Rascon | Arizona City, AZ          | mberecin@gmail.com              | (520) 560-7935                          |
| Karyn Blair          | Tucson, AZ                | Karyn.Blair@nau.edu             | (520) 834-4260                          |
| Philip Bonds         | Casa Grande, AZ           | cortezbluephotography@yahoo.com | (920) 531-8817                          |
| Ric Borom            | Gilbert, AZ               | rborom@gmail.com                | (480) 988-9970                          |
| Danny Brown          | Prescott, AZ              | dsbrown1965@yahoo.com           | (928) 443 7391<br>(928) 713 4422 (cell) |
| L. Jim Burrow        | Page, AZ                  | l.jim.burrow@gmail.com          | (928) 660-3084 (cell)<br>(928) 660-3088 |
| Clint Bushbaum       | Peoria, AZ                | clintbushbaum@gmail.com         | (623) 302-8123                          |
| Fred Coates          | Chandler, AZ              | fredjcoates@gmail.com           | (480) 201-8827                          |
| Gina Covert          | Bullhead City, AZ         | CovertGina27@gmail.com          | (928) 201-0485                          |
| Alan Duarte          | Glendale, AZ              | aduarte7@cox.net                | (623) 516-0813                          |
| Kimberly Dugdale     | Springerville, AZ         | kimberlyddugdale@gmail.com      | (928) 245-5949                          |
| Abedon Fimbres       | Phoenix, AZ               | abedon@yahoo.com                | (602) 326-9155                          |
| Sam Goodman          | Queen Creek, AZ           | stg3710@gmail.com               | (480) 772-7479                          |

\*Please note that most hearing officer panelists will travel throughout the state.

| <b>Name</b>                      | <b>Location</b>     | <b>Email</b>                     | <b>Phone</b>   |
|----------------------------------|---------------------|----------------------------------|----------------|
| <b>Dr. Timothy (Tim) Grivois</b> | Tucson, AZ          | tim@tgseducationalconsulting.com | (520) 420-4437 |
| <b>D.J. Harris</b>               | Phoenix, AZ         | djharris60@yahoo.com             | (480) 233-2522 |
| <b>Tom Hernandez</b>             | Litchfield Park, AZ | Wolverinestuhs2007@gmail.com     | (602) 329-0880 |
| <b>Jean Hunt</b>                 | Wickenburg, AZ      | jbell3632@msn.com                | (928) 671-0371 |
| <b>Steve Jacott</b>              | Globe, AZ           | stevejacott@yahoo.com            | (928) 701-3879 |
| <b>Neil Johnson</b>              | Yuma, AZ            | NjohnsonHO@gmail.com             | (928) 246-8155 |
| <b>Mark Knight</b>               | Chandler, AZ        | markvernonknight@gmail.com       | (480) 246-2729 |
| <b>Jim Lockwood</b>              | Gilbert, AZ         | jim.lockwood@gilbertschools.net  | (602) 531-2386 |
| <b>Kymberly Marshall</b>         | Mesa, AZ            | Marshall.kymberly@gmail.com      | (602) 499-3303 |
| <b>Richard McCormick</b>         | New River, AZ       | rich3163@gmail.com               | (602) 571-3352 |
| <b>Allen Mitchell</b>            | Cottonwood, AZ      | eamitchellret@gmail.com          | (928) 215-6047 |
| <b>Dr. Rene Murphy</b>           | Phoenix, AZ         | drm@eduadministrator.com         | (480) 673-1498 |
| <b>Hailee Nanchy</b>             | Avondale, AZ        | hnanchy@chooseaesd.org           | (623) 262-0226 |
| <b>Kimberley Parkinson</b>       | Tucson, AZ          | parkinsk@msn.com                 | (520) 203-4676 |
| <b>Jeff Peters</b>               | Chandler, AZ        | jpeters@thecapacitybuilders.com  | (480) 235-1121 |
| <b>Jim Poquette</b>              | Phoenix, AZ         | jimpoquette@gmail.com            | (602) 820-8225 |
| <b>Hans Raymond</b>              | Marana, AZ          | hraymond6@gmail.com              | (520) 404-4119 |
| <b>Klissa Rueschhoff</b>         | Glendale, AZ        | krueschhoff@gmail.com            | (602) 309-2872 |
| <b>Greg Schalow</b>              | Show Low, AZ        | gjschalow@gmail.com              | (928) 892 2859 |
| <b>John Scholl</b>               | Prescott, AZ        | schollj1008@gmail.com            | (928) 583-4834 |

\*Please note that most hearing officer panelists will travel throughout the state.

| <b>Name</b>              | <b>Location</b> | <b>Email</b>                | <b>Phone</b>                     |
|--------------------------|-----------------|-----------------------------|----------------------------------|
| <b>Dan Serrano</b>       | Chandler, AZ    | dserrano0250@gmailcom       | (480) 510-7226                   |
| <b>Sheila Sorenson</b>   | Prescott, AZ    | sorensens22@gmail.com       | (602) 200-4446                   |
| <b>John Speer</b>        | Phoenix, AZ     | johncspeer@gmail.com        | (602) 769-4340                   |
| <b>Roberto Thompson</b>  | Tucson, AZ      | abelard42@yahoo.com         | (520) 425-7408                   |
| <b>Barbara U'Ren</b>     | Sedona, AZ      | barbarauren7@gmail.com      | (928) 300-3623                   |
| <b>James Walker</b>      | Gilbert, AZ     | Walkerj79@gmail.com         | (708) 935-5458                   |
| <b>Katie Walker</b>      | Douglas, AZ     | rkwalker2800@msn.com        | (520) 234.6385                   |
| <b>John Warren</b>       | Topock, AZ      | WarreJ@mohave.gov           | (928) 863-8615<br>(928) 763-3344 |
| <b>Joe Williams</b>      | Florence, AZ    | freedomrider55@hotmail.com  | (480) 320-0058                   |
| <b>Leila E. Williams</b> | Tucson, AZ      | Drleilae.williams@gmail.com | (520) 403-8379                   |
| <b>Terry Williams</b>    | Chandler, AZ    | Chito1998@cox.net           | (480) 812-7707                   |
| <b>Karen Winterstein</b> | Sun City, AZ    | kswinters14@gmail.com       | (602) 679-5309                   |
| <b>Michael Wright</b>    | Lakeside, AZ    | mwright@brusd.org           | (480) 686-0792                   |
| <b>Monica Wright</b>     | Tucson, AZ      | Hardeegirl_1@msn.com        | (520) 730-9199                   |
| <b>Russ Young</b>        | Queen Creek, AZ | russ.young@cox.net          | (602) 616-5728                   |

\*Please note that most hearing officer panelists will travel throughout the state.

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-L**

**Agenda Item**

**Approval of FY26 SFD Capital Plan**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

Attached is a copy of the FY26 SFD Capital Plan.

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve the FY26 SFD Capital Plan as presented.

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

Master Plan

Tuition in / out

|          |    |     |
|----------|----|-----|
| District | In | Out |
|----------|----|-----|

Open Enrollment

|          |               |
|----------|---------------|
| District | Student Count |
|----------|---------------|

ADM Methodology

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

ADM Projections

| P-8   |          |          |
|-------|----------|----------|
| Year  | ADM      | % Change |
| FY 26 | 2,150.00 |          |
| FY 27 | 2,165.00 | 0.69     |
| FY 28 | 2,175.00 | 0.46     |
| FY 29 | 2,190.00 | 0.68     |
| FY 30 | 2,240.00 | 2.28     |
| FY 31 | 2,285.00 | 2.00     |
| FY 32 | 2,330.00 | 1.96     |
| FY 33 | 2,380.00 | 2.14     |
| FY 34 | 2,430.00 | 2.10     |
| FY 35 | 2,480.00 | 2.05     |

New Construction Project Requests

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

Locally-Funded Project List

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

District Owned - Vacant Land

| Parcel Number | Area Acres | Cross Streets | Description of planned use |
|---------------|------------|---------------|----------------------------|
|---------------|------------|---------------|----------------------------|

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-M**

**Agenda Item**

**Out of State Travel for Dr. Michael Robert to attend the AASA National Conference in Nashville, TN February 12-14, 2026**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

Through recognition our Child Nutrition department has established through Healthier Generation as America's Healthiest Schools, select superintendents were asked to submit a joint Call for Proposal to present at the 2026 National Conference on Education, the annual national conference of AASA, the School Superintendents Association.

After his Fulbright Finland opportunity in 2026, Dr. Robert co-presented with 2 fellow superintendents at this same national conference. This is by far the largest national convening of superintendents annually, with opportunities for Osborn, when asked or given the opportunity to present, to share our successful efforts. This would be an opportunity to share with the field the amazing work our Child Nutrition does to supply nutritious and delicious and the healthiest meals to our children. The ask of superintendents in the proposal is also to share how marketing efforts beyond the classroom to aspects of district operations can help highlight district successes.

**Legal**

**Financial**

Conference and Hotel—approximately \$1700 (M&O, Superintendent budget for professional development)

Airfare--\$0, utilizing district accumulated travel credits

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve the out-of-state travel for Dr. Michael Robert to attend the AASA National Conference in Nashville, TN February 12-14, 2026.

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



**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-N**

**Agenda Item**

**Out of state travel for Cory Alexander and Maddie Neely to attend the AmTab K125 Fall Nutrition Symposium October 1-3, 2025 in Chicago, IL**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

The AmTab Symposium brings together child nutrition leaders across the country for 3 days of inspiration, innovation, and practical learning designed to help reimagine our school cafeteria and boost student satisfaction. During this symposium we will get behind the scenes tour of the AmTab facility, learn about design to provide student friendly food experience, and network with other leaders.

This symposium is timely as we are currently discussing our district wide child nutrition renovations with our bond team. Attendance is by scholarship only and will allow for new ideas and innovation in our current planning during the bond process.

**Legal**

**Financial**

N/A (Expenses will be paid by NexGen Network, a nonprofit school nutrition partner.)

**Governing Board Goals**

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

**Recommendation**

It is recommended that the board approve the travel for Cory Alexander and Madison Furey to the AmTab Symposium in Chicago, IL on October 1, 2025.

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

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-O**

**Agenda Item**

**Out of state travel to the School Nutrition Industry Conference (SNIC) in Austin, TX from January 11, 2026 through Jan 13, 2026 for Madison Furey and Cory Alexander**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

The School Nutrition Industry Conference will be held in Austin, TX for three days. This conference targets school nutrition professionals and is organized by the School Nutrition Association. Classes on business strategies, benchmarking, and current practices will be available. SNIC provides a forum for foodservice directors, superintendents and administrators from around the country to network and share ideas and strategies. It is one of our top two favorite national conferences that SNA hosts for Child Nutrition professionals each year. These opportunities to network and discuss best practices are invaluable in our industry and offer much more than our required CEU's for our profession as we make connections and learn from each other.

**Legal**

**Financial**

\$5,500 to be paid out of the Foodservice 510 account

**Governing Board Goals**

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

**Recommendation**

It is recommended that the board approve the travel for Madison Furey and Cory Alexander to the SNIC in January of 2026.

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

OSBORN SCHOOL DISTRICT NO. 8

September 16, 2025

Board Meeting

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

Agenda Item Number –V-P

**Agenda Item**

**Sole Source Listing FY26 – Revision**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

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

**Curriculum products–**

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

**Legal**

R7-2-1053. Sole source procurements

**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 board approve the sole source products/vendors for the 25/26sy, effective Sept. 16<sup>th</sup>, 2025.

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

## Sole Source Letter for Legacy EV Proprietary Instructional Aids and Curriculum

Legacy EV is pleased to confirm that we are the sole provider of specialized electric vehicle (EV) educational tools, including proprietary **Instructional Aids** and **Curriculum** exclusively designed to enhance automotive training programs at academic institutions. Our products, listed below, are manufactured and distributed only by Legacy EV; no other company creates similar products, and they must be purchased solely through us. Legacy EV has no authorized agents or dealers who represent or distribute these products on our behalf.

### Instructional Aids

- **100V Electric Vehicle Training Bench:** A proprietary training aid for hands-on EV education that covers essential EV systems and components. This tool teaches foundational electrical theory, component analysis, and combustion vs. electric system comparisons, providing students with real-world EV skills. Protected by copyright and developed exclusively by Legacy EV to meet EVSC's 140 Technician standards, it has no competition.
- **Top Kart EV Electric Chassis:** This exclusive kart chassis, in conjunction with Legacy EV's custom battery pack enables interactive learning with EV powertrain systems, safe tuning adjustments, and assembly/disassembly across multiple class sections. The Top Kart EV Electric Chassis incorporates proprietary technology in its battery management and programmable motor systems, which are specific to Legacy EV products and are unavailable from any other company.
- **EV Innovators Club:** A turnkey hands-on STEM program where students collaboratively design, build, and test a fully electric go-kart using Legacy EV's custom EV Innovators Kit. The club includes all required hardware, interactive digital curriculum, and optional instructor training. Designed to integrate into middle and high school STEM and CTE programs, the EV Innovators Club is proprietary to Legacy EV and the only program of its kind that combines applied engineering, systems thinking, and EV career exploration in a reusable classroom format.

### Curriculum

- **EV Foundations:** This curriculum covers the history of EVs, fundamental electrical principles, and component analysis, guiding students through the process of powering and analyzing the 100V Training Bench. This curriculum is proprietary to Legacy EV and unavailable from any other source, providing students with industry-aligned skills not offered by competing products.
- **Introduction to E-Mobility:** This curriculum provides a comprehensive understanding of how EVs work by building students' understanding of EV history, fundamental electrical theory, system analysis comparing combustion and electric systems, and guiding students through their own EV go-kart build. Legacy EV developed this curriculum to align exclusively with our instructional aids and teaching standards, and it is protected under copyright.
- **EV Innovators Club:** The EV Innovators Club curriculum is uniquely aligned with Next Generation Science Standards (NGSS), Common Core Math Standards, and ISTE Standards for Technology Integration—making it the only EV go-kart-based STEM program of its kind aligned to national learning standards.

### Sole Source Justification

At this time, there are no other products on the market that serve the same purpose or provide comparable functionality for EV education. The unique design, proprietary technology, and exclusive curriculum of Legacy EV's products make them the only viable option for institutions seeking comprehensive EV training tools. Legacy EV's products, training aids, and curricula were developed with industry-specific standards and are patent and copyright pending, precluding competition.

We kindly request acknowledgment and approval to proceed with a sole source procurement. This will ensure that your institution benefits from Legacy EV's cutting-edge educational resources, equipping students with vital knowledge in electric vehicle technology.

Thank you for considering Legacy EV as your partner in advanced EV education. If you have any questions or require additional information, please feel free to contact me directly.

Sincerely,

Josh McDonald  
Chief Revenue Officer

*Josh McDonald*



**LEGACY  
EV**

# OSBORN MIDDLE SCHOOL - X8 EVIC - 24- MONTH TERM

2021-2022

---

Prepared for

**osbornsd.org**

Raymond Linn  
rlinn@osbornsd.org  
+14199579738

---

**Legacy EV**  
PO BOX 969

Chandler, AZ 85244  
United States

Chad Andrews  
chad@legacyev.com



**LEGACY**  
EV



# EV Innovators Club

## Hands-On Learning for Tomorrow's Innovators.

Legacy EV is excited to partner with your school to bring the EV Innovators Club (EVIC) to your students, providing them with hands-on experience in electric vehicle (EV) technology, engineering, and sustainability. This program is designed to engage students in real-world problem-solving by allowing them to design, build, and optimize their own electric go-karts.

Through project-based learning, EVIC will introduce students to cutting-edge EV technologies, preparing them for high-demand careers in automotive, clean energy, and advanced manufacturing. By integrating EVIC into your school's STEM and CTE programs, we aim to inspire the next generation of innovators and equip them with the skills needed for the future of transportation.

We look forward to working with you to launch this exciting initiative!

*The Legacy EV Team*



# What Is EV Innovators Club?



The EV Innovators Club (EVIC) is an 16-lesson, hands-on STEM program where students explore EV technology, engineering, and sustainability by designing and building a fully functional 36V electric go-kart. Through project-based learning, they apply mechanical engineering, electrical systems, and problem-solving skills, culminating in testing and optimizing their own EV go-kart.



## PHASE 1: FOUNDATIONS OF EVS (LESSONS 1-6)

Students learn the core concepts of electricity, energy transfer, and motion that make EVs work. They explore battery storage, motors, sustainability, and the engineering design process to prepare for the hands-on build phase.



## PHASE 2: GO-KART ASSEMBLY & SAFETY (LESSONS 7-9)

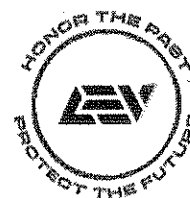
Students apply their knowledge by assembling and wiring an electric go-kart, including battery installation, motor calibration, throttle integration, and safety procedures. They conduct an initial test drive to collect real-world performance data.



## PHASE 3: OPTIMIZATION & FINAL PRESENTATION (LESSONS 10-16)

Students analyze test data, troubleshoot performance issues, and refine their go-kart's efficiency. They explore regenerative braking, energy recovery, and mechanical adjustments before presenting their final project in a race day competition.

# Aligned with NGSS and ISTE Standards



## ⚡ Hands-On Engineering & Problem Solving

- ✓ Apply the engineering design process to build and optimize an electric go-kart.
- ✓ Develop critical thinking & troubleshooting skills by diagnosing mechanical and electrical systems.

## ⚡ Sustainability & Clean Energy Innovation

- ✓ Investigate how EVs reduce carbon emissions and compare the environmental impact of gas vs. electric vehicles.
- ✓ Explore renewable energy solutions and energy efficiency in transportation.

## ⚡ Computational Thinking & Emerging Technology

- ✓ Use sensor data, coding, and simulations to analyze EV performance and optimize vehicle efficiency.
- ✓ Explore embedded systems and automation, applying key concepts in software, robotics, and smart mobility.

## ⚡ Real-World Applications of EV Technology

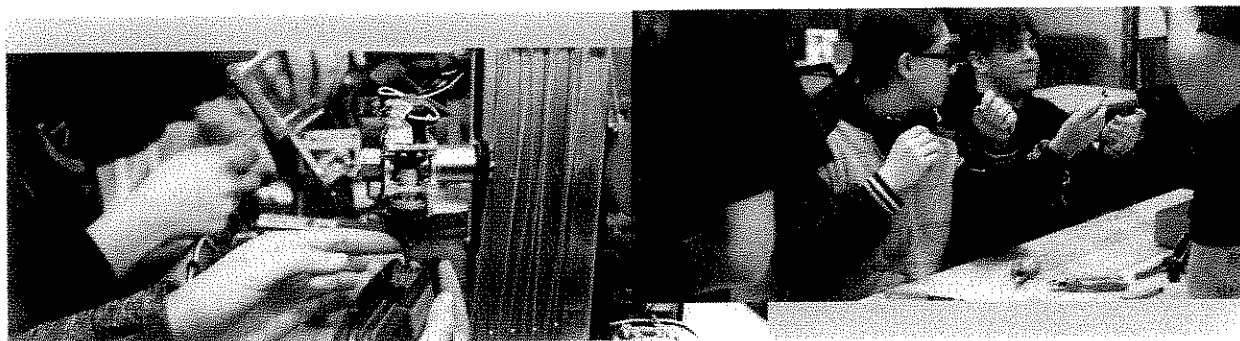
- ✓ Explore how batteries, motors, and controllers work together to power electric vehicles.
- ✓ Gain hands-on experience with high-demand technologies like lithium-ion batteries, electric propulsion, and regenerative braking.

## ⚡ Career-Connected STEM & Digital Literacy

- ✓ Gain practical EV technician skills aligned with engineering, automotive, and clean energy industries.
- ✓ Work with data-driven diagnostics and real-world EV technology, preparing for careers in automation, manufacturing, and sustainability.

## ⚡ Engaging, Project-Based Learning for 21st-Century Skills

- ✓ Foster team collaboration, leadership, and communication through a group engineering challenge.
- ✓ Culminates in a student-built, rideable electric go-kart, demonstrating applied STEM learning.



#20250730-162233998

# QUOTE

**Issued**

July 30, 2025

**Expires**

October 28, 2025

**Prepared for**

Raymond Linn  
rlinn@osbornsd.org  
+14199579738

| Products & Services   | Quantity | Term | Price                      |
|---|----------|------|----------------------------|
| EV Innovators Club Lab Set<br>Each individual training lab set includes:<br>- 1 EV Go-Kart<br>- Annual Instructor Training and Certification (Professional Development)<br>- 2 Instructor Seats E-Learning Portal<br>- Digital Curriculum and Instructional Material Access | 8        | 24   | \$36,352.48<br>for 2 years |
| One-time subtotal   |          |      | \$36,352.48                |
| <b>Total</b>  |          |      | <b>\$36,352.48</b>         |

## Payment Schedule

| Name      | Due           | Amount      |
|-----------|---------------|-------------|
| Payment 1 | Upon receipt  | \$20,632.48 |
| Payment 2 | July 31, 2025 | \$15,720.00 |

## TERMS

Standard Terms and Conditions apply.

Tax and shipping are not included in this quote unless explicitly stated.

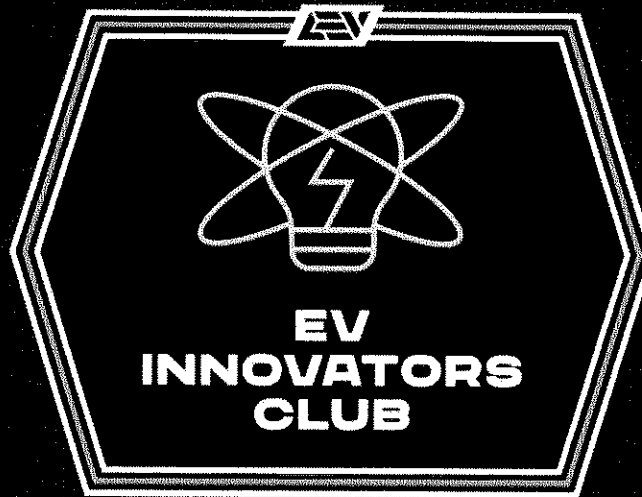
By signing this quote, submitting a purchase order (PO), making a payment, or using any products or services listed, you confirm that you are authorized to act on behalf of your entity (if applicable) and agree to be bound by Legacy EV's Standard Terms and Conditions and Curriculum Licensing Agreement.

For full details, please review our policies at:  
<https://legacyev.com/pages/our-policies#terms>.

## QUOTE ACCEPTANCE

Your acceptance confirms that you are authorized to act on behalf of your institution or organization and that all commitments outlined in this quote are binding.

To proceed with your order, please sign below and return this document or submit a PO referencing this quote.



# EV INNOVATORS CLUB

**Hands-On Learning for Tomorrow's Innovators.**



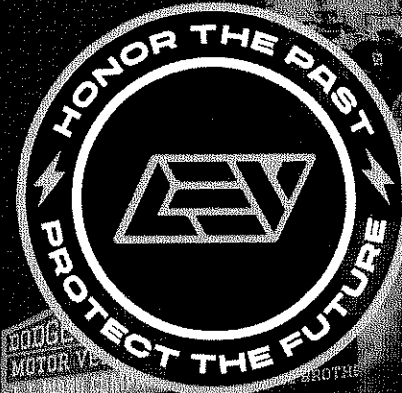
# Who is Legacy EV?

## Education

Educate the workforce of tomorrow

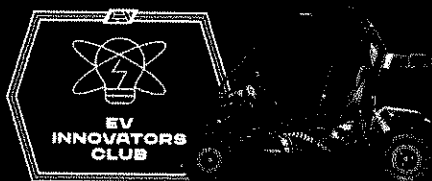
## EV Powertrain Kits & EV Product Sales

Transition existing gas powered vehicles to  
tomorrow's EV fleet



# About Our Education Programs

## EV Innovators Club



STEM course for middle schools. Teach students about EVs with a project based course.

2-5 week course

2-10+ Go-Kart Labs

Curriculum and Tools included. Optional PPE and Safety kits

## Introduction To E-Mobility



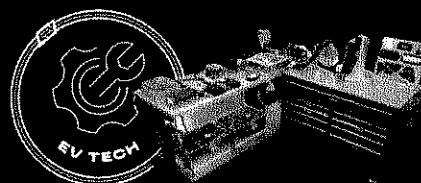
High school and college course. Teach students about EVs by building a 48V racing go kart.

5-10 week course

2-4+ Racing-Kart Labs

Curriculum and Tools included. Optional PPE and Safety kits

## Introduction To EV Technology



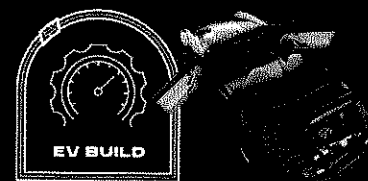
High school and college course. Teach students about EV technology by working on a full EV powertrain.

Semester or year long course

2-4 EV Training Labs

Curriculum and Tools included. Optional PPE and Safety kits

## EV Build



High school and college course. Teach students about EV tech by converting a vehicle from gas to electric.

Capstone year long project

1100V Conversion Kit

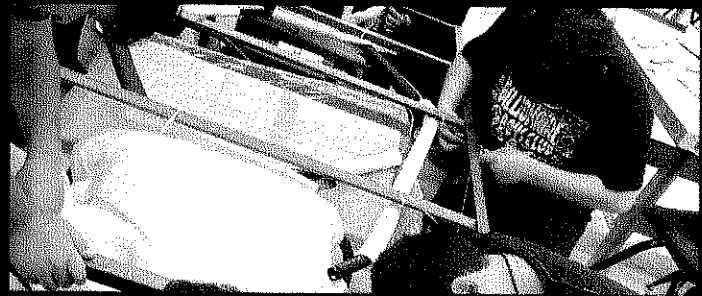
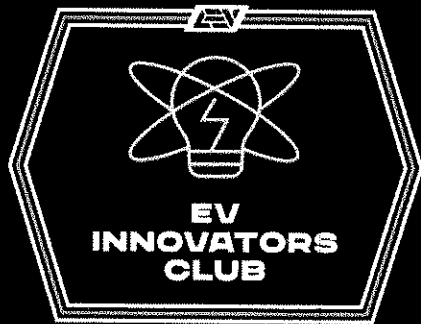
Curriculum included. Optional PPE and Safety Kits

# **Program Overview**



# Launching A Successful EV Club With Maricopa County School Superintendent Steve Watson

Chief of the Maricopa County  
School Superintendent  
Steve Watson

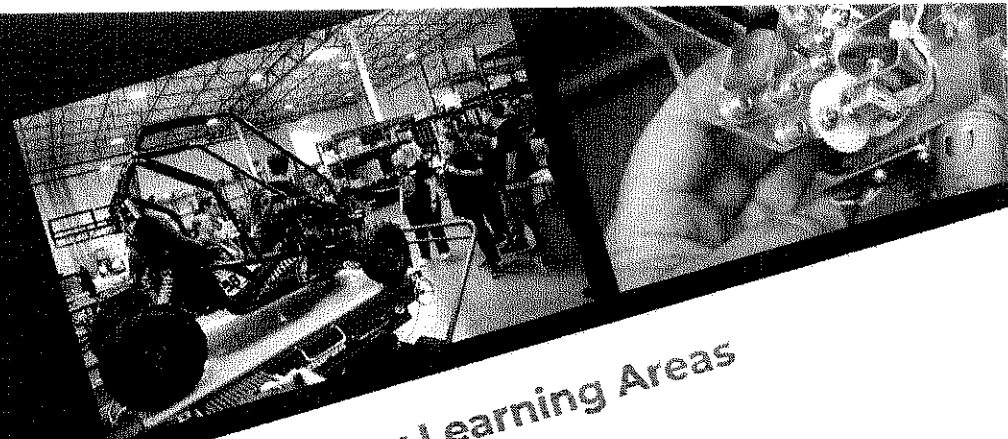


# What is EV Innovators Club?

EV Innovators Club is a hands-on, project-based course where students design, build, and showcase their own electric go-karts. This project based learning lab set enables learners to wire, diagnose, and assemble an electric vehicle while developing essential engineering, electrical systems, and problem-solving skills.

## Each Lab Set Includes

- ⚡ 24V Go-Kart
- ⚡ Turn-key EVIC Curriculum
- ⚡ Instructor Training
- ⚡ Tools & PPE



### Key Learning Areas

- ☒ Engineering
- ☒ Physical Science
- ☒ Life Science
- ☒ Mathematics



# Who is EV Innovators Club For?

EVIC is designed to engage a wide range of students, educators, and programs—connecting STEM learning with real-world EV technology and career pathways.

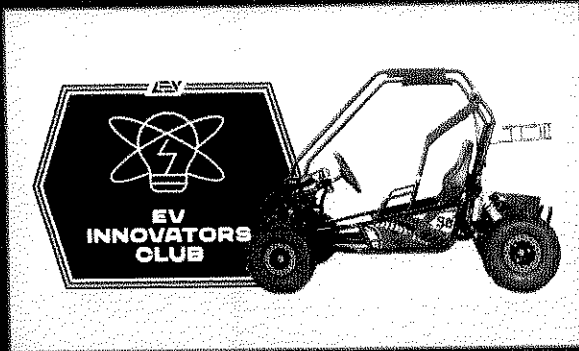
**Middle & Junior High Schools**—aiming to expand STEM, CTE, and sustainability programs with engaging, workforce-aligned content.

- ⚡ **Science, Technology & Math Educators**—looking to integrate real-world applications of physics, math, and sustainability into their curriculum.
- ⚡ **Robotics, Mechatronics & Engineering Educators**—Looking to adopt project based learning courses that reinforce problem-solving, innovation, and competition-based learning.



# How Does EV Innovators Club Work?

## 01 Choose Your Lab Package



- Select based on number of students (3-5 per lab set recommended)
- Choose course duration to fit your program
- Flexible options available to meet your needs

## 02 Train Your Instructors



- Fully online, asynchronous training for easy access
- In-person training available in Gilbert, AZ for hands-on experience

## 03 Launch Your Club & Start Teaching



- Onboarding call with our implementation team
- Ongoing support & resources for a smooth launch
- Ready to teach and engage students!



# What's Included in a Lab Set?

1

One 24V EV Go-Kart per lab set for hands-on student learning

## Instructional Aid



3

Required certification for teachers to start teaching the program

## Instructor Training



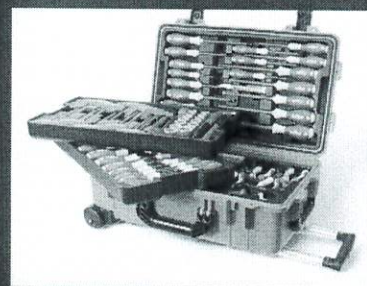
## Curriculum



2

Full online curriculum hosted through Legacy EV Academy

## Tools & PPE



4

Each go-kart comes with essential tools, safety gear, and PPE

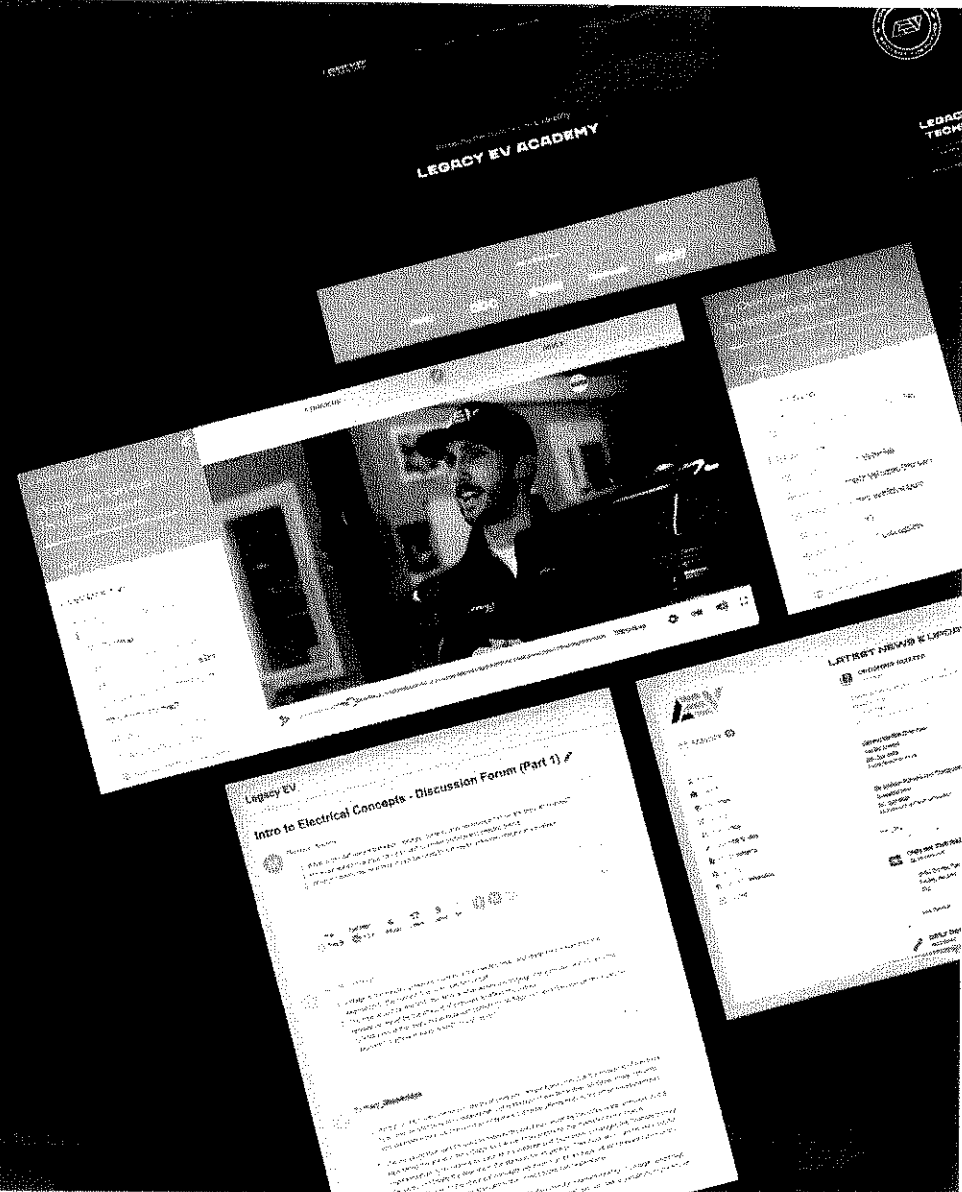
# **Course Details, Outcomes & Student Learning**

# Curriculum Overview

EVIC is a 20-lesson, NGSS, ISTE and CTE-aligned middle school curriculum where students explore the science and engineering of electric vehicles. They build, test, and optimize a real EV go-kart while learning energy systems, sustainability, and clean tech careers—culminating in a hands-on team challenge and future vehicle design pitch.

- ⚡ Energy transfer & Storage
- ⚡ Motion, batteries, & charging systems
- ⚡ Sustainability & Impact
- ⚡ Torque, efficiency, and regenerative braking
- ⚡ “EV of the Future” design project
- ⚡ Kart assembly & system mapping

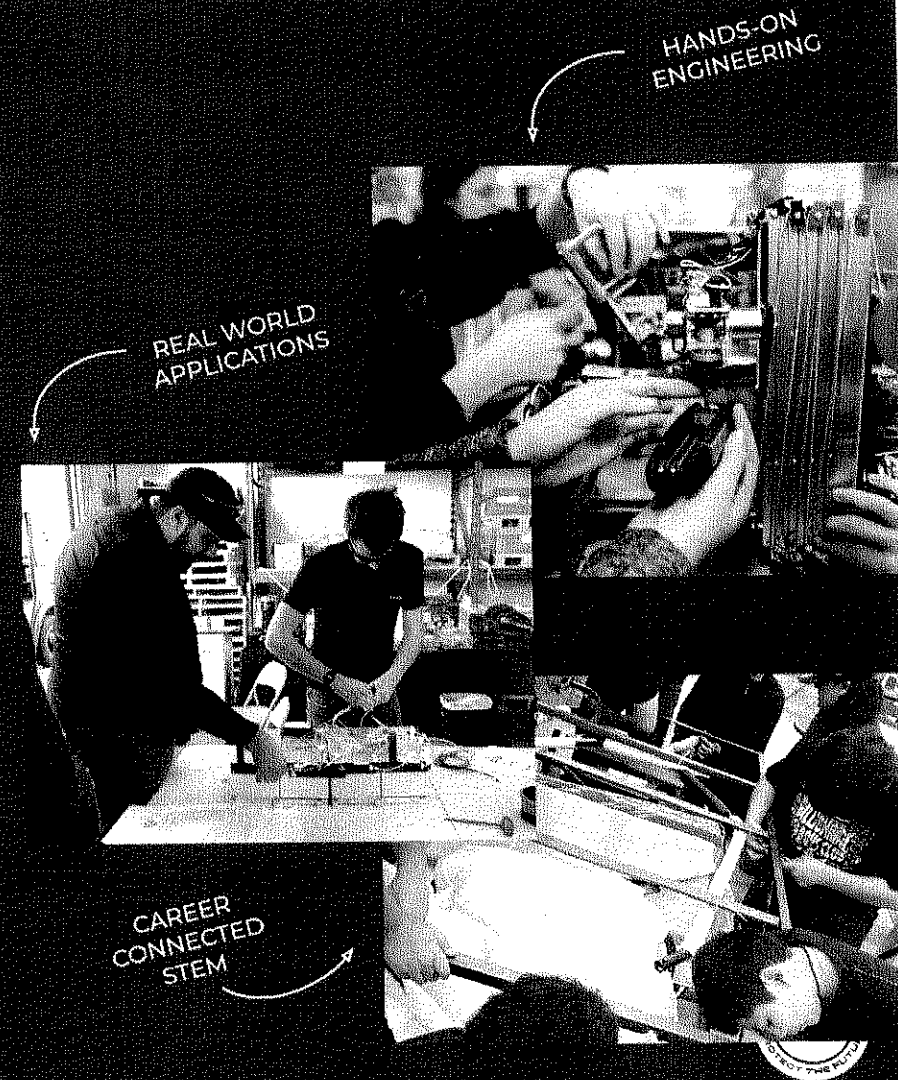
➔ [Access The Full Curriculum Overview Here](#)



# Core Learning Outcomes

*Aligned with NGSS and ISTE Standards*

- ✓ Develop **critical thinking & troubleshooting** skills by diagnosing and improving mechanical and electrical systems.
- ✓ Learn how **batteries, motors, and controllers** work together to power electric vehicles.
- ✓ Gain experience with **high-demand technologies** like lithium-ion batteries, electric propulsion, and regenerative braking systems.
- ✓ Explore **renewable energy solutions** and energy efficiency in transportation.
- ✓ Gain practical **EV skills** aligned with industry needs in **engineering, automotive, and technology careers**.
- ✓ Work with **real-world components** used in electric vehicles and clean energy industries.





# Aligned With National Standards

Aligned with NGSS and ISTE Standards

EVIC is built to integrate with core science and technology standards:

- **NGSS:** Focus on energy transfer, systems thinking, and engineering practices
- **ISTE:** Supports innovation, computational thinking, and problem-solving
- **CTE Pathways:** Engineering, Transportation, Green Energy

This makes it easy to align with your district's academic and career-readiness goals.



# TURNKEY

## Instructor Overviews

High Voltage Components

PPE Selection

Vehicle Initialization

Programming the MCU

## Student Handouts

High Voltage Components

PPE Selection

Vehicle Initialization

Programming the MCU

## Lecture Materials

High Voltage Components

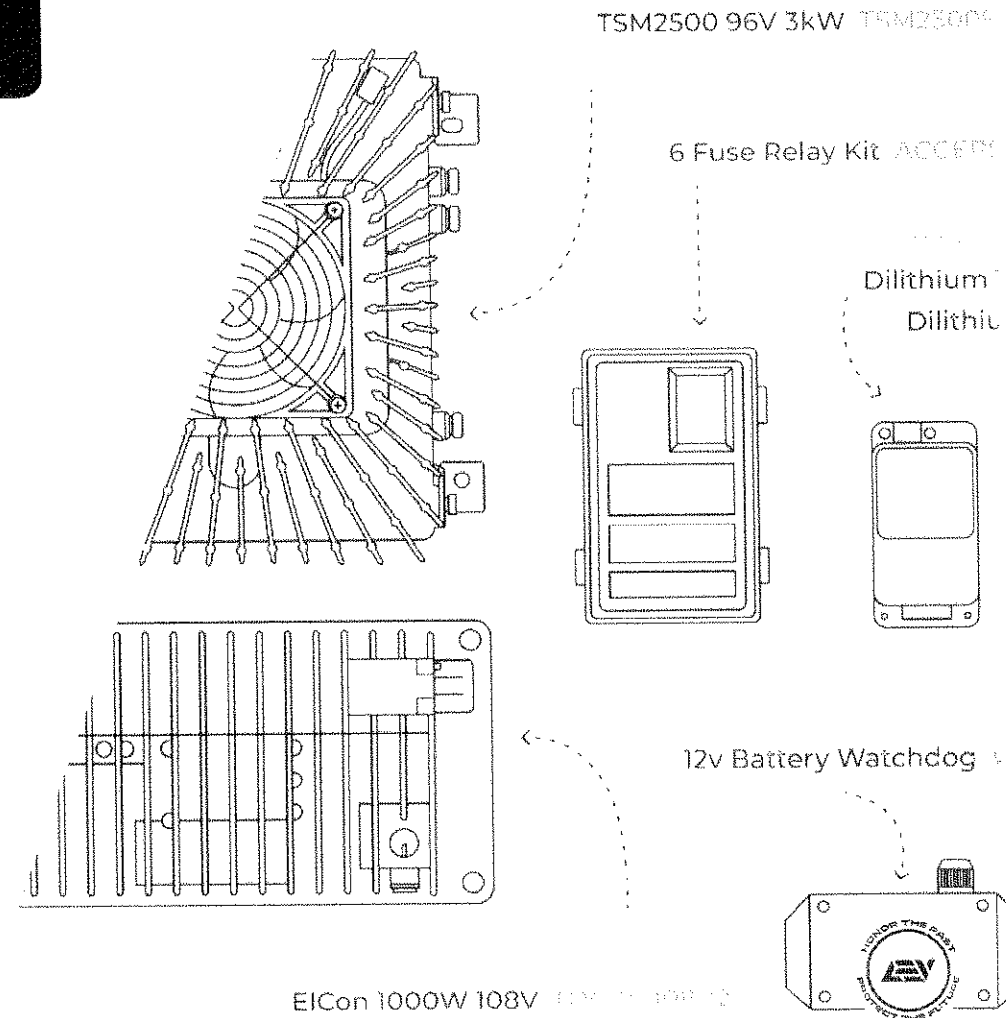
PPE Selection

Vehicle Initialization

Programming the MCU

## Student Handbook

Legacy EV Academy



**EV BUILDER'S  
GUIDE**

 vale training

**NU**

**ST. CLAIR**  
COLLEGE

*Kindred*  
MOTORWORKS

 **SHELBY  
AMERICAN**



**DEC**  
DENNIS TECHNICAL EDUCATION CENTER

**HOPE ACADEMY**  
COLLEGE & CAREER READINESS

*Barnett-Jackson*

**SEMA  
EDUCATION**

[www.LegacyEV.com](http://www.LegacyEV.com)

© Legacy EV... All Rights Reserved

# EV ED LEADERS

**EV BUILDER'S  
GUIDE** HOME EV FEATURE VEHICLES EV TECH 1

## Legacy EV's Education Roadshow: Bridging the Gap in EV Workforce Training

### Legacy EV's Education Roadshow

As the EV industry grows, the need for skilled technicians to build, maintain, and repair electric vehicles is increasing. Legacy EV's Education Roadshow is a nationwide tour that provides hands-on training and education to students and professionals alike. The roadshow features a variety of EVs, including the Ford Focus Electric, Chevrolet Volt, and Nissan Leaf, which are used to demonstrate the latest in EV technology. The roadshow also includes a variety of educational programs, including workshops, seminars, and hands-on training sessions. The roadshow is a great way to learn more about the EV industry and to get involved in the EV workforce training effort.

SUBSCRIBE FOR \$1 Login

Newsweek 90

AUTOS

## Texas Gains Nation's First Electric Vehicle Tech Certification Program



Listen to this article now

Powered by Trinity Audio

06:00

02:54

**A** Texas college is now home to the first electric vehicle (EV) automotive technician certification program. The Northeast Texas Community College educational pathway is the first of its kind in the nation offered by an accredited college.

At the school, students "work on EV systems and conversions through a comprehensive curriculum and hands-on training" according to a press release.

Certification will be part of the larger Carroll Shelby Automotive Program offered at the school. It has been shaped in partnership with Legacy EV, a provider of EV aftermarket applications and education programs.



**More Resources**

# Learn More About Our Education Products

Legacy EV has a suite of turnkey EV training programs to meet the needs of every education institution.

## EV Innovators Club



STEM course for middle schools. Teach students about EVs with a project based course.

2-5 week course

2-10+ Go-Kart Labs

Curriculum and Tools included. Optional PPE and Safety kits

## Introduction To E-Mobility



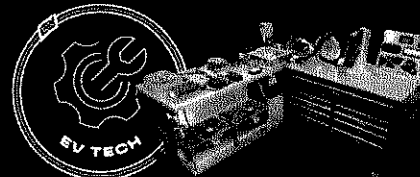
High school and college course. Teach students about EVs by building a 48V racing go kart.

5-10 week course

2-4+ Racing-Kart Labs

Curriculum and Tools included. Optional PPE and Safety kits

## Introduction To EV Technology



High school and college course. Teach students about EV technology by working on a full EV powertrain.

Semester or year long course

2-4 EV Training Labs

Curriculum and Tools included. Optional PPE and Safety kits

## EV Build



High school and college course. Teach students about EV tech by converting a vehicle from gas to electric.

Capstone year long project

1100V Conversion Kit

Curriculum included. Optional PPE and Safety kits

# Subscribe To Our Newsletter

Stay up to date with everything  
happening in EV education.

Every other week, we share valuable  
insights to help educators stay informed  
about the latest in EV education and  
discover ways to get involved.

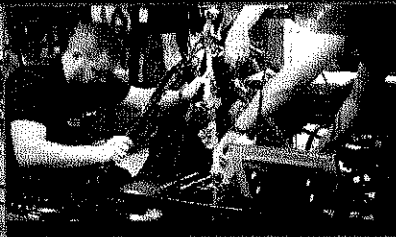


 Click Here to Subscribe



## The EV Innovators Club: Hands-On STEM, Real-World Impact

Education must keep pace in a world  
rapidly evolving and shifting towards  
sustainable transportation...



## A Dozen EV Terms to Kickstart Your Electrical Understanding

If you're transitioning from the world of  
LS engine swaps, turbo boost, and  
ignition timing, the rec...



## Six Steps For Launching An EV Program at Your School

If you're passionate about creating a  
new technical program at your  
educational institution, you're ...



## EV Skills 101: Creating an Electrically Safe Work Condition

Education must keep pace in a world  
rapidly evolving and shifting towards  
sustainable transportation...



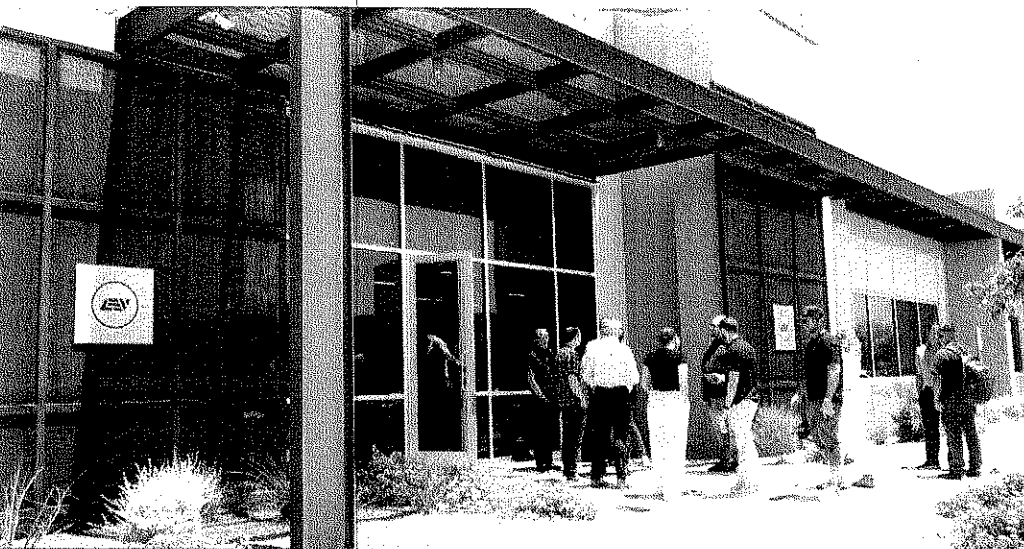
## Equipping Schools for EV Education: Essential Tools and PPE

The demand for skilled EV technicians  
is rising. Schools with existing  
automotive programs now have ...



## What is High Voltage Level Training And Why Do You Need it?

For professionals working with EVs,  
understanding these systems' safety  
and handling is essential. L...



**LEGACY EV**

**(602) 755 - 7250**  
**EDUCATION@LEGACYEV.COM**

**LEGACY  
EV**

**THANK YOU!**

 **@LEGACY.EV**

 **@LEGACYEV**

 **@LEGACYEV**

 **@LEGACYEV**

**LEGACYEV.COM**





**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 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**

For Board: ☐ Action ☒ Discussion ☒ Information

**Background –**

Jennifer MacLennan will present The Trust Model Policies, as requested by members of the Governing Board. Our current agreement to utilize ASBA's Policy Services expires at the conclusion of the 2025-2026 school year.

The Trust Model Policy Program© is now available to members. The Trust has been working with Trust attorneys to create the K–12 school district model policies that are rooted in state and federal law. In addition to the policies themselves, the Trust's policy services include:

1. an online platform to house the policies;
2. assistance to districts in transitioning to the Trust's model policies;
3. annual or more frequent updates to policies based on legislative and case law changes;
4. a comprehensive model policy review as requested; and
5. policy education opportunities for K–12 school district governing boards and administration.

**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 only

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

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 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 –**

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.

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

For update and information only

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

# Clarendon Board Report

**To:** Osborn School District Governing Board

**Date:** 9/4/2025

**Re:** August 2025 Events

---



## Staff Highlights

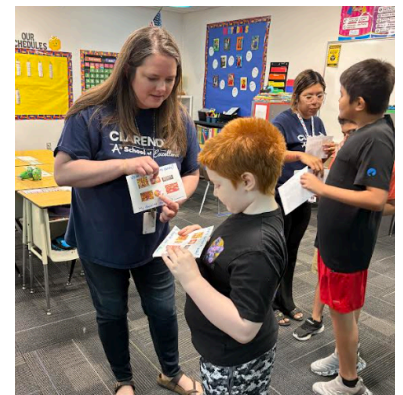
### National Institute For Excellence in Teaching Fellowship

- Clarendon's very own Ms. Kayce Kahl has been selected as part of the NIET 2025-2026 Educator Leader Network!
- Through this partnership, Ms. Kahl will gain opportunities for professional growth and connection with a national network of educators. It also allows her to share Osborn's rich history, experience, and current practices with others across the country—while bringing back valuable ideas and strategies from the national field to benefit our students.
- This year marks the 15th year of Osborn's partnership with the National Institute for Excellence in Teaching (NIET). Each year, more of our educators deepen their use of NIET's structures, strengthening teaching and learning opportunities for our students.



### Kagan Cooperative Strategies

- Clarendon teachers are focusing on Kagan Cooperative Structures during our Cycle 1 cluster professional development, giving students more opportunities to learn *with and from each other*.
- Kagan strategies ensure that every student has a voice, increasing participation and keeping learners actively engaged in lessons.
- By fostering teamwork and shared responsibility, Kagan structures help create a classroom environment where students feel connected, supported, and confident.



## Student Highlights

### Celebrated Student of the Month Donut breakfast

- We celebrated our August Cougar of the Month. We recognized students who exhibit Respect on a regular basis. Students were rewarded with certificates and yummy Bosa Donuts!

### College Spirit Day

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

## Partnership Highlights

### Valle Del Sol monthly meeting

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



# Encanto Board Report

**To:** Osborn School District Governing Board

**Date:** 09/02/2025

**Re:** September School Events



## Staff Highlights

**Staff Learning** - In August, Encanto staff engaged in professional development on Kagan Cooperative Learning to enhance engagement and Conscious Discipline to strengthen classroom communities. These sessions gave teachers practical strategies to foster collaboration, build stronger connections, and create safe, positive learning environments. In the upcoming month, we will be analyzing STAR assessment data to inform instruction, build in differentiation, and set goals centered on academic excellence for all students. This continued cycle of professional learning and data review ensures our team remains focused on both the academic growth and personal development of every Roadrunner.



## Student Highlights

**Student Leadership**- Our third graders are stepping into their role as the new leaders of Encanto. They are submitting applications and preparing for Student Council interviews, eager to take on greater responsibility. Beyond formal leadership roles, teachers are fostering leadership skills across all grade levels—whether through classroom jobs, mentoring opportunities, or peer support. Together, these experiences are helping Roadrunners grow as compassionate leaders and future citizens.

## Partnership Highlights

**Delivering Dreams of Arizona**- Our school social worker, Cristina Delgado-Beagley, partnered with Delivering Dreams of Arizona to bring clothing, shoes, and more essential items to some of our Roadrunners. This partnership is truly valuable in giving students the things they need to succeed at school.



# Longview Board Report

**To:** Osborn School District Governing Board

**Date:** 9/2/25

**Re:** September 2025

---



## Staff Highlights and student highlights

At Longview we are once again focused on promoting and celebrating the importance of being at school each and everyday!

- The staff has begun to add their class to a tracker that identifies those classes with perfect attendance each day.

- We celebrate the classes with perfect attendance everyday on announcements (celebrating the previous day).

- We then identify the classes with the most days and the class with the second most days of perfect attendance each month. Those classes get the coveted “A” gold for first place and blue for runner up.

- The classes take pictures with the “A” and then they decorate their window with the “A” as the focal point.

Congratulations to:

First Place-Mrs. Ramirez-Pre K

Runner-up-Mrs. Berkitch 2nd grade





### **Student Highlights**

Check it out, Mrs. Hurtado's 4th grade Dual Language class working with STEM activities and utilizing our cooperative learning practices from Kagan, as you may have already seen if you follow Longview on Instagram.



# Montecito Montessori Board Report

**To:** Osborn School District Governing Board

**Date:** 9/2/25

**Re:** September 2025 Events



## Community Highlights

Construction update - Site preparations are underway and set to conclude the week of September 2nd. Interior demolition is scheduled to begin the week of September 8th. Our community has a construction kickoff assembly scheduled later in September to welcome the metamorphosis!

Parent Nights - Our elementary and primary teams have their first parent nights scheduled in September (September 3rd and 10th). The topics of the first learning evenings include Cosmic Education, providing a glimpse into the curriculum focused on the universe and humanity's place in it, and 'what is a Montessori education'. We will have parent nights each quarter this year for our families to provide learning and connection around Montessori education.

## Student Highlights

Our students are settled into their classroom routines and work cycles. Students are learning strategies such as close reading to support literacy, constructing spatial understanding, building understanding of numeracy by constructing models, and working together at all age levels to master foundational skills.



## Staff Spotlight

Ms. Yazmin – Ms Yazmin Pedrote Bollas is new to the Montecito community this year. She is Ms. Itzel's co-guide in their primary classroom working with three through five year old students. Ms Yazmin has enjoyed building relationships with students and working with them to meet their individual needs. We are lucky to have her in the Monarch community!



## Partnership Highlights

Trees Matter – During the Spring of 2024, Trees Matter worked with our school through a grant with the City of Phoenix to plant 13 trees around the school. They have reached out to us with another tree planting project. We are in the planning stages and hope to have another tree planting event take place in November.



# Community PreK Board Report

**To:** Osborn School District Governing Board

**Date:** 9/2/25

**Re:** September 2025 Events



## Community Highlights

Our preschool classrooms continue to grow. We currently have 75 students in classrooms with additional pending enrollments and our inclusion rate is currently 15%.

## Staff Spotlight

Mrs. Guillermina Valles – This is Mrs. Valles’ second year as a preschool teacher and 29th year in the Osborn school district. Though she still sees herself as new, she has brought so much knowledge and experience to the program. She says her favorite part of teaching is the kids and how much fun they have together on a daily basis.



## Partner Highlights

We are looking forward to continuing what is now a three-year partnership with Make Way for Books. The organization, funded through a grant with the Helios Foundation, has provided professional development workshops on a monthly basis, in-class, embedded coaching, and books for both teachers and students. With a focus on early childhood literacy, our teachers and students continue to benefit from learning effective teaching strategies, rich language building experiences, and really amazing books! <https://makewayforbooks.org/>

# OMS Board Report

**To:** Osborn School District Governing Board

**Date:** 9/3/2025

**Re:** August 2025 Events



## Staff Highlights

-The first cycle of our professional development sessions started on August 6th and will continue into the second quarter. Our focus is on the use of cooperative structures to support student engagement and promote deeper learning through collaboration and active participation. The Kagan structures that we have introduced so far include Pair Share, Rally Coach, Simultaneous Round Robin and Showdown.

On Friday, August 8th, we held an assembly to introduce staff members with their walk-out songs and to host a fun, friendly OMS Trivia competition between the 7th and 8th grade Firehawk classes. It was a great way to end the first full week of school!



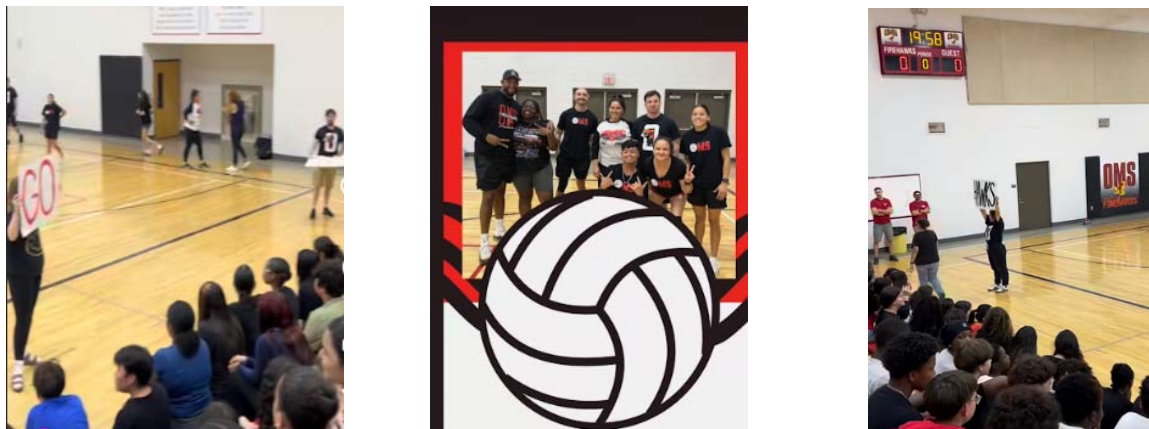
## Student Highlights

-We have completed our fall iReady Math Diagnostic test and the STAR Reading Assessment.

-In an effort to provide students with opportunities to resolve conflict constructively, we have conducted mediations involving 48 students as of September 3rd.

-After school sports tryouts began on Monday, August 11th. We are offering flag football and volleyball to our boys and girls this fall sports season and we are looking forward to games beginning the week of September 8th.

-We held our first DeansList incentive experience on Friday, August 29th. Students were able to earn an invitation to our Student Versus Staff Volleyball Game if they were able to meet the criteria of three or fewer tardies to class, three or fewer lunch detentions, no suspensions, two or fewer absences from school and one or fewer referrals for dress code.



# Solano Board Report

**To:** Osborn School District Governing Board

**Date:** 9.6.25

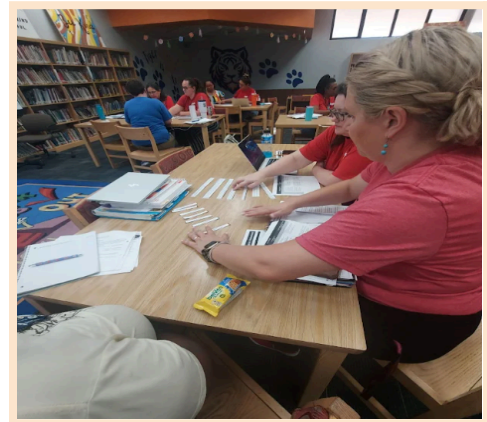
**Re:** September School Events



## Staff Highlights

### Professional Learning Communities in Action

At Solano, our Professional Learning Communities (PLCs) are in action with teachers actively collaborating to deconstruct standards. Grade-level teams are breaking down priority standards into clear learning targets, identifying what students need to know and be able to do. This work helps ensure common expectations across classrooms and provides a strong foundation for creating aligned lessons, assessments, and interventions. The goal is to build clarity for teachers and students, so that every child at Solano has a clear path to success.



## Student Highlights

Solano held our first Student Council elections, giving students the opportunity to practice leadership and have a voice in our school community. Students across grade levels participated in voting, and we are proud to announce our newly elected Student Council representatives. These student leaders will work together to share ideas, plan activities, and represent their classmates throughout the school year. We are excited to see the positive impact they will make at Solano!



We had our first Tiger Spirit Day. Our school community came together to celebrate Tiger Pride Day with lots of energy and school spirit! Students and staff showed their pride by wearing our school colors, filling the halls with orange and navy. Prizes were awarded to the class, student, and staff member who showed the most pride. It was a fun and unifying event that highlighted the enthusiasm and teamwork that make Solano special.

## Family & Community Engagement Highlight:



Solano hosted an English Language Learner (ELL) Parent Meeting to share important information and resources with our families. With more than 45 parents in attendance, staff guided parents on the state assessment (AZELLA), the different English proficiency levels, and what these levels mean for their child's progress. We also provided practical tips for how families can support learning at home, including reading together, practicing English in daily conversations, and encouraging consistent attendance. The meeting helped strengthen our partnership with families as we work together to support student growth in both language and academics.





# OSBORN SCHOOL DISTRICT #8

1226 W Osborn Rd Phoenix, AZ 85013

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

[www.osbornschools.org](http://www.osbornschools.org)

## **STAFFING UPDATES**

### **Personnel Transitions**

We are pleased to announce the promotion of Melissa Garcia from Human Resources Technician/Purchasing Technician to Payroll Specialist, effective this month. Ms. Garcia has demonstrated exceptional dedication and competence during her six months of employment with the district. We are excited for her to serve in this new capacity and look forward to supporting her continued growth within Osborn.

With Ms. Garcia's transition, we are actively seeking a qualified candidate to fill the Human Resources Technician position and complete our HR team. We remain committed to finding the right individual who will contribute to our department's mission of supporting our staff and district operations.

### **Current Openings**

As of the end of August, the district has three open positions districtwide. Our team continues to work diligently to recruit and onboard quality candidates to fill these roles and support our educational mission.

---

## **DEPARTMENT INITIATIVES**

### **Fall Wellness Initiatives**

Following the completion of new staff training, our team is eager to visit school sites to implement our Fall wellness initiatives. These programs are designed to support the health and wellbeing of our staff members across all district locations.

---

## **COLLABORATIVE PROGRAMS**

### **Osborn Wellness Committee Launch**

We are excited to announce the successful launch of the Osborn Wellness Committee for the new school year. This collaborative initiative represents a partnership between Human Resources and our Child Nutrition Department, demonstrating our commitment to comprehensive employee wellness.

The committee now has representation at nearly all of our schools, creating a robust network for wellness program implementation and communication. This structure allows us to:

---

**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



# OSBORN SCHOOL DISTRICT #8

1226 W Osborn Rd Phoenix, AZ 85013

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

[www.osbornschools.org](http://www.osbornschools.org)

- Plan and coordinate wellness initiatives across all sites
- Provide wellness information through dedicated campus representatives
- Address wellness-related questions and concerns in a timely manner
- Foster a culture of health and wellbeing throughout the district

This collaborative approach ensures that our wellness efforts are both comprehensive and responsive to the unique needs of each school community.

---

## **LOOKING AHEAD**

As we move into the fall semester, the Human Resources Department remains focused on:

- Completing our team with the hire of a new HR Technician
- Implementing our Fall wellness initiative rollout across district sites
- Supporting the continued growth and success of the Osborn Wellness Committee
- Maintaining our commitment to excellence in human resources services

We appreciate the Board's continued support of our initiatives and look forward to reporting on our progress in the coming months.

---

*Respectfully submitted,*

*Director of Human Resources  
Osborn School District*

---

**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



| Focus of Update: Professional Learning |   |
|--|---|
| Strategic Plan Connection:             | Child & Student Success   |
| Update:                                | <p>Our district has collectively identified a focus on implementing Kagan Cooperative Learning structures into daily instruction. As shared in an earlier update, 30 staff members (teachers, principals and coaches) attended a 4 day institute in July. Our overarching goal for the year is as follows:</p> <p><i>By May 2026, Osborn students will demonstrate higher levels of ownership through districtwide implementation of collaborative structures of pair share, single round robin, SUHUPU, and rally coach as evidenced by T&amp;L Standards indicators (<b>ENV, RC, TKS, GRP, QU, ES</b>) and walkthrough data.</i></p> <p>On Wednesday, August 27 teachers engaged in district-wide learning around Kagan. The objective and success criteria for the PD is as follows:</p> <p><i>We will develop a Kagan Cooperative Learning Structure by applying knowledge of foundational Kagan concepts and principles</i></p> <p><b>✓ SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Define Seven Key Concepts</li> <li><input type="checkbox"/> Unpack Kagan Principles (PIES)</li> <li><input type="checkbox"/> Experience and practice cooperative learning structures: 1) PairShare, 2) Timed PairShare, 3) PairCoach</li> </ul> |



Board Meeting Date: September 16, 2025

In addition, one week later on Wednesday, September 3, staff engaged in a follow up learning session that focused on using the STAR data to build heterogeneous grouping to support the implementation of Kagan cooperative groups. The next district PD day focused on Kagan is on Wednesday, December 10.







Board Meeting Date: September 16, 2025

| Focus of Update: Teaching & Learning |  |
|--------------------------------------|--|
| Strategic Plan Connection:           | Child & Student Success  |
| Update:                              | <p>This fall, the district introduced a new universal screening system—Renaissance Star Assessments—to monitor student progress in reading and math. Schools are now wrapping up the first administration of Star, which provides timely, adaptive measures of student performance across grade levels.</p> <p>The data from Star helps educators identify strengths and needs, guide instructional planning, and track growth over time. Because the assessments are aligned to state standards and report both achievement and growth percentiles, they offer valuable insight into how students are progressing toward grade-level expectations and end-of-year readiness.</p> <p>Star serves as a key component of the district’s balanced assessment system, complementing classroom measures and other districtwide assessments. By using this data as part of an ongoing cycle of reflection and planning, schools remain focused on responsive instruction, equity, and continuous improvement in student learning</p> |



| Focus of Update: Language Acquisition & Bi-Literacy |  |
|---|--|
| Strategic Plan Connection:                          | Child & Student Success  |
| Update:<br>EL: Placement tests<br>DL: Spanish PD    | <p>The Language Acquisition team has successfully completed required AZELLA placement testing within the 30-day enrollment window. These assessments help identify students who qualify for additional targeted instruction to support their English language development. Following testing, both parents and teachers will receive detailed reports outlining each student's proficiency in the four AZELLA language domains: reading, writing, listening, and speaking.</p> <p>In August, our Dual Language Spanish teachers engaged in professional development to align instruction with the Arizona Department of Education Essential Standards and the World Language Standards. This work ensures that Spanish instruction promotes both growth and mastery across the four World Language Standards domains: reading, writing, listening, and speaking. Teachers collaborated across dual language campuses—Encanto, Clarendon, Montecito, and Longview—using Kagan structures to build shared knowledge and strengthen assessment practices.</p> <p>Together, these efforts reflect our commitment to providing equitable and high-quality language learning experiences for all students in Osborn.</p> |



Board Meeting Date: September 16, 2025

| Focus of Update: 21st Century & After School Programs |  |
|---|--|
| <b>Strategic Plan Connection:</b>                     | Child & Student Success  |
| <b>Update:</b>  | <p>Encanto and Solano are entering their fifth year of the five year 21st Century grant cycle, and planning is well underway. Both schools will be targeting their English Learner students for the first round of programming, and will also weave in enrichment activities.</p> <p>Osborn Middle School, Longview and Clarendon, who no longer have the 21st Century grant, will be using Tax Credit funds to offer scaled down after school programming starting in Quarter 2. Stay tuned for updates and pictures!</p> |

| Focus of Update: Student Services |   |
|-----------------------------------|---|
| <b>Strategic Plan Connection:</b> | Child & Student Success   |
| <b>Update:</b>                    | <p>This year has started out busy with new registrations as we move up from an October 1 count last year of 321 students on an IEP to 350 students by Sept 1st. One of our proudest achievements is that we went from 2 students with an IEP in the Community preschool last year to starting this school year with 12. That means these students with special needs are starting the year with their non-disabled peers and showing much success!</p> <p>We would also like to share our latest Student Services Department newsletter:<br/> <a href="https://secure.smores.com/n/s2qta0">https://secure.smores.com/n/s2qta0</a></p> |



# Technology Department Report

September 2025 - Jamal Dana

1. **Helpdesk Services:** In August, the Technology Department closed a massive **846** tickets with AVG response time of 8 hours. In July, we closed **453** service tickets with an average response time of 24 hours. Therefore, both month of July and August, we had **1299** tickets combined with an average response time for both months of 6 hours. We are working hard and quickly to service all staff. Also, we are managing the distribution of our student devices based on needs. Our Goal is to lower the AVG response time to 3 hours or less in September and moving forward. Everything is going smoothly.
2. **Rapid Identity:** This new system automation system is working properly. Auto creation of accounts of students from Synergy software, and staff from Visions software is working.
3. **Laptops and Chromebooks:** We are planning to roll out staff laptops and students' devices for next school year.
4. **E-rate Update:** In November, we will file for the second year of our Cox five years contract, but we will request to increase our bandwidth at Solano, OMS, Longview and Montecito from 2gig to 5Gig each site and the Internet speed at the district office from 10gig to 30 Gig. Clarendon and Encanto have straight fiber lines to the district office so they do not need Cox. Our current contract will be amended prior to file our E-rate application. In addition, we will file application to cover the warranty on our critical equipment.
5. **Marquees:** The design of the new marquees has been chosen by the district. The go ahead will be given by the district to start the project soon.
6. **Montecito construction plan:** We are meeting with Chasse and FSEC about Montecito logistic for the construction. The Technology Department helped direct to where our Wi-Fi coverage must be for all the classrooms/offices that were relocated due to the construction. This process will continue during this school year in order to maintain internet access in the classrooms.
7. **Intercom:** we are meeting with the stakeholders of this project so we can make sure the intercom will be renovated and functioning properly.
8. **Phishing Awareness:** Our Technology Department phishing campaign has been going on for the last three years now. The number of failing phishing emails has been reduced drastically. We will continue targeting and teaching users on how to detect fake emails.

**End of Report.**

TO: Governing Board  
FROM: Sam Garcia  
DATE: Sept. 2, 2025  
RE: MAINTENANCE / TRANSPORTATION UPDATE

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

**District Office:**

- ☐ Has 4 open work orders and 11 completed for July 31st - Aug 31st.

**Solano**

- ☐ Has 30 open work orders and 100 completed for July 31st - Aug 31st.

**OMS**

- ☐ Has 28 open work orders and 29 completed for July 31st - Aug 31st.

**Clarendon**

- ☐ Has 27 open work orders and 84 completed for July 31st - Aug 31st.

**Encanto**

- ☐ Has 15 open work orders and 78 completed for July 31st - Aug 31st.

**Longview**

- ☐ Has 15 open work orders and 45 completed for July 31st - Aug 31st.

**Montecito**

- ☐ Has 24 open work orders and 55 completed for July 31st - Aug 31st.

Perfect Attendance: Debra Murillo, Annette Martinez, Jose Murillo, Cheryl Gilliland, Lina Dagino, Minerva Norazagaray, Ismirely Pena, Abril Castrejon, Bruce Eddings, Rebeca Flores, Marrlyn Clemons

Sam Garcia  
Director of Maintenance and Transportation

**OSBORN SCHOOL DISTRICT NO. 8**  
**September 16, 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 August**

For Board:    ☐ Action                      ☒ Discussion                      ☒ Information

**Background –**

Following you will find the Suspension Report for August 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: August 2025

| Date      | School               | Grade | Violation                           | Response                 | Reassigned Days |
|-----------|----------------------|-------|-------------------------------------|--------------------------|-----------------|
| 8/5/2025  | Osborn Middle School | 7     | Aggression                          | In-School Suspension     | 1               |
| 8/5/2025  | Osborn Middle School | 7     | Aggression                          | In-School Suspension     | 1               |
| 8/7/2025  | Osborn Middle School | 8     | Other Violations of School Policies | Out-of-School Suspension | 1               |
| 8/7/2025  | Osborn Middle School | 8     | Aggression                          | In-School Suspension     | 1               |
| 8/7/2025  | Osborn Middle School | 8     | Aggression                          | In-School Suspension     | 1               |
| 8/7/2025  | Osborn Middle School | 7     | Aggression                          | Out-of-School Suspension | 2               |
| 8/8/2025  | Encanto Elementary   | 1     | Aggression                          | Out-of-School Suspension | 1               |
| 8/8/2025  | Osborn Middle School | 7     | Alcohol Tobacco and Other Drugs     | Out-of-School Suspension | 4               |
| 8/11/2025 | Osborn Middle School | 8     | Harassment, Threat and Intimidation | Out-of-School Suspension | 2               |
| 8/12/2025 | Longview Elementary  | 4     | Harassment, Threat and Intimidation | Out-of-School Suspension | 1               |
| 8/12/2025 | Encanto Elementary   | KG    | Aggression                          | In-School Suspension     | 0.5             |
| 8/12/2025 | Encanto Elementary   | KG    | Aggression                          | In-School Suspension     | 0.5             |
| 8/13/2025 | Solano Elementary    | 3     | Aggression                          | In-School Suspension     | 2               |
| 8/19/2025 | Clarendon Elementary | 6     | Sexual Offenses                     | In-School Suspension     | 1               |
| 8/20/2025 | Osborn Middle School | 8     | Other Violations of School Policies | Out-of-School Suspension | 2               |
| 8/20/2025 | Osborn Middle School | 8     | Aggression                          | Out-of-School Suspension | 3               |
| 8/20/2025 | Osborn Middle School | 8     | Sexual Offenses                     | In-School Suspension     | 3               |
| 8/20/2025 | Osborn Middle School | 8     | Aggression                          | Out-of-School Suspension | 3               |
| 8/21/2025 | Longview Elementary  | 1     | Aggression                          | Out-of-School Suspension | 1               |
| 8/22/2025 | Longview Elementary  | 4     | Aggression                          | Out-of-School Suspension | 2               |
| 8/25/2025 | Osborn Middle School | 7     | Aggression                          | In-School Suspension     | 1               |
| 8/26/2025 | Longview Elementary  | 4     | Aggression                          | Out-of-School Suspension | 1               |
| 8/26/2025 | Longview Elementary  | 4     | Aggression                          | Out-of-School Suspension | 1               |
| 8/28/2025 | Osborn Middle School | 7     | Aggression                          | In-School Suspension     | 1               |
| 8/28/2025 | Clarendon Elementary | 6     | Harassment, Threat and Intimidation | Out-of-School Suspension | 2               |

## Discipline Summary Report: 2024-2025

[illegible]

### Monthly OSS Breakdown: Days by Category

[illegible]



# OSBORN SCHOOL DISTRICT NO. 8

September 16, 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 August

For Board: ☐ Action ☐ Discussion ☒ Information

#### Background –

| School    | %<br>Attendance<br>Jan. 24 | %<br>Absence | %<br>Attendance<br>Feb. 25 | %<br>Absence | %<br>Attendance<br>Mar. 25 | %<br>Absence | %<br>Attendance<br>Apr. 25 | %<br>Absence | %<br>Attendance<br>May 25 | %<br>Absence |
|-----------|----------------------------|--------------|----------------------------|--------------|----------------------------|--------------|----------------------------|--------------|---------------------------|--------------|
| Clarendon |                            |              |                            |              |                            |              |                            |              |                           |              |
| Encanto   |                            |              |                            |              |                            |              |                            |              |                           |              |
| Longview  |                            |              |                            |              |                            |              |                            |              |                           |              |
| OMS       |                            |              |                            |              |                            |              |                            |              |                           |              |
| Solano    |                            |              |                            |              |                            |              |                            |              |                           |              |
| MCS       |                            |              |                            |              |                            |              |                            |              |                           |              |

| School    | %<br>Attendance<br>Aug. 24 | %<br>Absence | %<br>Attendance<br>Sept. 24 | %<br>Absence | %<br>Attendance<br>Oct. 24 | %<br>Absence | %<br>Attendance<br>Nov. 24 | %<br>Absence | %<br>Attendance<br>Dec. 24 | %<br>Absence |
|-----------|----------------------------|--------------|-----------------------------|--------------|----------------------------|--------------|----------------------------|--------------|----------------------------|--------------|
| Clarendon | 91.96%                     | 8.04%        |                             |              |                            |              |                            |              |                            |              |
| Encanto   | 92.32%                     | 7.68%        |                             |              |                            |              |                            |              |                            |              |
| Longview  | 92.46%                     | 7.54%        |                             |              |                            |              |                            |              |                            |              |
| OMS       | 91.44%                     | 8.56%        |                             |              |                            |              |                            |              |                            |              |
| Solano    | 90.13%                     | 9.87%        |                             |              |                            |              |                            |              |                            |              |
| MCS       | 95.56%                     | 4.44%        |                             |              |                            |              |                            |              |                            |              |

#### Legal

#### Financial

#### Governing Board Goals

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

#### Recommendation

Information

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

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 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 August**

For Board: ☐ Action ☐ Discussion ☒ Information

**Background –**

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

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

For information only.

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

Day of Week Absence Analysis

[Return to Report Menu](#)

Start Date: 08/01/2025

End Date: 08/31/2025

Type: Absences/Vacancies

Employee:

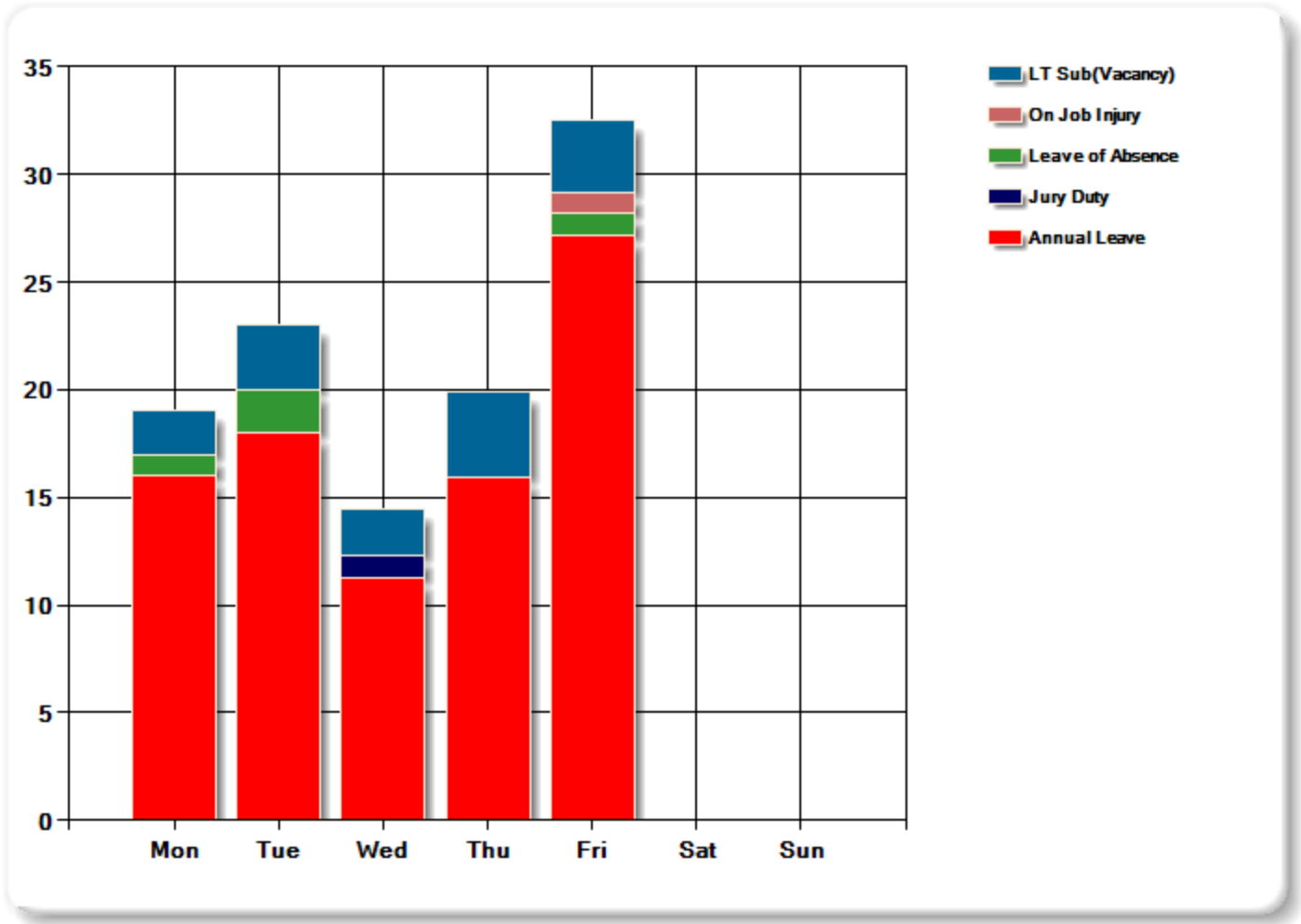
View All

Vacancy Profile: View All

Employee Types : View All

Submit

Print



| Absence Reasons  | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Total    |
|------------------|--------|---------|-----------|----------|--------|----------|--------|----------|
| Annual Leave     | 16     | 18      | 11.3      | 15.9     | 27.2   | 0        | 0      | 88.39999 |
| Jury Duty        | 0      | 0       | 1         | 0        | 0      | 0        | 0      | 1        |
| Leave of Absence | 1      | 2       | 0         | 0        | 1      | 0        | 0      | 4        |
| On Job Injury    | 0      | 0       | 0         | 0        | 1      | 0        | 0      | 1        |
| Totals           | 17     | 20      | 12.3      | 15.9     | 29.2   | 0        | 0      | 94.39999 |

| Vacancy Reasons | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Total |
|-----------------|--------|---------|-----------|----------|--------|----------|--------|-------|
| LT Sub(Vacancy) | 2      | 3       | 2.2       | 4        | 3.3    | 0        | 0      | 14.5  |
| Totals          | 2      | 3       | 2.2       | 4        | 3.3    | 0        | 0      | 14.5  |

## July & August 2025 Site-Based Absences

|   |   |   |  |   |
|---|---|---|--|---|
|   |   |   | <b>31</b><br>Total Absences: 0<br>ENC-0<br>CLA-0<br>LNV-0<br>MCS-0<br>OMS-0<br>SOL- 0                                | <b>1</b><br>Total Absences: 2<br>ENC-0<br>CLA-0<br>LNV-0<br>MCS-0<br>OMS-2<br>SOL- 0                                    |
| <b>4</b><br>Total Absences: 2<br>ENC-0<br>CLA-0<br>LNV-1<br>(bereavement)<br>MCS-1<br>OMS-0<br>SOL- 0 | <b>5</b><br>Total Absences: 2<br>ENC-1<br>CLA-0<br>LNV-1<br>(bereavement)<br>MCS-0<br>OMS-0<br>SOL- 0                       | <b>6</b><br>Total Absences: 1<br>ENC-<br>CLA-0<br>LNV-1<br>(bereavement)<br>MCS-0<br>OMS-0<br>SOL- 0  | <b>7</b><br>Total Absences: 2<br>ENC-0<br>CLA-0<br>LNV-1<br>(bereavement)<br>MCS-1<br>OMS-0<br>SOL-0                 | <b>8</b><br>Total Absences: 3<br>ENC-2<br>CLA-0<br>LNV-1<br>(bereavement)<br>MCS-0<br>OMS-0<br>SOL- 0                   |
| <b>11</b><br>Total Absences: 5<br>ENC-2<br>CLA-0<br>LNV-1<br>MCS-1<br>OMS-1<br>SOL- 0                 | <b>12</b><br>Total Absences: 9<br>ENC-2 (1 for FMLA)<br>CLA-0<br>LNV-4<br>MCS-1<br>OMS-1<br>SOL-1                           | <b>13</b><br>Total Absences: 5<br>ENC- 2 (1 for FMLA)<br>CLA- 1<br>LNV- 2<br>MCS-0<br>OMS-0<br>SOL- 0   | <b>14</b><br>Total Absences: 4<br>ENC-1<br>CLA-1<br>LNV-2<br>MCS-0<br>OMS-0<br>SOL- 0                                | <b>15</b><br>Total Absences: 4<br>ENC-1<br>CLA-1<br>LNV-1<br>MCS-0<br>OMS-0<br>SOL- 1                                   |
| <b>18</b><br>Total Absences: 6<br>ENC-2<br>CLA-0<br>LNV-2<br>MCS-0<br>OMS-0<br>SOL-2                  | <b>19</b><br>Total Absences: 6<br>ENC-2<br>CLA-0<br>LNV-2<br>MCS-0<br>OMS-0<br>SOL- 2                                       | <b>20</b><br>Total Absences: 1<br>ENC-1 (SPED Support)<br>CLA-0<br>LNV-0<br>MCS-0<br>OMS-0<br>SOL- 0  | <b>21</b><br>Total Absences: 7<br>ENC- 1<br>(bereavement)<br>CLA-0<br>LNV- 2<br>MCS-0<br>OMS- 1<br>SOL- 2            | <b>22</b><br>Total Absences: 9<br>ENC-4 / 1<br>(bereavement)<br>CLA-0<br>LNV-2<br>MCS-0<br>OMS-1<br>SOL- 0              |
| <b>25</b><br>Total Absences: 4<br>ENC-0<br>CLA-1<br>LNV-0<br>MCS-0<br>OMS-2<br>SOL- 0                 | <b>26</b><br>Total Absences: 4<br>ENC-3<br>(1-Bereavement/1-<br>SPED Support)<br>CLA-0<br>LNV-0<br>MCS-0<br>OMS-0<br>SOL- 1 | <b>27</b><br>Total Absences: 9<br>ENC-3 (1 FMLA/ 1<br>SPED Support)<br>CLA-1<br>LNV-3 (1<br>bereavement)<br>MCS-<br>OMS-2 (1 jury duty)<br>SOL- | <b>28</b><br>Total Absences: 7<br>ENC-1 (SPED Support)<br>CLA-3<br>LNV-2 (1<br>bereavement)<br>MCS-<br>OMS-1<br>SOL- | <b>29</b><br>Total Absences:<br>ENC-2 (1- SPED Support)<br>CLA-3<br>LNV-6<br>(1-Bereavement)<br>MCS-<br>OMS-1<br>SOL- 2 |

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number – VII-E**

**Agenda Item**

**Enrollment Report**

For Board: ☐ Action ☒ Discussion ☒ Information

**Background –**

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

| School        | Enrollment Sept. 5, 2024 | Enrollment Sept. 8, 2025 | Difference  |
|---------------|--------------------------|--------------------------|-------------|
| Clarendon     | 410                      | 397                      | -13         |
| Encanto       | 564                      | 516                      | -48         |
| Longview      | 453                      | 409                      | -44         |
| Montecito     | 81                       | 108                      | +27         |
| Osborn Middle | 418                      | 384                      | -34         |
| Solano        | 404                      | 360                      | -44         |
| Special Ed.*  | 68                       | 86                       | +18         |
| Preschool     | 23                       | 23                       | -           |
| SEAS          |                          |                          |             |
| <b>Total</b>  | <b>2421</b>              | <b>2283</b>              | <b>-138</b> |

**Average Daily Membership**

|              | 2024-25 100 <sup>th</sup><br>day ADM | 2025-26 100 <sup>th</sup><br>day ADM | Difference |
|--------------|--------------------------------------|--------------------------------------|------------|
| <b>Total</b> | 2234.1807                            | 2106.9149                            | -127.2658  |

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

For Information

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

**OSBORN SCHOOL DISTRICT**  
**ENROLLMENT DATA FOR: September 8th, 2025**

| ENCANTO                   |    | CLARENDON                    |            |
|---------------------------|----|------------------------------|------------|
| <b>Kindergarten</b>       |    | <b>Grade 4</b>               |            |
| Davey, Jenny DL           | 25 | Aken, Ann D/L                | 30         |
| Kleinz, Kelly             | 24 | Bedonie, Brianna             | 27         |
| Lizarraga, Mackenzie D/L  | 23 | Colledge, Abbey D/L          | 29         |
| Murray, Nikki             | 25 | Corrales, Lorena D/L         | 30         |
| Tarazona, Neribeth D/L    | 24 | Evans, Hannah                | 26         |
| <b>TOTAL KINDERGARTEN</b> |    | <b>TOTAL GRADE 4</b>         | <b>142</b> |
| <b>Grade 1</b>            |    | <b>Grade 5</b>               |            |
| Goetter, Ashley D/L       | 25 | Etsitty, Alyscia             | 30         |
| Guillen, Adriana DL       | 26 | Hernandez, Mayra D/L         | 22         |
| Klanke, Liana             | 21 | Kahl, Kayce D/L              | 27         |
| Sanchez, Nayeli D/L       | 25 | Meza, Jorge                  | 31         |
| Sikkema, Kelsey D/L       | 24 | Serrano, Samuel D/L          | 25         |
| <b>TOTAL GRADE 1</b>      |    | <b>TOTAL GRADE 5</b>         | <b>135</b> |
| <b>Grade 2</b>            |    | <b>Grade 6</b>               |            |
| Hoffman, Katerina         | 29 | Arebalo, Cynthia             | 22         |
| Parker, Alex              | 29 | Gonzalez Tena, Stephanie D/L | 26         |
| Pavlisick, Kimberly D/L   | 28 | Palache, Hilda               | 24         |
| Stubbs, Juanita D/L       | 28 | Terriciano, Molly DL         | 24         |
| Vargas, Luis D/L          | 26 | Villarreal, Frank            | 24         |
| <b>TOTAL GRADE 2</b>      |    | <b>TOTAL GRADE 6</b>         | <b>120</b> |
| <b>Grade 3</b>            |    |                              |            |
| Bejarano, Vanessa D/L     | 21 |                              |            |
| Centeno, Miguel D/L       | 24 |                              |            |
| Chaconn Gabriel           | 23 |                              |            |
| Palma, Vanessa D/L        | 23 |                              |            |
| Whaley, Scott D/L         | 20 |                              |            |
| Wilhelmy, Daniel          | 23 |                              |            |
| <b>TOTAL GRADE 3</b>      |    | <b>TOTAL SPED</b>            | <b>6</b>   |
| <b>SPED</b>               |    |                              |            |
| Allen, Amanda             | 3  |                              |            |
| Logrono, Renalyn          | 9  |                              |            |
| Regis, Maria              | 10 |                              |            |
| Scilley, Theresa          | 10 |                              |            |
| <b>TOTAL SPED</b>         |    |                              |            |
| <b>ENCANTO TOTAL</b>      |    | <b>CLARENDON TOTAL</b>       | <b>403</b> |

**OSBORN SCHOOL DISTRICT**  
**ENROLLMENT DATA FOR: September 8th, 2025**

| LONGVIEW                                      |            | Montecito (KG-3rd)     |            |
|---|------------|------------------------|------------|
| <b>Kindergarten</b>                           |            |                        |            |
| Assaf, Yehudy                                 | 25         | Garcia, Itzel          | 8          |
| Crompton, Carrie (KG)                         | 22         | Morales Ruano, Jess    | 30         |
|   |            | Obrachta, Tere         | 6          |
| <b>TOTAL KINDERGARTEN</b>                     | <b>47</b>  | Roberts, Katrina       | 27         |
| <b>Grade 1</b>                                |            | Santillano, Magali     | 9          |
| Elias Ulloa, Rosaisela D/L                    | 22         | Singh, Jill            | 20         |
| Herrera Silva, Luis                           | 25         | Wright, Rosa           | 8          |
| La O Garcia, Tara                             | 24         | <b>TOTAL</b>           | <b>108</b> |
| <b>TOTAL GRADE 1</b>                          | <b>71</b>  |                        |            |
| <b>Grade 2</b>                                |            |                        |            |
| Green, Maria D/L                              | 25         |                        |            |
| Jorgenson, Julie                              | 25         |                        |            |
| <b>TOTAL GRADE 2</b>                          | <b>50</b>  |                        |            |
| <b>Grade 3</b>                                |            |                        |            |
| Berkich, Elizabeth                            | 23         |                        |            |
| Heiser, Morgan                                | 23         |                        |            |
| Sarmiento, Erika D/L                          | 22         |                        |            |
| <b>TOTAL GRADE 3</b>                          | <b>68</b>  |                        |            |
| <b>Grade 4</b>                                |            |                        |            |
| Hurtado Diaz, Nidia                           | 31         |                        |            |
| Villan Morales, Elisa                         | 32         |                        |            |
| <b>TOTAL GRADE 4</b>                          | <b>63</b>  |                        |            |
| <b>Grade 5</b>                                |            |                        |            |
| Hernandez, Dani D/L                           | 28         |                        |            |
| Wright, Sammi                                 | 28         |                        |            |
| <b>TOTAL GRADE 5</b>                          | <b>56</b>  |                        |            |
| <b>Grade 6</b>                                |            |                        |            |
| Butier, Lindsey                               | 27         |                        |            |
| Hendricks, Sabrina                            | 27         |                        |            |
| <b>TOTAL GRADE 6</b>                          | <b>54</b>  |                        |            |
| <b>Special Needs-Self Contained Cross Cat</b> |            |                        |            |
| McHale, Meghan                                | 4          |                        |            |
| Smith M, Angelica                             | 6          |                        |            |
| Gaines, Mark                                  | 7          | <b>MONTECITO TOTAL</b> | <b>108</b> |
| <b>TOTAL SPED</b>                             | <b>17</b>  |                        |            |
| <b>SPED Preschool</b>                         |            |                        |            |
| Osborn, Christina                             | 12         |                        |            |
| <b>TOTAL PRE-SCHOOL</b>                       | <b>12</b>  |                        |            |
| <b>LONGVIEW TOTAL</b>                         | <b>438</b> |                        |            |

**OSBORN SCHOOL DISTRICT**  
**ENROLLMENT DATA FOR: September 8th, 2025**

| SOLANO                             |            | OMS  |             |
|------------------------------------|------------|--|-------------|
| <b>Kindergarten</b>                |            | <b>Grade 7</b>                                     |             |
| Chhim, Soki                        | 24         | Adams, Kyle  | 20          |
| Formanek, John                     | 26         | Frederick, Mack                                    | 29          |
| Sandoval, Guadalupe                | 9          | Georges, Julia                                     | 15          |
|                                    |            | Gomez, Vincent                                     | 23          |
| <b>TOTAL KINDERGARTEN</b>          | <b>59</b>  | Hess, James  | 23          |
| <b>Grade 1</b>                     |            | Ladeira, Richard                                   | 25          |
| Dine, Yasmin                       | 24         | Linn, RJ   | 1           |
| Sandoval, Guadalupe                | 13         | Naylor, Danielle                                   | 4           |
| Shillito, Alexandra                | 24         | Tikovitsch, Erin                                   | 5           |
|                                    |            | Trainor, Randy                                     | 6           |
| <b>TOTAL GRADE 1</b>               | <b>61</b>  | Urrutia, Beatriz                                   | 30          |
| <b>Grade 2</b>                     |            | Wharton, Patricia                                  | 17          |
| Copelly, Rosalba                   | 28         |  |             |
| Haynes, Kylie                      | 28         |  |             |
|                                    |            | <b>TOTAL GRADE 7</b>                               | <b>198</b>  |
| <b>TOTAL GRADE 2</b>               | <b>56</b>  | <b>Grade 8</b>                                     |             |
| <b>Grade 3</b>                     |            | Georges, Julia                                     | 22          |
| Callisen, Kristen                  | 21         | Gerstner, Doug                                     | 25          |
| Thompson Hunter, Angella           | 22         | Guzman, Jose                                       | 29          |
|                                    |            | Kingsland, Mitchell                                | 7           |
|                                    |            | Lindberg, Karen                                    | 22          |
| <b>TOTAL GRADE 3</b>               | <b>43</b>  | Linn, RJ   | 23          |
| <b>Grade 4</b>                     |            | Naylor, Danielle                                   | 19          |
| Campbell, Amelia                   | 25         | Quezada, Paula                                     | 22          |
| Schrey, Kaitlyn                    | 27         | Tikovitsch, Erin                                   | 17          |
|                                    |            |  |             |
| <b>TOTAL GRADE 4</b>               | <b>52</b>  |  |             |
| <b>Grade 5</b>                     |            |  |             |
| Hasenstab, Stephanie               | 19         |  |             |
| Tenijieth, Mia                     | 22         |  |             |
| <b>TOTAL GRADE 5</b>               | <b>41</b>  | <b>TOTAL GRADE 8</b>                               | <b>186</b>  |
| <b>Grade 6</b>                     |            | <b>Special Education-Self Contained Cross Cat.</b> |             |
| Linton Brown, Teola                | 23         | Cooper, Cody                                       | 7           |
| Perez, Katarina                    | 25         | Parker, Sam  | 5           |
|                                    |            | <b>TOTAL SPECIAL CLASSES</b>                       | <b>12</b>   |
|                                    |            |  |             |
| <b>TOTAL GRADE 6</b>               | <b>48</b>  | <b>OMS TOTAL</b>                                   | <b>396</b>  |
| <b>Special Education-Cross Cat</b> |            | <b>DISTRICT TOTAL:</b>                             |             |
| Regenold, Tracey                   | 10         |  | <b>2283</b> |
| Roberts, Mae                       | 9          |  |             |
|                                    |            |  |             |
| <b>TOTAL SPECIAL CLASSES</b>       | <b>19</b>  |  |             |
| <b>SPED - PS</b>                   |            |  |             |
| Megia, Michelle                    | 11         |  |             |
| <b>TOTAL PRESCHOOL</b>             | <b>11</b>  |  |             |
|                                    |            |  |             |
| <b>SOLANO TOTAL</b>                | <b>390</b> |  |             |



**ENROLLMENT BY GRADE AS OF: September 8th, 2025**

| Grade                         | Encanto    | Clarendon  | Longview   | Montecito  | OMS        | Solano     | TOTAL       |
|-------------------------------|------------|------------|------------|------------|------------|------------|-------------|
| K                             | 121        |            | 47         | 31         |            | 59         | 258         |
| 1                             | 121        |            | 71         | 23         |            | 61         | 276         |
| 2                             | 140        |            | 50         | 17         |            | 56         | 263         |
| 3                             | 134        |            | 68         | 17         |            | 43         | 262         |
| 4                             |            | 142        | 63         | 8          |            | 52         | 265         |
| 5                             |            | 135        | 56         | 7          |            | 41         | 239         |
| 6                             |            | 120        | 54         | 5          |            | 48         | 227         |
| 7                             |            |            |            |            | 198        |            | 198         |
| 8                             |            |            |            |            | 186        |            | 186         |
| SpEd.                         | 32         | 6          | 17         |            | 12         | 19         | 86          |
| Presch.                       |            |            | 12         |            |            | 11         | 23          |
|                               |            |            |            |            |            |            | 0           |
| <b>CURRENT MONTH'S TOTALS</b> | <b>548</b> | <b>403</b> | <b>438</b> | <b>108</b> | <b>396</b> | <b>390</b> | <b>2283</b> |
| Totals                        |            |            |            |            |            |            |             |
| <b>Change</b>                 | 548        | 403        | 438        | 108        | 396        | 390        | 2283        |



Attendance - Multiple Year Comparison Chart

| car | Sept. '22 | Sept. '23 | Sept '24 | Sept '25 | Encanto | Oct. '22 | Oct. '23 | Oct. '24 | Encanto | Nov'22 | Nov '23 | Nov '24 | Encanto | Dec '22 | Dec '23 | Dec. '24 | Encanto | Jan. '22 | Jan. '22 | Jan. '23 | Jan. '24 | Jan. '25 |
|-----|-----------|-----------|----------|----------|---------|----------|----------|----------|---------|--------|---------|---------|---------|---------|---------|----------|---------|----------|----------|----------|----------|----------|
| K   | 148       | 138       | 137      | 121      | K       | 147      | 140      | 140      | K       | 144    | 141     | 137     | K       | 146     | 137     | 135      | K       | 162      | 145      | 145      | 147      | 137      |
| 1   | 161       | 147       | 141      | 121      | 1       | 158      | 145      | 141      | 1       | 157    | 146     | 141     | 1       | 156     | 144     | 140      | 1       | 149      | 154      | 158      | 143      | 142      |
| 2   | 152       | 157       | 148      | 140      | 2       | 155      | 156      | 145      | 2       | 152    | 155     | 145     | 2       | 149     | 155     | 144      | 2       | 147      | 150      | 150      | 156      | 143      |
| 3   | 142       | 148       | 138      | 134      | 3       | 142      | 148      | 142      | 3       | 143    | 152     | 143     | 3       | 142     | 149     | 138      | 3       | 124      | 142      | 154      | 149      | 137      |
| TO  | 603       | 590       | 564      | 516      | TOTAL   | 602      | 589      | 568      | TOTAL   | 596    | 594     | 566     | TOTAL   | 593     | 585     | 557      | TOTAL   | 582      | 591      | 607      | 595      | 559      |

|        |     |     |     |     |           |     |     |     |           |     |     |     |           |     |     |     |           |     |     |     |     |     |
|--------|-----|-----|-----|-----|-----------|-----|-----|-----|-----------|-----|-----|-----|-----------|-----|-----|-----|-----------|-----|-----|-----|-----|-----|
| rendon |     |     |     |     | Clarendon |     |     |     | Clarendon |     |     |     | Clarendon |     |     |     | Clarendon |     |     |     |     |     |
| 4      | 136 | 135 | 146 | 142 | 4         | 136 | 133 | 149 | 4         | 133 | 134 | 149 | 4         | 131 | 134 | 147 | 4         | 107 | 132 | 134 | 131 | 147 |
| 5      | 108 | 136 | 128 | 135 | 5         | 108 | 138 | 130 | 5         | 108 | 139 | 131 | 5         | 108 | 136 | 131 | 5         | 114 | 105 | 107 | 139 | 130 |
| 6      | 120 | 118 | 136 | 120 | 6         | 121 | 118 | 140 | 6         | 118 | 113 | 135 | 6         | 119 | 113 | 134 | 6         | 101 | 119 | 124 | 114 | 133 |
| TO     | 364 | 389 | 410 | 397 | TOTAL     | 365 | 389 | 419 | TOTAL     | 359 | 386 | 415 | TOTAL     | 358 | 383 | 412 | TOTAL     | 322 | 356 | 365 | 384 | 410 |

| ngview |     |     |     |     | Longview |     |     |     | Longview |     |     |     | Longview |     |     |     | Longview |     |     |     |     |     |  |
|--------|-----|-----|-----|-----|----------|-----|-----|-----|----------|-----|-----|-----|----------|-----|-----|-----|----------|-----|-----|-----|-----|-----|--|
| K      | 57  | 48  | 72  | 47  | K        | 58  | 48  | 72  | K        | 56  | 45  | 72  | K        | 55  | 45  | 70  | K        | 55  | 56  | 56  | 47  | 70  |  |
| 1      | 56  | 69  | 52  | 71  | 1        | 50  | 69  | 53  | 1        | 48  | 70  | 51  | 1        | 49  | 70  | 50  | 1        | 57  | 48  | 47  | 68  | 52  |  |
| 2      | 63  | 48  | 83  | 50  | 2        | 65  | 47  | 80  | 2        | 70  | 49  | 77  | 2        | 69  | 48  | 79  | 2        | 67  | 69  | 67  | 49  | 80  |  |
| 3      | 67  | 49  | 61  | 68  | 3        | 64  | 59  | 61  | 3        | 65  | 57  | 63  | 3        | 62  | 56  | 63  | 3        | 59  | 66  | 63  | 56  | 64  |  |
| 4      | 66  | 65  | 62  | 63  | 4        | 65  | 66  | 62  | 4        | 63  | 67  | 60  | 4        | 62  | 66  | 60  | 4        | 56  | 65  | 60  | 67  | 58  |  |
| 5      | 73  | 68  | 60  | 56  | 5        | 55  | 69  | 59  | 5        | 55  | 67  | 56  | 5        | 54  | 67  | 55  | 5        | 58  | 55  | 54  | 65  | 53  |  |
| 6      | 40  | 62  | 63  | 54  | 6        | 64  | 61  | 64  | 6        | 65  | 62  | 64  | 6        | 63  | 63  | 64  | 6        | 49  | 63  | 65  | 63  | 64  |  |
| TO     | 422 | 409 | 453 | 409 | TOTAL    | 421 | 419 | 451 | TOTAL    | 422 | 417 | 443 | TOTAL    | 414 | 415 | 441 | TOTAL    | 401 | 422 | 412 | 415 | 441 |  |

| ntecito |    |    |    |     | Montecito |    |    |    | Montecito |    |    |    | Montecito |    |    |    | Montecito |    |    |    |    |    |  |
|---------|----|----|----|-----|-----------|----|----|----|-----------|----|----|----|-----------|----|----|----|-----------|----|----|----|----|----|--|
| K       | 9  | 9  | 31 | 31  | K         | 15 | 9  | 30 | K         | 15 | 9  | 30 | K         | 15 | 9  | 31 | K         | 5  | 13 | 13 | 9  | 30 |  |
| 1       | 2  | 13 | 16 | 23  | 1         | 8  | 13 | 13 | 1         | 8  | 13 | 15 | 1         | 8  | 13 | 15 | 1         | 1  | 9  | 9  | 13 | 15 |  |
| 2       | 1  | 7  | 18 | 17  | 2         | 5  | 7  | 18 | 2         | 5  | 6  | 18 | 2         | 5  | 6  | 18 | 2         | 1  | 4  | 4  | 6  | 18 |  |
| 3       | 2  | 2  | 6  | 17  | 3         | 2  | 3  | 6  | 3         | 2  | 3  | 6  | 3         | 2  | 3  | 6  | 3         | 4  | 2  | 2  | 3  | 6  |  |
| 4       | 3  |    | 6  | 8   | 4         | 3  | 0  | 6  | 4         | 3  |    | 7  | 4         | 3  | 0  | 7  | 4         | 1  | 2  | 2  | 0  | 7  |  |
| 5       | 1  |    | 4  | 7   | 5         | 1  | 0  | 4  | 5         | 1  |    | 4  | 5         | 1  | 0  | 4  | 5         | 0  | 1  | 1  | 0  | 4  |  |
| 6       | 3  |    |    | 5   | 6         | 3  | 0  |    | 6         | 3  |    |    | 6         | 3  | 0  |    | 6         | 5  | 2  | 2  | 0  |    |  |
| TO      | 21 | 31 | 81 | 108 | TOTAL     | 37 | 32 | 77 | TOTAL     | 37 | 31 | 80 | TOTAL     | 37 | 31 | 81 | TOTAL     | 17 | 33 | 33 | 31 | 80 |  |

| OMS |     |     |     |     | OMS   |     |     |     | OMS   |     |     |     | OMS   |     |     |     | OMS   |     |     |     |     |     |
|-----|-----|-----|-----|-----|-------|-----|-----|-----|-------|-----|-----|-----|-------|-----|-----|-----|-------|-----|-----|-----|-----|-----|
| 7   | 224 | 220 | 196 | 198 | 7     | 227 | 218 | 195 | 7     | 224 | 225 | 192 | 7     | 221 | 185 | 188 | 7     | 246 | 208 | 211 | 224 | 187 |
| 8   | 252 | 213 | 222 | 186 | 8     | 262 | 214 | 218 | 8     | 259 | 214 | 219 | 8     | 255 | 184 | 216 | 8     | 273 | 242 | 242 | 223 | 211 |
| TO  | 476 | 433 | 418 | 384 | TOTAL | 489 | 432 | 413 | TOTAL | 483 | 439 | 411 | TOTAL | 476 | 369 | 404 | TOTAL | 519 | 450 | 453 | 447 | 398 |

| Solano |     |     |     |     | Solano |     |     |     | Solano |     |     |     | Solano |     |     |     | Solano |     |     |     |     |     |  |
|--------|-----|-----|-----|-----|--------|-----|-----|-----|--------|-----|-----|-----|--------|-----|-----|-----|--------|-----|-----|-----|-----|-----|--|
| K      | 59  | 66  | 67  | 59  | K      | 63  | 69  | 65  | K      | 64  | 62  | 67  | K      | 65  | 60  | 67  | K      | 74  | 60  | 61  | 63  | 68  |  |
| 1      | 61  | 58  | 57  | 61  | 1      | 62  | 59  | 55  | 1      | 56  | 56  | 55  | 1      | 56  | 57  | 55  | 1      | 66  | 56  | 57  | 55  | 54  |  |
| 2      | 61  | 64  | 60  | 56  | 2      | 61  | 62  | 61  | 2      | 63  | 59  | 58  | 2      | 62  | 59  | 58  | 2      | 72  | 62  | 62  | 57  | 54  |  |
| 3      | 67  | 50  | 61  | 43  | 3      | 67  | 51  | 57  | 3      | 65  | 53  | 57  | 3      | 65  | 50  | 57  | 3      | 62  | 62  | 59  | 51  | 56  |  |
| 4      | 49  | 51  | 57  | 52  | 4      | 51  | 53  | 55  | 4      | 54  | 58  | 54  | 4      | 54  | 56  | 54  | 4      | 52  | 53  | 50  | 56  | 49  |  |
| 5      | 50  | 41  | 50  | 41  | 5      | 52  | 39  | 54  | 5      | 53  | 42  | 54  | 5      | 52  | 39  | 54  | 5      | 57  | 50  | 47  | 37  | 53  |  |
| 6      | 50  | 48  | 52  | 48  | 6      | 48  | 48  | 55  | 6      | 50  | 48  | 55  | 6      | 48  | 47  | 55  | 6      | 59  | 46  | 48  | 43  | 49  |  |
| TO     | 397 | 378 | 404 | 360 | TOTAL  | 404 | 381 | 402 | TOTAL  | 405 | 378 | 400 | TOTAL  | 402 | 368 | 400 | TOTAL  | 442 | 389 | 384 | 362 | 383 |  |

| chool |    |    |    |    |           | iSchool |    |    |           |    |    | iSchool |           |    |    |    |           | iSchool |    |    |    |    |  |
|-------|----|----|----|----|-----------|---------|----|----|-----------|----|----|---------|-----------|----|----|----|-----------|---------|----|----|----|----|--|
| K     | 0  |    |    |    |           | 0       |    |    |           | 0  |    |         | K         | 0  |    |    | K         | 12      | 0  | 0  |    |    |  |
| 1     | 5  |    |    |    |           | 5       |    |    |           | 5  |    |         | 1         | 6  |    |    | 1         | 19      | 6  | 7  |    |    |  |
| 2     | 8  |    |    |    |           | 8       |    |    |           | 7  |    |         | 2         | 6  |    |    | 2         | 21      | 6  | 7  |    |    |  |
| 3     | 10 |    |    |    |           | 11      |    |    |           | 11 |    |         | 3         | 10 |    |    | 3         | 29      | 10 | 11 |    |    |  |
| 4     | 9  |    |    |    |           | 9       |    |    |           | 10 |    |         | 4         | 11 |    |    | 4         | 25      | 12 | 10 |    |    |  |
| 5     | 18 |    |    |    |           | 17      |    |    |           | 18 |    |         | 5         | 18 |    |    | 5         | 28      | 18 | 18 |    |    |  |
| 6     | 14 |    |    |    |           | 13      |    |    |           | 13 |    |         | 6         | 13 |    |    | 6         | 42      | 12 | 13 |    |    |  |
|       |    |    |    |    |           |         |    |    |           |    |    |         |           |    |    |    |           |         |    |    |    |    |  |
| Tot   | 64 |    |    |    |           | 63      |    |    |           | 64 |    |         |           | 64 |    |    | TOTAL     | 176     | 64 | 66 |    |    |  |
|       |    |    |    |    |           |         |    |    |           |    |    |         |           |    |    |    |           |         |    |    |    |    |  |
|       |    |    |    |    |           |         | 7  | 5  | SEAS      |    | 5  |         | SEAS      |    | 7  |    | SEAS      |         |    |    | 8  |    |  |
| e-Sch | 20 | 20 | 23 | 23 | Pre-Sch.  | 21      | 23 | 28 | Pre-Sch.  | 24 | 29 | 0       | Pre-Sch.  | 24 | 32 | 35 | Pre-Sch.  | 27      | 22 | 25 | 36 | 41 |  |
| ec. f | 58 | 58 | 68 | 86 | Spec. Ed. | 53      | 66 | 86 | Spec. Ed. | 68 | 70 | 0       | Spec. Ed. | 68 | 73 | 87 | Spec. Ed. | 70      | 66 | 64 | 69 | 91 |  |

| Feb. '21  | Feb. '22 | Feb. '23 | Feb. '24 | Feb '25 | Mar.'22 | Mar.'23 | Mar. '24 | Mar. '25 | Encanto                       | Apr. '19  | Apr. '20 | Apr. '21 | Apr. '22 | Apr. '23 | Apr. '24  | April '25 | Encanto          | May '20   | May '21 | May '22 | May '23 | May '24 | May '25 | Encanto          |           |
|-----------|----------|----------|----------|---------|---------|---------|----------|----------|-------------------------------|-----------|----------|----------|----------|----------|-----------|-----------|------------------|-----------|---------|---------|---------|---------|---------|------------------|-----------|
| 150       | 164      | 145      | 144      | 134     | 163     | 148     | 141      | 140      | K                             | 182       | 108      | 108      | 165      | 147      | 144       | 139       | K                |           | 108     | 165     | 146     | 143     | 135     | K                |           |
| 152       | 148      | 158      | 143      | 139     | 149     | 156     | 144      | 136      | 1                             | 170       | 103      | 102      | 149      | 156      | 143       | 138       | 1                |           | 103     | 149     | 156     | 142     | 135     | 1                |           |
| 146       | 148      | 150      | 153      | 140     | 149     | 150     | 151      | 143      | 2                             | 159       | 97       | 95       | 152      | 150      | 151       | 142       | 2                |           | 97      | 154     | 152     | 153     | 142     | 2                |           |
| 140       | 127      | 154      | 149      | 137     | 129     | 146     | 148      | 135      | 3                             | 135       | 83       | 83       | 132      | 146      | 148       | 133       | 3                |           | 83      | 130     | 146     | 150     | 132     | 3                |           |
| 588       | 587      | 607      | 589      | 550     | 590     | 600     | 584      | 554      | TOTAL                         | 646       | 391      | 388      | 598      | 599      | 586       | 552       | TOTAL            | 0         | 391     | 598     | 600     | 588     | 544     | TOTAL            |           |
| Clarendon |          |          |          |         |         |         |          |          |                               |           |          |          |          |          | Clarendon |           |                  |           |         |         |         |         |         |                  | Clarendon |
| 140       | 102      | 134      | 132      | 143     | 102     | 133     | 128      | 143      | 4                             | 148       | 95       | 97       | 106      | 133      | 129       | 139       | 4                |           | 95      | 104     | 132     | 129     | 138     | 4                |           |
| 120       | 112      | 107      | 138      | 130     | 109     | 110     | 136      | 133      | 5                             | 150       | 65       | 65       | 111      | 109      | 134       | 131       | 5                |           | 65      | 112     | 108     | 134     | 131     | 5                |           |
| 131       | 100      | 124      | 117      | 132     | 100     | 126     | 115      | 131      | 6                             | 160       | 83       | 84       | 100      | 126      | 114       | 127       | 6                |           | 83      | 100     | 124     | 113     | 126     | 6                |           |
| 391       | 314      | 365      | 387      | 405     | 311     | 369     | 379      | 407      | TOTAL                         | 458       | 243      | 246      | 317      | 368      | 377       | 397       | TOTAL            | 0         | 243     | 316     | 364     | 376     | 395     | TOTAL            |           |
| Longview  |          |          |          |         |         |         |          |          |                               |           |          |          |          |          | Longview  |           |                  |           |         |         |         |         |         |                  | Longview  |
| 61        | 54       | 56       | 48       | 70      | 51      | 55      | 47       | 71       | K                             | 68        | 40       | 39       | 51       | 54       | 47        | 71        | K                |           | 40      | 50      | 54      | 47      | 71      | K                |           |
| 75        | 59       | 47       | 70       | 50      | 60      | 52      | 71       | 48       | 1                             | 73        | 48       | 47       | 58       | 52       | 72        | 47        | 1                |           | 48      | 56      | 52      | 71      | 47      | 1                |           |
| 71        | 66       | 67       | 50       | 80      | 66      | 66      | 49       | 79       | 2                             | 69        | 40       | 40       | 67       | 66       | 51        | 80        | 2                |           | 40      | 66      | 69      | 51      | 80      | 2                |           |
| 71        | 61       | 63       | 56       | 65      | 60      | 63      | 56       | 68       | 3                             | 72        | 33       | 32       | 60       | 64       | 55        | 63        | 3                |           | 33      | 59      | 64      | 55      | 63      | 3                |           |
| 71        | 58       | 60       | 68       | 57      | 57      | 61      | 67       | 56       | 4                             | 72        | 45       | 46       | 57       | 61       | 67        | 56        | 4                |           | 45      | 55      | 64      | 68      | 56      | 4                |           |
| 65        | 58       | 54       | 64       | 56      | 59      | 55      | 65       | 60       | 5                             | 67        | 40       | 41       | 60       | 56       | 67        | 59        | 5                |           | 40      | 59      | 58      | 67      | 59      | 5                |           |
| 54        | 48       | 65       | 63       | 61      | 48      | 64      | 62       | 59       | 6                             | 80        | 37       | 37       | 48       | 63       | 61        | 59        | 6                |           | 37      | 48      | 61      | 63      | 59      | 6                |           |
| 468       | 404      | 412      | 419      | 439     | 401     | 416     | 417      | 441      | TOTAL                         | 501       | 283      | 282      | 401      | 416      | 420       | 435       | TOTAL            | 0         | 283     | 393     | 422     | 422     | 435     | TOTAL            |           |
| Montecito |          |          |          |         |         |         |          |          |                               |           |          |          |          |          | Montecito |           |                  |           |         |         |         |         |         |                  | Montecito |
| 0         | 5        | 13       | 9        | 30      | 6       | 13      | 9        | 30       | K                             | 1         | 0        | 0        | 6        | 13       | 9         | 30        | K                |           | 0       | 5       | 13      | 9       | 30      | K                |           |
| 1         | 2        | 9        | 13       | 15      | 2       | 8       | 13       | 15       | 1                             | 0         | 1        | 1        | 2        | 9        | 13        | 15        | 1                |           | 1       | 2       | 9       | 13      | 15      | 1                |           |
| 3         | 1        | 4        | 6        | 18      | 1       | 4       | 6        | 18       | 2                             | 1         | 3        | 3        | 0        | 4        | 6         | 18        | 2                |           | 3       | 1       | 4       | 6       | 28      | 2                |           |
| 2         | 3        | 2        | 3        | 6       | 4       | 1       | 3        | 6        | 3                             | 3         | 2        | 1        | 4        | 1        | 3         | 6         | 3                |           | 1       | 5       | 1       | 3       | 6       | 3                |           |
| 0         | 1        | 2        | 0        | 7       | 1       | 1       |          | 7        | 4                             | 2         | 0        | 0        | 1        | 1        |           | 7         | 4                |           | 0       | 1       | 1       |         | 7       | 4                |           |
| 6         | 0        | 1        | 0        | 4       | 1       | 0       |          | 4        | 5                             | 7         | 6        | 6        | 2        | 1        |           | 4         | 5                |           | 6       | 2       | 1       |         | 4       | 5                |           |
| 3         | 5        | 2        | 0        | 0       | 5       | 2       |          |          | 6                             | 3         | 3        | 2        | 4        | 2        |           |           | 6                |           | 2       | 4       | 2       |         |         | 6                |           |
| 15        | 17       | 33       | 31       | 80      | 20      | 29      | 31       | 80       | TOTAL                         | 17        | 15       | 13       | 19       | 31       | 31        | 80        | TOTAL            | 0         | 13      | 20      | 31      | 31      | 90      | TOTAL            |           |
| OMS       |          |          |          |         |         |         |          |          |                               |           |          |          |          |          | OMS       |           |                  |           |         |         |         |         |         |                  | OMS       |
| 265       | 247      | 211      | 223      | 185     | 250     | 228     | 217      | 192      | 7                             | 308       | 145      | 150      | 250      | 225      | 219       | 188       | 7                |           | 145     | 242     | 228     | 218     | 188     | 7                |           |
| 302       | 269      | 242      | 223      | 212     | 266     | 258     | 223      | 214      | 8                             | 281       | 160      | 172      | 268      | 258      | 223       | 218       | 8                |           | 160     | 266     | 254     | 224     | 218     | 8                |           |
| 567       | 516      | 453      | 446      | 397     | 516     | 486     | 440      | 406      | TOTAL                         | 589       | 305      | 322      | 518      | 483      | 442       | 406       | TOTAL            | 0         | 305     | 508     | 482     | 442     | 406     | TOTAL            |           |
| Solano    |          |          |          |         |         |         |          |          |                               |           |          |          |          |          | Solano    |           |                  |           |         |         |         |         |         |                  | Solano    |
| 60        | 70       | 61       | 61       | 67      | 70      | 61      | 62       | 66       | K                             | 67        | 48       | 45       | 70       | 59       | 58        | 66        | K                |           | 44      | 70      | 58      | 59      | 65      | K                |           |
| 61        | 65       | 57       | 51       | 54      | 65      | 60      | 54       | 53       | 1                             | 70        | 44       | 43       | 66       | 61       | 55        | 55        | 1                |           | 48      | 61      | 61      | 53      | 54      | 1                |           |
| 60        | 71       | 62       | 58       | 51      | 69      | 63      | 58       | 48       | 2                             | 83        | 43       | 41       | 69       | 62       | 55        | 47        | 2                |           | 43      | 65      | 62      | 54      | 46      | 2                |           |
| 50        | 56       | 59       | 49       | 55      | 55      | 57      | 48       | 56       | 3                             | 72        | 36       | 33       | 55       | 57       | 48        | 56        | 3                |           | 36      | 53      | 56      | 47      | 55      | 3                |           |
| 76        | 50       | 50       | 56       | 49      | 51      | 51      | 57       | 48       | 4                             | 71        | 40       | 43       | 54       | 51       | 55        | 46        | 4                |           | 40      | 54      | 49      | 52      | 45      | 4                |           |
| 72        | 56       | 47       | 37       | 51      | 57      | 45      | 41       | 49       | 5                             | 82        | 44       | 46       | 56       | 46       | 42        | 49        | 5                |           | 44      | 58      | 47      | 42      | 50      | 5                |           |
| 59        | 60       | 48       | 41       | 49      | 61      | 48      | 44       | 49       | 6                             | 80        | 33       | 32       | 61       | 49       | 45        | 48        | 6                |           | 33      | 61      | 48      | 44      | 47      | 6                |           |
| 438       | 428      | 384      | 353      | 376     | 428     | 385     | 364      | 369      | TOTAL                         | 525       | 288      | 283      | 431      | 385      | 358       | 367       | TOTAL            | 0         | 288     | 422     | 381     | 351     | 362     | TOTAL            |           |
| iSchool   |          |          |          |         |         |         |          |          |                               |           |          |          |          |          | iSchool   |           |                  |           |         |         |         |         |         |                  | iSchool   |
|           | 14       | 0        |          |         | 16      | 0       |          |          | K                             |           |          | 78       | 15       | 0        |           |           | K                |           | 78      | 14      | 0       |         |         | K                |           |
|           | 24       | 7        |          |         | 23      | 7       |          |          | 1                             |           |          | 101      | 23       | 7        |           |           | 1                |           | 98      | 21      | 7       |         |         | 1                |           |
|           | 24       | 7        |          |         | 24      | 7       |          |          | 2                             |           |          | 95       | 26       | 7        |           |           | 2                |           | 93      | 21      | 7       |         |         | 2                |           |
|           | 28       | 11       |          |         | 27      | 11      |          |          | 3                             |           |          | 103      | 28       | 11       |           |           | 3                |           | 103     | 24      | 11      |         |         | 3                |           |
|           | 28       | 10       |          |         | 29      | 10      |          |          | 4                             |           |          | 97       | 26       | 10       |           |           | 4                |           | 96      | 28      | 10      |         |         | 4                |           |
|           | 28       | 18       |          |         | 27      | 17      |          |          | 5                             |           |          | 105      | 27       | 17       |           |           | 5                |           | 107     | 26      | 17      |         |         | 5                |           |
|           | 44       | 13       |          |         | 43      | 13      |          |          | 6                             |           |          | 93       | 41       | 13       |           |           | 6                |           | 90      | 41      | 13      |         |         | 6                |           |
|           |          |          |          |         |         |         |          |          |                               |           |          | 115      |          | 0        |           |           | 7                |           | 121     |         |         |         |         |                  |           |
|           | 190      | 66       |          |         | 189     | 65      |          |          | TOTAL                         |           |          | 916      | 186      | 65       |           |           | 8                |           | 140     | 175     | 65      |         |         | TOTAL            |           |
|           |          |          |          |         |         |         |          |          | SEAS<br>Pre-Sch.<br>Spec. Ed. |           |          | 129      |          | 0        |           |           | TOTAL            |           | 926     |         |         |         |         |                  |           |
|           |          |          | 7        |         |         |         | 7        |          |                               |           |          |          |          |          | 0         |           | SEAS<br>Pre-Sch. |           |         |         |         | 4       |         | SEAS<br>Pre-Sch. |           |
| 37        | 32       | 25       | 35       | 43      | 33      | 29      | 0        | 49       |                               | 51        |          | 41       | 36       | 30       | 0         | 52        | SEAS<br>Pre-Sch. |           | 41      | 38      | 37      | 38      | 51      | SEAS<br>Pre-Sch. |           |
| 84        | 69       | 64       | 69       | 89      | 68      | 58      | 0        | 93       |                               | Spec. Ed. | 77       |          | 80       | 75       | 47        | 0         | 92               | Spec. Ed. |         | 80      | 68      | 48      | 69      | 91               | Spec. Ed. |

| Year End | Year End'21 | Year End '22 | Year End '24 | Year End '25 |
|----------|-------------|--------------|--------------|--------------|
|          |             | 165          | 143          | 135          |
|          |             | 149          | 142          | 135          |
|          |             | 154          | 153          | 142          |
|          |             | 130          | 150          | 132          |
|          |             | 598          | 588          | 544          |

|  |  |     |     |     |
|--|--|-----|-----|-----|
|  |  | 104 | 129 | 138 |
|  |  | 112 | 134 | 131 |
|  |  | 100 | 113 | 126 |
|  |  | 316 | 376 | 395 |

|  |  |     |     |     |
|--|--|-----|-----|-----|
|  |  | 50  | 47  | 71  |
|  |  | 56  | 71  | 47  |
|  |  | 66  | 51  | 80  |
|  |  | 59  | 55  | 63  |
|  |  | 55  | 68  | 56  |
|  |  | 59  | 67  | 59  |
|  |  | 48  | 63  | 59  |
|  |  | 393 | 422 | 435 |

|  |  |    |    |    |
|--|--|----|----|----|
|  |  | 5  | 9  | 30 |
|  |  | 2  | 13 | 15 |
|  |  | 1  | 6  | 28 |
|  |  | 5  | 3  | 6  |
|  |  | 1  |    | 7  |
|  |  | 2  |    | 4  |
|  |  | 4  |    |    |
|  |  | 20 | 31 | 90 |

|  |  |     |     |     |
|--|--|-----|-----|-----|
|  |  | 242 | 218 | 188 |
|  |  | 266 | 224 | 218 |
|  |  | 508 | 442 | 406 |

|  |  |     |     |     |
|--|--|-----|-----|-----|
|  |  | 70  | 59  | 65  |
|  |  | 61  | 53  | 54  |
|  |  | 65  | 54  | 46  |
|  |  | 53  | 47  | 55  |
|  |  | 54  | 52  | 45  |
|  |  | 58  | 42  | 50  |
|  |  | 61  | 44  | 47  |
|  |  | 422 | 351 | 362 |

|  |  |     |    |    |
|--|--|-----|----|----|
|  |  | 14  |    |    |
|  |  | 21  |    |    |
|  |  | 21  |    |    |
|  |  | 24  |    |    |
|  |  | 28  |    |    |
|  |  | 26  |    |    |
|  |  | 41  |    |    |
|  |  |     |    |    |
|  |  | 175 |    |    |
|  |  |     |    |    |
|  |  |     | 4  |    |
|  |  | 38  | 38 | 51 |
|  |  | 68  | 69 | 91 |

| SpEd Monthly Enrollment Worksheet                           |         |     |                |                  |           |                                    |       |
|---|---------|-----|----------------|------------------|-----------|------------------------------------|-------|
|   |         |     |                | Date: 09/03/2025 |           |                                    |       |
|   |         |     |                |                  |           |                                    |       |
| Clarendon   | Encanto | OMS | Solano         | Longview         | Montecito | Program                            | Total |
| 1   | 1       | 3   | 3              | 2                |           | Private Pl. (OSD Students)         | 10    |
|   |         |     |                |                  |           | Pre-School (DD)                    | 0     |
|   |         |     | 10             | 16               |           | Headstart                          | 26    |
| 10  | 29      | 11  | 19             | 16               |           | Self-Contained                     | 85    |
|   |         |     |                | 6                |           | SEAS                               | 6     |
| 39  | 28      | 44  | 22             | 26               |           | Resource                           | 159   |
| 7   | 8       | 8   | 5              | 8                | 1         | Speech & Lang (w/add'l disability) | 0     |
| 7   | 16      | 2   | 5              | 15               | 2         | Speech & Lang                      | 47    |
|   |         |     |                |                  | 2         | Montessori SPED                    | 2     |
|   | 3       |     | 4              | 2                |           | Community PS SPED                  | 9     |
|   |         |     |                |                  |           | Service Plans (Private Sch Stud)   | 15    |
|   |         |     |                |                  |           | Homebound SPED                     | 1     |
| 57  | 77      | 60  | 63             | 84               | 4         | Totals**                           | 360   |
|   |         |     |                |                  |           |                                    |       |
| <b>** Totals Do Not Include Speech (w/add'l disability)</b> |         |     |                |                  |           |                                    |       |
|   |         |     | Self-Contained |                  |           |                                    |       |
| The Children's Cent   | 1       |     | Allen          | 9                |           | Hearing                            | 3     |
| AZ Day Sch De   | 1       |     | Miracles       | 5                |           | Vision                             | 3     |
| ACCEL   |         |     | Roberts        | 9                |           | Orthopedic Impairment              | 2     |
| The Aces  | 7       |     | McHale         | 4                |           | Physical Therapy                   | 13    |
| Service Plans   | 15      |     | Regis          | 11               |           | Occupational Therapy               | 107   |
|   |         |     | Parker         | 5                |           | Autism                             | 60    |
|   |         |     | Cooper         | 6                |           | MDSSI                              | 4     |
|   |         |     | Logrono        | 8                |           | MiID                               | 7     |
| Suspension Private Pl                                       |         |     | Gaines         | 8                |           | MoID                               | 2     |
|   |         |     | Regenold       | 10               |           | Voucher                            | 7     |
|   |         |     | Scilley        | 10               |           |                                    |       |
| Home Bound Non-SPED   |         |     | SEAS           |                  |           | Peer model Preschool               |       |
|   |         |     | Ellison        | 6                |           | 504 Non-SPED                       | 50    |
| revised 9-8-21  |         |     |                |                  |           |                                    |       |

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 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**

**2025-26 School Year Tax Rates**

For Board: ☐ Action ☐ Discussion ☒ Information

**Background –**

In accordance with Arizona Revised Statutes, the Maricopa County Board of Supervisors will adopt a tax rate for your school district the third Monday in August and County School Superintendents must submit the tax information to the Property Tax Oversight Committee for FY 2026 taxes.

**Legal**

A.R.S. §15-991

**Financial**

| <b><u>FY2022 Rate</u></b> | <b><u>FY2023 Rate</u></b> | <b><u>FY2024 Rate</u></b> | <b><u>FY2025 Rate</u></b> | <b><u>FY2026 Rate</u></b> |
|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Primary = \$2.2138        | Primary = \$2.0577        | Primary = \$1.7962        | Primary = \$1.6621        | Primary = \$1.6338        |
| Secondary= \$2.1729       | Secondary= \$2.1355       | Secondary= \$2.0069       | Secondary= \$2.2356       | Secondary= \$2.1336       |
| Total = \$4.3867          | Total = \$4.1932          | Total = \$3.8031          | Total = \$3.8977          | Total = \$3.7674          |

**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 item.

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

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number – VIII-A**

**Agenda Item**

**Bond Update**

For Board: ☐ Action ☐ Discussion ☒ Information

**Background –**

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

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

For information only.

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



**OSBORN SCHOOL DISTRICT NO. 8**  
**September 16, 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**  
**OEA Update**

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**

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number – VIII-C**

**Agenda Item**

**Bond Financing Presentation**

For Board: ☐ Action ☐ Discussion ☒ Information

**Background –**

Stifel staff will present the Bond financing process and timelines, the District's plan to issue bonds in multiple series over several years, and the projected impact on the secondary tax rate.

**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



**School Improvement Bonds,  
Project of 2023, Series B (2025)**

September 16, 2025

**STIFEL** | Public Finance

# Estimated Debt Service Requirements and Projected Impact on Secondary Bond Tax Rate\*

| (1)     | (2)               | (3)       | (4)                         | (5)          | (6)  | (7)         | (8)         | (9)  | (10)      | (11)  | (12)      | (13)               | (14)         | (15)                             | (16)         | (17)               |
|---------|-------------------|-----------|-----------------------------|--------------|--|-------------|-------------|--|-----------|---|-----------|--------------------|--------------|----------------------------------|--------------|--------------------|
|         |                   |           |                             |              | <div>\$40,000,000<br/>School Improvement Bonds<br/>Project of 2023<br/>Series B (2025)<br/>Bonds Dated: 10/01/25</div> |             |             | <div>\$25,000,000<br/>School Improvement Bonds<br/>Project of 2023<br/>Series C (2027)<br/>Bonds Dated: 10/01/27</div> |           | <div>\$5,000,000<br/>School Improvement Bonds<br/>Project of 2023<br/>Series D (2028)<br/>Bonds Dated: 10/01/28</div> |           |                    |              |                                  |              |                    |
|         |                   |           | Bonds Currently Outstanding |              |  |             |             |  |           |   |           | Estimated Combined |              | November 7, 2023<br>DAA Override |              | Estimated Combined |
|         |                   | Estimated |                             | Secondary    |  | Estimated   |             |  | Estimated |   |           | Estimated          | Secondary    |                                  | Secondary    | Secondary          |
| Fiscal  | Combined          | NLAPV     | Debt                        | Bond         |  | Interest    | Capitalized |  | Interest  |   | Interest  | Debt               | Bond         | Levy                             | DAA          | Bond / DAA         |
| Year    | Valuation (a) (b) | Growth    | Service                     | Tax Rate (c) | Principal  | @ 5.00%     | Interest    | Principal  | @ 5.00%   | Principal   | @ 5.00%   | Service            | Tax Rate (c) | (\$1.5MM)                        | Tax Rate (b) | Tax Rate (c)       |
| 2025/26 | \$587,515,065     | 3.22%     | \$8,036,650                 | \$1.37       |  | \$1,500,000 | (\$25,000)  |  |           |   |           | \$9,511,650        | \$1.43       | \$1,500,000                      | \$0.26       | \$1.69             |
| 2026/27 | 595,387,705       | 3.00%     | 5,167,900                   | 0.89         | \$1,150,000  | 2,000,000   |             |  |           |   |           | 8,317,900          | 1.44         | 1,500,000                        | 0.25         | 1.69               |
| 2027/28 | 603,204,931       | 3.00%     | 5,570,150                   | 0.92         | 175,000  | 1,942,500   |             |  | \$937,500 |   |           | 8,625,150          | 1.45         | 1,500,000                        | 0.25         | 1.69               |
| 2028/29 | 621,268,049       | 3.00%     | 4,705,150                   | 0.76         | 325,000  | 1,933,750   |             | \$325,000  | 1,250,000 | \$300,000   | \$187,500 | 9,026,400          | 1.45         | 1,500,000                        | 0.24         | 1.69               |
| 2029/30 | 639,873,061       | 3.00%     | 4,175,150                   | 0.65         | 600,000  | 1,917,500   |             | 600,000  | 1,233,750 | 575,000   | 235,000   | 9,336,400          | 1.46         | 1,500,000                        | 0.23         | 1.69               |
| 2030/31 | 659,036,223       | 3.00%     | 4,165,150                   | 0.63         | 750,000  | 1,887,500   |             | 725,000  | 1,203,750 | 725,000   | 206,250   | 9,662,650          | 1.47         | 1,500,000                        | 0.23         | 1.69               |
| 2031/32 | 678,774,279       | 3.00%     | 4,175,150                   | 0.62         | 300,000  | 1,850,000   |             | 875,000  | 1,167,500 | 1,075,000   | 170,000   | 9,612,650          | 1.42         |                                  |              | 1.42               |
| 2032/33 | 699,104,478       | 3.00%     | 4,168,150                   | 0.60         | 600,000  | 1,835,000   |             | 975,000  | 1,123,750 | 1,125,000   | 116,250   | 9,943,150          | 1.42         |                                  |              | 1.42               |
| 2033/34 | 720,044,582       | 3.00%     | 5,942,150                   | 0.83         |  | 1,805,000   |             | 175,000  | 1,075,000 | 1,200,000   | 60,000    | 10,257,150         | 1.42         |                                  |              | 1.42               |
| 2034/35 | 741,612,889       | 3.00%     | 5,923,400                   | 0.80         | 875,000  | 1,805,000   |             | 875,000  | 1,066,250 |   |           | 10,544,650         | 1.42         |                                  |              | 1.42               |
| 2035/36 | 763,828,246       | 3.00%     | 6,085,650                   | 0.80         | 1,000,000  | 1,761,250   |             | 1,000,000  | 1,022,500 |   |           | 10,869,400         | 1.42         |                                  |              | 1.42               |
| 2036/37 | 786,710,064       | 3.00%     | 5,593,150                   | 0.71         | 1,475,000  | 1,711,250   |             | 1,450,000  | 972,500   |   |           | 11,201,900         | 1.42         |                                  |              | 1.42               |
| 2037/38 | 802,422,245       | 2.00%     | 3,750,150                   | 0.47         | 3,425,000  | 1,637,500   |             | 1,425,000  | 900,000   |   |           | 11,137,650         | 1.39         |                                  |              | 1.39               |
| 2038/39 | 818,448,670       | 2.00%     | 2,423,750                   | 0.30         | 3,600,000  | 1,466,250   |             | 1,500,000  | 828,750   |   |           | 9,818,750          | 1.20         |                                  |              | 1.20               |
| 2039/40 | 834,795,623       | 2.00%     | 2,403,750                   | 0.29         | 3,775,000  | 1,286,250   |             | 1,575,000  | 753,750   |   |           | 9,793,750          | 1.17         |                                  |              | 1.17               |
| 2040/41 | 851,469,516       | 2.00%     | 2,405,000                   | 0.28         | 3,975,000  | 1,097,500   |             | 1,650,000  | 675,000   |   |           | 9,802,500          | 1.15         |                                  |              | 1.15               |
| 2041/42 | 868,476,886       | 2.00%     | 2,426,250                   | 0.28         | 4,175,000  | 898,750     |             | 1,750,000  | 592,500   |   |           | 9,842,500          | 1.13         |                                  |              | 1.13               |
| 2042/43 | 885,824,404       | 2.00%     | 2,441,250                   | 0.28         | 4,375,000  | 690,000     |             | 1,825,000  | 505,000   |   |           | 9,836,250          | 1.11         |                                  |              | 1.11               |
| 2043/44 | 903,518,872       | 2.00%     |                             |              | 4,600,000  | 471,250     |             | 1,925,000  | 413,750   |   |           | 7,410,000          | 0.82         |                                  |              | 0.82               |
| 2044/45 | 921,567,229       | 2.00%     |                             |              | 4,825,000  | 241,250     |             | 2,025,000  | 317,500   |   |           | 7,408,750          | 0.80         |                                  |              | 0.80               |
| 2045/46 | 939,976,554       | 2.00%     |                             |              |  |             |             | 2,100,000  | 216,250   |   |           | 2,316,250          | 0.25         |                                  |              | 0.25               |
| 2046/47 | 958,754,065       | 2.00%     |                             |              |  |             |             | 2,225,000  | 111,250   |   |           | 2,336,250          | 0.24         |                                  |              | 0.24               |
|         |                   |           | \$79,557,950                |              | \$40,000,000   |             |             | \$25,000,000   |           | \$5,000,000   |           |                    |              |                                  |              |                    |

\* Estimated, subject to change. See assumptions on following page.

## Estimated Debt Service Requirements and Projected Impact on Secondary Bond Tax Rate\*

---

\* Estimated, subject to change.

- (a) Fiscal year 2025/26 is actual and reflects a 3.22% increase. Subsequent fiscal years estimated as provided in column (3), per the District. Values are also adjusted to reflect the statutory assessment ratio phase down in class 1 from 16.0% in 2025/26 to 15.5% in 2026/27 and 15.0% in 2027/28 and fiscal years thereafter.
- (b) Fiscal year 2025/26 includes the estimated Salt River Project in-lieu valuation in the amount of \$1,101,000. Fiscal years thereafter include the Salt River Project in-lieu valuation reduced by 0.00% annually.
- (c) Secondary tax rates are per \$100 of assessed valuation. Fiscal year 2025/26 assume a delinquency rate of 3.00%. Subsequent projected tax rates are not adjusted for interest earnings, arbitrage rebate or delinquent tax collections (if any).
- (d) Capacity is calculated using the following assumptions: Fiscal year 2025/26 is actual and reflects a 3.02% decrease. Subsequent fiscal years assume 5.00% growth, per the District.

***Note: The information in this analysis is not intended to be used as the primary basis for determining an issuer's bonding capacity, tax rate or ability to sell bonds. This analysis is based on assumptions provided by sources considered to be reliable, including the issuer, but is not guaranteed as to accuracy and does not purport to be complete. Any information expressed in this analysis is subject to change.***

Stifel, Nicolaus & Company, Incorporated (“Stifel”) has been engaged or appointed to serve as an underwriter or placement agent with respect to a particular issuance of municipal securities to which the attached material relates and Stifel is providing all information and advice contained in the attached material in its capacity as underwriter or placement agent for that particular issuance. As outlined in the SEC’s Municipal Advisor Rule, Stifel has not acted, and will not act, as your municipal advisor with respect to the issuance of the municipal securities that is the subject to the engagement.

Stifel is providing information and is declaring to the proposed municipal issuer that it has done so within the regulatory framework of MSRB Rule G-23 as an underwriter (by definition also including the role of placement agent) and not as a financial advisor, as defined therein, with respect to the referenced proposed issuance of municipal securities. The primary role of Stifel, as an underwriter, is to purchase securities for resale to investors in an arm’s-length commercial transaction. Serving in the role of underwriter, Stifel has financial and other interests that differ from those of the issuer. The issuer should consult with its own financial and/or municipal, legal, accounting, tax and other advisors, as applicable, to the extent it deems appropriate.

These materials have been prepared by Stifel for the client or potential client to whom such materials are directly addressed and delivered for discussion purposes only. All terms and conditions are subject to further discussion and negotiation. Stifel does not express any view as to whether financing options presented in these materials are achievable or will be available at the time of any contemplated transaction. These materials do not constitute an offer or solicitation to sell or purchase any securities and are not a commitment by Stifel to provide or arrange any financing for any transaction or to purchase any security in connection therewith and may not be relied upon as an indication that such an offer will be provided in the future. Where indicated, this presentation may contain information derived from sources other than Stifel. While we believe such information to be accurate and complete, Stifel does not guarantee the accuracy of this information. This material is based on information currently available to Stifel or its sources and is subject to change without notice. Stifel does not provide accounting, tax or legal advice; however, you should be aware that any proposed indicative transaction could have accounting, tax, legal or other implications that should be discussed with your advisors and/or counsel as you deem appropriate.

OSBORN SCHOOL DISTRICT NO. 8

September 16, 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 consider, and if deemed advisable, to adopt a resolution authorizing the issuance and sale of school improvement bonds of the District.**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

The following documents are included for Governing Board review:

Certificate of Meeting  
Bond Resolution

**Legal**

**Financial**

Increased Debt Service Schedule, to be fully funded by local tax rate.

**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 a resolution authorizing the issuance and sale of school improvement bonds of the district.

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

**CERTIFICATE**

The undersigned is the duly appointed and qualified President of the Governing Board of Osborn Elementary School District No. 8 of Maricopa County, Arizona, and hereby certifies that attached hereto is a true and correct copy of: (i) the agenda for the meeting of the Governing Board held on September 16, 2025 (the “*Meeting*”), and that said agenda was on file in the administration office and posted in the usual place of posting notices for the District, including the District’s website, for not less than twenty-four (24) hours prior to the call to order of the Meeting; and (ii) a resolution of said Board adopted at such Meeting; and further certifies that the resolution was passed and adopted by the Governing Board on September 16, 2025; that a quorum was present at such Meeting and at the time the resolution was adopted; that said resolution was adopted by a vote of \_\_\_\_ ayes, \_\_\_\_ nays, \_\_\_\_ abstained and \_\_\_\_ was/were absent; that said resolution has been executed by the proper officer(s) of the District; and said resolution, as executed, is on file in the District administration office and further certifies that the District’s website also states where public notices and agendas are physically and electronically posted.

Dated: September 16, 2025.

\_\_\_\_\_  
President, Governing Board



## **RESOLUTION**

**RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF OSBORN ELEMENTARY SCHOOL DISTRICT NO. 8 OF MARICOPA COUNTY, ARIZONA SCHOOL IMPROVEMENT BONDS, PROJECT OF 2023, SERIES B (2025); DELEGATING THE AUTHORITY TO APPROVE CERTAIN MATTERS WITH RESPECT TO THE BONDS; PROVIDING FOR THE ANNUAL LEVY OF A TAX FOR THE PAYMENT OF THE BONDS; AUTHORIZING THE APPOINTMENT OF AN UNDERWRITER OR A PLACEMENT AGENT, AS APPLICABLE, AND A BOND REGISTRAR, TRANSFER AGENT AND PAYING AGENT; AUTHORIZING THE ACCEPTANCE OF A PROPOSAL FOR THE PURCHASE OF THE BONDS AND PROVIDING FOR THE DISPOSITION OF THE PROCEEDS THEREOF; APPROVING THE FORM OF THE BONDS AND CERTAIN DOCUMENTS AND AUTHORIZING COMPLETION, EXECUTION AND DELIVERY THEREOF; DELEGATING THE AUTHORITY TO APPROVE THE METHOD OF SALE AND TO APPROVE AND DEEM FINAL A FORM OF PRELIMINARY OFFICIAL STATEMENT, IF APPLICABLE; ADOPTING CERTAIN WRITTEN ISSUANCE AND POST-ISSUANCE TAX COMPLIANCE PROCEDURES IN CONNECTION WITH THE ISSUANCE OF THE BONDS OF THE DISTRICT; AND RATIFYING ALL ACTIONS TAKEN OR TO BE TAKEN TO FURTHER THIS RESOLUTION.**

**WHEREAS**, Osborn Elementary School District No. 8 of Maricopa County, Arizona (the “*District*”), held a special bond election in and for the District on November 7, 2023 (the “*Election*”), at which a majority of the qualified electors voting at the Election authorized the issuance of school improvement bonds; and

**WHEREAS**, the Governing Board of the District (the “*Board*”) intends to issue bonds in the aggregate principal amount of not to exceed \$40,000,000 (the “*Bonds*”) on a tax-exempt or taxable basis for the purpose of making school improvements in accordance with the authority granted at the Election and for the purpose of paying a portion of the costs of issuance of the Bonds; and

**WHEREAS**, the Board intends to issue the Bonds through any or all of the following methods as determined by the Superintendent of the District (the “*Superintendent*”) or the Chief Operations Officer of the District (the “*Chief Operations Officer*”): (i) a negotiated sale to Stifel, Nicolaus & Company, Incorporated, as underwriter (the “*Underwriter*”), not acting as a municipal advisor (as defined in the Securities and Exchange Commission’s Municipal Advisor Rule), and pursuant to the Strategic Alliance for Volume Expenditures (SAVE) Cooperative Response Proposal #C-005-2223 (the “*SAVE Contract*”); (ii) a sale directly to one or more banks or financial institutions submitting a proposal in response to a request for proposals, prepared by Stifel, Nicolaus & Company, Incorporated, as placement agent (the “*Placement Agent*”), not acting as a municipal advisor (as defined in the Securities and Exchange Commission’s Municipal Advisor Rule) and pursuant to the SAVE Contract and/or (iii) a private placement by the Placement Agent with any Arizona County Treasurer (the “*Treasurer*”), and pursuant to the SAVE Contract, in each case on such terms as may hereafter be approved by the Superintendent or Chief Operations Officer; and

**WHEREAS**, by this resolution, the Superintendent or the Chief Operations Officer are each hereby authorized and directed to determine on behalf of the District: (i) which of the Bonds, if any, will be sold through a negotiated sale to the Underwriter pursuant to a bond purchase agreement (the “*Bond Purchase Agreement*”), in substantially the form submitted to and on file with the Board, or (ii) which of the Bonds, if any, will be placed pursuant to the terms of a placement agent agreement between the District and the Placement Agent (the “*Placement Agent Agreement*”), in customary form as approved by the District’s bond counsel, Gust Rosenfeld P.L.C. (“*Bond Counsel*”); and

**WHEREAS**, the Bonds will be sold by negotiation to the Underwriter pursuant to the Bond Purchase Agreement or placed with other bond purchaser(s) (collectively, with the Underwriter, the “*Purchaser*”) pursuant to the terms of the placement provided in the Placement Agent Agreement, the terms of such placement may be evidenced by a written certificate, receipt or other purchase commitment (collectively, with the Bond Purchase Agreement, the “*Purchase Contract*”) when the final terms of the sale have been determined for the sale or placement of the Bonds to the Purchaser; and

**WHEREAS**, within and by the parameters set forth in this resolution, the Board shall authorize the execution, issuance and sale of the Bonds and their delivery to the Purchaser in accordance with the Purchase Contract at such prices, interest rates, maturities and redemption features as may be hereafter determined;

**NOW, THEREFORE, IT IS RESOLVED BY THE GOVERNING BOARD OF OSBORN ELEMENTARY SCHOOL DISTRICT NO. 8 OF MARICOPA COUNTY, ARIZONA, AS FOLLOWS:**

**Section 1.     Authorization.** The Board hereby authorizes the Bonds to be executed, issued and sold in an aggregate principal amount of not to exceed \$40,000,000 in one or more series on one or more issuance dates. The Bonds shall be designated Osborn Elementary School District No. 8 of Maricopa County, Arizona School Improvement Bonds, Project of 2023, Series B (2025), and the Bonds shall be executed, issued and sold in accordance with the provisions of this resolution and delivered against payment therefor by the Purchaser. The series designation of the Bonds may change if the Bonds are not sold in calendar year 2025, or are sold in more than one series, and all or a portion of the Bonds may be designated as “tax-exempt” or “taxable” under the Code (as defined herein) as provided in Section 13 hereof.

**Section 2.     Terms.**

A.     **Bonds.** The Bonds shall be dated as of the date set forth in the Purchase Contract, shall mature on January 1 or July 1 in some or all of the years 2026 through 2045, inclusive, and shall bear interest, which interest rate may vary within a maturity, from their date to the maturity or earlier redemption of each of the Bonds, provided that the yield (as determined pursuant to the regulations of the Internal Revenue Code of 1986, as amended (the “*Code*”)), shall not exceed 5.25%. The Bonds shall be classified as “Class B” bonds for all purposes of Arizona Revised Statutes (“A.R.S.”), Title 15, Chapter 4, Article 5, and Chapter 9, Article 7.

The principal amount maturing in each year, the interest rates applicable to each maturity, the optional and mandatory redemption provisions and any other final terms of the Bonds shall be as set forth in the Purchase Contract and approved by the Board President (the “*President*”), any other member of the Board, the Superintendent or the Chief Operations Officer (collectively, the “*Authorized Officers*” and each an “*Authorized Officer*”), and such approval shall be evidenced by the execution and delivery of the Purchase Contract. The Bonds shall be issued in fully registered book-entry-only form in denominations of \$5,000 of principal amount each or integral multiples thereof (or in denominations of \$100,000 each or integral multiples of \$1,000 in excess thereof in the event the Bonds are issued in a direct or private placement), equal to the respective year’s maturity amount. If the Book-Entry-Only System (as defined herein) is discontinued or not used, the Bonds shall be issued in fully registered book-entry-only form in denominations of \$5,000 each or integral multiples thereof if sold to the Underwriter in a negotiated sale. Interest on the Bonds shall be payable semiannually on each January 1 and July 1 (each an “*Interest Payment Date*”) during the term of the Bonds, commencing January 1, 2026 (or such other date as set forth in the Purchase Contract).

Notwithstanding any other provisions of this resolution, so long as the Bonds, or any portion thereof, are owned by the Treasurer, or any other entity for which such Treasurer acts as Treasurer, the Treasurer may without notice to the District set off any amount of interest that has come due or principal that has matured, from the District’s debt service account.

B. Book-Entry-Only System. So long as the Bonds are administered under the book-entry-only system (the “*Book-Entry-Only System*”) described in the Letter of Representations (as defined herein), the District shall pay periodic principal and interest payments to Cede & Co. or its registered assigns in same-day funds no later than the time established by The Depository Trust Company, a New York trust company (“*DTC*”) on each interest or principal payment date (or in accordance with then existing arrangements between the District and DTC). The District has previously entered into an agreement (the “*Letter of Representations*”) with DTC in connection with the issuance of the District’s bonds including the Bonds (if sold to the Underwriter in a negotiated sale or otherwise requiring the use of a securities depository) and, while the Letter of Representations is in effect, the procedures established therein shall apply to the Bonds (if sold to the Underwriter in a negotiated sale or otherwise requiring the use of a securities depository).

C. Registration. If the Book-Entry-Only System is discontinued or not used, the Registrar’s (as defined herein) registration books shall show the registered owner or owners of the Bonds (collectively, the owner or owners of the Bonds as shown on the Registrar’s registration books shall be referred to as “*Owner*” or “*Owners*”). While the Bonds are subject to the Book-Entry-Only System, the Bonds shall be registered in the name of Cede & Co. or its registered assigns. The Bonds shall be administered by the Registrar in a manner which assures against double issuance and provides a system of transfer of ownership on the books of the Registrar in the manner set forth in the Bonds. The District recognizes that Section 149(a) of the Code requires the Bonds to be issued and to remain in fully registered form in order that interest thereon is exempt from federal income taxation under laws in force at the time the Bonds are delivered, if applicable. In this connection, the District agrees that it will not take any action to permit the Bonds to be

issued in or converted into bearer or coupon form, if applicable, without the consent of the Board and approval of Bond Counsel.

D. Payment. If the Book-Entry-Only System is discontinued or not used, interest on the Bonds shall be payable on each Interest Payment Date by check mailed to the Owner or Owners thereof at the Owner's address all as shown on the registration books maintained by the Registrar as of the fifteenth (15<sup>th</sup>) day of the month preceding an Interest Payment Date (the "*Record Date*").

If the Book-Entry-Only System is discontinued or not used, principal of the Bonds shall be payable, when due, only upon presentation and surrender of the Bond at the designated corporate trust office of the Paying Agent (as defined herein). Upon written request of a registered owner of at least \$1,000,000 in principal amount of Bonds not less than twenty (20) days prior to an Interest Payment Date, all payments of interest and, if adequate provision for surrender is made, principal shall be paid by wire transfer in immediately available funds to an account within the United States of America designated by such Owner. Regardless of any other provision of this resolution, the Bond, or any other related document, is not required to be presented or surrendered to the Paying Agent by the Owner as a condition to any sinking fund payment due on the Bonds, except upon final maturity of the Bonds.

Notwithstanding any other provision of this resolution, payment of principal of and interest on any Bond that is held by a securities depository or that is subject to the Book-Entry-Only System may be paid by the Paying Agent by wire transfer in "same-day funds."

E. Other Terms. The Bonds shall have such other terms and provisions as are set forth in substantially the form attached as Exhibit A hereto and shall be sold under the terms and conditions set forth in the Purchase Contract.

### **Section 3. Prior Redemption.**

A. Optional Redemption. The Bonds may be subject to optional redemption as set forth in the Purchase Contract.

B. Mandatory Redemption. The Bonds may be subject to mandatory redemption as set forth in the Purchase Contract.

Whenever Bonds subject to mandatory redemption are purchased, redeemed (other than pursuant to mandatory redemption) or delivered by the District to the Registrar for cancellation, the principal amount of the Bonds so retired shall satisfy and be credited against the mandatory redemption requirements for such Bonds for such years as the District may direct.

C. Notice of Redemption.

(1) So long as the Bonds are held under the Book-Entry-Only System, notices of redemption will be sent to DTC in the manner required by DTC. If the Book-Entry-Only System is discontinued or not used, notice of redemption of any Bond will be mailed to the registered owner of the Bond or Bonds being redeemed at the address shown on the bond register maintained

by the Registrar not more than sixty (60) nor less than thirty (30) days prior to the date set for redemption. Notice of redemption may be sent to any securities depository by mail, facsimile transmission, wire transmission or any other means of transmission of the notice generally accepted by the respective securities depository. Neither the failure of any registered Owner of Bonds to receive a notice of redemption nor any defect therein will affect the validity of the proceedings for redemption of Bonds as to which proper notice of redemption was given.

(2) If the Bonds are sold to the Underwriter, notice of any redemption will also be sent to the Municipal Securities Rulemaking Board (the “MSRB”), if applicable, currently through MSRB’s Electronic Municipal Market Access system, in the manner required by the MSRB, but no defect in said further notice or record nor any failure to give all or a portion of such further notice shall in any manner defeat the effectiveness of a call for redemption if notice thereof is given as prescribed above.

(3) If moneys for the payment of the redemption price and accrued interest are not held in separate accounts by the District, the Treasurer of Maricopa County, Arizona (the “*Maricopa County Treasurer*”) or the Paying Agent prior to sending the notice of redemption, such redemption shall be conditional on such moneys being so held on the date set for redemption and if not so held by such date, the redemption shall be cancelled and be of no force and effect.

D. Effect of Call for Redemption. On the date designated for redemption by notice given as herein provided and if sufficient moneys are then available to pay the full redemption prices on the Bonds then subject to redemption, the Bonds so called for redemption shall become and be due and payable at the redemption price provided for redemption of such Bonds on such date, and, if moneys for payment of the redemption price are held in separate accounts by the Paying Agent, interest on such Bonds or portions of such Bonds so called for redemption shall cease to accrue, such Bonds shall cease to be entitled to any benefit or security hereunder and the Owners of such Bonds shall have no rights in respect thereof except to receive payment of the redemption price thereof and such Bonds shall be deemed paid and no longer outstanding.

E. Redemption of Less than All of a Bond. The District may redeem an amount which is included in a Bond in the denomination equal to or in excess of, but divisible by \$5,000 if sold in a negotiated sale by the Underwriter, or \$1,000 if placed by the Placement Agent. In that event, the Owner shall submit the Bond for partial redemption and the Paying Agent shall make such partial payment and the Registrar shall cause to be issued a new Bond of the same series in a principal amount equal to the unpaid amount remaining on such Bond after the redemption to be authenticated and delivered to the Owner thereof.

F. Defeasance. Any Bond or portion thereof in authorized denominations shall be deemed defeased and thereafter shall have no claim on ad valorem taxes levied on taxable property in the District if (i) there is deposited with a bank or comparable financial institution, in trust, obligations issued by or guaranteed by the United States government (“*Defeasance Obligations*”) or moneys, or both, which, with the maturing principal of and interest on such Defeasance Obligations and the moneys so deposited will be sufficient, as evidenced by a certificate or report of an accountant, to pay the principal of, premium, if any, and interest on such Bond or portion thereof as the same matures, comes due or becomes payable upon prior redemption

and (ii) such defeased Bond or portion thereof is to be redeemed prior to maturity, notice of such redemption has been given in accordance with provisions hereof or the District has submitted to the Registrar and Paying Agent instructions expressed to be irrevocable as to the date upon which such Bond or portion thereof is to be redeemed and as to the giving of notice of such redemption. If the maturing principal on the Defeasance Obligations or other moneys, or both, is sufficient to pay the principal of, premium, if any, and interest on such Bond or portion thereof as the same matures, comes due or becomes payable upon prior redemption, a certificate or report of an accountant shall not be required. Bonds, the payment of which has been provided for in accordance with this section, shall no longer be deemed payable or outstanding hereunder and thereafter such Bonds shall be entitled to payment only from the moneys or Defeasance Obligations deposited to provide for the payment of such Bonds.

**Section 4. Security.** For the purpose of paying the principal of, premium, if any, and interest on and costs of administration for the Bonds, there shall be levied on all the taxable property in the District a continuing, direct, annual, ad valorem tax sufficient to pay all such principal, interest and costs of administration for the Bonds as the same becomes due, such taxes to be levied, assessed and collected at the same time and in the same manner as other taxes are levied, assessed and collected. The proceeds of the taxes shall be deposited to an account kept by the Maricopa County Treasurer and accounted for either electronically or in books as a special fund of the District entitled the “Debt Service Fund” of the District and shall be used only for the payment of principal of, interest on, premium, if any, or costs of administration as above-stated. If, for any reason, the amount on deposit in the District’s Debt Service Fund is insufficient to pay the principal of, interest on and premium, if any, due on the Bonds on the date of payment, the District hereby authorizes the Maricopa County Treasurer to pay such deficiency from any District funds lawfully available therefor.

**Section 5. Use of Proceeds.** Upon the delivery of and payment for the Bonds in accordance with the terms of their sale, the proceeds from the sale of the Bonds, after payment of any Underwriter’s discount and the cost of any bond insurer or credit enhancement, shall be set aside and deposited by the Maricopa County Treasurer in a separate fund entitled the “Bond Building Fund” of the District.

The proceeds of the Bonds shall be expended only for the purposes set forth in the ballot and informational pamphlet used at the Election wherein issuance of the Bonds was approved (except for such changes allowed by law) and to pay the costs of issuance of the Bonds and the cost of bond insurance or credit enhancement, if applicable. Any premium received from the sale of the Bonds shall be used to pay (i) the Underwriter’s compensation (if applicable), (ii) any other costs of issuance lawfully payable from such proceeds, (iii) as a deposit to the District’s Debt Service Fund and used only to pay interest on the Bonds, and/or (iv) for the purposes set forth in the ballot and informational pamphlet used at the Election so long as (a) the District has voter authorization and available capacity under its debt limitations and (b) the amount of such premium used for such purpose will reduce in an equal amount both the available aggregate indebtedness capacity of the District and the principal amount authorized at the Election.

**Section 6. Form of Bonds.** Pursuant to A.R.S. § 35-491, a fully registered bond form is adopted as an alternative to the form of bond provided in A.R.S. § 15-1023. So long as the Book-Entry-Only System is in effect, the Bonds shall be in substantially the form of

Exhibit A attached hereto and incorporated by reference herein, with such necessary and appropriate omissions, insertions and variations as are permitted or required hereby or by the Purchase Contract and are approved by those officers executing the Bonds; execution thereof by such officers shall constitute conclusive evidence of such approval.

The Bonds may have notations, legends or endorsements required by law, securities exchange rule or usage. Each Bond shall show both the date of the issue and the date of such Bond's authentication and registration. The Bonds are prohibited from being converted to coupon or bearer form without the consent of the Board and approval of Bond Counsel. If the Book-Entry-Only System is used and at any time discontinued or not used, the Bonds shall be reissued and transferred in the form of Bond to be prepared at that time.

**Section 7. Execution of Bonds and Other Documents.**

A. Bonds. The Bonds shall be executed for and on behalf of the District by its President by manual or facsimile signature. If an officer whose signature is on a Bond no longer holds that office at the time the Bond is authenticated and registered, such Bond shall nevertheless be valid.

A Bond shall not be valid or binding until authenticated by the manual signature of an authorized representative of the Registrar. The signature of the authorized representative of the Registrar shall be conclusive evidence that such Bond has been authenticated and issued pursuant to this resolution.

B. Purchase Contract.

(1) Bond Purchase Agreement. The form of the Bond Purchase Agreement, in substantially the form submitted to and now on file with the Board, between the District and the Underwriter is hereby approved. If the Bonds are sold to the Underwriter, the Authorized Officers are each hereby directed to cause the Bond Purchase Agreement to be completed and are each hereby authorized to execute the Bond Purchase Agreement to reflect the terms of the Bonds, including the price at which the Bonds are sold and provisions for original issue premium or original issue discount with respect thereto on behalf of the District. The execution and delivery of the Bond Purchase Agreement as completed shall be conclusive evidence of such approval of the final terms and provisions.

(2) Placement Agent Agreement. If the Bonds are placed by the Placement Agent, the Authorized Officers are each hereby directed to cause the Placement Agent Agreement, in customary form as approved by Bond Counsel, to be completed and are each hereby authorized to execute the Placement Agent Agreement to reflect the terms of the Bonds, including the price at which the Bonds are sold and provisions for original issue premium or original issue discount with respect thereto on behalf of the District. The execution and delivery of the Placement Agent Agreement as completed shall be conclusive evidence of such approval of the final terms and provisions.

C. Registrar Contract. The form of registrar's contract concerning duties of the Registrar and Paying Agent for the Bonds, in substantially the form submitted to and on file

with the Board, is hereby approved and the Authorized Officers are each hereby authorized and directed to execute such contract on behalf of the District with such necessary and appropriate omissions, insertions and variations as are permitted or required hereby and are approved by the Authorized Officers and cause such respective contract to be delivered. Execution by any such Authorized Officer shall constitute conclusive evidence of such approval.

D. Continuing Disclosure Undertaking. In order to comply with the provisions of Section 240.15c2-12, General Rules and Regulations, Securities Exchange Act of 1934 (the “Rule”), unless an exemption from the terms and provisions of the Rule is applicable to the Bonds, the Superintendent or the Chief Operations Officer are each hereby authorized and directed to prepare, execute and deliver on behalf of the District a written agreement or undertaking for the benefit of the Owners (including beneficial owners) of the Bonds, in substantially the form submitted to and on file with the Board. The written agreement or undertaking shall contain such terms and provisions as are necessary to comply with the Rule including, but not limited to (i) an agreement to provide to MSRB the financial information or operating data presented in the final official statement, as determined by mutual agreement between the Superintendent or the Chief Operations Officer and the Underwriter, and audited financial statements of the District and (ii) an agreement to provide listed events disclosure to MSRB.

E. Official Statement. If applicable, the preparation and dissemination of a preliminary official statement with respect to the Bonds is hereby authorized and approved. Its distribution by the Underwriter is hereby authorized and approved, in substantially the form submitted to and on file with the Board and will be used if the Bonds are sold in a negotiated sale. The preliminary official statement shall be in a form that is approved and deemed as “final” for all purposes of the Rule, by any of the Authorized Officers. The Authorized Officers are each hereby authorized and directed to approve and cause a final official statement (the “*Official Statement*”), in substantially the form of the preliminary official statement referred to above, to be prepared and distributed in connection with the sale of the Bonds. The Authorized Officers are each hereby authorized and approved to execute and deliver the Official Statement on behalf of the District, and such execution shall be conclusive evidence of such approval.

**Section 8. Mutilated, Lost or Destroyed Bonds.** In case any Bond becomes mutilated or destroyed or lost, the District shall cause to be executed, authenticated and delivered a new Bond of like date and tenor in exchange and substitution for and upon the cancellation of the mutilated Bond or in lieu of and in substitution for the Bond destroyed or lost, upon the Owner’s paying the reasonable expenses and charges of the Registrar and the District in connection therewith and, in the case of the Bond destroyed or lost, filing with the Registrar and the Maricopa County Treasurer evidence satisfactory to the Registrar and the Maricopa County Treasurer that such Bond was destroyed or lost, and furnishing the Registrar and the Maricopa County Treasurer with a sufficient indemnity bond pursuant to A.R.S. § 47-8405.

**Section 9. Method of Sale.** The Board hereby directs the Superintendent or the Chief Operations Officer to determine if the Bonds will be sold through: (i) a public offering via a negotiated sale; (ii) a private placement with a bank or financial institution and/or (iii) a private placement with the Treasurer, and authorizes the sale or placement of the Bonds and authorizes the Authorized Officers to take any action and make any modifications to the documents described in Section 7 hereof to accomplish the purposes of this resolution.



**Section 10. Acceptance of Offer; Sale of Bonds; Purchase Contract**

**Approval.** If the Bonds are sold to the Underwriter, the Underwriter will propose to purchase the Bonds pursuant to the Bond Purchase Agreement, in substantially the form submitted to and now on file with the Board. Such proposal as supplemented by the final terms as contemplated by this resolution is hereby accepted. When the final terms of the Bonds are known, the Bond Purchase Agreement shall be finalized. The Authorized Officers are each hereby authorized and directed to cause the Bond Purchase Agreement to be completed and/or executed; provided, however, that the parameters of this resolution shall govern the Bond Purchase Agreement and none of the Authorized Officers are authorized to insert in the Bond Purchase Agreement any terms or conditions which would be contrary to this resolution. Upon the completion, execution and delivery of the Bond Purchase Agreement, the Bonds are ordered sold to the Underwriter pursuant to the Bond Purchase Agreement.

If the Bonds are placed by the Placement Agent, the Placement Agent will place the Bonds pursuant to the Placement Agent Agreement, in customary form as approved by Bond Counsel. Such proposal as supplemented by the final terms as contemplated by this resolution is hereby accepted. When the final terms of the Bonds are known, the Placement Agent Agreement shall be finalized. The Authorized Officers are each hereby authorized and directed to cause the Placement Agent Agreement to be completed and/or executed; provided, however, that the parameters of this resolution shall govern the Placement Agent Agreement and none of the Authorized Officers are authorized to insert in the Placement Agent Agreement any terms or conditions which would be contrary to this resolution. Upon the completion, execution and delivery of the Placement Agent Agreement, the Bonds are ordered to be placed with the Purchaser pursuant to the Placement Agent Agreement.

The Maricopa County Treasurer is hereby authorized and directed to receive payment for the Bonds in accordance with the terms of the Purchase Contract. Any other provisions of this resolution to the contrary notwithstanding, the Bonds, in aggregate, shall not be sold for less than par and any net premium on the Bonds shall only be used in the manner permitted by Arizona law.

**Section 11. Registrar and Paying Agent.** The District shall maintain an office or agency where the Owners of the Bonds shall be recorded in the registration books and the Bonds may be presented for registration or transfer (such entity performing such function shall be the “*Registrar*”). The District shall maintain an office or agency where Bonds may be presented for payment (such entity performing such function shall be the “*Paying Agent*”). Bonds shall be paid by the Paying Agent in accordance with Section 2(D) of this resolution. The District may appoint one or more co-Registrars or one or more additional Paying Agents. The Registrar and Paying Agent may make reasonable rules and set reasonable requirements for their respective functions with respect to the Owners of the Bonds.

The Superintendent or Chief Operations Officer shall solicit pricing quotes to act as Registrar and Paying Agent with respect to the Bonds and shall select a Registrar and Paying Agent in the best interests of the District. If the Treasurer purchases all or a portion of the Bonds, the Treasurer may act as Registrar and Paying Agent with respect to such portion of the Bonds. The District or the Treasurer may change the Registrar or Paying Agent without notice to or consent of Owners of the Bonds and the District may act in any such capacity.

Each Paying Agent shall be required to agree in writing that the Paying Agent shall hold in trust for the benefit of the Owners of the Bonds all moneys held by the Paying Agent for the payment of principal of and interest and any premium on the Bonds.

The Registrar may appoint an authenticating agent acceptable to the District to authenticate Bonds. An authenticating agent may authenticate Bonds whenever the Registrar may do so. Each reference in this resolution to authentication by the Registrar includes authentication by an authenticating agent acting on behalf and in the name of the Registrar and subject to the Registrar's direction.

If the Bonds are privately placed, the Bonds may not be transferred unless (i) any transferee is an Approved Investor (as defined herein) and (ii) such transferee provides the Registrar with a completed Investor Letter, in customary form and approved by Bond Counsel (the "*Investor Letter*"). For the purposes of the Bonds, "*Approved Investor*" means a "qualified institutional buyer," as such term is defined in Rule 144A of the Securities Act of 1933, as amended (the "*Securities Act*"), or an "accredited investor" (excluding natural persons) as defined in Rule 501(a)(1), (2), (3), or (7) of the Securities Act, who executes the Investor Letter. The District and Purchaser may provide other terms and provisions for signatures, authentication, registration, transfer and exchange of the Bonds in the Purchase Contract.

The Registrar shall keep a separate register for the Bonds. If the Book-Entry-Only System is discontinued or not used, the register shall show the Owners of the Bonds, and any transfer of the Bonds. If the Book-Entry-Only System is discontinued or not used, when Bonds are presented to the Registrar or a co-Registrar with a request to register a transfer, the Registrar shall register the transfer on the proper registration books if its requirements for transfer are met and shall authenticate and deliver one or more Bonds registered in the name of the transferee of the same principal or payment amount, maturity, series or payment date and rate of interest as the surrendered Bonds. All transfer fees and costs shall be paid by the transferor.

If the Book-Entry-Only System is discontinued or not used, the Registrar may, but shall not be required to, transfer or exchange any Bonds during the period commencing on the Record Date to and including the respective Interest Payment Date. The Registrar may but need not register the transfer of a Bond which has been selected for redemption and need not register the transfer of any Bond for a period of fifteen (15) days before a selection of Bonds to be redeemed; if the transfer of any Bond which has been called or selected for call for redemption in whole or in part is registered, any notice of redemption which has been given to the transferor shall be binding upon the transferee and a copy of the notice of redemption shall be delivered to the transferee along with the Bond or Bonds. If the Registrar transfers or exchanges Bonds within the period referred to above, interest on such Bonds shall be paid to the person who was the Owner at the close of business of the Registrar on the Record Date as if such transfer or exchange had not occurred.

The Registrar shall authenticate Bonds for original issue up to \$40,000,000 in aggregate principal amount upon the written request of the Maricopa County Treasurer. The aggregate principal amount of Bonds outstanding at any time may not exceed that amount except for replacement Bonds as to which the requirements of the Registrar and the District are met.

**Section 12. Resolution a Contract.** This resolution shall constitute a contract between the District and the Owners of the Bonds and shall not be repealed or amended in any manner which would impair, impede or lessen the rights of the Owners of the Bonds then outstanding. The performance by the Board of the obligations in this resolution and in the Bonds and the Purchase Contract is hereby authorized and approved, ordered and directed.

**Section 13. Tax Covenant.** All or a portion of the Bonds may be issued as “tax-exempt” bonds or “taxable” bonds for purposes of the Code, as determined by the Superintendent or the Chief Operations Officer, with the assistance of the Underwriter and/or Placement Agent, as applicable. This Section shall only apply to such Bonds designated by the District as “tax-exempt.”

In consideration of the purchase and acceptance of the Bonds by the owners thereof and, as authorized by A.R.S. Title 35, Chapter 3, Article 7, and in consideration of retaining the exclusion of interest income on the Bonds from gross income for federal income tax purposes, the Board covenants with the Owners from time to time of the Bonds to neither take nor fail to take any action which action or failure to act is within its power and authority and would result in interest income on the Bonds becoming subject to inclusion as gross income for federal income tax purposes under either laws existing on the date of issuance of the Bonds or such laws as they may be modified or amended.

The Authorized Officers are each hereby authorized to execute and deliver all closing documents incorporating the District’s representations necessary to exclude the interest on the Bonds from gross income for federal income tax purposes and other matters pertaining to the sale of the Bonds as required by Bond Counsel. The Superintendent or the Chief Operations Officer, the Maricopa County Treasurer or a partner of Bond Counsel are each authorized to execute and file, on behalf of the District information reporting returns and to file or deliver such other information as may be required by Section 149(e) of the Code.

The Board further authorizes the employment of such experts and consultants to make, as necessary, any calculations in respect of rebates to be made to the United States of America in accordance with Section 148(f) of the Code. The Authorized Officers are each hereby authorized to make any applicable elections necessary to avoid the rebate to the federal government of certain of the investment earnings attributable to the Bonds.

The District shall comply with such requirements and shall take any such actions as in the opinion of Bond Counsel are necessary to prevent interest income on the Bonds from becoming subject to inclusion in gross income for federal income tax purposes. Such requirements may include but are not limited to making further specific covenants; making truthful certifications and representations and giving necessary assurances; complying with all representations, covenants and assurances contained in certificates or agreements to be prepared by Bond Counsel; paying to the United States of America any required amounts representing yield reduction payments or rebates of arbitrage profits relating to the Bonds; filing forms, statements and supporting documents as may be required under the federal tax laws; limiting the term of and yield on investments made with moneys relating to the Bonds; and limiting the use of the proceeds of the Bonds and property financed thereby.

The Board hereby authorizes the Chief Operations Officer, or his or her designee, to represent and act for the District in all matters pertaining to the District's tax-exempt bonds, as may be necessary to comply, on a continuing basis, with the Internal Revenue Service, Securities and Exchange Commission and other governmental entities' requests, reporting requirements and post-issuance compliance policies and matters.

**Section 14. Certifications.** This section shall only apply to such Bonds designated by the District as tax-exempt. The District certifies as follows:

- A. The District is a governmental unit with general taxing powers;
- B. No bond which is a part of the Bonds to be issued in accordance with this resolution is a private activity bond as defined in Section 141 of the Code; and
- C. Ninety-five percent (95%) or more of the net proceeds of such issue are to be used for local government activities (i.e., school facilities) of the District.

The officers of the District charged with issuing the Bonds shall determine if the facts and conclusions stated in this Section are correct as of the date of issuance of the Bonds and, if correct, are authorized and directed to execute a certificate to that effect and cause the same to be delivered to the Purchaser of the Bonds.

**Section 15. Bonds Not Qualified Tax-Exempt Obligations.** The Bonds are not "qualified tax-exempt obligations" for purposes of Section 265(b)(3) of the Code.

**Section 16. Investment of Moneys.** Pursuant to A.R.S. §§ 15-1024 and 15-1025, subject to the provisions of Section 13 hereof, this resolution shall be construed as a request and continuing consent of the Board to invest moneys in the Debt Service Fund established for the Bonds and the proceeds of the Bonds deposited in the Bond Building Fund pending use in (i) any of the securities allowed by A.R.S. § 15-1025 and (ii) the local government investment pool established under A.R.S. § 35-326, so long as the pool only invests in securities allowed by A.R.S. § 15-1025. This resolution shall constitute the continuing consent of the Board to such investment and no further annual consent need be given; provided, however, that the District, acting through its Superintendent or Chief Operations Officer, may at any time provide written investment instructions to the Maricopa County Treasurer during any fiscal year and the Maricopa County Treasurer, to the extent such investments are lawful, is hereby directed to invest the moneys designated in the written instructions in the investments set forth in such instructions.

**Section 17. Ratification of Actions.** All actions of the officers and agents of the District which conform to the purposes and intent of this resolution and which further the issuance and sale of the Bonds as contemplated by this resolution whether heretofore or hereafter taken, are hereby ratified, confirmed and approved. The proper officers and agents of the District are hereby authorized and directed to do all such acts and things and to execute and deliver all such documents on behalf of the District as may be necessary to carry out the terms and intent of this resolution.

The Board hereby acknowledges Bond Counsel's representation of the Underwriter and/or Placement Agent, as applicable, in matters not involving the District or the Bonds and hereby consents to Bond Counsel's representation of the District in the matters set forth in this resolution.

**Section 18. Severability.** If any section, paragraph, subdivision, sentence, clause or phrase of this resolution is for any reason held to be illegal, invalid or unenforceable, such decision shall not affect the validity of the remaining portions of this resolution. The Board hereby declares that it would have adopted this resolution and each and every other section, paragraph, subdivision, sentence, clause or phrase hereof and authorized the issuance of the Bonds pursuant hereto irrespective of the fact that any one or more sections, paragraphs, subdivisions, sentences, clauses or phrases of this resolution may be held to be illegal, invalid or unenforceable.

**Section 19. Bond Insurance or Credit Enhancement.** The Authorized Officers are each hereby authorized and directed to purchase municipal bond insurance, surety bonds or other credit enhancement as may be deemed appropriate and beneficial to the District by its Superintendent or Chief Operations Officer and to enter into any obligations or agreements on behalf of the District to repay amounts paid thereon by the providers thereof and pay any delinquent interest at a rate not to exceed the yield set forth above. The Maricopa County Treasurer is hereby authorized to expend or cause to be expended Bond proceeds for the purchase of bond insurance or other credit enhancement for the Bonds or the Maricopa County Treasurer may receive an acknowledgement from the Purchaser that the premium or purchase price for the bond insurance or other credit enhancement has been paid from Bond proceeds as a portion of the purchase price of the Bonds.

**Section 20. Issuance and Post-Issuance Compliance Procedures.** The form of the Issuance and Post-Issuance Compliance Procedures Relating to Tax-Exempt Bonds and Other Tax-Exempt Financings in substantially the form attached hereto as Exhibit B is hereby approved and District staff shall follow the procedures set forth therein as it relates to issuance and post-issuance compliance procedures required by the Bonds or any other bonds or tax-exempt obligations of the District.

[Signature on following page]

**PASSED, ADOPTED AND APPROVED** by the Governing Board of Osborn Elementary School District No. 8 of Maricopa County, Arizona, on September 16, 2025.

---

President, Governing Board

[Signature page to Authorizing Resolution]

**EXHIBIT A**  
(Form of Bond)

Number: R-\_\_\_\_\_

Denomination: \$\_\_\_\_\_

*[If the Bonds are sold in a public offering via negotiated sale – Unless this bond is presented by an authorized representative of The Depository Trust Company, a New York trust company (“DTC”), to the District or its agent for registration of transfer, exchange, or payment, and any bond issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), any transfer, pledge, or other use hereof for value or otherwise by or to any person is wrongful inasmuch as the registered owner hereof, Cede & Co., has an interest herein.]*

*[If the Bonds are directly or privately placed – RESTRICTIONS ON TRANSFER. THIS BOND MAY BE TRANSFERRED ONLY IN WHOLE AND ONLY TO A “QUALIFIED INSTITUTIONAL BUYER” AS SUCH TERM IS DEFINED IN RULE 144A OF THE SECURITIES ACT OF 1933, AS AMENDED, OR AN “ACCREDITED INVESTOR” (EXCLUDING NATURAL PERSONS) AS DEFINED IN RULE 501(A)(1), (2), (3), OR (7) OF THE SECURITIES ACT OF 1933, AS AMENDED, WHO EXECUTES THE ATTACHED CERTIFICATE OF QUALIFIED INVESTOR.]*

***OSBORN ELEMENTARY SCHOOL DISTRICT NO. 8  
OF MARICOPA COUNTY, ARIZONA  
SCHOOL IMPROVEMENT BOND,  
PROJECT OF 2023, SERIES B (2025)***

| <u>Interest Rate</u> | <u>Maturity Date</u> | <u>Original Dated Date</u> | <u>CUSIP No.</u> |
|----------------------|----------------------|----------------------------|------------------|
| _____%               | July 1, ____         | _____, 2025                | 56674M ____      |

Registered Owner: Cede & Co.

Principal Amount: \_\_\_\_\_ AND NO/100 DOLLARS (\$\_\_\_\_\_.00)

**OSBORN ELEMENTARY SCHOOL DISTRICT NO. 8 OF MARICOPA COUNTY, ARIZONA** (the “District”), for value received, hereby promises to pay to the registered owner identified above, or registered assigns as provided herein, on the maturity date set forth above, the principal amount set forth above, and to pay interest on the unpaid principal amount at the interest rate shown above.

**[INSERT CALL FEATURE IF APPLICABLE.]**

Interest is payable on January 1 and July 1 of each year commencing [January 1, 2026] and will accrue from the most recent date to which interest has been paid, or, if no interest has been paid, from the original dated date set forth above. Interest will be computed on the basis of a year comprised of 360 days consisting of twelve (12) months of thirty (30) days each.

Principal of and interest on this bond are payable in lawful money of the United States of America. Interest payments and principal payments that are part of periodic principal and interest payments shall be received by Cede & Co., as nominee of DTC, or its registered assigns in same-day funds no later than the time established by DTC on each interest or principal payment date (or in accordance with existing arrangements between the District and DTC).

The “Record Date” for this bond will be the fifteenth (15<sup>th</sup>) day of the month preceding an interest payment date.

It is hereby certified and recited that all conditions, acts and things required by the Constitution and laws of the State of Arizona to exist, to occur and to be performed precedent to and in the issuance of this bond exist, have occurred and have been performed and that the series of bonds of which this is one, together with all other indebtedness of the District, is within every debt and other limit prescribed by the Constitution and laws of the State of Arizona, and that due provision has been made for the levy and collection of a direct, annual, ad valorem tax upon all of the taxable property in the District for the payment of this bond and of the interest hereon as each becomes due, unlimited as to rate or amount.

This bond is one of a series of general obligation bonds in the aggregate principal amount of \$[ ] of like tenor except as to amount, maturity date, redemption provisions, interest rate and number, issued by the District to provide funds to make certain school improvements within the District, pursuant to a resolution of the Governing Board of the District duly adopted prior to the issuance hereof (the “*Resolution*”), and pursuant to the Constitution and laws of the State of Arizona relative to the issuance and sale of school district bonds, and all amendments thereto, and all other laws of the State of Arizona thereunto enabling.

For the punctual payment of this bond and the interest hereon and for the levy and collection of ad valorem taxes on all taxable property within the District sufficient for that purpose, the full faith and credit of the District are hereby irrevocably pledged.

[So long as the book-entry-only system is in effect, this bond is non-transferable. If the book-entry-only system is discontinued, this bond is transferable by the registered owner in person or by attorney duly authorized in writing at the designated office of the registrar, which on the original issue date is the corporate trust office of [ ], the initial registrar and paying agent, upon surrender and cancellation of this bond. Bonds of this series are issuable only in fully registered form in the denomination of \$5,000 of principal or integral multiples thereof. The registrar or paying agent may be changed by the District without notice.]

[This bond is transferable by the registered owner in person or by attorney duly authorized in writing at the designated office of the registrar, which on the original issue date is the corporate trust office of [ ], upon surrender and cancellation of this bond. Upon such transfer a new bond will be issued to the transferee in exchange. The registrar or paying agent may be changed by the District without notice.]

[This bond shall be issued in denominations of \$100,000 or integral multiples of \$1,000 in excess thereof and shall be issued in fully registered form.]

[This bond may be transferred only in whole and only to a “qualified investor,” which means a qualified institutional buyer, as such term is defined in Rule 144A, of the Securities Act of 1933, as amended (the “*Securities Act*”) or an accredited investor (excluding natural persons) as defined in Rule 501(a)(1), (2), (3), or (7) under the Securities Act, who executes an Investor’s Letter in the form attached hereto as Exhibit I, and who agrees to comply with all applicable federal and state securities laws.]

The District, the registrar and the paying agent may treat the registered owner of this bond as the absolute owner for the purpose of receiving principal and interest and for all other purposes and none of them shall be affected by any notice to the contrary.

The District has caused this bond to be executed by the President of its Governing Board, which signature may be a facsimile signature. This bond is not valid or binding upon the District without the manually affixed signature of an authorized representative of the registrar. This bond is prohibited from being issued in coupon or bearer form without the consent of the Governing Board of the District, and the occurrence of certain other conditions.

**OSBORN ELEMENTARY SCHOOL DISTRICT NO. 8  
OF MARICOPA COUNTY, ARIZONA**

(facsimile)

\_\_\_\_\_  
President, Governing Board

[REMAINDER OF PAGE LEFT INTENTIONALLY BLANK]



-----  
DATE OF AUTHENTICATION AND REGISTRATION: [\_\_\_\_\_, 2025]

**CERTIFICATE OF AUTHENTICATION**

This bond is one of the Osborn Elementary School District No. 8 of Maricopa County, Arizona School Improvement Bonds, Project of 2023, Series B (2025), described in the Resolution mentioned herein.

[\_\_\_\_\_] , as Registrar

\_\_\_\_\_  
Authorized Representative

-----  
(INSERT INSURANCE STATEMENT HERE, IF APPLICABLE)  
-----

**FORM OF ASSIGNMENT**

The following abbreviations, when used in this bond, shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM - as tenants in common

TEN ENT - as tenants by the entireties

JT TEN - as joint tenants with right of survivorship  
and not as tenants in common

UNIF GIFT/TRANS MIN ACT- \_\_\_\_\_ Custodian \_\_\_\_\_  
(Cust) (Minor)

under Uniform Gifts/Transfers to Minors Act \_\_\_\_\_  
(State)

Additional abbreviations may also be used though not in list above.

**ASSIGNMENT**

FOR VALUE RECEIVED the undersigned hereby sells, assigns and transfers unto

\_\_\_\_\_  
(Name and Address of Transferee)  
the within bond and all rights thereunder, and hereby irrevocably constitutes and appoints \_\_\_\_\_  
\_\_\_\_\_, attorney to transfer the within bond on the books kept for  
registration thereof, with full power of substitution in the premises.

Dated \_\_\_\_\_

Signature Guaranteed:

\_\_\_\_\_  
Firm or Bank

\_\_\_\_\_  
Authorized Signature  
Signature guarantee should be made by a guarantor institution  
participating in the Securities Transfer Agents Medallion Program  
or in such other program acceptable to the Registrar.

\_\_\_\_\_  
Note: The signature(s) on this assignment must  
correspond with the name(s) as written on the within  
registered bond in every particular without alteration or  
enlargement or any change whatsoever.

**ALL FEES AND TRANSFER COSTS SHALL BE PAID BY THE TRANSFEROR**

## **EXHIBIT B**

# **ISSUANCE AND POST-ISSUANCE COMPLIANCE PROCEDURES RELATING TO TAX-EXEMPT BONDS, TAX CREDIT BONDS, AND OTHER TAX-EXEMPT FINANCINGS FOR THE OSBORN ELEMENTARY SCHOOL DISTRICT NO. 8 OF MARICOPA COUNTY, ARIZONA**

**Date of Implementation: September 16, 2025**

## **INTRODUCTION**

Many conditions, restrictions and requirements must be complied with to permit and preserve the tax-exempt, tax credit or direct federal subsidy treatment of general obligation bonds, revenue bonds, lease-purchase agreements, and other tax-exempt financings by the Osborn Elementary School District No. 8 of Maricopa County, Arizona (the “*District*”). Prior to issuance, the District and its bond counsel will review the facts and the reasonable expectations to determine if the issue will comply with these conditions, restrictions and requirements at the time of issuance. There are certain actions the District must perform after issuance to preserve the favorable tax treatment and certain actions of the District after issuance can adversely affect such treatment. In addition, the District must maintain proper records to demonstrate compliance. Because tax benefits may be critical to an investor’s decision to purchase the bonds or other obligations, the District covenants to the bond purchasers to comply with all of the conditions, restrictions and requirements throughout the life of the bonds.

Failure to comply may cause the District to be (a) liable to the bondholders, (b) subject to enforcement action by the Internal Revenue Service, (c) subject to a loss of all or part of any applicable direct federal subsidy, and (d) subject to enforcement action by the U.S. Securities and Exchange Commission. Therefore, it is important that the District take all necessary actions to ensure compliance with the conditions, restrictions and requirements applicable to each bond or other financing.

To ensure compliance, the District must identify a single person with overall compliance responsibility. The Superintendent and/or Chief Operations Officer, or his or her designee, will be the responsible person and is referred to in these procedures as the “*Bond Compliance Official*.” Anyone with any questions about the bonds, the proceeds of the bonds, the facilities financed with the bonds or compliance with the conditions, restrictions and requirements should discuss them

with the Bond Compliance Official who shall, as necessary, discuss them with bond counsel. The Bond Compliance Official shall meet with bond counsel to discuss these requirements and from time to time any changes in these requirements. In the event the District fails to comply with these procedures, the Bond Compliance Official shall meet with bond counsel as soon as practicable after the discovery of the failure to comply in order to discuss the steps required to correct the noncompliance.

## **1. INVESTMENT OF PROCEEDS UNTIL EXPENDED.**

Detailed records of investments and earnings will be made and kept by the District with respect to all bond proceeds.

Generally, proceeds of bonds cannot be invested at a yield higher than the bond yield unless during certain specific temporary periods. Therefore, prior to closing, the Bond Compliance Official will determine with bond counsel which funds do or do not qualify for a temporary period. Qualifying information will be set out in a tax certificate. No proceeds will be invested at a yield higher than the bond yield unless they qualify. If the actual facts regarding the use of proceeds changes from what was reasonably expected at closing, the Bond Compliance Official will discuss those changes with bond counsel to see if the temporary periods are changed.

Bond proceeds include the amount received from the sale of the bonds, amounts held in a payment or reserve fund for the bonds and investment earnings on those amounts. The proceeds will not be invested in any investment where a yield cannot be determined. Any investment in a guaranteed investment contract or similar investment agreement will only be made in compliance with the bidding requirements as reviewed by bond counsel.

Bond proceeds from each issue will be invested so that they can be tracked separately from any other funds of the District. The District will work with the Treasurer of Maricopa County, Arizona (the “*County Treasurer*”) to be sure that invested earnings are properly allocated between bond proceeds and other funds, and that interest earnings on tax-exempt bonds are tracked separately from interest earnings on tax credit and direct pay bonds.

## **2. USE OF PROCEEDS.**

Detailed records will be made and kept by the District with regard to the use of bond proceeds and shall be kept on a series-by-series basis. The amount, date of and purpose of

each expenditure will be recorded. If the project is also funded with non-bond proceeds, the records will reflect an allocation of expenditures between bond proceeds and other funds. No proceeds will be used to reimburse an expenditure made prior to the issue date of the bonds unless the reimbursement requirement, including the prior declaration of intent to reimburse, has been fully complied with and evidence of such compliance is maintained. The District's Governing Board (the "*District Board*") and the Bond Compliance Official are authorized to complete the declaration of intent to reimburse.

The District is expected to exercise diligence to expend the proceeds, to enter into within six months of the issue date a binding contract to expend at least 10% of the proceeds and to have expended most of the proceeds within three years. After the third anniversary of the issue, any remaining proceeds in the construction account must be yield restricted. Any remaining Tax Credit Bond (as defined herein) proceeds must be used to redeem bonds after three years.

The Bond Compliance Official shall periodically review the progress of the projects and the expenditure of proceeds to ensure timely expenditure of proceeds.

### **3. USE OF BOND-FINANCED FACILITIES.**

Detailed records of the use of proceeds will identify those facilities that are financed in whole or in part with bond proceeds and must reflect the allocation of bond proceeds and other funds used. Any sale or lease to, or other agreement for use by, a private party in a trade or business can adversely affect the tax status of the bonds. The District will not sell or lease any bond financed property or enter into any agreement with non-governmental entities for use or management of any bond financed property without a thorough review by the Bond Compliance Official and bond counsel. While not a comprehensive list, the Bond Compliance Official will review the following types of transactions with bond counsel prior to entering into any agreement with non-governmental entities or persons: (a) the sale or lease of any bond-financed property, (b) any management contracts with a food service provider or bookstore, (c) any research agreement and (d) public-private partnerships. The Bond Compliance Official shall periodically review the use of all bond-financed facilities to ensure compliance with the private use restrictions. In the event the District takes action that causes the bonds to meet the private business tests or private loan financing test, the Bond Compliance Official shall meet with bond counsel as soon practicable after the issue is discovered to discuss the steps required to correct the noncompliance, including,

if necessary, redeeming or defeasing all of the bonds that meet the private business tests or private loan financing test.

#### **4. ARBITRAGE REBATE.**

Any time that bond proceeds are permitted to be invested at a yield higher than the bond yield, the amount earned over the bond yield is arbitrage. With certain exceptions, the District is obligated to pay over (rebate) to the United States any arbitrage earned. The District will keep complete and accurate records of all investments of bond proceeds and all information supporting any applicable exceptions to the rebate requirement and will retain or ensure that the County Treasurer has retained a professional rebate consultant to review the records and prepare a report so that the District or the County Treasurer can make any necessary rebate payments. Unless exempt, the District must, at a minimum, make payments at every fifth anniversary of the issue and upon final payment. The Bond Compliance Official will review any exemption prior to each fifth anniversary and upon final payment to determine if any facts have changed which might eliminate the exemption.

#### **5. RECORD RETENTION.**

All records concerning the bond issue, including:

- a) the transcript of the original proceedings;
- b) investment of proceeds;
- c) use and allocation of proceeds, including any declaration of intent to reimburse;
- d) non-governmental use of bond financed property;
- e) payment of principal and interest on the bonds;
- f) the interest rate or rates on the bonds from time to time, if variable;
- g) compliance with reimbursement requirements;
- h) refunding of all or part of the bonds;
- i) payment of arbitrage rebate or information supporting any exemption to rebate; and
- j) evidence of compliance with special requirements for Tax Credit Bonds, Build America Bonds (Direct Pay), or Tax Credit Bonds (Direct Pay) (as defined herein).

shall be kept for the life of the bonds plus three years and, if the bonds are refunded, for the life of all of the refunding bonds plus three years (and in compliance with any State of Arizona records retention policies). At the time of adoption of these procedures, the Arizona State Library, Archives and Public Records retention schedule for bond records requires retention for five years after the fiscal year in which the bonds are redeemed or after the administrative value has been served, whichever is later.

## **6. SPECIAL REQUIREMENTS FOR TAX CREDIT BONDS AND CERTAIN TAX CREDIT (DIRECT PAY) BONDS.**

If the District has issued or issues any Qualified School Construction Bonds, Qualified Zone Academy Bonds, Qualified Forestry Conservation Bonds, New Clean Renewable Energy Bonds, or Qualified Energy Conservation Bonds (collectively, the “*Tax Credit Bonds*”), or any Qualified School Construction Bonds, Qualified Zone Academy Bonds, New Clean Renewable Energy Bonds, or Qualified Energy Conservation Bonds with a direct-pay feature (collectively, the “*Tax Credit Bonds (Direct Pay)*”), the following additional requirements will be met:

a) Capital Expenditure Requirement. All of the proceeds, including investment earnings, must be spent on capital expenditures (and not working capital) except that up to 2% of the proceeds can be spent on costs of issuance and proceeds can fund a reasonably required reserve fund. The Bond Compliance Official shall consult with bond counsel prior to issuance to determine that the 2% costs of issuance limit will not be exceeded, that any reserve fund complies with requirements, and that the balance of the proceeds will be spent on capital expenditures. The Bond Compliance Official will review all expenditures to ensure compliance.

b) Use of Proceeds for Tax Credit Bonds and Tax Credit Bonds (Direct Pay).

(i) At the date of issuance, the District must reasonably expect to:

(1) spend 100% or more of the proceeds for one or more qualified purposes within the 3-year period beginning on the date of issuance, and

(2) have a binding commitment with a third party to spend at least 10% of such proceeds within the 6-month period beginning on the date of issuance.

If the District does not spend 100% of the proceeds within the 3-year period from the date of issuance, the District shall redeem all of the nonqualified bonds within 90 days after

the end of the 3-year period. The District may be able to receive an extension prior to the expiration of the 3-year period if the District establishes that failure to spend the proceeds is due to a reasonable cause and the District will continue to proceed to spend the proceeds with due diligence.

The Bond Compliance Official shall periodically review the progress of the projects and the expenditure of proceeds to ensure timely expenditure of proceeds. If the Bond Compliance Official believes that the District will not spend 100% of the proceeds within the 3-year period beginning the date of issuance, the Bond Compliance Official will contact bond counsel as soon as possible.

(ii) A qualified purpose for a:

(1) Qualified School Construction Bond is the construction, rehabilitation or repair of a public school facility or for the acquisition of land on which such a facility is to be constructed with part of the proceeds;

(2) Qualified Zone Academy Bond is a qualified purpose with respect to a qualified zone academy established by an eligible local education agency;

(3) Qualified Forestry Conservation Bond is one or more qualified forestry conservation purposes;

(4) New Clean Renewable Energy Bond is one or more qualified renewable energy facilities; and

(5) Qualified Energy Conservation Bond is one or more qualified conservation purposes.

The Bond Compliance Official shall review the qualified purpose of the applicable Tax Credit Bonds or Tax Credit Bonds (Direct Pay) to ensure compliance. Additionally, the Bond Compliance Official shall review the use of proceeds periodically to ensure continued compliance to spend 100% of the proceeds for the applicable qualified purpose.

c) Reserve Fund. The requirements of a reserve fund must be met, including the requirement that the yield on the reserve cannot exceed the discount rate determined on the date the Bond Purchase Agreement is signed and pursuant to the Treasury Rules set forth daily on [www.treasurydirect.gov](http://www.treasurydirect.gov). The Bond Compliance Official shall review these requirements with bond counsel to ensure compliance and review this periodically to ensure continued compliance.

d) Maximum Term. The bonds cannot exceed the maximum term permitted for Tax Credit Bonds or Tax Credit Bonds (Direct Pay). The maximum term will be determined

on the date the bonds are sold or on the date the Bond Purchase Agreement is signed and pursuant to the Treasury Rules set forth daily on [www.treasurydirect.gov](http://www.treasurydirect.gov). The Bond Compliance Official shall review this requirement with bond counsel to ensure compliance.

e) Financial Conflicts of Interest. The District must certify that all applicable requirements relating to conflicts of interest are satisfied. The Bond Compliance Official shall review this requirement with bond counsel to ensure compliance.

f) Irrevocable Election. To qualify the bonds as one of the applicable Tax Credit Bonds (Direct Pay), the District must make an irrevocable election to have the applicable Tax Credit Bond (Direct Pay) section apply and to have Section 6431(f)(3)(B) of the Internal Revenue Code (the “Code”) apply to the bonds. The Bond Compliance Official shall ensure that the elections have been made and are evidenced in the transcript at the time of closing.

g) Authorize District Board and Bond Compliance Official to Act. The authorizing resolution must authorize the District Board and Bond Compliance Official or other authorized person to do all things necessary to take any action within its power and authority which would, other than as a result of the application of Section 6431(f) of the Code, prevent the interest income on the bonds from becoming includable in gross income for federal income tax purposes and to do all things necessary to continue to qualify as the applicable Tax Credit Bonds (Direct Pay) under the applicable Tax Credit Bond (Direct Pay) section and Section 6431(f) of the Code, to receive the direct subsidy payment. The Bond Compliance Official shall ensure that such authorization has been granted and is evidenced in the transcript at the time of closing.

h) Filing for Subsidy. An 8038-TC will be prepared by bond counsel, executed by the Bond Compliance Official or other authorized signer, filed promptly after closing and included in the transcript of Tax Credit Bonds or Tax Credit Bonds (Direct Pay). For each interest payment under any Tax Credit Bonds (Direct Pay), the Bond Compliance Official will prepare, sign and file an 8038-CP to request the payment of the direct pay credit from the United States. With respect to fixed rate bonds, the form must be filed no more than 90 days and not less than 45 days prior to the interest payment date. With respect to variable interest rate bonds, the credit payment will be aggregated on a quarterly basis and the 8038-CP must be filed for reimbursement in arrears not more than 45 days after the last interest payment date within that quarter.

Additionally, the Bond Compliance Official will discuss with bond counsel the requirements to appropriately reduce the amount of the credit and shall ensure that the amount of



the credit requested is appropriately reduced for New Clean Renewable Energy Bonds and Qualified Energy Conservation Bonds on the 8038-TC and subsequent 8038-CPs.

i) De Minimis Premium. No Tax Credit Bond can be reoffered at an issue price which includes a premium which exceeds .25% of the stated redemption price at maturity, multiplied by the number of complete years to the earlier of maturity, mandatory redemption or first optional redemption date, if applicable. Prior to closing, the Bond Compliance Official shall review the pricing information with its bond underwriter to determine that this requirement has been complied with. The bond purchaser or underwriter will certify at the closing what the reoffering prices were reasonably expected to be to establish the amount of premium for each maturity.

j) Davis Bacon. If the District issues any New Clean Renewable Energy Bonds, Qualified Energy Conservation Bonds, Qualified Zone Academy Bonds or Qualified School Construction Bonds, the District must comply with the Davis Bacon requirements. The Bond Compliance Official shall ensure that the District complies with these requirements and files required quarterly filings.

## **7. SPECIAL REQUIREMENTS FOR BUILD AMERICA BONDS (DIRECT PAY).**

If the District has issued or issues any Build America Bonds (Direct Pay), the following additional requirements will be met:

a) Capital Expenditure Requirement. All of the sales proceeds, including investment earnings, must be spent on capital expenditures (and not working capital) except that up to 2% of the proceeds can be spent on costs of issuance and proceeds can fund a reasonably required reserve fund. The Bond Compliance Official shall consult with bond counsel prior to issuance to determine that the 2% costs of issuance limit will not be exceeded, that any reserve fund complies with requirements, and that the balance of the sales proceeds will be spent on capital expenditures. The Bond Compliance Official will review all expenditures to ensure compliance.

b) De Minimis Premium. No Build America Bonds (Direct Pay) can be reoffered at an issue price which includes a premium which exceeds .25% of the stated redemption price at maturity, multiplied by the number of complete years to the earlier of maturity, mandatory redemption or first optional redemption date, if applicable. Prior to closing, the Bond Compliance

Official shall review the pricing information with its bond underwriter to determine that this requirement has been complied with. In addition, the District shall review trading information available at <http://www.emma.msrb.org> to monitor all trading activity up to the closing date of the bonds. The bond purchaser or underwriter will certify at the closing what the reoffering prices were reasonably expected to be to establish the amount of premium for each maturity.

c) Irrevocable Election. To qualify an issue as Build America Bonds (Direct Pay), the District must make an irrevocable election to have Sections 54AA and 54AA(g) of the Code apply to the bonds. The Bond Compliance Official shall ensure that the elections have been made and are evidenced in the transcript at the time of closing.

d) Authorize District Board and Bond Compliance Official to Act. The authorizing resolution must authorize the District Board and Bond Counsel Official or other authorized person to do all things necessary to take any action within its power and authority which would, other than as a result of the application of Section 54AA(g) of the Code, prevent the interest income on the bonds from becoming includable in gross income for federal income tax purposes and to do all things necessary to continue to qualify as Build America Bonds (Direct Pay) under Sections 54AA and 54AA(g) of the Code to receive the direct subsidy payment. The Bond Compliance Official shall ensure that such authorization has been granted and is evidenced in the transcript at the time of closing.

e) Filing for Subsidy. An 8038-B will be prepared by bond counsel, executed by the Bond Compliance Official or other authorized signer, filed promptly after the closing and included in the transcript. For each interest payment, the Bond Compliance Official will prepare, sign and file an 8038-CP to request the payment of the direct pay credit from the United States. With respect to fixed rate bonds, the form must be filed not more than 90 days and not less than 45 days prior to the interest payment date. With respect to variable interest rate bonds, the credit payment will be aggregated on a quarterly basis and the 8038-CP must be filed for reimbursement in arrears not more than 45 days after the last interest payment date within that quarter.

Prior to closing, the District will determine to whom the credit payment will be sent and will obtain the necessary information to properly direct the payment.

OSBORN SCHOOL DISTRICT NO. 8

September 16, 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 reading of ASBA Policy Revisions to the following policies:

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

Approval of first reading of ASBA Policy Revisions to the following policies:

EB-Environmental and Safety Program  
GCQF-Discipline, Suspension and Dismissal of Professional Staff Members  
GDFA- Support Staff Qualifications and Requirements  
IKF-Graduation Requirements  
JLC – Student Health Services and Requirements  
JLCD – Medicines/Administering Medicines to Students

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended the Board approve ASBA policy revisions as discussed

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

## Compare Policy Advisory "EB © SAFETY PROGRAM" 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.*

### EB © ~~ENVIRONMENTAL AND~~ SAFETY PROGRAM

The Superintendent will establish procedures to protect the safety of all students, employees, visitors, and others present on District property or at school-sponsored events.

The practice of safety shall also be considered a facet of the instructional plan of the District ~~schools by virtue of schools'~~ educational programs ~~in~~, (including but not limited to: sex offender awareness, traffic and pedestrian safety, driver education, fire prevention, ~~indoor-air quality (IAQ)~~, and emergency procedures), appropriate for students at different grade levels. General areas of emphasis shall include ~~,~~ but not be limited to: in-service training; accident record keeping; plant inspection; driver and vehicle safety programs; fire prevention; ~~indoor air quality (IAQ)~~; school site selection; and emergency procedures and traffic safety problems relevant to students, employees, and the community.

~~Adopted: date of Manual adoption~~

#### School Safety Programs

School safety programs may purchase safety technology, training and infrastructure improvements for school campuses and may submit program proposals to support the costs of placing school resource officers, juvenile probation officers or school safety officers, or any combination of these officers, as long as all requirements are met per A.R.S. 15-154.

#### School Safety Personnel

A school resource officer can be a peace officer, a full-authority reserve peace officer who is certified by the Arizona Peace Officer Standards and Training Board, or an individual who was previously employed as a peace officer in Arizona, who retired in good standing and who is assigned to participate in the school safety program by a law enforcement agency pursuant to A.R.S. 15-155.

A school safety officer is a school resource officer who is working in an off-duty capacity.

#### Emergency Response Plan and

#### Safety Assessment

Each school district and charter school that receives monies pursuant to A.R.S. 15-154 for an approved school safety program shall 1) develop an emergency response plan pursuant to A.R.S. 15-341 or A.R.S. 15-183, as applicable; and 2) every five (5) years, complete a school safety assessment using an approved school safety assessment provider from a list maintained by the Department of Education.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[13-2911](#)

[15-151](#)

[15-154](#)

[15-154.02](#)

[15-155](#)

[15-341](#)

[15-507](#)

[23-403](#)

[23-408](#)

CROSS REF.:

[EBAA](#) - Reporting of Hazards/Warning Systems

[ECB](#) - Building and Grounds Maintenance

[JLIF](#) - Sex Offender Notification

# Compare Policy Advisory "GCQF © DISCIPLINE, SUSPENSION, AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS" to Policy in Manual

 firstlast 

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

## GCQF © DISCIPLINE, SUSPENSION, AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

### Categories of Misconduct

Certificated staff members may be disciplined for infractions that include, but are not limited to, the following categories:

- A. Engaging in unprofessional conduct.
- B. Committing fraud in securing appointment.
- C. Exhibiting incompetency in their work.
- D. Exhibiting inefficiency in their work.
- E. Exhibiting improper attitudes.
- F. Neglecting their duties.
- G. Engaging in acts of insubordination.
- H. Engaging in acts of child abuse or child molestation.
- I. Engaging in acts of dishonesty.
- J. Being under the influence of alcohol while on duty.
- K. Engaging in the illicit use of narcotics or habit-forming drugs.
- L. Being absent without authorized leave.
- M. Engaging in discourteous treatment of the public.
- N. Engaging in improper political activity.
- O. Engaging in willful disobedience.
- P. Being involved in misuse or unauthorized use of school property.
- Q. Being involved in excessive absenteeism.
- R. Carrying or possessing a weapon on school grounds unless they are peace officers or have obtained specific authorization from the appropriate school administrator.

## Statutory Requirements

Certificated staff members disciplined under A.R.S. [15-341](#), A.R.S. [15-539](#), or other applicable statutes:

- A. May not be suspended with or without pay for a period exceeding ten (10) school days under A.R.S. [15-341](#).
- B. May be suspended without pay for a period of time greater than ten (10) school days or dismissed under A.R.S. [15-539](#).
- C. Shall be disciplined under procedures that provide for notice, hearing, and appeal, subject to the requirements of A.R.S. [15-341](#) or A.R.S. [15-539](#), whichever is appropriate.
- D. Shall, if disciplined under A.R.S. [15-539](#) or other applicable statutes, excluding A.R.S. [15-341](#), receive notice in writing served upon the certificated staff member personally or by United States registered or certified mail addressed to the employee's last-known address. A copy of charges specifying instances of behavior and the acts of omissions constituting the charge(s), together with a copy of all applicable statutes, shall be attached to the notice.
- E. Shall have the right to a hearing in accordance with the following:
  - 1. *Suspension under A.R.S. [15-341](#)*. The supervising administrator will schedule a meeting not less than two (2) days nor more than ten (10) days after the date the certificated staff member receives the notice.
  - 2. *Dismissal or dismissal with suspension included under A.R.S. [15-539](#)*. A certificated staff member's written request for a hearing shall be filed with the Board within ten (10) days after service of notice. The filing of a timely request shall suspend the imposition of a suspension without pay or a dismissal pending completion of the hearing.

## General Provisions for Discipline Under A.R.S. [15-341](#)

General provisions for discipline are as follows:

- A. *Informal consultation*. Nothing contained herein will limit a supervising administrator's prerogative to engage in informal consultation with a certificated employee to discuss matters of concern related to the employee's performance, conduct, et cetera; however, when it is apparent that disciplinary action toward a certificated employee is likely to become a part of the certificated staff member's personnel record as permitted by A.R.S. [15-341](#), the procedures outlined herein shall be followed.
- B. *Persons authorized to impose discipline*. Any supervising administrator who is the immediate or primary supervisor of a certificated staff member is authorized to impose a penalty or penalties, short of dismissal. Only the Board may dismiss a certificated staff member.
- C. *Notice*. Any person who is required by this policy to give written notice to any other person affected by this policy may do so by any means reasonably calculated to give the recipient actual knowledge of the notice within a reasonable amount of time. When time is calculated from the date a notice is received, the notice is deemed to be received on the date it is hand delivered or three (3) calendar days after it is placed in the mail.

D. *Administrative discretion.* In adopting these policies and procedures, it is the intention of the District that they be interpreted and applied in a reasonable fashion. The policies and regulations are not intended to restrict or eliminate the discretion traditionally afforded to supervising administrators to determine whether discipline is appropriate. Supervising administrators are therefore directed to continue to use reasonable discretion in determining whether a particular alleged violation merits discipline.

E. *Right not to impose discipline.* The District reserves the right not to discipline a certificated staff member for conduct that violates this policy.

F. *Definition of work days.* For the purposes of this policy, a *work day* is any day that the District's central administrative office is open for business.

G. *Additional reasons for discipline.* A certificated staff member may be disciplined for conduct that has occurred but that, at or near the time of misconduct, was not the subject of or identified as a reason for a specific proceeding under this policy.

### **Procedure for Discipline Under A.R.S. [15-341](#)**

The following procedures will be used to impose any discipline that 1) shall become a part of the certificated staff member's personnel record and 2) is permitted under A.R.S. [15-341](#):

#### ***Step 1 - Notice:***

A. Upon the supervising administrator's determination of the existence of cause to impose discipline, the supervising administrator shall notify the certificated staff member of intent to impose discipline. The notice shall be in writing and shall be delivered in person or by first-class mail. The notice shall include the following:

1. The conduct or omission on the part of the certificated staff member that constitutes the reason for discipline.
2. A scheduled meeting time between the supervising administrator and the certificated staff member. Such meeting shall be scheduled not more than ten (10) working days after the date the certificated staff member receives the notice.
3. A statement of the disciplinary action the supervising administrator intends to impose, including, if applicable, the number of days of suspension with or without pay.
4. Copies of any available relevant documentation, at the discretion of the supervising administrator.

#### ***Step 2 - Discipline Hearing:***

A. At the hearing, the supervising administrator shall discuss with the certificated staff member the conduct that warrants disciplinary action and shall provide the certificated staff member with any appropriate evidence and a copy of relevant documentation if not previously provided.

B. The supervising administrator shall conduct the hearing in an informal manner, without adherence to the rules of evidence and procedure required in judicial proceedings.

#### ***Step 3 - Decision (in writing):***



At the hearing, or within ten (10) working days following the hearing, the supervising administrator shall, in writing, inform the certificated staff member of the decision. If the decision is to impose discipline, written notice of the discipline shall be enclosed. The written notice of the decision shall state that a copy of the notice, decision, and a record of the disciplinary action shall be placed in the certificated staff member's personnel file and shall specify the date the discipline shall be imposed unless the certificated staff member files a written request for appeal within five (5) working days after the decision is delivered to the certificated staff member. If the certificated staff member requests an appeal of the decision, the imposition of any discipline shall be suspended pending the outcome of the appeal.

#### **Step 4 - Appeal:**

Discipline imposed may be appealed at the next organizational level, in writing, to the appropriate assistant superintendent or the Superintendent. Only when the discipline is determined by the Superintendent shall the appeal be to the Board, which, at its discretion, may appoint a hearing officer. The appeal shall contain a brief statement of the reasons why the certificated staff member believes the administrator's decision is incorrect. Appeal is limited to one (1) organizational level above the level of the supervising administrator who imposed the discipline.

The appeal shall specifically describe the part of the determination with which the certificated staff member disagrees:

- A. Determination was founded upon error of construction or application of any pertinent regulations or policies.
- B. Determination was unsupported by any evidence as disclosed by the entire record.
- C. Determination was materially affected by unlawful procedure.
- D. Determination was based on violation of any statutory or constitutional right.
- E. Determination was arbitrary and capricious.
- F. The penalty was excessive.

The supervising administrator, the Superintendent, or, when appropriate, the Board or the Board-appointed hearing officer may, at the conclusion of the appeal, uphold the discipline, modify the decision, or refer the matter back to the level from which it was appealed for rehearing and additional information. Such decision, along with specific direction as to the effective date of any discipline, shall be communicated to the certificated staff member within a reasonable amount of time following the appeal, not to exceed seven (7) working days.

The assigned hearing officer shall, by use of a mechanical device, make a record of the appeal hearing.

This policy, under A.R.S. [15-341](#), does not apply to dismissal of a certificated staff member except to the extent that the Board may find, subsequent to dismissal proceedings, that a lesser form of discipline as set forth in this policy should be imposed.

Not all administrative actions regarding a certificated staff member are considered "discipline," even though they may involve alleged or possible violations by the certificated staff member. This policy addresses only discipline and has no application to any of the following:

- A. The certificated staff member evaluation procedure or the resulting evaluations as they pertain to the adequacy of the certificated staff member's classroom performance.
- B. Letters or memorandums directed to a certificated staff member containing directives or instructions for future conduct.
- C. Counseling of a certificated staff member concerning expectations of future conduct.
- D. Nonrenewal of a contract of a certificated staff member employed by the District for less than the major portion of three (3) consecutive school years (noncontinuing certificated staff member).

**General Provisions for Suspension  
Without Pay or Dismissal Under  
A.R.S. [15-539](#)**

***Step 1 - Notice:***

A. The Governing Board, except as otherwise provided by A.R.S. [15-539](#), shall upon receipt of a written statement of charges from the Superintendent that cause exists for the suspension of a certificated teacher without pay for a period longer than ten (10) school days or dismissal, shall give notice to the teacher of the Board's intention to suspend without pay or dismiss the teacher at the expiration of ten (10) days from the date of service of the notice.

1. If charges presented to the Board for dismissal of a certificated person allege immoral conduct, the charge or a resignation involving such charges shall be reported to the Department of Education.

2. Whenever the statement of charges by the Superintendent allege immoral or unprofessional conduct as the cause for dismissal, the Board may adopt a resolution to file a complaint with the State Department of Education. Pending disciplinary action by the State Board, the certificated teacher may be reassigned by the Superintendent or the Governing Board may place the teacher on administrative leave and give notice to the teacher of the administrative leave of absence pursuant to A.R.S. [15-540](#).

3. As used in this policy, immoral conduct means any conduct that is contrary to the moral standards of the community and that reflects an unfitness to perform the duties assigned to the certificated staff member.

B. The Governing Board, upon adoption of a written statement charging a certificated teacher with cause for suspension without pay or dismissal, may immediately place the teacher on administrative leave of absence and give the teacher notice of the administrative leave of absence.

C. Written notice of the administrative leave of absence shall be served on the teacher personally or by United States registered mail addressed to the teacher at the teacher's last known address.

***Step 2 – Hearing for Suspension Without  
Pay or Dismissal:***

A. The Governing Board shall decide whether to hold a hearing on the dismissal or suspension of a certificated teacher without pay for a period of time longer than ten (10)

days as provided in A.R.S. [15-541](#).

**PLEASE CHOOSE OPTION** - The Governing Board ~~provides~~ may provide, **(A)** by policy or **(B)** vote at its annual organizational meeting, that all hearings conducted pursuant to ~~this section~~ A.R.S. [15-541](#) shall be conducted before a hearing officer.

B. ~~The Board~~ If the Governing Board decides not to hold a hearing, the Board shall designate a hearing officer to:

1. hold the hearing,
2. hear the evidence,
3. prepare a record of the hearing, and
4. issue a recommendation to the Board for action.

C. If the parties cannot mutually agree on a hearing officer, a hearing officer shall be selected by the Governing Board from a list provided by the State Department of Education or the American Arbitration Association.

D. A hearing held pursuant to A.R.S. [15-541](#) may not be conducted by any hearing officer having a personal interest which would conflict with the hearing officer's objectivity in the hearing.

E. The hearing shall be held:

1. not less than fifteen (15) days, nor
2. not more than thirty (30) days.
3. after the request is filed, unless all parties to the hearing mutually agree to a different hearing date.

F. Notice of the time and place of the hearing shall be given to the teacher not less than three (3) days before the date of the hearing.

G. The teacher may request that the hearing be conducted in public or private.

H. The Governing Board shall provide any officer, appointee, or employee to be considered or discussed at a meeting with written notice of the executive session as is appropriate but not less than twenty-four (24) hours for the officer, appointee, or employee to determine whether the discussion or consideration should occur at a public meeting.

I. At the hearing the teacher may appear in person and by counsel, if desired, and may present any testimony, evidence or statements, either oral or in writing, in the teacher's behalf.

J. An official record of the hearing, including all testimony recorded manually or by mechanical device, and exhibits shall be prepared by the Governing Board or the hearing officer.

K. The teacher who is the subject of the hearing may not request that the testimony be transcribed unless the teacher agrees in writing to pay the actual cost of the transcription.

L. Within ten (10) days after a hearing conducted by the Governing Board the Board shall:

1. determine whether there existed good and just cause for the notice of dismissal or suspension, and
2. affirm or withdraw the notice of dismissal or suspension.

M. Within ten (10) days after a hearing conducted by a hearing officer, the hearing officer ~~shall deliver~~ shall:

deliver a written recommendation to the Governing Board that includes findings of fact and conclusions.

~~M~~N. Parties to the hearing have the right to object to the findings of the hearing officer and present oral and written arguments to the Governing Board.

~~N~~O. The Governing Board has an additional ten (10) days to determine whether good and just cause existed for the notice of dismissal or suspension and shall render its decision accordingly, either affirming or withdrawing the notice of suspension or dismissal.

Good and just cause does not include religious or political beliefs or affiliations unless they are in violation of the oath of the teacher.

### **Additional Provisions and Conditions**

During the pendency of a hearing, neither the certificated staff member nor the supervising administrator shall contact the Superintendent or a Board member to discuss the merits of the supervising administrator's recommendation or charges and proposed discipline except as provided by this policy. No attempt shall be made during such period to discuss the merits of the charges with the person designated to act as hearing officer.

The Governing Board shall keep confidential the name of a student involved in a hearing for dismissal, discipline, or action on a teacher's certificate, with exceptions as noted in A.R.S. [15-551](#).

### **State Board of Education**

The highest ranking official of a school or school district (that employs the person or to whom the person has applied for employment) may request from the State Board of Education information relating to allegations that a certificated or noncertificated person engaged in conduct that, if true, constitutes grounds for disciplinary action if the certificated or noncertificated person resigned or otherwise separated from employment with a school before the State Board of Education either investigates the allegations or determines whether to take disciplinary action against the person.

The State Board of Education, after verifying the official's identity, shall provide the requested information, if available, to the official or designee. If providing the requested information might impede the State Board of Education's investigation of the allegations, the State Board of Education may deny the official's request or provide the information to the official or administrator after the State Board of Education completes the investigation.

**Amendments.** The District reserves the right to amend this policy in any way at any time. Any amendment shall have prospective application only.

**Severability.** If any provision of this policy is held to be invalid for any reason, such action shall not invalidate the remainder of this policy. If any provision of this policy conflicts with any provisions in any other policies adopted by the District, the provisions of this policy shall prevail.

### **Teachers Working Under a Short-Term Certification**

A teacher who holds a teaching intern certificate, an emergency teaching certificate or another type of nonstandard certificate, that is valid for one (1) year or less, may be dismissed by the Board effective ten (10) days after delivery of the notice of dismissal to the teacher without complying with the requirements of A.R.S. conditions found in [15-537](#), [15-538](#), or [15-541](#). Notice of the Board's authority to dismiss pursuant to this shall be included in each teacher's contract.

Adopted: ~~October 17, 2017~~<-- z2AdoptionDate -->

#### **LEGAL REF.:**

A.R.S.

[13-2911](#)

[15-153](#)

[15-203](#)

[15-341](#)

[15-342](#)

[15-350](#)

[15-503](#)

[15-507](#)

[15-508](#)

[15-514](#)

[15-536](#)

[15-538](#)

[15-538.01](#)

[15-538.02](#)

[15-539](#)

[15-540](#)

[15-541](#)

[15-542](#)

[15-543](#)

[15-549](#)

[15-551](#)

[41-770](#)

#### **CROSS REF.:**

[DKA](#) - Payroll Procedures/Schedules

[GCJ](#) - Professional Staff Noncontinuing and Continuing Status

[GCO](#) - Evaluation of Professional Staff Members

**GDFA ©  
SUPPORT STAFF QUALIFICATIONS  
AND REQUIREMENTS**

**(Fingerprinting Requirements)**

All newly hired noncertificated District personnel - and personnel who are not paid employees of the District and who are not either the parents or the guardians of students who attend school in the District but who are required or allowed to provide services directly to students without the supervision of a certificated employee - shall be fingerprinted as a condition of employment, except for the following:

- A. Personnel who are required as a condition of licensing to be fingerprinted if the license is required for employment.
- B. Personnel who were previously employed by the District and who reestablished employment with the District within one (1) year after the date that the employee terminated employment with the District.

The School District may require noncertificated personnel and personnel who are not paid employees of the School District and who are not either the parent or the guardian of a pupil who attends school in the School District but who are required or allowed to provide services directly to pupils without the supervision of a certificated employee to obtain a fingerprint clearance card as a condition of employment.

For the purposes of this policy, *supervision* means under the direction of and, except for brief periods of time during a school day or a school activity, within sight of a certificated employee when providing direct services to students.

If the School District does not require a fingerprint clearance card as a condition of employment, noncertificated personnel and personnel who are not paid employees of the School District and who are not either the parent or the guardian of a pupil who attends school in the School District but who are required or allowed to provide services directly to pupils without the supervision of a certificated employee may apply for a fingerprint clearance card. A school district may release the results of a background check or communicate whether the person has been issued or denied a fingerprint clearance card to another school district for employment purposes.

The District may fingerprint or require any other employee of the District to obtain a fingerprint clearance card, whether paid or not, or any other applicant for employment with the School District not otherwise required by law. The District may not charge the costs of the fingerprint check or fingerprint clearance card to the fingerprinted applicant or nonpaid employee.

The candidate's fingerprints shall be submitted, along with the form prescribed in GDFA-E, within twenty (20) days after being selected. The form shall be considered a part of the application for employment. The District may terminate an employee if the information on the affidavit required by A.R.S. 15-512 is inconsistent with information received from the fingerprint check or the information received in connection with a fingerprint clearance card application.

~~School Bus Drivers—An applicant shall submit an Identity Verified Fingerprint Card as described in A.R.S. 15-106 that the Department of Public Safety shall use to process the fingerprint clearance card as outlined in A.R.S. 15-106. A person who is issued a school bus driver certificate shall maintain a valid Identity Verified Fingerprint Clearance Card for the duration of any school bus driver certification period.~~

The District will assume the cost of fingerprint checks or fingerprint clearance card applications but will assess the employee for charges incurred. Personnel who are not paid employees will not be charged for fingerprint costs.

Individuals shall certify on the prescribed notarized forms whether they are awaiting trial on or have ever been convicted of or admitted in open court or pursuant to a plea agreement committing any of the following criminal offenses in Arizona or similar offenses in any other jurisdiction, including a charge or conviction that has been vacated, set aside or expunged:

- A. Sexual abuse of a minor.
- B. Incest.
- C. First- or second-degree murder.
- D. Kidnapping.
- E. Arson.
- F. Sexual assault.
- G. Sexual exploitation of a minor.
- H. Felony offenses involving contributing to the delinquency of a minor.
- I. Commercial sexual exploitation of a minor.
- J. Felony offenses involving sale, distribution, or transportation of, offer to sell, transport, or distribute, or conspiracy to sell, transport, or distribute marijuana or dangerous or narcotic drugs.

K. Felony offenses involving the possession or use of marijuana, dangerous drugs, or narcotic drugs.

L. Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs.

M. Burglary in the first degree.

N. Burglary in the second or third degree.

O. Aggravated or armed robbery.

P. Robbery.

Q. A dangerous crime against children as defined in A.R.S. 13-705.

R. Child abuse.

S. Sexual conduct with a minor.

T. Molestation of a child.

U. Manslaughter.

V. Aggravated assault.

W. Assault.

X. Exploitation of minors involving drug offenses.

Y. Sexual abuse under A.R.S. 13-1404 or sexual assault under 13-1406 in which the victim was a minor.

Z. An act committed in another state or territory that if committed in this state would have been subject to disclosure under Q and Y above.

AA. Any crime that requires the person to register as a sex offender pursuant to A.R.S. 13-3821.

AB. A preparatory offense as prescribed in A.R.S. 13-1001 of any offense that is subject to disclosure under Q, S, Y, Z, or AA above.

A person who makes a false statement, representation, or certification in any application for employment with the School District is guilty of a Class 3 misdemeanor.



The District may refuse to hire or may review or terminate personnel who have been convicted of or admitted committing any of the criminal offenses above or a similar offense in another jurisdiction. In conducting a review, the Governing Board shall utilize the guidelines, including the list of offenses that are not subject to review, as prescribed by the State Board of Education pursuant to A.R.S. 15-534. In considering whether to hire or terminate the employment of a person, the Governing Board shall take into account the factors listed in A.R.S. 15-512.

When considering termination of an employee pursuant to A.R.S. 15-512, a hearing shall be held to determine whether a person already employed shall be terminated.

### **Identity Verified Prints (IVP) Fingerprint Clearance Card Requirements**

Persons who are required to have an IVP Fingerprint Clearance Card include:

- A. An applicant who applies for a new teaching certificate in order to teach in a school district,
- B. A participant in field experience or student teaching in this state,
- C. An applicant who applies for a renewal of an existing teaching certificate in order to continue teaching in a school district,
- D. An applicant who is required for the first time to be fingerprinted in order to teach in a charter school and an applicant who is required to renew fingerprints in order to continue teaching in a charter school pursuant to A.R.S. 15-183,
- E. An applicant who is required to be fingerprinted pursuant to A.R.S. 15-512 and
- F. Any person who is contracted by this state, by a school district or by a charter school to provide tutoring services.

### **Exceptions:**

- A. A person who participates in a teacher preparation program that is approved by the state board of education and who does not participate in field experience or student teaching in this state shall not be required to obtain a fingerprint clearance card pursuant to A.R.S. 15-106.
- B. A person who has a set of identity verified fingerprints on file with the department of public safety pursuant to A.R.S. 15-106 shall not be required to submit a new set of fingerprints to the department of public safety to renew the person's fingerprint clearance card.

### **Required Employment Process**

The Superintendent shall develop and implement procedures that include the following in the employment process:

- A. Provide for fingerprinting of employees covered under this policy and A.R.S. 15-512.
- B. Provide for fingerprint checks pursuant to A.R.S. 41-1750.
- C. Provide for properly assessing employees for fingerprint checks and depositing said funds with the county treasurer.

Adopted: \_\_\_\_\_

#### **LEGAL REF.:**

A.R.S.

13-705

15-106

15-509

15-512

15-534

23-1361

41-1750

#### **CROSS REF.:**

EEAEA - Bus Driver Requirements, Training, and Responsibilities

GDF - Support Staff Hiring

GDG - Part-Time and Substitute Support Staff Employment

JLIA - Supervision of Students

first

Compare current to previous Policy Advisories for "IKF © GRADUATION REQUIREMENTS"

last

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

IKF ©  
GRADUATION REQUIREMENTS

Regular Education

A minimum number of units of credit are required for graduation by the Arizona State Board of Education. Listed below are the units that must be completed before a student may receive a high school diploma.

Graduation requirements may be met as follows:

- A. By successful completion of subject area course requirements.
- B. By mastery of the standards adopted by the State Board of Education and other competency requirements for the subject as determined by the Governing Board in accord with A.A.C. [R7-2-302.02](#) ~~and~~ and rules established by the Superintendent.
- C. By earning credits through correspondence courses (limited to one [1] in each of the four [4] major subject areas) and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board and in accord with A.R.S. [15-701.01](#).
- D. By the transfer of credits as described in Policy JFABC.
- E. An out-of-state transfer student is not required to pass the competency test to graduate if the student has successfully passed a statewide assessment test on state adopted standards that are substantially equivalent to the State Board Adopted Academic Standards.

Graduation requirements as determined by the Arizona State Board of Education ([A.A.C. R7-2-302.02](#)) and the District Governing Board are as follows:

|   |              |
|---|--------------|
| English   | 4.0 units    |
| Math  | 4.0 units*   |
| Science   | 3.0 units**  |
| Social Studies  | 3.0 units*** |
| American Government and Arizona Government  | 0.5 unit     |
| American History - including Arizona History  | 1.0 unit     |
| World History and Geography – including instruction on the Holocaust and other genocides for at least three (3) class periods, or the equivalent, on at least two (2) separate occasions during any of grades seven through twelve (7-12).— | 1.0 unit     |
| Economics   | 0.5 unit**** |
| Fine Arts or Career, Technical and  |              |

|                      |                  |
|----------------------|------------------|
| Vocational Education | 1.0 unit         |
| Electives            | <u>7.0 units</u> |
| Total                | 22.0 units       |

\* In lieu of one (1) credit of Algebra II or its equivalent course content a student may request a personal curriculum in mathematics following [A.A.C. R7-2-302.03](#).

\* Math courses shall consist of Algebra I, Geometry, Algebra II, (or its equivalent) and an additional course with significant math content as determined by the Governing Board (Governing Body).

Pursuant to A.R.S. [§ 15-710](#), a total of one (1) year instruction in state and federal constitutions, American institutions and ideals and in the history of Arizona, including the history of Native Americans in Arizona is required during grades nine (9) through twelve (12).

Pursuant to the prescribed graduation requirements adopted by the State Board of Education, the Governing Board may approve a rigorous computer science course that would fulfill a mathematics course required for graduation from high school. The Governing Board may only approve a rigorous computer science course if the rigorous computer science course includes significant mathematics content and the Governing Board determines the high school where the rigorous computer science course is offered has sufficient capacity, infrastructure and qualified staff, including competent teachers of computer science.

\*\* Three (3) credits of science in preparation for proficiency at the high school level on a state required test.

\*\*\* Through the graduating class of 2025, the competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a ~~pupil~~-student must correctly answer at least sixty (60) of the one hundred (100) questions listed on a test that is identical to the civics portion of the naturalization test used by the United States Citizenship And Immigration Services.

Beginning with the graduating class of 2026, the competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a ~~pupil~~-student must correctly answer at least seventy (70) of the one hundred (100) questions listed on a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services. The District school shall document on the ~~pupil~~student's transcript only a pass or fail designation that the ~~pupil~~-student has passed or failed the test.

A ~~pupil~~-student in grade seven (7) or eight (8) may take the test described in this paragraph, and if the ~~pupil~~-student correctly answers at least seventy (70) of the one hundred (100) questions on the test:

- a) The district school or charter school shall document on the ~~pupil~~student's transcript only a pass or fail designation that the ~~pupil~~-student has passed or failed the test required by this paragraph.
- b) The ~~pupil~~-student is not required to take the test required by this paragraph again in high school.

\*\*\*\* The State Board requirement for economics is at least one-half (.5) of a course credit, which shall include financial literacy and personal financial management.

The Governing Board may determine the method and manner in which to administer a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services. A ~~pupil~~-student who does not obtain a passing score on the test that is identical to the civics portion of the naturalization test may retake the test until the ~~pupil~~ student obtains a passing score.

Each school district and charter school shall report to the department of education all of the following aggregate data, organized by grade level, relating to the test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services required by subsection A, paragraph 3 of [§A.R.S. 15-701.01](#):

1. The median score.
2. The percentage of ~~pupils~~-students who passed by correctly answering the minimum number of questions required to pass the test pursuant to subsection A, paragraph 3 of [§A.R.S. 15-701.01](#).
3. The percentage of ~~pupils~~-students who failed by correctly answering fewer than the minimum number of questions required to pass the test pursuant to subsection A, paragraph 3 of [§A.R.S. 15-701.01](#).
4. Any other data required by the department relating to the test.

A school district or charter school may not include the personally identifiable information of any ~~pupil~~-student in the data reported to the department of education under subsection L of [§A.R.S. 15-701.01](#).

### Assessments

If a high school student who is enrolled in a school district or charter school participates in a nationally recognized assessment that is both adopted by the State Board of Education and administered by a person other than the school district or charter school, the student or student's parent or guardian may submit the student's official score report for the assessment to the school district or charter school. On receiving an official score report, the school district or charter school shall do all of the following:

1. record the score in the student's file.
2. report the score to the State Board of Education and the Department of Education.
3. If the student or student's parent or guardian submits an official score report to the school district or charter school before the date on which the school administers the tests, allow the student to opt out of participation in the assessment that is administered by the school district or charter school. If a student opts out of an assessment, the school district or charter school shall use the data from the student's official score report for the student's achievement test data. "Nationally recognized" has the same meaning as provided in [A.R.S. 15-741.02](#).

A school district or charter school is not required to allow a student to opt out of the collection of non-test indicator data or other information that is collected about students who participate in the assessment that is administered by the school district or charter school.

### Written Assessment

A school district or charter school may administer the statewide assessment in the form of a written test if any of the following applies:

1. a written test is required pursuant to an individualized education program or a section 504 plan.
2. to accommodate special circumstances.
3. for religious purposes.
4. on request by a student's parent or guardian.

## Special Education

Listed above, under "Regular Education," are the requirements that must be completed before a student may receive a high school diploma. Completion of graduation requirements for special education students who do not meet the required units of credit shall be determined on a case-by-case basis in accordance with the special education course of study and the individualized education program of the student. Graduation requirements established by the Governing Board may be met by a student as defined in A.R.S. [15-701.01](#) and A.A.C. [R7-2-302](#).

~~Pupils-Students~~ who receive special education shall not be required to achieve passing scores on the test that is identical to the civics portion of the naturalization test under ~~section-A.R.S. 15-701.01~~ in order to graduate from high school unless the ~~pupil-student~~ is learning at a level appropriate for the ~~pupilstudent~~'s grade level in a specific academic area and unless a passing score on the test that is identical to the civics portion of the naturalization test under section [15-701.01](#) is specifically required in a specific academic area by the ~~pupilstudent~~'s individualized education program as mutually agreed on by the ~~pupilstudent~~'s parents and the ~~pupilstudent~~'s individualized education program team or the ~~pupilstudent~~, if the ~~pupil-student~~ is at least eighteen (18) years of age.

**Competency requirements.** Any student who is placed in special education classes, grades nine (9) through twelve (12), is eligible to receive a high school diploma without meeting state competency requirements.

**State Seal of Biliteracy.** The School District may voluntarily participate in the state seal of biliteracy program by notifying the Superintendent of Public Instruction of such intention. Schools will then identify the students who have met the requirements to be awarded the state seal of biliteracy, which shall be affixed to the diploma and noted on the transcript of each student who has met the requirements.

**CPR Instruction and Training.** School districts and charter schools shall provide public school ~~pupils-students~~ with one (1) or more training sessions in cardiopulmonary resuscitation, through the use of psychomotor skills in an age-appropriate manner, during high school.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-203](#)

[15-341](#)

[15-701.01](#)

[15-710](#)

[15-741](#)

[15-763](#)

A.A.C.

[R7-2-302.02](#)

[R7-2-302.03](#)

CROSS REF.:

[IGD](#) - Curriculum Adoption

[IGE](#) - Curriculum Guides and Course Outlines

[IHAMC](#) - Instruction and Training in Cardiopulmonary Resuscitation

[IHAMD](#) - Instruction and Training in Suicide Prevention

[IIE](#) - Student Schedules and Course Loads

[IKA](#) - Grading/Assessment Systems

[JFABC](#) - Admission of Transfer Students

# Compare Policy Advisory "JLC © STUDENT HEALTH SERVICES AND REQUIREMENTS" 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.*

## JLC © STUDENT HEALTH ~~SERVICES~~ SERVICES AND REQUIREMENTS

The Superintendent shall establish procedures for the student health services program in the District. Such procedures will provide for:

- ~~Administration~~ A. Administration of patent or proprietary medications (over-the-counter [OTC] medications) in compliance ~~with Arizona~~ with Arizona Revised Statutes and District policies.
- ~~Administration~~ B. Administration of prescription medications in compliance with Arizona Revised Statutes and District policies.
- ~~Administration~~ C. Administration of immunizations in conjunction with the County Health Department and in compliance ~~with Arizona~~ with Arizona Revised Statutes.
- ~~Providing~~ D. Providing preventive health information.
- ~~The~~ E. The treatment of school-related injuries/illnesses, and recommendation for follow-up care.
- ~~Screening~~ F. Screening clinics for selected physical impairments.

~~Adopted: date of Manual adoption~~

G. On request by a student's parent or guardian, each school district or charter school shall provide health care credentials of each individual who provides routine health care to students in the school's health office.

H. On request by a student's parent or guardian, each school district or charter school shall provide information describing the types of emergency response training, including cardiopulmonary resuscitation training, that the school district or charter school requires school employees to complete.

I. A school district or charter school is not required to release the personally identifiable information of a school employee or an individual who provides routine health care services to students, including the employee's or individual's address, salary, social security number or telephone number.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-160.03](#)



[15-344](#)

# Compare Policy Advisory "JLCD © MEDICINES / ADMINISTERING MEDICINES TO STUDENTS" 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.*

## JLCD © MEDICINES / ADMINISTERING MEDICINES TO STUDENTS

### Staff Administration of Medication to Students – In General

When it is necessary for a student to take medicine during school hours, the District will cooperate with the health care practitioner and the parents if the following requirements are met:

- A. There must be a written order from the prescribing health care practitioner stating the name of the medicine, the dosage, and the time it is to be given.
- B. There must be written permission from the parent, or written authorization from the student if eighteen (18) years old, to allow the school or the student to administer the medicine. See JLCD-EA.
- C. The medicine must come to the school office in the prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact.

### **Staff**–Self – Administration of Medication by Students – Limited Circumstances

Students are entitled to possess and self-administer medications under the following limited circumstances:

- A. **Emergency Epinephrine** – Students who have been diagnosed with anaphylaxis may carry and self-administer emergency medications including ~~auto-injectable~~ epinephrine ~~delivery systems~~ provided the ~~pupil~~student's name is on the prescription label, on the medication container or device and annual written documentation from the ~~pupil~~student's parent or guardian is provided that authorizes possession and self-administration. The student shall notify the school office secretary as soon as practicable following the use of the medication;
- B. **Handheld Inhalers** – Students may possess and self-administer prescription medication for breathing disorders ~~in~~ handheld inhaler devices ~~may be carried for self-administration provided the~~ if prescribed by a health care professional. The student's name must be on the prescription label, on the medication container, or on the handheld inhaler device and annual written documentation from the student's parent must be ~~provided to~~ ~~provided to~~ the school health office that authorizes possession and self-administration.

C. **Diabetes Management** – Students with diabetes who have a diabetes medical management plan provided by the student's parent, signed by a licensed health professional or nurse practitioner as specified by A.R.S. [15-344.01](#), may carry appropriate medications and monitoring equipment and self-administer the medication. Specific requirements of this policy are listed in Regulation JLCD-R.

## Emergency Administration of Medicines by Trained Employees

### ~~Auto-Injectable~~ Epinephrine Delivery Systems

If the Governing Board elects to stock ~~auto-injectable~~ epinephrine delivery systems, the Governing Board directs the Superintendent to prescribe and enforce regulations and procedures for the emergency administration of ~~auto-injectable~~ epinephrine delivery systems by a trained employee of the School District pursuant to ~~section~~ A.R.S. [15-157](#) and A.A.C. [R7-2-809](#).

If ~~auto-injectable~~ epinephrine delivery systems is in stock, the Superintendent shall designate at least two (2) school personnel for each school site who shall be required to receive annual training in the proper administration of ~~auto-injectable~~ epinephrine delivery systems pursuant to A.A.C. [R7-2-809](#). The Superintendent shall maintain and make available upon request a list of those school personnel authorized and trained to administer ~~auto-injectable~~ epinephrine delivery systems.

### Inhalers

A trained school employee, or trained nurse under contract, may administer, or assist in the administration of, an inhaler to a ~~pupil~~ student or an adult whom the individual believes in good faith to be exhibiting symptoms of respiratory distress while at school or a school-sponsored activity.

### Naloxone Hydrochloride (NARCAN)

The Governing Board directs the Superintendent to prescribe and enforce regulations and procedures for the emergency administration of naloxone hydrochloride or any other opioid antagonist approved by the United States Food and Drug Administration by an employee of a school district pursuant to ~~Section~~ A.R.S. [36-2267](#).

## Seizure Management Plans

The Superintendent shall create procedures to administer seizure management plans for students diagnosed with a seizure disorder. The procedures shall comply with A.R.S. [15-160.02](#). The District shall:

- A. Verify and accept student seizure management plans developed by student's parents and physicians or nurse practitioners.
- B. Assign a nurse, employed or under contract, to review the plan. If no nurse is available, the Superintendent shall designate an employee to be responsible for reviewing seizure management and treatment plans.
- C. Confirm that ~~nurses, and~~ nurses and non-nurse staff required by statute, are trained as according to law.
- D. Require at least one (1) school official, in addition to the nurse, to meet the training requirements listed in A.R.S. [15-160.02](#)(H).

E. Seizure management plans shall be submitted to the school health office or District office for review; a template for health plans can be found in Exhibit JLCD-EB.

## Required Trainings

### ***Training on Anaphylactic Shock***

If the Governing Board elects to stock ~~auto-injectable~~-epinephrine [delivery systems](#), the Superintendent shall require all school site personnel to receive an annual training on the recognition of anaphylactic shock symptoms and procedures to follow when anaphylactic shock occurs.

### ***Training on Recognition of Symptoms of Respiratory Distress and Administration of Inhalers***

If the Governing Board elects to administer inhalers, the Superintendent must designate at least two (2) personnel at each school site who shall be trained in the recognition of respiratory distress symptoms, the procedures to follow when respiratory distress occurs, and the administration of inhalers, as directed on the prescription protocol, [A.A.C. R7-2-810](#). The Superintendent must maintain and make available upon request a list of school personnel authorized to administer inhalers. The Superintendent will review and implement all the regulatory items listed in [A.A.C. R7-2-810](#), if applicable, as set forth in Regulation JLCD-R.

### ***Training on Seizure Management Plans***

The Superintendent will require that nurses, non-nurse staff listed in A.R.S. [15-160.02](#), and at least one (1) additional employee, be trained in the awareness of seizure disorders and/or the ability to administer or assist with the self-administration, where applicable, as implemented by the State Board of Education. Specific training requirements listed in JLCD-R.

### ***Termination of Medication Administration Policy***

The District reserves the right, in accordance with procedures established by the Superintendent, to circumscribe or disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk of harm to a member or members of the student population.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

[15-157](#)

[15-158](#)

[15-160.02](#)

[15-203](#)

[15-341](#)

[15-344](#)

[15-344.01](#)

[32-1601](#)

[32-1901](#)

[A.A.C.](#)

[R7-2-809](#)

[R7-2-810](#)

[R7-2-811](#)

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 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**

**Renaming of Montecito Community School to Montecito Montessori School**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

Governing Board Policy FF: Naming Facilities states the following:

In naming facilities, the District will consider names derived from significant geographic locations, historical events, or events of community significance, as well as worthy deceased individuals who:

- Have made unique contributions to the District; and
- Have been deceased for at least ten (10) years.

Further, the Governing Board encourages, whenever possible, the use of names that reflect the beliefs and values of the District's mission statement.

In this policy, the word *facility* refers to any school building, administration building, gymnasium, stadium, athletic field, or playground.

Montecito Community School was aptly named as the newly built school, in name, construction design, and philosophy, was established as a “Community School,” with an emphasis on family and community engagement and integrated student supports. Montecito, since its closure in the 2010-2011 school year has been utilized to house local non-profits and community daycare, serve as a centralized community preschool, begin an alternative to suspension program for four years districtwide, and serve as the home to the SEAS program.

In 2021, Osborn began a commitment to officially reconstitute Montecito as a whole as a Montessori school, beginning with one classroom for students ages 3-6, with one teacher. Since that time we have expanded to 7 classrooms, expanded educational offerings up through 6<sup>th</sup> grade, fully trained 3 teachers, and extended training opportunities to 2 others, who are working toward complete Montessori certification.

In the bond program approved by the community in 2023, significant funding was generated to conduct full remodeling of the campus facilities consistent with the Montessori philosophy.

The naming convention for all of our schools, other than the Middle School which is named as the identifying middle school for our district. Involves the name of nearby streets or the neighborhood. Encanto, Clarendon, Longview, and Solano are all streets of our central Phoenix neighborhood. In the same way, Montecito is aptly named after the street it was built on. But for purposes of marketing and highlighting the educational offering of this school of choice within the district, we are recommending formally changing the name from Montecito Community School to Montecito Montessori School.

**Legal**

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Financial**

**Governing Board Goals**

☐ *Community Connectedness and Increased Enrollment*

☐ *Maximize Student Learning & Achievement from PreK to High School*

☐ *Stewardship and Boardmanship*

☐ *Equity & Excellence for Opportunity and Outcomes*

**Recommendation**

It is recommended the Board approve renaming Montecito Community School to Montecito Montessori School.

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

OSBORN SCHOOL DISTRICT NO. 8

September 16, 2025

Board Meeting

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

Agenda Item Number – IX-D

**Agenda Item**

**Approval of Governing Board Meeting Dates January 1- June 30, 2026**

For Board: ☒ Action ☐ Discussion ☐ Information

**Background –**

In response to a request to schedule Governing Board meetings through the end of the school year the following dates are proposed:

**Regular Meetings**

January 20 Organization/Regular Meeting  
February 17  
March 17 (week following spring break) or 24  
April 21  
May 12  
June 9

**Work Study**

February 3  
March 3  
April 7

**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 the Board approve meeting dates as discussed.

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



**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 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 –**

Book study-

Great on Their Behalf—Part II: How Your School Board Can Become Effective

Step One: Focus Mindset

1. Student Outcomes Don't Change Until Adult Behaviors Change
2. What Is Our Why?
3. Representing Community

Reflection Questions:

1. For private reflection, write down some of the “pretending” behaviors you may have seen in yourself and turn the sentence around into a positive self-change behavior.
2. Osborn’s “why” is evident in our Mission Statement—The Osborn Community advances the full potential of every child by developing emotional intelligence and academic excellence. Where is that present in the work we do as a Governing Board?
3. What are some ways in which we can be sidetracked into focusing on the values of just a few members and not the whole community?

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

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

**OSBORN SCHOOL DISTRICT NO. 8**

**September 16, 2025**

**Board Meeting**

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

**Agenda Item Number –XI**

**Agenda Item**

**Reflections/Feedback on Meeting**

For Board: ☐ Action ☒ Discussion ☒ Information

**Background –**

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

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

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

OSBORN SCHOOL DISTRICT NO. 8

September 16, 2025

Board Meeting

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

Agenda Item Number – XII

Agenda Item

Future Agenda Items

For Board: ☐ Action ☒ Discussion ☒ Information

Future

Mr. Thompson

- Would like to schedule meetings post-January **(done at tonight's meeting)**

Mr. Hermes

- Talk about the calendar—what worked and didn't **(developing survey for parents and staff)**
- Standing agenda item for OEA
- Policy related to anti-retaliation **(working to identify where this may already exist within policies and if separate policy needs to be created)**
- Looking at offering consistent, robust, and permanent summer camp and what we can do to grow it **(update in memo to the Board 9-9-25)**
- Develop a written enrollment and retention plan for students-making it easier to get into and remain in Osborn

Agenda Item Number – XIII

Adjournment

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