### **OSBORN SCHOOL DISTRICT NO. 8**

GOVERNING BOARD MEETING May 13, 2025

Public Hearing – 5:30 P.M. Doors Open at 5:15 P.M.

A public hearing will be held for the purpose of discussion of revisions of the 2024-25 Budget

#### STAFF RECOGNITION immediately following the Public Hearing

A Celebration for Retirees, Years of Service and You Make the Difference Recipients

Regular Meeting – immediately following the Staff Recognitions
CONSISTENT WITH THE REQUIREMENT OF A.R.S. §38-431.02, NOTICE OF THIS
MEETING HAS BEEN POSTED. LOCATION OF THE MEETING IS:

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

The Governing Board will hold this meeting through technological access. Members of the public may attend in person, via Youtube Livestream. Access to the livestream is found <u>here.</u>

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 <a href="mailto:lnye@osbornsd.org">lnye@osbornsd.org</a> by 12:00pm on Tuesday, May 13, 2025.

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

- I. Call to Order
- II. Pledge of Allegiance
- III. District Celebrations and Announcements
  - 1. 20, 25 and 30 year Employee Recognition
  - 2. Retiree Recognition
  - 3. You Make the Difference Award Recognition
- IV. Consent Agenda Approval of Items since April Meeting
  - A. Ratification of Accounts Payable Vouchers
  - B. Ratification of Payroll Vouchers
  - C. Board Minutes

- 1. April 15, 2025 Regular Meeting
- D. Approval of Personnel Items
  - 1. New Employees
  - 2. Extra Duty Contracts
  - 3. Employment Changes/Additions
  - 4. Resignations
  - 5. Terminations
  - 6. Retirements
  - 7. Leaves of Absence
  - 8. Non-Renewal
- E. Donations
- F. Expenditure and Revenue Report
- G. Student Activities Statement of Revenue and Expenditures
- H. Disposal
- I. Approval of the addendum of our existing ESI agreement to add the Retire to Rehire program offering.
- J. Renewal of MOU with Teach for America IGNITE Program
- K. Approval of Grand Canyon University Unpaid Non-Clinical Internship Agreement between Osborn School District and Grand Canyon University for intern Amanda Craig
- L. Approval of Job Description for Foundation Literacy Coach
- M. Approval of MOU with American Intercontinental University
- N. Sole Source Listing FY25 Revision

#### V. Call to the Public

#### VI. <u>Board Presentation</u>

Meet & Confer Committees Update

#### VII. Administrative Reports since April Meeting

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

#### VIII. Information/Discussion Items

**Bond Update** 

#### IX. Action Items

- A. Approval of adoption of i-Ready Math for Osborn Middle School
- B. Recommendation of RFQ 2025.02 Award for Construction Manager at Risk
- C. Recommendation of RFQ 2025.03 Award for Construction Manager at Risk
- D. Approval and second review of ASBA Policy Revisions:

BA School Board Operational Goals

BAA Evaluation of School Board/Board Self Evaluation BAA-E Evaluation of School Board/Board Self Evaluation

BB School Board Legal Status

BBA Board Powers and Responsibilities
BBA-E Board Powers and Responsibilities

BBAA Board Member Authority and Responsibilities

BBBA Board Member Qualifications

BBBB Board Member Oath of Office
BBBB-E Board Member Oath of Office
BBBC Board Member Resignation

BBBD Board Member Removal from Office

BBBE Unexpired Term Fulfillment
BCA Board Member Ethics

BCB Board Member Conflict of Interest BDA Board Organizational Meeting

BDB Board Officers

BDD Board-Superintendent Relationship

BDE Board Committees
BDF Advisory Committees
BDG School Attorney

BE School Board Meetings
BE-EA School Board Meetings
BE-EB School Board Meetings
BE-EC School Board Meetings

BEC Executive Sessions/Open Meetings
BEC-EA Executive Sessions/Open Meetings
BEC-EB Executive Sessions/Open Meetings
BEC-EC Executive Sessions/Open Meetings
BEC-ED Executive Sessions/Open Meetings

BED Meeting Procedures/ Bylaws
BED-R Meeting Procedures/ Bylaws
BED-EA Meeting Procedures/ Bylaws
BED-EB Meeting Procedures/ Bylaws
BEDA Notification of Board Meetings

BEDB Agenda BEDB-E Agenda

BEDBA Agenda Preparation and Dissemination

BEDC Quorum

BEDD Rules of Order BEDF Voting Method

BEDG Minutes
BEDG-R Minutes
BEDG-EA Minutes
BEDG-EB Minutes

BEDH Public Participation at Board Meetings
BEDH-E Public Participation at Board Meetings
BEDI News Media Services at Board Meetings

BGB Policy Adoption BGB-R Policy Adoption

BGC Policy Revision and Review
BGC-R Policy Revision and Review
BGD Board Review of Regulations
BGE Policy Communication/Feedback
BGF Suspension/Repeal of Policy

BHC Board Communications with Staff Members
BHD Board Communications with the Public

BIA	New Board Member Orientation/Handbook
BIB	Board Member Development Opportunities
BIB-R	Board Member Development Opportunities

BIBA Board Member Conference. Conventions and Workshops
BIBA-R Board Member Conference. Conventions and Workshops

BIE Board Member Insurance/Liability
BJ School Board Legislative Program

BK School Board Memberships

BKA Liaison with School Board Associations

- E. Discussion/Approval reaffirming or revision of priorities from the <u>2025 ASBA Political Agenda</u> for the 2026 political agenda
- F. Approval of Revision to the 2024/25 School District Expenditure Budget
- G. Approval to exceed 2024/25 M&O Budget Subsections
- H. FY2026 Budget Committee Recommendations
- I. Approve the Salary Placement Schedules for all employee groups for the 25-26 School Year
- J. First Reading of Paid Parental Leave Policy- GCCAC
- K. First Reading of Professional/Support Staff Undifferentiated Leave Policy GCCA

#### X. Board Development

#### 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. <u>Adjournment</u>

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

Agenda Item Number - Public Hearing

Agenda Item Revision to the 2024/25 School District Expenditure Budget						
For Board: X	Action	Discussion	Information			
<u>Background</u> –  This budget revision for fiscal year 2024/25 allows the district to adjust budget capacity for current year student counts, re-align line item amounts and correct any calculation errors to align district calculations with those of ADE. The attached worksheet provides a listing of the adjustments made to the latest revised budget.						
<u>Legal</u> A.R.S. §15-905.E						
<u>Financial</u>						
Governing Board C		inrollment				
☐Maximize Student Lea	arning & Achievement f	rom PreK to High	School			
☐Stewardship and Boardmanship						
□Equity & Excellence for Opportunity and Outcomes						
Recommendation Information						
Moved		Seconded		P/F		

at the District Office, telephone

LISA NYE

CTD number Version 070408000 Revised #2

I certify that the budget of OSBORN SCHOOL DISTRICT District, MARICOPA County for fiscal year 2025 was officially revised by the Governing Board on, May 13, 2025, and that the complete Revised Expenditure Budget may be reviewed by contacting

during normal business hours.

President of	the	Governing	Board
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1. Average Daily Membership:		Prior year	Budget year	4. Average teacher salaries (A.R.S. §15-903.E)	
	2023 ADM	2024 ADM	2025 ADM	Average salary of all teachers employed in FY 2025 (budget year)	61,375
A 44 our d'inn ce				Average salary of all teachers employed in FY 2024 (prior year)	60,193
Attending	2,271.5784	2,185.4320	2,236.5044	3. Increase in average teacher salary from the prior year	1,182
2. Tax Rates:		Prior FY	Est. Budget FY	4. Percentage increase	2%
Primary rate (equalization formula	a funding				
and budget add-ons not required to	be in			Comments on average salary calculation (Optional): All returning staff in the I	District
secondary rate)		1.7962	1.6481	(classified, certified and administrative) received a 2% increase for the 24/25s	y.
Secondary rate (voter-approved ov	errides,				
bonds, and Career Technical Educa	tion				
Districts, and desegregation, if app	licable)	1.9393	2.2356		
3. Budgeted expenditures and bu	dget limits:	Budgeted			
	_	Expenditures	<b>Budget Limit</b>		
Maintenance & Operation Fund		24,243,760	24,243,760		
Classroom Site Fund		5,002,721	5,002,721		
Unrestricted Capital Outlay Fun	d	6,315,445	6,315,445		

	Maintenance and Operation Expenditures						
	Salaries and E	Benefits	Otl	her	тот	ΓAL	% Inc./(Decr.) from
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY
100 Regular education							
1000 Instruction	9,532,591	9,358,670	262,144	734,000	9,794,735	10,092,670	3.0%
2000 Support services							
2100 Students	479,300	501,000	15,000	35,000	494,300	536,000	8.4%
2200 Instructional staff	589,402	843,000	23,500	48,500	612,902	891,500	45.5%
2300, 2400, 2500 Administration	2,080,713	2,470,000	303,500	250,500	2,384,213	2,720,500	14.1%
2600 Oper./Maint. of plant	1,100,426	1,576,000	1,395,000	1,524,000	2,495,426	3,100,000	24.2%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of noninstructional services	0	0	75,000	75,000	75,000	75,000	0.0%
610 School-sponsored cocurric. activities	0	0	0	0	0	0	0.0%
620 School-sponsored athletics	15,500	15,500	6,100	6,100	21,600	21,600	0.0%
630, 700, 800, 900 Other programs	0	0	0	0	0	0	0.0%
Regular education subsection subtotal	13,797,932	14,764,170	2,080,244	2,673,100	15,878,176	17,437,270	9.8%
200 and 300 Special education							
1000 Instruction	3,768,589	2,400,000	269,433	1,033,000	4,038,022	3,433,000	-15.0%
2000 Support services							
2100 Students	1,230,635	889,000	209,492	361,000	1,440,127	1,250,000	-13.2%
2200 Instructional staff	246,348	249,000	7,000	7,000	253,348	256,000	1.0%
2300, 2400, 2500 Administration	0	0	2,500	2,500	2,500	2,500	0.0%
2600 Oper./Maint. of plant	0	0	500	500	500	500	0.0%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of noninstructional services	0	0	0	0	0	0	0.0%
Special education subsection subtotal	5,245,572	3,538,000	488,925	1,404,000	5,734,497	4,942,000	-13.8%
400 Pupil transportation	1,159,412	1,229,000	110,000	433,000	1,269,412	1,662,000	30.9%
510 Desegregation	0	0	0	0	0	0	0.0%
530 Dropout prevention programs	0	0	0	0	0	0	0.0%
540 Joint career and technical education							-
and Vocational education center	0	0	0	0	0	0	0.0%
550 K-3 Reading program	197,904	202,490	0	0	197,904	202,490	2.3%
Total Expenditures	20,400,820	19,733,660	2,679,169	4,510,100	23,079,989	24,243,760	5.0%

Total expenditures by fund						
	Budgeted Ex	penditures	\$ Increase/(Decrease)	% Increase/(Decrease)		
Fund			from	from		
	Prior FY	Budget FY	Prior FY	Prior FY		
Maintenance & Operation	23,079,989	24,243,760	1,163,771	5.0%		
Instructional Improvement	130,000	170,000	40,000	30.8%		
English Language Learner	0	45,000	45,000			
Compensatory Instruction	0	0	0	0.0%		
Classroom Site	4,677,531	5,002,721	325,190	7.0%		
Federal Projects	10,642,000	10,139,045	(502,955)	-4.7%		
State Projects	2,600,000	1,260,000	(1,340,000)	-51.5%		
Unrestricted Capital Outlay	5,521,755	6,315,445	793,690	14.4%		
New School Facilities	0	0	0	0.0%		
Adjacent Ways	0	0	0	0.0%		
Debt Service	6,952,950	7,822,813	869,863	12.5%		
School Plant Fund	575,000	766,000	191,000	33.2%		
Auxiliary Operations	30,000	30,000	0	0.0%		
Bond Building	1,500,000	30,000,000	28,500,000	1900.0%		
Food Service	2,750,000	2,750,000	0	0.0%		
Other	4,121,000	5,576,500	1,455,500	35.3%		

M&O Fund Special Education Programs by type				
Program (A.R.S. §§15-761 and 15-903)	Prior FY	Budget FY		
Total All Disability Classifications	5,321,503	4,442,000		
Gifted Education	412,994	500,000		
Remedial Education	0	0		
ELL Incremental Costs	0	0		
ELL Compensatory Instruction	0	0		
Vocational and Technical Education (non-CTED)	0	0		
Career Education (non-CTED)	0	0		
Career Technical Education (CTED)	0	0		
TOTAL	5,734,497	4,942,000		

Proposed staffing summary						
Staff Type	Purchased Services Personnel FTE	Employee FTE	Total FTE	Staff-Pu	pil Ratio	
Certified						
Superintendent, principals, other administrators		13	13	1 to	172.0	
Teachers	2	170	172	1 to	13.0	
Other		19	19	1 to	117.7	
Subtotal	2	202	204	1 to	11.0	
Classified						
Managers, supervisors, directors		8	8	1 to	279.6	
Teachers aides		40	40	1 to	55.9	
Other		110	110	1 to	20.3	
Subtotal	0	158	158	1 to	14.2	
TOTAL	2	360	362	1 to	6.2	
Special education						
Teacher	2	22	24	1 to	14.0	
Staff	4	44	48	1 to	7.0	

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

Agenda Item Number – I/II Agenda Item Call to Order Pledge of Allegiance/School Presentation/Land Acknowledgement Information Action Discussion For Board: **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

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: Discussion X Information					
Background –  1. 20, 25 and 30 year Employee Recognition 2. Retiree Recognition 3. You Make the Difference Award Recognition					
<u>Legal</u>					
<u>Financial</u>					
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					

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

Agenda Item Number – IV-A

Agenda Item Ratification of Accounts Payable Vouchers
For Board: X Action Discussion Information
<u>Background</u> – 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."
<u>Legal</u> A.R.S. §15-321.G
<u>Financial</u>
Governing Board Goals
□Community Connectedness and Increased Enrollment
☐ Maximize Student Learning & Achievement from PreK to High School
□Stewardship and Boardmanship
□Equity & Excellence for Opportunity and Outcomes
Recommendation It is recommended that the Governing Board ratify payment of FY25 Accounts Payable Vouchers from April 1 through April 30, 2025.
Moved Seconded P/F

# Osborn School District No. 8 Summary of FY25 Accounts Payable Vouchers Processed 4/1/25 through 4/30/25

Fund Title	Fund #	Total
M & O	1	392,176.04
P301 Base Pay	11	0.00
P301 Performance Payout	12	0.00
Instructional Improvement fund	20	0.00
Title I	100	0.00
Title I	101	2,340.79
Title I Targeted Support & Improve	r 115	1,730.00
Title I Targeted Support & Improve	r 116	0.00
Title IIA - Improving Teacher Qualit	140	0.00
Title IIA - Improving Teacher Qualit	141	13,994.00
TITLE IV-SAFE & DRUG FREE BASIC	160	0.00
Title IV- Safe & Drug free basic	161	9,772.60
21st Century (Enc, Sol)	162	6,499.59
21st Century (CL, LV, OMS)	163	2,081.42
Title III	190	0.00
Title III	191	0.00
Emergency Immigrant Funding	196	0.00
Title VII - Indian Ed	200	0.00
Idea - Basic	220	0.00
ARRA - IDEA BASIC	221	4,583.35
Idea - Preschool Grant	222	0.00
Idea Edisa	223	0.00
Idea Edisa-1 Implementation	224	0.00
ARP-Idea Preschool	227	0.00
ARP- IDEA BASIC	228	0.00
JOHNSON-O'MALLEY	230	0.00
JOHNSON-O'MALLEY	231	0.00
Education for Homeless Children	280	0.00
Education for Homeless Children	281	0.00
ARRA-ED For Homeless	283	0.00
ARP-Homeless I	284	0.00
Medicaid Reimb	290	1.11
EPACLEAN BUSES GRANT	308	0.00
AZ NURSES WORKFORCE GRANT	310	322.96
PRE School Dev GRANT	320	276.21
AZ PRIME GRANT	321	0.00
Pre School Dev - Start - Up	322	0.00
ESSER CARES	326	0.00
Acceleration Academy Grant	327	0.00
ENROLLMENT STABILIZATION GRAI	N 328	0.00
HQEL	333	5,950.11
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 GR	364	42,933.50
Scoppes - Counseling Grant	376	0.00
Arts in Education	377	0.00
ARP - HOMELESS II ENTITLEMENT	383	0.00
ARP - Homeless I Grant	384	0.00
Race To The Top	396	0.00
GIFTED	450	0.00
RESULT BASED FUNDING	457	0.00
AZ Transportation Modernization	465	0.00
EARLY LITERACY GRANT	472	0.00
OIE RISE GRANT	475	0.00
VW BUS SETTLEMENT	476	0.00
FEMININE HYGIENE	478	0.00
Safe Schools	480	0.00
School Emergency Readiness	485	0.00
Arts ED GRANT	492	0.00
TREES FOR SCHOOL GRANT	494	0.00
Sch Pl-Sales/Leas Over 1 YR	500	0.00
School Plant Sales	502	0.00
School Plant 1 Year/Less	505	0.00
Food Service	510	89,404.16
Civic Center	515	0.00
Community School	520	44.06
Community School Montessori	521	0.00
Auxiliary Operations	525	0.00
Extra Curr Tax Fees CR	526	4,710.00
Gift and Donations	530	1,691.15
Fingerprint	540	44.00
Insurance Proceeds	550	0.00
Textbooks	555	0.00
LITIGATION RECOVERY	565	0.00
Indirect Costs	570	12,497.72
Unemployment Insurance	575	0.00
Insurance Refund	585	0.00
Unrestrict Capital Outlay	610	4,182.89
Bond Building funds	630	85,107.67
Energy & Water Savings	665	0.00
SFB BUILDING RENEWAL	691	0.00
Student Activities	850	108.36
Employee Insurance Fund	855	284,115.24
		964,566.93

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

Agenda Item Number – IV-B

Agenda Item Ratification of Payroll Vouchers		_	
For Board: X Action	Discussion	Information	
Tor Board.	Diocaccion		
<u>Background</u> – The following worksheets reflects payroll salaries and payroll liabilities.	warrants processe	ed through the County Treasu	rer for employee
A.R.S. §15-321.G requires that, "An order expense shall be signed by a majority of be signed between board meetings if a regular or special meeting of the governing special meeting of the governing board."	the governing boa esolution to that eff	rd. An order for salary or other fect has been passed prior to	er expense may the signing at a
<u>Legal</u> A.R.S. §15-321.G			
<u>Financial</u>			
Governing Board Goals			
□Community Connectedness and Increased	Enrollment		
☐Maximize Student Learning & Achievemen	t from PreK to High	School	
□Stewardship and Boardmanship			
□ Equity & Excellence for Opportunity and O	utcomes		
Recommendation It is recommended that the Governing Bo April 1 through April 30, 2025.	pard ratify payment	of 2024/25 Payroll Vouchers	processed from
Moved	Seconded		P/F

### Summary of Payroll Vouchers 4/01/25 thru 4/30/25

#### **Voucher number**

Fund Title	Fund	Total
Maintenance & Operation	001	1,392,777.08
Proposition 301	011	149,796.32
Proposition 301	012	202.42
Instructional Improvement Fund	020	5,675.64
Structured English Emersion	71	5,072.10
Title I Disadvantaged Grant	101	86,631.89
Title IIA	141	352.60
	160	0.00
Title IV	161	934.86
21st CCLC Grant	162	4,503.73
21st CCLC Grant	163	6,006.61
Title III	191	3,739.60
Title VII-Indian Ed	200	3,738.06
IDEA - General Entitlement Grant	220	0.00
IDEA - BASIC	221	60,422.72
IDEA-Preschol Grant	222	0.00
IDEA EDISA - 3 TRAININ	223	2,835.54
ARP- IDEA PRESCHOOL	227	0.00
ARP- IDEA BASIC	228	0.00
Johnson O'Malley	231	3,738.10
Medicaid Reimbursement Fund	290	21,005.54
Preschool Developmental Year 1	320	25,960.69
AZ Prime Grant	321	0.00
HQEL Grant	333	0.00
ESSER ROUND III FED ED INNOVATION RESEARCH	346 364	0.00 3,273.60
RESULTS BASED FUNDING	457	13,958.23
na	472	18,539.57
FOUNDATIONAL LITERACY GRANT	473	14,429.38
OIE RISE GRANT	475	4,599.96
SCHOOL SAFETY GRANT STATE TUTORING	480	34,532.42
Food Service Fund	483	0.00
Civic Center	510 515	109,659.61 8,516.13
Community Schools	520	13,493.57
Community Schools-Montessori	520 521	36,749.44
Extra Curr Tax Fees	526	219.15
Gifts & Donations	530	5,089.92
Indirect Costs Fund	570	29,426.38
UNRESTRICT CAPITAL OUTLAY	610	0.00
		\$ 2,065,880.86

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

Agenda Item Number - IV-C-1

	Agenda item Hamber 17 0
Agenda Item Approval of Governing Board Minutes	
For Board: X Action Discussion	Information
Background – Approval is requested for the minutes of the following meetings:	
1. April 15, 2025 Regular Meeting	
Logal	
<u>Legal</u>	
<u>Financial</u>	
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	ng Board minutes as presented.
Moved Seconded	P/F

The Regular Meeting of the Osborn School District Governing Board was called to order at 5:35 p.m. by Board President Violeta Ramos.

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

#### **Land Acknowledgement**

President Ramos read the land acknowledgment.

#### Consent Agenda – Approval of Items Since February Meeting

- A. Ratification of Accounts Payable Vouchers
- B. Ratification of Payroll Vouchers
- C. Board Minutes
  - 1. March 18, 2025 Regular Meeting
  - 2. April 1, 2025 Work Study
- D. Approval of Personnel Items
  - 1. New Employees
  - 2. Extra Duty Contracts
  - 3. Employment Changes/Additions
  - 4. Resignations
  - 5. Terminations
  - 6. Retirements
  - 7. Leaves of Absence
  - 8. Non-Renewal
- E. Donations
- F. Expenditure and Revenue Report
- G. Student Activities Statement of Revenue and Expenditures
- H. Disposal of Equipment
- I. Approval of Renewal of the IGA with Greater Phoenix Educational Management (GPEMC) and Arizona Management Council (AZEMC) for 2023-2028
- J. Approval of out of state travel to the Annual Nutrition Conference (ANC) in San Antonio, TX on
- K. July 12-15 for Nayra Amado, Maria Dagnino, Jennifer Houston, Maria Dominguez, Madison Furey, Theresa Mazza and Cory Alexander
- L. Montecito Community School Camp Tontozona student trip to Payson, AZ from May 12-14, 2025.

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

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

#### Call to the Public

### OSBORN SCHOOL DISTRICT NO. 8 Governing Board Regular Meeting April 15, 2025

Matthew Hernandez, 3<sup>rd</sup> grade teacher at Encanto, read a prepared statement expressing disappointment over being notified that he may not be receiving a contract due to his emergency certification status.

Osborn teacher Kirsten Callisen read a prepared statement expressing concern over anxiety around contract return, compensation, not being treated as professionals and establishing a meet and confer process.

Dr. Robert called on ambassadors from Montecito.

#### Pledge of Allegiance/School Presentation

Montecito Ambassadors led the pledge. Student Ambassadors Bruno, Rose, Esther and Emma each shared statements about their experiences in the Montessori program and shared a video showing students in their daily activities.

#### **District Celebrations and Announcements**

Students Addison, Lola, Eleanor and Harlow each recognized and presented a Spread L.O.V.E award to the following recipients:

Growth- Kira Macdonald Joy- Maria Pacheco Integrity- Lenda Rael Equity- Terry Jaramillo Relationships- Jess Morales Ruan

President Ramos called for a recess at 5:59 PM.

The meeting resumed at 6:06 PM.

#### **Admin Reports**

No comments

#### **Information/ Discussion**

#### **Bond Update**

Elizabeth Thielen provided an update on summer projects including the shade structure at Longview already underway, the Clarendon gym, and sani- sewer lining. She shared that the Montecito central plant project is a priority and there are kitchen needs across the campuses.

Design work includes the board room and Longview playground, as well as establishing a designated storage room at each site.

She said that there are 2 CMAR's that include instructional learning spaces, the Child Nutrition Center and work at Montecito.

#### **Action Items**

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

District Mission and Belief Statement Α AA School District Legal Status AA-E School District Legal Status ABA Community Involvement in Education ABAA Parental Involvement Nondiscrimination / Equal Opportunity AC Nondiscrimination / Equal Opportunity AC-R AC-E Nondiscrimination / Equal Opportunity Sexual Harassment ACA ACA-R Sexual Harassment ACA-E Sexual Harassment ACAA Title IX Sex Discrimination ACAA-R Title IX Sex Discrimination

Education Philosophy / School District Mission ΑD

GBK Staff Grievances

Student Concerns, Complaints, and Grievances JII

Dr. Robert stated ASBA will be sending the revisions in sections and clean versions were included for policies as requested.

Mrs. Greenberg motioned to approve with the recommendations noted on the spreadsheet. Mrs. Ford seconded. Motion passed 4-0

Mrs. Ramos aye Mrs. Greenberg ave Mrs. Ford ave

Mr. Thompson aye

#### Approval and Second Review of Return to Work Policy GCQEA

Dr. Woodland shared that approval is requested for policy GCQEA with the revisions made by counsel.

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

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

Approval of first review of ASBA Policy Revisions

School Board Operational Goals BA Evaluation of School Board/Board Self Evaluation BAA BAA-E Evaluation of School Board/Board Self Evaluation BB School Board Legal Status **Board Powers and Responsibilities** BBA BBA-E Board Powers and Responsibilities Board Member Authority and Responsibilities

BBAA

BBBA **Board Member Qualifications**  BBBB Board Member Oath of Office BBBB-E Board Member Oath of Office BBBC Board Member Resignation

BBBD Board Member Removal from Office

BBBE Unexpired Term Fulfillment

BCA Board Member Ethics

BCB Board Member Conflict of Interest BDA Board Organizational Meeting

BDB Board Officers

BDD Board-Superintendent Relationship

BDE Board Committees
BDF Advisory Committees
BDG School Attorney

BE School Board Meetings
BE-EA School Board Meetings
BE-EB School Board Meetings
BE-EC School Board Meetings

BEC Executive Sessions/Open Meetings
BEC-EA Executive Sessions/Open Meetings
BEC-EB Executive Sessions/Open Meetings
BEC-EC Executive Sessions/Open Meetings
BEC-ED Executive Sessions/Open Meetings

BED Meeting Procedures/ Bylaws
BED-R Meeting Procedures/ Bylaws
BED-EA Meeting Procedures/ Bylaws
BED-EB Meeting Procedures/ Bylaws
BEDA Notification of Board Meetings

BEDB Agenda BEDB-E Agenda

BEDBA Agenda Preparation and Dissemination

BEDC Quorum

BEDD Rules of Order BEDF Voting Method

BEDG Minutes
BEDG-R Minutes
BEDG-EA Minutes
BEDG-EB Minutes

BEDH Public Participation at Board Meetings
BEDH-E Public Participation at Board Meetings
BEDI News Media Services at Board Meetings

BGB Policy Adoption BGB-R Policy Adoption

BGC Policy Revision and Review
BGC-R Policy Revision and Review
BGD Board Review of Regulations
BGE Policy Communication/Feedback
BGE-R Policy Communication/Feedback

BGF	Suspension/Repeal of Policy
BHC	Board Communications with Staff Members
BHD	Board Communications with the Public
BIA	New Board Member Orientation/Handbook
BIB	Board Member Development Opportunities
BIB-R	Board Member Development Opportunities
BIBA	Board Member Conference. Conventions and Workshops
BIBA-R	Board Member Conference. Conventions and Workshops
BIE	Board Member Insurance/Liability
BJ	School Board Legislative Program
BK	School Board Memberships
BKA	Liaison with School Board Associations

Dr. Robert explained there were very minor changes to policy BBA that include updated language under the section of powers and responsibilities. He is also recommending allowing 15 minutes beyond the start time of a scheduled meeting before cancelling a meeting. Noting that this has not been an issue, it seems an appropriate amount of time to wait.

He also recommended adding language to policy BDA that aligns with Osborn's practice of electing a clerk. If both the president or clerk are not present there would be an election of a temporary president.

Mr. Thompson motioned to approve as presented. Mrs. Greenberg seconded. Motion carried 4-0.

Mrs. Ramos aye Mrs. Greenberg aye Mrs. Ford aye

Mr. Thompson aye

#### Audit Reports for fiscal year 2024

Ms. McCabe stated that this item was discussed at the Work Study where Dan Johnson reviewed the results.

Mrs. Ford motioned to approve. Mr. Thompson seconded. A roll call vote was taken and the motion carried 4-0.

Mrs. Ford aye

Mrs. Greenberg aye

Mrs. Ramos aye Mr. Thompson aye

## Recommendation to approve Notice of Appointment language and issuance for classified hourly staff.

Dr. Woodland stated that the request is for approval of hourly notice of appointment language with issuance scheduled for April 28.

Recognizing that funding can fluctuate Mrs. Greenberg said she thinks it is important for staff to have transparency and to be made aware that they may make more than the notification letters are issued for. Dr. Woodland clarified her understanding of member Greenberg's request. Member Greenberg further clarified that the conversations should be planned ahead and should take place in Meet and Confer, not in Budget Committee.

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

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

#### **Approval of Montecito GMP 01**

Mrs. McCabe said the item is recommendation for approval of the GMP for central plant and repairs adding that the system failed in October. She said that given the difference between purchasing new or repair of the current system is one additional year of warranty the recommendation is repair of the existing system.

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

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

#### **Board Development**

### <u>President Ramos will share information gained at the National School Boards</u> <u>Association Conference from April 4-6</u>

President Ramos shared ideas presented at the conference that she would like to consider for Osborn. Those ideas included providing an opportunity for student involvement from the middle school and providing more opportunity for conversation between the Board and the Osborn community.

Dr. Robert suggested linking the boards work to the strategic plan noting that every action item is part of the public work and moving the strategic plan forward.

### Dr. Robert will share information obtained at the ASU + GSV Conference from April 6-9

Dr. Robert shared that this is the same conference attended by Ms. Callisen and he would like to work with her on a presentation at a future meeting. He said they were there at different times and he attended sessions on larger global ideas whereas she attended the AI sessions so it would be nice to have a presentation that provided information from the different sessions.

He said it was good to hear the level of depth of the sessions covered from PreK to the workforce and how technology can help move us forward.

#### **Reflections**

Mr. Thompson thanked Montecito for attending and is glad to be moving forward with the GMP's.

Mrs. Ford thanked Montecito for attending and expressed her excitement at seeing the school growing. She enjoyed seeing the students, expressed thanks to the Montecito staff, and echoed earlier sentiments about the legislature funding schools.

Mrs. Greenberg thanked community members for attending and enjoyed seeing the students presenting awards. She added that as the Board looks at policy she is happy to see the community values are apparent.

President Ramos complimented the dual language program in Osborn and hopes that the district will continue the program through 8<sup>th</sup> grade.

Dr. Robert noted the approval for travel for professional learning and the upcoming bond projects to provide upgrades to the kitchens adding that it isn't often we see items with these same connections presented together.

Mrs. Greenberg stated that she would also like to note that it is Arab American Heritage Month.

#### **Future**

#### Mrs. Greenberg

Meet and Confer update or representative to join

#### Mrs. Ramos

Revisit liquidated damages conversation

#### **Adjournment**

President Ramos declared the meeting adjourned at 6:51 PM.

Minutes submitted by:
Lisa Nye, Executive Assistant to the Superintendent and Governing Board
Leanne Greenberg, Board Clerk

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

Agenda Item Number – IV-D-1-8

Agenda Item Approval of Personnel Items	
For Board: X Action Disc	cussion Information
Background – Per attached list.	
mentioned in their letters. This information must be he	requesting FMLA because their medical conditions are eld confidential. Board members will simply know from the understand that such requests are made due to one's own
<u>Legal</u>	
<u>Financial</u>	
Governing Board Goals	
□Community Connectedness and Increased Enrollme	ent
☐Maximize Student Learning & Achievement from Pr	eK to High School
□Stewardship and Boardmanship	
□ Equity & Excellence for Opportunity and Outcomes	
Recommendation It is recommended that the Governing Board app Employment/Changes/Additions/Non-Renewal as	prove the Resignations/Terminations/Retirements and s presented.
Moved Sec	onded P/F

NEW EMPLOYEES: CERTIFIED				
NAME	<u>POSITION</u>	LOCATION	DATE HIRED	RATE OF PAY
Akins, Emily	Speech Pathologist	SOL	7/28/2025	\$86,000.00
Assaf Silva, Yehudy	Kinder Dual Language Teacher	LNV	7/21/2025	\$50,000.00
Borkoski, Mary	Resource Teacher	CLA	7/21/2025	\$54,000.00
McHugh, Lindsay	(.2 FTE) Physical Therapist	Stud Serv	7/28/2025	\$14,952.00
Nguyen, Cecilia	3rd Grade Teacher	<u>LNV</u>	7/21/2025	\$50,000.00
Ramos, Monica	Resource Teacher	<u>ENC</u>	7/21/2025	\$56,500.00
Serrano, Samuel	5th Grade Dual Spanish Teacher	<u>CLA</u>	7/21/2025	\$50,000.00
Tarazona Rodriguez, Neriberth	Kinder Dual Language Teacher	ENC	7/21/2025	\$50,000.00
Whaley, Scott	3rd Grade Teacher	ENC	7/21/2025	\$50,000.00

		NEW EMPLO	YEES: CLASSIFIED		
<u>NAME</u>		<u>POSITION</u>	<b>LOCATION</b>	DATE HIRED	RATE OF PAY
Molina Meiia. Elizabeth	Food II		CN	4/7/2025	\$16.95

RATIFY ADDENDUM TO CONTRACT				
<u>NAME</u>	<u>PROGRAM</u>	<u>AMOUNT</u>		

PRE-	APPROVAL ADDENDUM TO CONTRACT	
<u>NAME</u>	<u>PROGRAM</u>	<u>AMOUNT</u>

ADDITIONAL ASSIGNMENTS				
NAME	POSITION	LOCATION	DATE	RATE OF PAY
Borghaus, Sara	XD- Social Media Manager	CLA	10/7/2024	\$20.81
Carranza, Maria	XD- Integrated Action Planning	ENC	4/14/2025	\$40
Duran, Jessica	XD- Social Media Manager	SOL	4/28/2025	\$25
Quiroz Tovar, Nallely	XD- Social Media Manager	SOL	9/9/2024	\$18
Romero, Manuela	XD- Additional Day	ENC	5/23/2025	\$22
Santos, Vanessa	XD- Tournament Coordinator	DO	4/7/2025	\$26.77

	CHANGE OF	ASSIGNMENT			
NAME	FROM POSITION	TO POSITION	LOCATION	DATE	RATE OF PAY
Barton, Charles	PE Teacher	Behavior Interventionist	LNV	7/28/2025	\$60,650.00
Butier, Lindsay	4th Grade Dual Language (CLA)	6th Grade Teacher (LNV)	LNV	7/28/2025	\$50,960.00
Callisen, Kirsten	3rd Grade Teacher (ENC)	3rd Grade Teacher (SOL)	SOL	7/28/2025	\$59,120.00
Castelli-Wright, Anna Danielle	PE Teacher (SOL)	PE Teacher (LNV)	LNV	7/28/2025	\$55,750.00
Chacon, Gabriel	3rd Grade Teacher (SOL)	3rd Grade Teacher (ENC)	ENC	7/28/2025	\$50,000.00
Contreras Correa, Katia	Instructional Tutor (.5)	Instructional Tutor (.9375)	LNV	7/28/2025	\$24.12
McHale, Meghan	Teacher SC/CC (SOL)	Teacher SC/CC (LNV)	LNV	7/28/2025	\$60,500.00
Munera Palacio, Julian	Baker/Cook	Courier (Child Nutrition)	CN	7/30/2025	\$22.31
Regis, Maria	Self Contained SPED Teacher (LNV)	Self-Contained SPED Teacher (ENC)	ENC	7/28/2025	\$77,386.00
Santillano, Magali	Montessori Educational Assistant	Montessori Dual Language Teacher	MCS	7/21/2025	\$50,000.00
Scilley, Theresa	Self-Contained Teacher (LNV)	Self-Contained Teacher (ENC)	ENC	7/28/2025	\$54,798.00
Smith, Dashaminique	Math Teacher	PBIS Assistant	OMS	7/29/2025	\$20.54
Stachel, Allison	ELA Teacher	Behavior Interventionist	OMS	7/28/2025	\$53,480.00
Thompson, Penelope	Resource Teacher (.5)	Resource Teacher (1.0)	LNV	7/28/2025	\$58,000.00
Valencia, Ana	Educational Assistant (Kinder)	Educational Assistant (Prek)	ENC	7/31/2025	\$22.00

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

RESIGNATIONS					
NAME	<u>POSITION</u>	LOCATION	DATE		
Bliss, Nathan	Performing Arts Teacher	SOL	<u>4/17/2025</u>		
<u>Deane, Amanda</u>	PBIS Assistant	<u>OMS</u>	<u>5/22/2025</u>		
<u>Dine, Yasmin</u>	Educational Asst	<u>SOL</u>	<u>5/22/2025</u>		
Ellison, Brianne	DD Preschool Teacher	<u>SOL</u>	5/22/2025		
Groves, Amanda	Educational Asst	<u>ENC</u>	<u>5/22/2025</u>		
<u>Heath, Elizabeth</u>	Middle Grades Math Teacher	<u>OMS</u>	<u>5/23/2025</u>		
<u>Lindsey, Jaclyn</u>	Self Contained Educational Asst	<u>OMS</u>	5/22/2025		
Lopez, Moreno, Cindy	Dual Language Teacher	ENC	5/23/2025		
Moreno Garcia, Bertha	Self Contained Educational Asst	SOL	4/17/2025		
Sanchez, Alexys	Kinder Language Teacher	LNV	5/23/2025		
Schiller, Lynna	Behavior Interventionist	OMS	5/23/2025		
Sawyer, Brianna	Behavior Interventionist	LNV	5/23/2025		

TERMINATIONS						
NAME	<u>POSITION</u>	<b>LOCATION</b>	DATE			
Ramirez, Elizeth	Bus Attendant/Crossing Guard	MT	4/7/2025			
Gamboa, Pablo	Crossing Guard	MT	4/7/2025			
Mitchell, Crystal	Custodian	MT	4/23/2025			
•						
	RETIREMENTS					
NAME	<u>REASON</u>	<b>LOCATION</b>	DATE			
Enriquez, Acsalia	DD preschool Educational Asst	SOL	6/30/2025			
Marshall, Gina	EMT	OMS	5/23/2025			
Ruelas, Cindy	Cafeteria Assistant Manager	CN	5/29/2025			
·	•					

LEAVE OF ABSENCES:						
NAME	REASON	LOCATION	DATE			
Quiroz Tovar, Nallely	FMLA	SOL	3/21/2025			
Salgado, Romina	FMLA Return	DO	3/24/2025			
Chavez, Cristina	FMLA Return	ENC	4/7/2025			
Chavez, Cristina	FMLA	ENC	7/28/2025			
Dewey, Allison	Admin Leave	ENC	4/21/2025			
Dewey, Allison	Return Admin Leave	ENC	4/23/2025			

	MILITARY LEAVE:		
<u>NAME</u>	REASON	<b>LOCATION</b>	<u>DATE</u>

	PRE-APPROVAL ADDENDUM TO CONTRACT	
<u>NAME</u>	<u>PROGRAM</u>	<u>AMOUNT</u>
Aken, Ann	Summer School Teacher 5/29-6/26/25	\$4,800.00
Aken, Ann	EL/DL Advisor 7/1/24-5/22/25	\$500.00
Anderson, Beth	Summer School Substitute 6/2-6/26/25	\$2,700.00
Anderson, Rachel	21st CCLC Instructor 1/6-4/25/25	\$160.00
Banchs, Denise	Summer School Lead Nurse/Health Coordinator 5/29-6/26/25	\$3,150.00
Barnett, Linda	EL Advisor 9/2-5/22/25	\$500.00
Bedonie, Brianna	Summer School Teacher 5/29-6/26/25	\$4,800.00
Blanck, Brian	EL Advisor 9/2-5/22/25	\$166.66
Bucklew, Joan	Summer School Teacher 5/29-6/26/25	\$4,800.00
Bucklew, Joan	EL Advisor 9/2-5/22/25	\$166.66
Colledge, Abbey	Summer School Teacher 5/29-6/26/25	\$4,800.00
Delgado, Cristina	Continuous Improvement Team 4/14-5/2/25	\$180.00
Deyette, Mark	Continuous Improvement Team 4/14-5/2/25	\$180.00
Elias Uloa, Rosaisela	Summer School Teacher 5/29-6/26/25	\$4,800.00
Fernandez Guillen, Adrianna	Summer School Teacher 5/29-6/26/25	\$4,800.00
Formanek, John	Summer School Substitute 6/2-6/26/25	\$2,700.00
Garcia, Maria	Continuous Improvement Team 4/14-5/2/25	\$180.00
Green, Maria	Summer School Teacher 5/29-6/26/25	\$4,800.00
Green, Maria	EL/DL Advisor 7/1/24-5/22/25	\$500.00
Kahl, Kayce	Summer School Teacher 5/29-6/26/25	\$4,800.00
Klanke, Liana	Tutoring-Teacher 1/1-5/22/25	\$600.00
Linn, RJ	21st CCLC Instructor 2/18-4/25/25	\$636.00
Lizarraga, Mackenzie	Continuous Improvement Team 4/14-5/2/25	\$180.00
Logrono, Renalyn	Summer School Substitute 6/2-6/26/25	\$2,700.00
Maynard, Clare	EL Advisor 9/2-5/22/25	\$500.00
Murray, Nikki	21st CCLC Instructor 3/17-4/25/25	\$250.00
Palma, Vanessa	21st CCLC Instructor 3/17-4/25/25	\$250.00
Pendall-Castro, Emily	Summer School Teacher 5/29-6/26/25	\$3,400.00
Ramirez, Rocio	Summer School Teacher 5/29-6/26/25	\$4,800.00
Renning, Amanda	EL Advisor 9/2-5/22/25	\$166.66
Rodriguez, Christina	IEP Writing 1/6-5/22/25	\$1,649.52
Sanchez, Nayely	EL/DL Advisor 7/1/24-5/22/25	\$500.00
Statchel, Allison	Summer School Substitute 6/2-6/26/25	\$2,700.00
Stevens, Amber	Summer School Teacher 5/29-6/26/25	\$2,400.00
Terriciano, Molly	21st CCLC Instructor 3/17/-4/29/25	\$160.00
Urrutia, Beatrice	21st CCLC Instructor 2/18-4/25/25	\$689.00
Vehr, Rodi	Summer School Teacher 5/29-6/26/25	\$4,800.00
Villan Morales, Elisa	Summer School Teacher 5/29-6/26/25	\$4,800.00
Wharton, Patricia	EL Advisor 9/2-5/22/25	\$500.00

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

Agenda Item Number - IV-E

Agenda Item Donations		<b>g</b>	
For Board: X Action	Discussion	Information	
Background -			
Donor	Donation	Location	Estimated Value
Bradley Kuhlin	Fishing equipment	LV Fish and Wildlife Room	\$500.00
Andrew Etchart	cash	Encanto	\$5,000.00
<u>Legal</u>			
<u>Financial</u>			
Governing Board Goals			
□Community Connectedness an	d Increased Enrollment		
☐ Maximize Student Learning & /	Achievement from PreK to High School		
□Stewardship and Boardmanshi	p		
□Equity & Excellence for Opport	unity and Outcomes		
Recommendation It is recommended that the Go	overning Board approve the list of do	nations as presented.	
Moved	Seconded		P/F

From: Andres PEREZ To: Lisa NXC

### **OSBORN SCHOOL DISTRICT #8**

## REQUEST FOR ACCEPTANCE OF DONATIONS AND GIFTS

NAME OF INDIVIDUAL MAKING DONATION: Bradley Kuhlin (PLEASE PRINT)
REPRESENTING (FIRM, CORPORATION): Se H
SIGNATURE Bradley Kuhlin / Judines boez
ADDRESS 18455 West Tina LN
CITY Surprise STATE AZ ZIP 85387
PHONE NUMBER (HOME) 623 - 255-0257 (OFFICE) -
SCHOOL REQUESTING ACCEPTANCE Languew Elan
PRINCIPAL SIGNATURE DATE 4/8/25
DONATED ITEM:
DESCRIPTION Multiple Swim baits, plastic hures
and Assorted AntiGial Lives.
SERIAL# 8
ESTIMATED VALUE \$ 500,00
ROOM #/LOCATION OF ITEM Fish and Wildlife room
BUSINESS OFFICE/PROPERTY CONTROL
ASSIGNED ASSET #
DATE OF BOARD APPROVAL

### **OSBORN SCHOOL DISTRICT #8**

## REQUEST FOR ACCEPTANCE OF DONATIONS AND GIFTS

NAME OF INDIVIDUAL MAKING DONATION: Andrew Et	chart
	(PLEASE PRINT)
REPRESENTING (FIRM, CORPORATION):	
SIGNATURE	
ADDRESS 933 W Palm Ln	
CITY Phoenix STATE AZ	ZIP
PHONE NUMBER (HOME) 623-694-0553	·
SCHOOL REQUESTING ACCEPTANCE Encanto Eleme	entary School
PRINCIPAL SIGNATURE	DATE 4/1/25
DONATED ITEM:  DESCRIPTION  Student Council Donation	
SERIAL#	
ESTIMATED VALUE \$5,000	
ROOM #/LOCATION OF ITEM	
BUSINESS OFFICE/PROPERTY CONTROL	
ASSIGNED ASSET #	
DATE OF BOARD APPROVAL	

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

Agenda Item Number - IV-F

Agenda item Number 11
Agenda Item Expenditure and Revenue Report
For Board: Discussion X 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."
<u>Legal</u> A.R.S. 15-905
<u>Financial</u>
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

Board Exp & Revenue	Report			From Date:	4/1/2025	To Date:	4/30/2025	
Fiscal Year: 2024-2025	Subtotal by Collapse Mask	Include pre end	umbrance 🔲 Prin	it accounts with ze	ero balance 🔲 F	ilter Encumbrance	Detail by Date F	Range
	Exclude Inactive Accounts with zer	-	_		_		,	J
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Baland	ce % Bud
001.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$1,271,472.46)	(\$8,943,343.82)	\$8,943,343.82	\$0.00	\$8,943,343.82	0.00%
001.000.0000.2000.000.000.0000	Undesignated	\$0.00	(\$1.10)	\$28,380.03	(\$28,380.03)	\$0.00	(\$28,380.03)	0.00%
001.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$805,130.72)	(\$8,366,831.71)	\$8,366,831.71	\$0.00	\$8,366,831.71	0.00%
001.000.0000.6000.000.000.0000	EXPENDITURES	\$23,615,710.13	\$1,793,272.18	\$16,495,946.32	\$7,119,763.81	\$4,907,495.46	\$2,212,268.35	9.37%
	FUND: MAINTENANCE AND OPERATION - 001	\$23,615,710.13	(\$283,332.10)	(\$785,849.18)	\$24,401,559.31	\$4,907,495.46	\$19,494,063.85	82.55%
010.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$166,710.39)	(\$1,667,103.90)	\$1,667,103.90	\$0.00	\$1,667,103.90	0.00%
	FUND: CLASSROOM SITE FUND - 010	\$0.00	(\$166,710.39)	(\$1,667,103.90)	\$1,667,103.90	\$0.00	\$1,667,103.90	0.00%
011.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$84,982.00)	\$84,982.00	\$0.00	\$84,982.00	0.00%
011.000.0000.6000.000.000.0000	EXPENDITURES	\$2,739,037.00	\$149,796.32	\$1,385,685.25	\$1,353,351.75	\$421,556.91	\$931,794.84	34.02%
	FUND: P301 BASE PAY - 011	\$2,739,037.00	\$149,796.32	\$1,300,703.25	\$1,438,333.75	\$421,556.91	\$1,016,776.84	37.12%
012.000.0000.6000.000.000.0000	EXPENDITURES	\$2,263,684.00	\$202.42	\$2,830.19	\$2,260,853.81	\$681.30	\$2,260,172.51	99.84%
	FUND: P301 PERFORMANCE PAY - 012	\$2,263,684.00	\$202.42	\$2,830.19	\$2,260,853.81	\$681.30	\$2,260,172.51	99.84%
020.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$4,339.31)	\$4,339.31	\$0.00	\$4,339.31	0.00%
020.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$87,404.37)	\$87,404.37	\$0.00	\$87,404.37	0.00%
020.000.0000.6000.000.000.000	EXPENDITURES	\$170,000.00	\$5,675.64	\$52,392.82	\$117,607.18	\$16,176.84	\$101,430.34	59.66%
FUN	D: INSTRUCTIONAL IMPROVEMENT FUND - 020	\$170,000.00	\$5,675.64	(\$39,350.86)	\$209,350.86	\$16,176.84	\$193,174.02	113.63%
071.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$7,419.25)	(\$7,419.25)	\$7,419.25	\$0.00	\$7,419.25	0.00%
071.000.0000.6000.000.000.000	EXPENDITURES	\$54,377.31	\$5,072.10	\$12,491.35	\$41,885.96	\$6,698.19	\$35,187.77	64.71%
Fl	JND: STRUCTURED ENGLISH IMMERSION - 071	\$54,377.31	(\$2,347.15)	\$5,072.10	\$49,305.21	\$6,698.19	\$42,607.02	78.35%
100.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$325,240.94)	\$325,240.94	\$0.00	\$325,240.94	0.00%
100.000.0000.6000.000.000.0000	EXPENDITURES	\$1,153,863.70	\$0.00	(\$411.96)	\$1,154,275.66	\$0.00	\$1,154,275.66	100.04%
	FUND: TITLE I - 100	\$1,153,863.70	\$0.00	(\$325,652.90)	\$1,479,516.60	\$0.00	\$1,479,516.60	128.22%
101.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$666,357.55)	\$666,357.55	\$0.00	\$666,357.55	0.00%
101.000.0000.6000.000.000.0000	EXPENDITURES	\$1,703,273.54	\$93,009.70	\$852,606.21	\$850,667.33	\$285,879.28	\$564,788.05	33.16%
	FUND: TITLE I - 101	\$1,703,273.54	\$93,009.70	\$186,248.66	\$1,517,024.88	\$285,879.28	\$1,231,145.60	72.28%
110.000.0000.6000.000.000.0000	EXPENDITURES	\$1,707.92	\$0.00	\$0.00	\$1,707.92	\$0.00	\$1,707.92	100.00%
FUND	: TITLE ID - NEGLECTED OR DELINQUENT - 110	\$1,707.92	\$0.00	\$0.00	\$1,707.92	\$0.00	\$1,707.92	100.00%
115.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$6,010.37)	\$6,010.37	\$0.00	\$6,010.37	0.00%
115.000.0000.6000.000.000.000	EXPENDITURES	\$40,000.00	\$0.00	\$6,010.37	\$33,989.63	\$0.00	\$33,989.63	84.97%
FUND: TITLE	E I TARGETED SUPPORT & IMPROVEMENT - 115	\$40,000.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$40,000.00	100.00%
116.000.0000.6000.000.000.0000	EXPENDITURES	\$30,000.00	\$0.00	\$0.00	\$30.000.00	\$0.00	\$30.000.00	100.00%
	I TARGETED SUPPORT & IMPROVEMENT - 116	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
140.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$119,194.62)	\$119,194.62	\$0.00	\$119,194.62	0.00%
140.000.0000.6000.000.000.0000	EXPENDITURES	\$143,776.29	\$0.00	\$5,778.13	\$137,998.16	\$0.00	\$137,998.16	95.98%
FUND:	TITLE IIA - IMPROVING TEACHER QUALITY - 140	\$143,776.29	\$0.00	(\$113,416.49)	\$257,192.78	\$0.00	\$257,192.78	178.88%
141.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$73,769.48)	\$73,769.48	\$0.00	\$73,769.48	0.00%
141.000.0000.6000.000.000.0000	EXPENDITURES	\$247,975.36	\$14,346.60	\$96,246.72	\$151,728.64	\$19,699.31	\$132,029.33	53.24%
FUND:	TITLE IIA - IMPROVING TEACHER QUALITY - 141	\$247,975.36	\$14,346.60	\$22,477.24	\$225,498.12	\$19,699.31	\$205,798.81	82.99%
160.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$65,085.88)	\$65,085.88	\$0.00	\$65,085.88	0.00%
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Board Exp & Revenu	ue Report			From Date:	4/1/2025	To Date:	4/30/2025	
Fiscal Year: 2024-2025	Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print	t accounts with ze	ero balance 🔲 Fi	lter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zer	o balance						
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bu
160.000.0000.6000.000.000.0000	EXPENDITURES	\$95,886.60	\$0.00	\$1,203.09	\$94,683.51	\$0.00	\$94,683.51	98.75%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 160	\$95,886.60	\$0.00	(\$63,882.79)	\$159,769.39	\$0.00	\$159,769.39	166.62%
161.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$16,676.49)	\$16,676.49	\$0.00	\$16,676.49	0.00%
161.000.0000.6000.000.000.0000	EXPENDITURES	\$169,731.00	\$10,707.46	\$36,223.18	\$133,507.82	\$39,126.50	\$94,381.32	55.61%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161	\$169,731.00	\$10,707.46	\$19,546.69	\$150,184.31	\$39,126.50	\$111,057.81	65.43%
162.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$215,396.14)	\$215,396.14	\$0.00	\$215,396.14	0.00%
162.000.0000.6000.000.000.0000	EXPENDITURES	\$240,000.00	\$12,767.30	\$141,516.70	\$98,483.30	\$41,054.57	\$57,428.73	23.93%
	FUND: 21ST CENTURY (ENC, SOL) - 162	\$240,000.00	\$12,767.30	(\$73,879.44)	\$313,879.44	\$41,054.57	\$272,824.87	113.68%
163.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$335,286.61)	\$335,286.61	\$0.00	\$335,286.61	0.00%
163.000.0000.6000.000.000.0000	EXPENDITURES	\$330,000.00	\$8,088.03	\$155,664.60	\$174,335.40	\$48,375.17	\$125,960.23	38.17%
	FUND: 21ST CENTURY (CL, LV, OMS) - 163	\$330,000.00	\$8,088.03	(\$179,622.01)	\$509,622.01	\$48,375.17	\$461,246.84	139.77%
190.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$53,863.75)	\$53,863.75	\$0.00	\$53,863.75	0.00%
190.000.0000.6000.000.000.0000	EXPENDITURES	\$70,747.77	\$0.00	\$0.00	\$70,747.77	\$0.00	\$70,747.77	100.00%
	FUND: TITLE III - 190	\$70,747.77	\$0.00	(\$53,863.75)	\$124,611.52	\$0.00	\$124,611.52	176.13%
191.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$31,311.07)	\$31,311.07	\$0.00	\$31,311.07	0.00%
191.000.0000.6000.000.000.0000	EXPENDITURES	\$110,951.69	\$3,768.70	\$39,358.44	\$71,593.25	\$12,010.45	\$59,582.80	53.70%
	FUND: TITLE III - 191	\$110,951.69	\$3,768.70	\$8,047.37	\$102,904.32	\$12,010.45	\$90,893.87	81.92%
200.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$31,938.66)	\$31,938.66	\$0.00	\$31,938.66	0.00%
200.000.0000.6000.000.000.0000	EXPENDITURES	\$35,595.00	\$3,738.06	\$34,672.52	\$922.48	\$12,569.49	(\$11,647.01)	-32.72%
	FUND: TITLE VII - INDIAN ED - 200	\$35,595.00	\$3,738.06	\$2,733.86	\$32,861.14	\$12,569.49	\$20,291.65	57.01%
220.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$342,837.41)	\$342,837.41	\$0.00	\$342,837.41	0.00%
220.000.0000.6000.000.000.0000	EXPENDITURES	\$1,130,009.75	\$0.00	\$628.54	\$1,129,381.21	\$0.00	\$1,129,381.21	99.94%
	FUND: IDEA - BASIC - 220	\$1,130,009.75	\$0.00	(\$342,208.87)	\$1,472,218.62	\$0.00	\$1,472,218.62	130.28%
221.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$448,532.53)	\$448,532.53	\$0.00	\$448,532.53	0.00%
221.000.0000.6000.000.000.0000	EXPENDITURES	\$878,104.07	\$65,006.07	\$573,609.50	\$304,494.57	\$123,450.41	\$181,044.16	20.62%
	FUND: IDEA BASIC - 221	\$878,104.07	\$65,006.07	\$125,076.97	\$753,027.10	\$123,450.41	\$629,576.69	71.70%
222.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$9,729.70)	\$9,729.70	\$0.00	\$9,729.70	0.00%
222.000.0000.6000.000.000.0000	EXPENDITURES	\$29,517.50	\$0.00	\$0.00	\$29,517.50	\$0.00	\$29,517.50	100.00%
	FUND: IDEA - PRESCHOOL GRANT - 222	\$29,517.50	\$0.00	(\$9,729.70)	\$39,247.20	\$0.00	\$39,247.20	132.96%
223.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$14,368.69)	\$14,368.69	\$0.00	\$14,368.69	0.00%
223.000.0000.6000.000.000.0000	EXPENDITURES	\$27,795.87	\$2,835.54	\$23,666.04	\$4,129.83	\$4,311.88	(\$182.05)	-0.65%
	FUND: IDEA EDISA - 2 Training - 223	\$27,795.87	\$2,835.54	\$9,297.35	\$18,498.52	\$4,311.88	\$14,186.64	51.04%
226.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$47,104.75)	(\$47,104.75)	\$47,104.75	\$0.00	\$47,104.75	0.00%
	FUND: ESS- High Cost Claims - 226	\$0.00	(\$47,104.75)	(\$47,104.75)	\$47,104.75	\$0.00	\$47,104.75	0.00%
227.000.0000.6000.000.000.0000	EXPENDITURES	\$11,872.68	\$0.00	\$0.00	\$11,872.68	\$0.00	\$11,872.68	100.00%
	FUND: ARP-IDEA PRESCHOOL - 227	\$11,872.68	\$0.00	\$0.00	\$11,872.68	\$0.00	\$11,872.68	100.00%
228.000.0000.6000.000.000.0000	EXPENDITURES	\$110,067.72	\$0.00	\$0.00	\$110,067.72	\$0.00	\$110,067.72	100.00%
	FUND: ARP- IDEA BASIC - 228	\$110,067.72	\$0.00	\$0.00	\$110,067.72	\$0.00	\$110,067.72	100.00%
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Board Exp & Revenu	ie Report			From Date:	4/1/2025	To Date:	4/30/2025	
Fiscal Year: 2024-2025	Subtotal by Collapse Mask	Include pre enc	umbrance 🔲 Print	accounts with ze	ero balance 🔲 F	ilter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zero	balance						
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ice % Bud
230.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$10,245.67)	\$10,245.67	\$0.00	\$10,245.67	0.00%
230.000.0000.6000.000.000.0000	EXPENDITURES	\$37,173.47	\$0.00	(\$653.00)	\$37,826.47	\$0.00	\$37,826.47	101.76%
	FUND: JOHNSON-O'MALLEY - 230	\$37,173.47	\$0.00	(\$10,898.67)	\$48,072.14	\$0.00	\$48,072.14	129.32%
231.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$22,184.28)	\$22,184.28	\$0.00	\$22,184.28	0.00%
231.000.0000.6000.000.000.0000	EXPENDITURES	\$28,238.78	\$3,738.10	\$35,272.86	(\$7,034.08)	\$12,569.59	(\$19,603.67)	-69.42%
	FUND: JOHNSON-O'MALLEY - 231	\$28,238.78	\$3,738.10	\$13,088.58	\$15,150.20	\$12,569.59	\$2,580.61	9.14%
280.000.0000.6000.000.000.0000	EXPENDITURES	\$29,828.93	\$0.00	\$0.00	\$29,828.93	\$0.00	\$29,828.93	100.00%
FUN	ND: EDUCATION FOR HOMELESS CHILDREN - 280	\$29,828.93	\$0.00	\$0.00	\$29,828.93	\$0.00	\$29,828.93	100.00%
281.000.0000.6000.000.000.0000	EXPENDITURES	\$31,676.78	\$0.00	\$0.00	\$31,676.78	\$0.00	\$31,676.78	100.00%
FUN	ND: EDUCATION FOR HOMELESS CHILDREN - 281	\$31,676.78	\$0.00	\$0.00	\$31,676.78	\$0.00	\$31,676.78	100.00%
283.000.0000.6000.000.000.0000	EXPENDITURES	\$60,261.77	\$0.00	\$0.00	\$60,261.77	\$0.00	\$60,261.77	100.00%
FUND: ARF	RA - EDUCATION FOR HOMELESS CHILDREN - 283	\$60,261.77	\$0.00	\$0.00	\$60,261.77	\$0.00	\$60,261.77	100.00%
284.000.0000.6000.000.000.0000	EXPENDITURES	\$41,072.80	\$0.00	\$0.00	\$41,072.80	\$0.00	\$41,072.80	100.00%
	FUND: ARP - HOMELESS I - 284	\$41,072.80	\$0.00	\$0.00	\$41,072.80	\$0.00	\$41,072.80	100.00%
290.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	\$38,959.69	(\$38,959.69)	\$0.00	(\$38,959.69)	0.00%
290.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$78,632.40)	\$78,632.40	\$0.00	\$78,632.40	0.00%
290.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$21,006.65	\$221,561.46	(\$221,561.46)	\$56,817.13	(\$278,378.59)	0.00%
	FUND: MEDICAID REIMB - 290	\$0.00	\$21,006.65	\$181,888.75	(\$181,888.75)	\$56,817.13	(\$238,705.88)	0.00%
308.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$299,304.18	(\$299,304.18)	\$2,684,929.38	(\$2,984,233.56)	0.00%
	FUND: EPA CLEAN BUSES GRANT - 308	\$0.00	\$0.00	\$299,304.18	(\$299,304.18)	\$2,684,929.38	(\$2,984,233.56)	0.00%
310.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$6,946.00)	\$6,946.00	\$0.00	\$6,946.00	0.00%
310.000.0000.6000.000.000.0000	EXPENDITURES	\$8,690.00	\$322.96	\$8,302.96	\$387.04	\$1,177.04	(\$790.00)	-9.09%
	FUND: AZ NURSES WORKFORCE GRANT - 310	\$8,690.00	\$322.96	\$1,356.96	\$7,333.04	\$1,177.04	\$6,156.00	70.84%
320.000.0000.6000.000.000.0000	EXPENDITURES	\$708,000.00	\$26,236.90	\$229,310.16	\$478,689.84	\$7,257.67	\$471,432.17	66.59%
J	FUND: PRESCHOOL DEVELOPMENT GRANT - 320	\$708,000.00	\$26,236.90	\$229,310.16	\$478,689.84	\$7,257.67	\$471,432.17	66.59%
321.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$950.00)	\$950.00	\$0.00	\$950.00	0.00%
321.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$741,101.10)	\$741,101.10	\$0.00	\$741,101.10	0.00%
321.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$809,990.86	(\$809,990.86)	\$19,701.03	(\$829,691.89)	0.00%
	FUND: AZ PRIME grant - 321	\$0.00	\$0.00	\$67,939.76	(\$67,939.76)	\$19,701.03	(\$87,640.79)	0.00%
322.000.0000.6000.000.000.0000	EXPENDITURES	\$276,000.00	\$0.00	\$282.11	\$275,717.89	\$0.00	\$275,717.89	99.90%
	FUND: PRESCHOOL DEV - START-UP - 322	\$276,000.00	\$0.00	\$282.11	\$275,717.89	\$0.00	\$275,717.89	99.90%
323.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$47,597.42	(\$47,597.42)	0.00%
	FUND: PDG- CONTINUATION GRANT - 323	\$0.00	\$0.00	\$0.00	\$0.00	\$47,597.42	(\$47,597.42)	0.00%
326.000.0000.6000.000.000.0000	EXPENDITURES	\$102,163.82	\$0.00	\$0.00	\$102,163.82	\$0.00	\$102,163.82	100.00%
	FUND: ESSER CARES - 326	\$102,163.82	\$0.00	\$0.00	\$102,163.82	\$0.00	\$102,163.82	100.00%
333.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$5,950.11	\$156,664.34	(\$156,664.34)	\$2,815.99	(\$159,480.33)	0.00%
	FUND: HQEL - 333	\$0.00	\$5,950.11	\$156,664.34	(\$156,664.34)	\$2,815.99	(\$159,480.33)	0.00%
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Board Exp & Reven	ue Report			From Date:	4/1/2025	To Date:	4/30/2025	
Fiscal Year: 2024-2025	Subtotal by Collapse Mask	Include pre end	umbrance 🔲 Prin	t accounts with ze	ero balance 🔲 F	ilter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zer	o balance						
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ice % Bud
336.000.0000.6000.000.000.0000	EXPENDITURES	\$4,751,065.08	\$0.00	\$0.00	\$4,751,065.08	\$0.00	\$4,751,065.08	100.00%
	FUND: ESSER / CARES ROUND II - 336	\$4,751,065.08	\$0.00	\$0.00	\$4,751,065.08	\$0.00	\$4,751,065.08	100.00%
337.000.0000.6000.000.000.0000	EXPENDITURES	\$54,291.14	\$0.00	\$0.00	\$54,291.14	\$0.00	\$54,291.14	100.00%
	FUND: ACCELERATION ACADEMIES GRANT - 337	\$54,291.14	\$0.00	\$0.00	\$54,291.14	\$0.00	\$54,291.14	100.00%
346.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$1,999,753.58)	\$1,999,753.58	\$0.00	\$1,999,753.58	0.00%
346.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$658,834.50	(\$658,834.50)	\$0.00	(\$658,834.50)	0.00%
	FUND: ESSER ROUND III - 346	\$0.00	\$0.00	(\$1,340,919.08)	\$1,340,919.08	\$0.00	\$1,340,919.08	0.00%
364.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$52,224.51)	(\$331,994.70)	\$331,994.70	\$0.00	\$331,994.70	0.00%
364.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$46,207.10	\$331,994.70	(\$331,994.70)	\$254,943.71	(\$586,938.41)	0.00%
FUNI	ND: FED ED INNOVATION RESEARCH GRANT - 364	\$0.00	(\$6,017.41)	\$0.00	\$0.00	\$254,943.71	(\$254,943.71)	0.00%
383.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$30,058.38)	\$30,058.38	\$0.00	\$30,058.38	0.00%
383.000.0000.6000.000.000.0000	EXPENDITURES	\$74,142.66	\$0.00	\$4,130.69	\$70,011.97	\$0.00	\$70,011.97	94.43%
FUND: ARI	P - HOMELESS II ENTITLEMENT GRANT (FOR FUND 283) - 383	\$74,142.66	\$0.00	(\$25,927.69)	\$100,070.35	\$0.00	\$100,070.35	134.97%
384.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$299.88)	\$299.88	\$0.00	\$299.88	0.00%
384.000.0000.6000.000.000.0000	EXPENDITURES	\$41,072.80	\$0.00	\$0.00	\$41,072.80	\$0.00	\$41,072.80	100.00%
FUND: ARE	P - HOMELESS I GRANT (FORMELY FUND 284) - 384	\$41,072.80	\$0.00	(\$299.88)	\$41,372.68	\$0.00	\$41,372.68	100.73%
387.000.0000.6000.000.000.0000	EXPENDITURES	\$17,244.00	\$0.00	\$0.00	\$17,244.00	\$0.00	\$17,244.00	100.00%
	FUND: Dyslexia Grant - 387	\$17,244.00	\$0.00	\$0.00	\$17,244.00	\$0.00	\$17,244.00	100.00%
450.000.0000.6000.000.000.0000	EXPENDITURES	\$2,064.28	\$0.00	\$0.00	\$2,064.28	\$0.00	\$2,064.28	100.00%
	FUND: GIFTED - 450	\$2,064.28	\$0.00	\$0.00	\$2,064.28	\$0.00	\$2,064.28	100.00%
457.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$5,060.31)	\$5,060.31	\$0.00	\$5,060.31	0.00%
457.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$13,958.23	\$142,832.44	(\$142,832.44)	\$42,746.77	(\$185,579.21)	0.00%
	FUND: RESULTS BASED FUNDING - 457	\$0.00	\$13,958.23	\$137,772.13	(\$137,772.13)	\$42,746.77	(\$180,518.90)	0.00%
465.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$8,284.32)	\$8,284.32	\$0.00	\$8,284.32	0.00%
465.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$240,911.25	(\$240,911.25)	\$0.00	(\$240,911.25)	0.00%
FUND: AZ	TRANSPORTATION MODERNIZATION GRANT - 465	\$0.00	\$0.00	\$232,626.93	(\$232,626.93)	\$0.00	(\$232,626.93)	0.00%
472.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$8,139.14)	\$8,139.14	\$0.00	\$8,139.14	0.00%
472.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$75,735.91)	\$75,735.91	\$0.00	\$75,735.91	0.00%
472.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$18,539.57	\$157,767.04	(\$157,767.04)	\$42,185.89	(\$199,952.93)	0.00%
	FUND: EARLY LITERACY GRANT - 472	\$0.00	\$18,539.57	\$73,891.99	(\$73,891.99)	\$42,185.89	(\$116,077.88)	0.00%
473.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$105,018.40)	\$105,018.40	\$0.00	\$105,018.40	0.00%
473.000.0000.6000.000.000.0000	EXPENDITURES	\$185,820.00	\$14,429.38	\$133,870.22	\$51,949.78	\$48,044.39	\$3,905.39	2.10%
	FUND: FOUNDATIONAL LITERACY GRANT - 473	\$185,820.00	\$14,429.38	\$28,851.82	\$156,968.18	\$48,044.39	\$108,923.79	58.62%
475.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$42,942.14)	\$42,942.14	\$0.00	\$42,942.14	0.00%
475.000.0000.6000.000.000.0000	EXPENDITURES	\$45,000.00	\$4,599.96	\$38,883.82	\$6,116.18	\$6,991.74	(\$875.56)	-1.95%
	FUND: OIE RISE GRANT - 475	\$45,000.00	\$4,599.96	(\$4,058.32)	\$49,058.32	\$6,991.74	\$42,066.58	93.48%
478.000.0000.6000.000.000.0000	EXPENDITURES	\$7,180.00	\$0.00	\$0.00	\$7,180.00	\$0.00	\$7,180.00	100.00%
	FUND: FEMININE HYGIENE GRANT - 478	\$7,180.00	\$0.00	\$0.00	\$7,180.00	\$0.00	\$7,180.00	100.00%
				004407				

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### **Osborn School District**

Board Exp & Revenu	ıe Report			From Date:	4/1/2025	To Date:	4/30/2025	
Fiscal Year: 2024-2025	Subtotal by Collapse Mask	Include pre end	umbrance 🔲 Prin	t accounts with ze	ero balance 🔲 Fi	ilter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zero	o balance						
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Buc
480.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$498,590.15)	\$498,590.15	\$0.00	\$498,590.15	0.00%
480.000.0000.6000.000.000.0000	EXPENDITURES	\$407,053.00	\$34,532.42	\$319,082.29	\$87,970.71	\$86,597.45	\$1,373.26	0.34%
	FUND: SAFE SCHOOLS - 480	\$407,053.00	\$34,532.42	(\$179,507.86)	\$586,560.86	\$86,597.45	\$499,963.41	122.83%
483.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$15,317.30)	\$15,317.30	\$0.00	\$15,317.30	0.00%
	FUND: STATE TUTORING - 483	\$0.00	\$0.00	(\$15,317.30)	\$15,317.30	\$0.00	\$15,317.30	0.00%
500.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$1,339.00)	(\$59,685.34)	\$59,685.34	\$0.00	\$59,685.34	0.00%
500.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	\$0.00	(\$129.80)	\$129.80	\$0.00	\$129.80	0.00%
500.000.0000.6000.000.000.0000	EXPENDITURES	\$495,000.00	\$0.00	\$0.00	\$495,000.00	\$0.00	\$495,000.00	100.00%
	FUND: SCH PL-SALE/LEAS OVR 1 YR - 500	\$495,000.00	(\$1,339.00)	(\$59,815.14)	\$554,815.14	\$0.00	\$554,815.14	112.08%
502.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$1,901.08)	\$1,901.08	\$0.00	\$1,901.08	0.00%
502.000.0000.6000.000.000.0000	EXPENDITURES	\$80,000.00	\$0.00	\$0.00	\$80,000.00	\$0.00	\$80,000.00	100.00%
	FUND: SCHOOL PLANT SALES - 502	\$80,000.00	\$0.00	(\$1,901.08)	\$81,901.08	\$0.00	\$81,901.08	102.38%
510.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$52,628.31)	\$52,628.31	\$0.00	\$52,628.31	0.00%
510.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$190,285.46)	(\$1,819,489.07)	\$1,819,489.07	\$0.00	\$1,819,489.07	0.00%
510.000.0000.6000.000.000.0000	EXPENDITURES	\$2,750,000.00	\$202,186.80	\$1,809,185.77	\$940,814.23	\$349,516.66	\$591,297.57	21.50%
	FUND: FOOD SERVICE - 510	\$2,750,000.00	\$11,901.34	(\$62,931.61)	\$2,812,931.61	\$349,516.66	\$2,463,414.95	89.58%
515.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$21,458.75)	(\$84,870.37)	\$84,870.37	\$0.00	\$84,870.37	0.00%
515.000.0000.6000.000.000.0000	EXPENDITURES	\$120,000.00	\$8,516.13	\$75,745.14	\$44,254.86	\$14,185.60	\$30,069.26	25.06%
	FUND: CIVIC CENTER - 515	\$120,000.00	(\$12,942.62)	(\$9,125.23)	\$129,125.23	\$14,185.60	\$114,939.63	95.78%
520.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$4,342.00	(\$121,750.51)	\$121,750.51	\$0.00	\$121,750.51	0.00%
520.000.0000.6000.000.000.0000	EXPENDITURES	\$206,393.60	\$16,406.57	\$190,542.02	\$15,851.58	\$37,481.69	(\$21,630.11)	-10.48%
	FUND: COMMUNITY SCHOOL - 520	\$206,393.60	\$20,748.57	\$68,791.51	\$137,602.09	\$37,481.69	\$100,120.40	48.51%
521.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$1,600.00)	(\$212,861.60)	\$212,861.60	\$0.00	\$212,861.60	0.00%
521.000.0000.6000.000.000.0000	EXPENDITURES	\$235,899.64	\$36,749.44	\$319,171.56	(\$83,271.92)	\$68,507.54	(\$151,779.46)	-64.34%
F	FUND: COMMUNITY SCHOOL - MONTESSORI - 521	\$235,899.64	\$35,149.44	\$106,309.96	\$129,589.68	\$68,507.54	\$61,082.14	25.89%
525.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$6,186.67)	\$6,186.67	\$0.00	\$6,186.67	0.00%
525.000.0000.6000.000.000.0000	EXPENDITURES	\$30,000.00	\$0.00	\$3,694.86	\$26,305.14	\$9,800.34	\$16,504.80	55.02%
	FUND: AUXILIARY OPERATIONS - 525	\$30,000.00	\$0.00	(\$2,491.81)	\$32,491.81	\$9,800.34	\$22,691.47	75.64%
526.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$900.00)	(\$38,437.03)	\$38,437.03	\$0.00	\$38,437.03	0.00%
526.000.0000.6000.000.000.0000	EXPENDITURES	\$300,000.00	\$4,929.15	\$13,429.13	\$286,570.87	\$15,455.96	\$271,114.91	90.37%
	FUND: EXTRA CURR TAX FEES CR - 526	\$300,000.00	\$4,029.15	(\$25,007.90)	\$325,007.90	\$15,455.96	\$309,551.94	103.18%
530.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$11,667.00)	(\$91,719.27)	\$91,719.27	\$0.00	\$91,719.27	0.00%
530.000.0000.6000.000.000.0000	EXPENDITURES	\$250,000.00	\$6,781.07	\$93,042.99	\$156,957.01	\$88,679.69	\$68,277.32	27.31%
	FUND: GIFTS AND DONATIONS - 530	\$250,000.00	(\$4,885.93)	\$1,323.72	\$248,676.28	\$88,679.69	\$159,996.59	64.00%
540.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$12.00)	(\$692.60)	\$692.60	\$0.00	\$692.60	0.00%
540.000.0000.6000.000.000.0000	EXPENDITURES	\$10,500.00	\$44.00	\$564.00	\$9,936.00	\$1,886.00	\$8,050.00	76.67%
	FUND: FINGERPRINT - 540	\$10,500.00	\$32.00	(\$128.60)	\$10,628.60	\$1,886.00	\$8,742.60	83.26%
550.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$758.32)	\$758.32	\$0.00	\$758.32	0.00%
550.000.0000.6000.000.000.0000	EXPENDITURES	\$30,500.00	\$0.00	\$0.00	\$30,500.00	\$0.00	\$30,500.00	100.00%
	FUND: INSURANCE PROCEEDS - 550	\$30,500.00	\$0.00	(\$758.32)	\$31,258.32	\$0.00	\$31,258.32	102.49%
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### **Osborn School District**

Board Exp & Revenu	e Report			From Date:	4/1/2025	To Date:	4/30/2025	
Fiscal Year: 2024-2025	Subtotal by Collapse Mask	Include pre end	umbrance 🔲 Prir	nt accounts with z	ero balance 🔲 F	ilter Encumbrance	Detail by Date I	Range
	Exclude Inactive Accounts with zer	_			_			
Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balan	ce % Bu
555.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$424.78)	\$424.78	\$0.00	\$424.78	0.00%
555.000.0000.6000.000.000.0000	EXPENDITURES	\$16,500.00	\$0.00	\$0.00	\$16,500.00	\$0.00	\$16,500.00	100.00%
	FUND: TEXTBOOKS - 555	\$16,500.00	\$0.00	(\$424.78)	\$16,924.78	\$0.00	\$16,924.78	102.57%
565.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$0.64)	\$0.64	\$0.00	\$0.64	0.00%
	FUND: LITIGATION RECOVERY - 565	\$0.00	\$0.00	(\$0.64)	\$0.64	\$0.00	\$0.64	0.00%
570.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$21,508.04)	\$21,508.04	\$0.00	\$21,508.04	0.00%
570.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	\$0.00	(\$18,203.81)	\$18,203.81	\$0.00	\$18,203.81	0.00%
570.000.0000.6000.000.000.0000	EXPENDITURES	\$560,000.00	\$41,924.10	\$302,902.73	\$257,097.27	\$220,193.12	\$36,904.15	6.59%
	FUND: INDIRECT COSTS - 570	\$560,000.00	\$41,924.10	\$263,190.88	\$296,809.12	\$220,193.12	\$76,616.00	13.68%
575.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$602.24)	\$602.24	\$0.00	\$602.24	0.00%
575.000.0000.6000.000.000.0000	EXPENDITURES	\$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	(\$602.24)	\$30,602.24	\$24,515.13	\$6,087.11	20.29%
585.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$182.73)	\$182.73	\$0.00	\$182.73	0.00%
585.000.0000.6000.000.000.0000	EXPENDITURES	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
	FUND: INSURANCE REFUND - 585	\$3,000.00	\$0.00	(\$182.73)	\$3,182.73	\$0.00	\$3,182.73	106.09%
610.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$159,348.14)	(\$1,339,401.43)	\$1,339,401.43	\$0.00	\$1,339,401.43	0.00%
610.000.0000.2000.000.000.0000	Undesignated	\$0.00	(\$0.21)	\$5,277.70	(\$5,277.70)	\$0.00	(\$5,277.70)	0.00%
610.000.0000.6000.000.000.0000	EXPENDITURES	\$6,315,445.00	\$4,182.89	\$1,015,141.79	\$5,300,303.21	\$108,681.93	\$5,191,621.28	82.21%
	FUND: UNRESTRICT CAPITAL OUTLAY - 610	\$6,315,445.00	(\$155,165.46)	(\$318,981.94)	\$6,634,426.94	\$108,681.93	\$6,525,745.01	103.33%
630.000.0000.6000.000.000.0000	EXPENDITURES	\$30,000,000.00	\$85,107.67	\$1,311,781.36	\$28,688,218.64	\$2,136,431.04	\$26,551,787.60	88.51%
	FUND: BOND BUILDING - 630	\$30,000,000.00	\$85,107.67	\$1,311,781.36	\$28,688,218.64	\$2,136,431.04	\$26,551,787.60	88.51%
665.000.0000.6000.000.000.0000	EXPENDITURES	\$70,000.00	\$0.00	\$0.00	\$70,000.00	\$0.00	\$70,000.00	100.00%
	FUND: ENERGY & WATER SAVINGS - 665	\$70,000.00	\$0.00	\$0.00	\$70,000.00	\$0.00	\$70,000.00	100.00%
700.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$875,265.98)	(\$5,600,516.17)	\$5,600,516.17	\$0.00	\$5,600,516.17	0.00%
700.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	\$0.00	\$1,000.00	(\$1,000.00)	\$0.00	(\$1,000.00)	0.00%
700.000.0000.6000.000.000.0000	EXPENDITURES	\$7,822,813.00	\$0.00	\$0.00	\$7,822,813.00	\$0.00	\$7,822,813.00	100.00%
	FUND: DEBT SERVICE - 700	\$7,822,813.00	(\$875,265.98)	(\$5,599,516.17)	\$13,422,329.17	\$0.00	\$13,422,329.17	171.58%
850.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$3,970.42)	\$3,970.42	\$0.00	\$3,970.42	0.00%
850.000.0000.6000.000.000.0000	EXPENDITURES	\$30,500.00	\$108.36	\$1,134.45	\$29,365.55	\$11,871.84	\$17,493.71	57.36%
	FUND: STUDENT ACTIVITIES - 850	\$30,500.00	\$108.36	(\$2,835.97)	\$33,335.97	\$11,871.84	\$21,464.13	70.37%
855.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$240,501.82)	(\$2,148,599.30)	\$2,148,599.30	\$1,820.00	\$2,146,779.30	0.00%
855.000.0000.6000.000.000.0000	EXPENDITURES	\$2,500,000.00	\$284,115.24	\$2,145,371.69	\$354,628.31	\$561,920.19	(\$207,291.88)	-8.29%
	FUND: EMPL INSUR PGM WITHHOLDNG - 855	\$2,500,000.00	\$43,613.42	(\$3,227.61)	\$2,503,227.61	\$563,740.19	\$1,939,487.42	77.58%
	Grand Total:	\$94,168,275.45	(\$799,240.62)	(\$6,510,116.39)	\$100,678,391.84	\$12,904,407.69	\$87,773,984.15	93.21%

**End of Report** 

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# OSBORN SCHOOL DISTRICT NO. 8 May 13, 2025 Board Meeting

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

Agenda Item Number - IV-G

Agenda Item Student Activities Statement of Revenue and Expenditures
For Board: X Action Discussion Information
Background –  A.R.S. §15-1123.A requires that, "The student activities treasurer or assistant student activities treasure 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 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 an 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.
<u>Legal</u> A.R.S. §15-1123.A
<u>Financial</u>
Governing Board Goals
□Community Connectedness and Increased Enrollment
☐ Maximize Student Learning & Achievement from PreK to High School
□Stewardship and Boardmanship
□ Equity & Excellence for Opportunity and Outcomes
Recommendation It is recommended that the Governing Board ratify the 2024/25 Statement of Revenues and Expenditure for the Student Activities Fund from April 1 through April 30, 2025.  .
Moved Seconded P/F

### **OSBORN SCHOOL DISTRICT No. 8**

### Statement of Revenues and Expenditures For Student Activities Fund Activity from April 1, 2025 to April 30, 2025

School	Beginning Balance	Revenues	 Expenditures	Ending Balance
Clarendon	4,834.21			4,834.21
OMS	12,201.70			12,201.70
Solano	10,136.15			10,136.15
Longview	 12,961.58		108.36	12,853.22
	\$ 40,133.64	\$ -	\$ 108.36	40,025.28

# OSBORN SCHOOL DISTRICT NO. 8 May 13, 2025 Board Meeting

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

Agenda Item Number – IV-H

Agenda Item Disposal of Equipment			
For Board: X Action	Discussion	Information	
Background – See attached			
<u>Legal</u>			
<u>Financial</u>			
<b>Governing Board Goals</b>			
□Community Connectedness and Increased En	nrollment		
☐ Maximize Student Learning & Achievement fr	om PreK to High S	chool	
□Stewardship and Boardmanship			
☐ Equity & Excellence for Opportunity and Outc	comes		
Recommendation			
Recommend approval of disposal of equipment	nent as listed.		
Moved	Seconded		P/F

## **Request For Disposal Form**

School:	OMS
Date:	4/17/25
Department:	
Reason For Disposal:	Outdated technology including VHS and DVD's
Disposal Description:	Dispose of from Library bookroom
Signature:	Carol Bilkiss-Hayes
	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  $\underline{\text{Inye@osbornsd.org}}, Sam \ Garcia \ \underline{\text{ssgarcia@osbornsd.org}},$ 

## **List of Items to Dispose:**

VHS/DVD Disposal	
A Midsummers Night Dream	\$1.00
Akeleah	\$1.00
Amelia Ernhart	\$1.00
Americans MLK	\$1.00
Booker T Washington	\$1.00
Call of the Wild	\$1.00
Cesar Chavez	\$1.00
Charly	\$1.00
Christmas Tree	\$1.00
City Boy	\$1.00
Courage Mountain	\$1.00
CPR Video	\$1.00
Davy Crocket	\$1.00
Elanor Roosevelt	\$1.00
Elvis	\$1.00
Ernest Hemingway	\$1.00
Fairenheight 451	\$1.00
Forever Me Not	\$1.00

George of the Jungle	\$1.00
Groucho	\$1.00
How to be a Perfect Person in 3 days	\$1.00
Jacob Have I loved	\$1.00
Johann Back	\$1.00
Kidnapped	\$1.00
Little Tree	\$1.00
Mark Twain	\$1.00
Miracle at Moreaux	\$1.00
Miss Jane Pitman	\$1.00
Mozart	\$1.00
Pink and Say	\$1.00
Project Overview	\$1.00
Purdy's Station	\$1.00
Rescue	\$1.00
Robin Hood	\$1.00
Sandako	\$1.00
Shiloh	\$1.00
Sounder	\$1.00
Summer of the Monkey	\$1.00
Susan B Anthony	\$1.00
Swiss Family Robinson	\$1.00
The Diary of Ann Frank	\$1.00
The Eyes of the Amarylus	\$1.00
The Light in the Forest	\$1.00
The Old Man & The Sea	\$1.00
The Peanut Man	\$1.00
The Pursuit of Happiness	\$1.00
The Quest for Freedom	\$1.00
The Railway Children	\$1.00
Thirteen Boys	\$1.00
Tragedy to Triumph	\$1.00
Tuck Everlasting	\$1.00
Walking on Air	\$1.00
Willow	\$1.00
20,000 Leagues Under the Sea	\$1.00
Anthony & Cleopatra	\$1.00

Grammar Rock	\$1.00
To Kill A Mockingbird	\$1.00
Words by Heart	\$1.00
Under the Biltmore Clock	\$1.00
Trouble	\$1.00
Pear Harbor	\$1.00
The Ransom of Red Ghier	\$1.00
Roll of Thunder	\$1.00
Romeo & Juliet	\$1.00
Runaway	\$1.00
Hane	\$1.00
Return of Jafar	\$1.00
Swiss Family Robinson	\$1.00
Tex	\$1.00
Treasure Island	\$1.00
To Kill a Mockingbird	\$1.00
The Wave	\$1.00
The Yearling	\$1.00
I am Joe's Heart	\$1.00
The Miracle of Life	\$1.00
Meth	\$1.00
Images of America: Sports	\$1.00
Basic Math	\$1.00
Graph Linear Equat I	\$1.00
Graph Linear Equat II	\$1.00
Intrto to the Plane Coord System	\$1.00
Alegebra	\$1.00
How Numbers Work	\$1.00
Geometry	\$1.00
About Time	\$1.00
Addition and Subtration Work Together	\$1.00
Multiplication & Divisions Work Together	\$1.00
The Poetry Hall of Fame	\$1.00
How to Be Study Smart	\$1.00
Gumbo	\$1.00
A Masterpiece by Midnight	\$1.00
The Adventure	\$1.00

Dedicated to Chaos Swing the Velocity of Celebration	\$1.00
The True	\$1.00
Welcome	\$1.00
Our Language	\$1.00
The Gift	\$1.00
Risk	\$1.00
Jazzmakers	\$1.00
Books of Students	\$1.00
Students Up	\$1.00
Desert	\$1.00
Mammal	\$1.00
Shakespeaar	\$1.00
Wildlife in Peril	\$1.00
The New Imigrants	\$1.00
The Life of the Empire	\$1.00
Bill of Rights	\$1.00
Islam In American	\$1.00
National geographic	\$1.00
Black Fox	\$1.00
Holocaust	\$1.00
Elis Island	\$1.00
Ellis Island	\$1.00
Separate but Equal	\$1.00
A Place At the Table	\$1.00
The shaping of the American Nation	\$1.00
To Kill a Mockingbird	\$1.00
Artwork Careers in the Arts	\$1.00
Holes	\$1.00
Maniac Macgee	\$1.00
Ghost Canoe	\$1.00
Sounder	\$1.00
Frederick Douglass	\$1.00
Time for Justice	\$1.00
There's No Such Thing as Womens Work	\$1.00
What is the Economy	\$1.00
Time for Justice	\$1.00

Bill of Rights	\$1.00
The Constitution	\$1.00
The Outsiders	\$1.00
Legends & Dreamers	\$1.00
Titanic	\$1.00
Down and Out in America	\$1.00
Purple Trianges	\$1.00
Great Speeches in history	\$1.00
Fast break Great Basketball of the 20th centtury	\$1.00
PBS Liberty	\$1.00
	\$138.00

### **OSBORN SCHOOL DISTRICT #8**

## REQUEST FOR AUTHORIZATION TO DISPOSE OF EQUIPMENT

SCHOOL OSborn School District	
DEPARTMENT Technology	
EQUIPMENT:	
ASSET#	
DESCRIPTION	
SERIAL#	
REASON FOR DISPOSITION Outdated equipment	
SIGNATURE	DATE 3-1-2025
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

G5	Lenovo						
5CD9116ZH7	5CD05300JX	5CD91170RM	5CD91171Q0	5CD052RH10	5CD91170Q4	5CD052M5Q7	PF3F1M9K
5CD9116ZQ4	5CD05301DN	5CD9116XR4	5CD91171X5	5CD05302SB	5CD911701V	5CD91171Q8	P208GCH3
5CD9116ZF8	5CD9116Z56	5CD9116Z52	5CD9116ZRL	5CD91170SF	5CD911713Y	5CD052RH3C	PF3DC6SZ
5CD83377CD	5CD91170XH	5CD052RGRF	5CD0530136	5CD0530331	5CD91171P1	5CD052RGXW	PF3D3ZSQ
5CD052RGKL	5CD052RGMD	5CD9116YZT	5CD9116ZVR	5CD9355477	5CD9116ZYS	5CD052RGMD	P208C8C7
5CD82843NJ	5CD052RGXW	5CD052M3TM	5CD05300KR	5CD91155CH	5CD053016R	5CD91170XH	P208GCZE
5CD05300S0	5CD91171TM	5CD8457879	5CD053014Q	5CD93553J2	5CD9116XLH	5CD9116Z56	PF3DC9Z1
5CD052RGFC	5CD053008Q	5CD9116XYJ	5CD9116ZDJ	5CD9116XTY	5CD9116ZCD	5CD9116ZGY	P208C8CX
5CD05300LG	5CD911719G	5CD91170VF	5CD9116YYC	5CD9116XXJ	5CD9116ZL2	5CD9116XNG	P208GCXW
5CD053015Y	5CD052M5P1	5CD9117QRT	5CD911712M	5CD911714T	5CD05302YM	5CD9116XSY	PF3FCP7B
5CD052M2N3	5CD05302ZM	5CD9116ZV7	5CD9116Z9X	5CD9116YWV	5ÇD9116XRY	5CD91171R4	P204BV8A
5CD052RGRX	5CD05300NJ	5CD9116ZWG	5CD9116ZH4	5CD9116Z13	5CD9116Z7B	5CD91171SY	PF3DC0NS
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5CD9116ZG7	5CD053018B	5CD9117QTR	5CD053031Y	5CD053030Z	5CD83374QZ	5CD91155D2	PF3DCDZB
5CD052M5NB	5CD052RH3C	5CD833759L	5CD83377CW	5CD053017S	5CD052RGR4	5CD9116ZM0	P204BU3Q
5CD053013V	5CD91171Q8	5CD9117110	5CD9116YZB	5CD9116XZF	5CD9116ZRZ	5CD052RGN1	P204BEQ1
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5CD052M4V7	5CD05300NY	5CD9116YTZ	5CD0530339	5CD91170VM	5CD9116ZTK	5CD9116XTN	PF3G7FRD
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5CD0530194	5CD05301F8	5CD9116ZR7	5CD052RGGF	5CD053031W	5CD9325F8F	5CD05300GP	P205Y6LL
5CD833754P	5CD052RGDB	5CD9116ZW7	5CD84846WV	5CD053032K	5CD05300KV	5CD911711C	PF3FR8N8
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5CD05300GJ	5CD05300MQ	5CD9116ZY3	5CD05300RP	5CD9116XNR	5CD05300JW	5CD84846WR	PF3FCDCJ
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5CD052M4NF	5CD052M5WH	5CD9116ZTZ	5CD052M3BH	5CD052RGMJ	5CD05302VC	5CD9116Z9T	P204BTQA
5CD91170W5	5CD052M3PW	5CD9329CBZ	5CD833746Y	5CD91170PP	5CD0530317	5CD9116ZWH	PF3D36NH
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5CD052RGZX	5CD05300CW	5CD833753H	5CD9116Z4D	5CD9116XTC	5CD9116ZKD	5CD91171TY	P204BU8W
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5CD052M51D	5CD83377FW	5CD0530306	5CD9116ZXX	5CD9116XX6	5CD83377DT	5CD052RGLY	
5CD053016J	5CD91171QQ	5CD911710T	5CD91170TM	5CD053013L	5CD9116Y1Q	5CD9116ZC0	
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5CD9325FJS	5CD9116Z9Z	5CD9116Z33	5CD9116ZQR	5CD91170PS	5CD05300D5	5CD9116ZLZ	
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5CD91170WY	5CD052M3FQ	5CD9116YXF	5CD05300HB	5CD93954ZK	5CD9117023	5CD91171TW	

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5CD052M5MG	5CD053008V	5CD82843M1	5CD9116ZBT	5CD05300KZ	5CD0530119	5CD052RGR1
5CD05300KK	5CD05300P4	5CD9116YXR	5CD83377KV	5CD848521W	5CD053007Y	5CD052RGLH
5CD9116XQG	5CD9325DVK	5CD05302ZX	5CD9116XP6	5CD053009S	5CD83377FG	5CD91170V5
5CD9116Z9Z	5CD911716P	5CD83377D2	5CD911701S	5CD91170ZD	5CD05301FK	5CD91171TV
5CD9116ZD8	5CD9116XT9	5CD91170QD	5CD9116Z0R	5CD93954Z9	5CD9116ZFS	ŠCD9116XRZ
5CD9116YYG	5CD052RGN9	5CD8485298	5CD05300MD	5CD05300CV	5CD0530145	5CD05302ZY
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5CD052M5P1	5CD9116ZWC	5CD9116XS2	5CD053009H	5CD9116Z8F	5CD91170WF	5CD83377DQ
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5CD91171TM	5CD0530310	5CD0530116	5CD9355MGG	5CD05300FM	5CD91170YX	5CD9116XNB
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5CD9355MCQ	5CD052RGLW	5CD833756T	5CD9116XTT	5CD052RH0N	5CD91171V4	5CD05301B0
5CD9116XNH	5CD05302Y9	5CD05300G5	5CD05300HS	5CD91171RS	5CD9116YVG	5CD91170WW
5CD9116ZVB	5CD05301BB	5CD91167PJ	5CD0530325	5CD053015S	5CD053011G	5CD053007K
5CD83374NR	5CD052RGLR	5CD05300GN	5CD05301FJ	5CD911714H	5CD9325FG5	5CD91171R7
5CD83377DZ	5CD053033H	5CD9117106	5CD0530188	5CD0530090	5CD91171R0	5CD05302YC
5CD05300CY	5CD052M4JP	5CD93965HX	5CD052M506	5CD9116ZQF	5CD91170XD	5CD9116ZZG
5CD05300JN	5CD05302QC	5CD05302YQ	5CD05300HY	5CD83377GN	5CD8337493	5CD05300NZ
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5CD052RGHS	5CD05300GT	5CD911715C	5CD91170X2	5CD9116ZD1	5CD9116ZCF	5CD91171X4
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5CD052RGM4	5CD05300GZ	5CD053011F	5CD05300DT	5CD052M2RJ	5CD052RGHZ	5CD05301FQ
5CD91170SV	5CD911713Z	5CD9116ZZ4	5CD84846WD	5CD84846X7	5CD05300GV	5CD05300PJ
Desktops	Monitors	100 100 100 100 100 100 100 100 100 100			5CD052RH4M	5CD9325FJT
DTVGKAA001351 CN-0MC040-64180-62P-0YFL					5CD05300NN	
	CN-0TP219-6418	30-78E-0KYL				

5/1/2025 Du

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# OSBORN SCHOOL DISTRICT NO. 8 May 13, 2025 Board Meeting

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

Agenda Item Number - IV-I

Agenda Item Approval of the program offerin		our existing ESI agre	ement to add the Retire to	Rehire
For Board: X	Action	Discussion	Information	
support our subs	titute staffing ne	eds. This partnership	rith Educational Services, In has allowed the District to make of substitute shortages.	'
placement of retile of ESI's services navigating ongoir	ring professiona and will allow th ng staffing challe	ls in hard-to-fill positione District to retain expendes. By broadening	ur agreement with ESI to inc ns. This marks a strategic s perienced talent in critical rol this partnership, the District ndards of service to student	hift in our use les while aims to
<u>Legal</u>				
<u>Financial</u>				
Governing Boar	d Goals			
□Community Connect	edness and Increase	d Enrollment		
☐Maximize Student	Learning & Achiev	ement from PreK to High S	School	
□Stewardship and B	oardmanship			
□Equity & Excellend	e for Opportunity a	and Outcomes		
Recommendation It is recommende add the Retire to	d that the Gove		he addendum of the ESI ag	reement to
Moved		Seconded	F	P/F

#### Third Amendment to Employee Staffing Agreement

This Third Amendment to the Employee Staffing Agreement ("Third Amendment") is entered into in the State of Arizona by and between Osborn School District ("Client"), and Educational Services, LLC, an Arizona limited liability company ("ESI") (each individually a "Party" and collectively, the "Parties"), effective as of July 1, 2025 ("Effective Date").

#### RECITALS

WHEREAS, the Parties entered into an Employee Staffing Agreement dated July 1, 2022 as amended and extended by the First Amendment to Employee Staffing Agreement dated July 1, 2023 and further extended by the Second Amendment to Employee Staffing Agreement dated July 1, 2024 (collectively, the "Agreement");

WHEREAS, all capitalized terms not otherwise defined in this Third Amendment have the definitions set forth in the Agreement;

WHEREAS, the Term of the Agreement ends on June 30, 2025, but may be renewed annually upon mutual agreement of the Parties (with each one-year renewal being a successive "Term"); and

WHEREAS, as of the Effective Date, the Parties wish to renew the Term for one additional year and make further modifications to the Agreement as further outlined below.

#### **AGREEMENT**

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the receipt and sufficiency of which are hereby acknowledged, the Parties agree that the foregoing recitals are incorporated as if fully set forth herein, and further agree as follows:

- 1. <u>Term of the Agreement</u>: The Term of the Agreement is renewed for one year, as of the Effective Date.
- 2. <u>Survival</u>. All other provisions of the Agreement remain in full force and effect.

IN WITNESS THEREOF, the Parties have executed this Third Amendment acknowledging and agreeing to its terms and conditions as of the Effective Date.

EDUCATIONAL SERVICES, LLC
By: Jocelyn Phok
Its: Executive Vice President

# OSBORN SCHOOL DISTRICT NO. 8 May 13, 2025 Board Meeting

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

Agenda Item Number -IV-J

Agenda Item Renewal of MOU with	Teach for America IGNITE Pro	ogram		
For Board: X Acti	ion Discussion	Information		
IGNITE program. The IC learning in in elementary Ignite fellows, who are of students increase their ashows that tutoring is or Clarendon has partnere	SNITE program is a virtual tutoring reading, middle school math, a current college students, provide achievement and fosters greate ne of the most effective ways to	eartnership with Teach for America's ing program whose goal is to accelerate and high school post-secondary access. e personalized learning that helps r belonging in the classroom. Research improve educational achievement. It 4 years and seen tremendous growth in the program.		
<u>Legal</u> N/A				
	cost. Clarendon will use site funds	s to fund the remaining \$4,000.		
Governing Board Goal	<u>s</u>			
□Community Connectednes	s and Increased Enrollment			
☐ Maximize Student Learning & Achievement from PreK to High School				
☐Stewardship and Boardma	nship			
□ Equity & Excellence for Op	portunity and Outcomes			
	the Governing Board approve th merica's IGNITE Program.	ne MOU between Clarendon Elementary		
Moved	Seconded	P/F		

## TEACH FOR AMERICA EDUCATIONAL PROFESSIONAL SERVICES AGREEMENT for IGNITE TUTORING PROGRAM

This educational professional services agreement ("Agreement") is dated \_\_\_\_\_, 2025 and is entered into between TEACH FOR AMERICA, INC., a non-profit with a regional office located at 4747 N. 32<sup>nd</sup> Street, Suite 130, Phoenix, AZ 85018 and Osborn Elementary School District, ("School Partner") (each individually "a Party" and collectively "the Parties").

#### RECITALS

WHEREAS, Teach For America-Ignite, a core program of Teach For America, ("Teach For America" or "Ignite") supports and accelerates student academic learning through virtual high-dosage tutoring leveraging research-based best practices as defined by the National Student Support Accelerator. Ignite recruits, selects, and trains individuals committed to enhancing student achievement by serving as tutors in classrooms across the United States.

WHEREAS, Osborn Elementary School District seeks to support student learning and development in the classroom.

NOW THEREFORE, School Partner and Ignite agree to be bound by the terms and conditions of this Agreement.

#### **AGREEMENT**

#### I. FELLOW RECRUITMENT, SELECTION AND PLACEMENT:

#### **Teach For America - Ignite Responsibilities:**

#### A. Ignite Fellow Recruitment and Selection.

Teach For America-Ignite will recruit, select, and present to the School Partner for placement Ignite tutors ("Fellows") with a broad range of academic majors and diverse backgrounds from Colleges and Universities across the United States. After a rigorous

selection process, these individuals are selected to join the Ignite Program and are placed to tutor with Partners. After placement, Fellows will lead small group learning with student groups in a virtual setting.

- B. <u>Background Checks</u>. Prior to placement as a fellow, Ignite, in partnership with a leading background check vendor, shall facilitate a screening process for all individual Ignite fellows. Ignite commits that its screening process shall include, but is not limited to, background checks including Social Security Number, County Criminal Records, National Sex Offender and National Criminal Database searches. Ignite fellows must successfully clear each background check prior to tutoring any student with a School Partner. (See Attachment 1 incorporated herein).
- C. <u>Training and Ongoing Support</u>. Ignite commits to providing comprehensive live and asynchronous training in advance of placement with the School Partner. Said training topics shall include professional expectations, tutoring pedagogy and fostering belonging and engagement. In addition, Ignite will provide fellows access to resources, continued guidance, and collaboration spaces for the purpose of ensuring that the Ignite fellows are equipped to support academic goals for students.

#### **School Partner Responsibilities**

A. <u>Placement of Fellows</u>. School Partner agrees to place fellows identified by Ignite and assign them to lead small group learning with 2-3 students on an agreed upon schedule.

#### II. PROGRAMMATIC ENGAGEMENT

#### **Teach For America-Ignite Responsibilities**

A. <u>Ignite Site Leader</u>. Ignite will engage School Partner's Ignite Site Leader, a school-based employee, to support the Ignite programmatic integration and support of fellows at the school site.

- Ignite commits to training and supporting the Ignite Site Leader, including providing them with comprehensive asynchronous and live training, access to collaboration spaces and resources to implement school-based curricula for the Ignite program.
- ii. In addition, Ignite will provide individualized guidance to Site Leaders to enable them to meet the responsibilities identified in the Ignite Site Leader Agreement.
- iii. Ignite Site Leaders shall receive a financial award as outlined in said Agreement.
- B. <u>Programmatic Support.</u> Ignite shall work with the School Partner to develop and implement a customized vision for impact and strategy that accelerates learning goals identified by the school.
  - i. Ignite shall provide training, guidance, resources, and support to the Ignite Site Leader in customizing school-based curriculum and assessments for tutoring sessions in alignment with the school's learning objectives and goals.
  - ii. Ignite will provide training, guidance, resources, and support the Ignite Site Leader in planning and implementing program logistics that work with the school partner's schedule, staffing model, and space.
  - iii. Ignite will provide an interactive virtual learning platform for tutoring sessions with students to maximize student outcomes and streamline program integration.
  - iv. Ignite will provide pre- and post-surveys for Ignite Site Leaders, Ignite fellows and students to understand programmatic impact to student achievement and inform program improvements.

#### **School Partner Responsibilities**

#### A. Ignite Site Leader and Staffing.

i. School Partner agrees to identify school-based staff for engagement as Ignite Site Leader(s) to partner with Ignite for implementation of the Ignite program at the school's site.

- 1. Ignite Site Leaders will be the primary liaison with the Teach For America-Ignite Fellowship team.
- 2. Ignite Site Leaders will work virtually with a designated number of fellows <no less than 10 per semester> with the responsibility of providing fellows with program lesson plans and materials.
- 3. Ignite Site Leaders shall be responsible for finalizing student rosters for tutoring each semester and ensuring that students and parents have updated consents and required documentation, when applicable.
- 4. Ignite Site Leaders shall be a full-time employee of School Partner and nothing in this Agreement shall be construed to imply that an employer-employee relationship exists between Ignite and any individual Ignite Site Leader.
- ii. The principal/school leader commits to meeting with Teach For America-Ignite staff and the Ignite Site Leader(s) for evaluative conversations and review on Ignite programmatic implementation and student outcomes.
- iii. The School Partner site shall have identified staff to support students' technological and logistical needs during tutoring sessions; as well as staff to manage technology set-up and/or other technology needs.
- B. <u>Programming.</u> School Partner commits to working with Teach For America Ignite to determine the strategic academic focus area for high-impact tutoring with students during the semester.

As part of the program structure to enable effective engagement School Partner shall:

- i. Scheduling: During the school day; provide a consistent weekly schedule at least three (3) days per week; sessions allotting 30-60 minutes for a total duration of at least two hours of tutoring per week.
- ii. Students: Identify and select a group of student participants, and match Ignite fellows to student groups of 2-3 students (minimum of 2 students) partnered with each Ignite fellow.

- iii. Technical Equipment: Ensure access to individual electronic devices for each student participant as well as strong internet connection for students and fellow interaction. In addition, provide students with workable headphones and microphones for connection to electronic devices.
- iv. Space: Provide a relatively quiet space for students to engage in virtual Ignite sessions.

#### II. DATA SHARING ACKNOWLEDGEMENT

#### **Data Sharing Acknowledgement**

In its partnership with the Ignite program, School Partner/District will disclose to Teach For America student-related records and personally identifiable information contained in such records (collectively, "Student Records"). Such data shall be shared to further support student achievement in the program and to understand Ignite Fellowship impact for students.

Pursuant to its obligations under the Family Educational Rights and Privacy Act, 20 USC §1232g, and its implementing regulations, 34 CFR pt. 99, as each may be amended from time to time ("FERPA"), in the course of providing programming, Teach For America has a legitimate educational interest in the Student Records disclosed to Teach For America, pursuant to 34 CFR §99.31(a)(1).

A. Teach For America agrees to comply with applicable provisions of FERPA, including but not limited to use, maintain and redisclose Student Records only in accordance with the requirements of FERPA, as permitted by this Agreement for the purposes for which such disclosure was authorized and/or otherwise authorized by the School District or by law. The student data shall be used only for conducting studies and to assist with the design, evaluation, delivery, and instruction; assisting in the services or functions for which School Partner would otherwise use their employees. Further, if applicable, Teach For America agrees to use, maintain, and redisclose Student Records as otherwise authorized and in compliance with the student data privacy requirements contained in the Data Sharing Agreement, incorporated hereto and attached as <Addendum A> to this Agreement and only for the purposes for which such disclosure was authorized.

Student Records include but are not limited to:

- i. District or school-assigned Student ID number
- ii. Student email addresses
- iii. Student grade level and Ignite subject area
- iv. Interim Assessment Data (Beginning of Year, Mid-Year, End of Year) (including growth goals/targets, grade level equivalency, mastery, percentile rank, or other scales available).
- B. Teach For America may re-disclose Student Records to third parties pursuant to Teach For America's provision of the professional development and data services storage/platform as provided in 34 C.F.R. §99.33(b), provided that Teach For America shall, in advance, provide the names of such parties and a brief description of such parties' legitimate educational interest in receiving such information.
- C. School Partner/District authorizes and supports Teach For America and Ignite Site Leader(s) to administer two student surveys (pre- and post-) each semester to all students participating in the Ignite program ("Ignite Student Survey Data").
  - i. Ignite Site Leader(s) will receive a unique link or access code for student survey administration through the Qualtrics Survey Administration Tool, or other applicable survey tool; links and/or individual access codes will be shared with students and responses will be kept confidential and stored on secure servers.
  - ii. Access to Ignite Student Survey Data will be limited solely to Teach For America staff members, Ignite Site Leader(s) and school leaders for ongoing program improvement and development.
  - iii. No identifiable student information will be reported and all data will be reported in the aggregate.
  - iv. Teach For America agrees that the Ignite Student Survey Data may not be loaned, used or otherwise conveyed to anyone other than internal staff and current and future Ignite Site Leader(s), unless otherwise agreed to by the Parties.
- D. Consistent with FERPA, the School Partner agrees that Teach For America may retain and use aggregate, de-identified Student Record Data and aggregate, de-identified Ignite Student Survey Data (collectively, the "Aggregate Student Data") to drive programmatic impact, including but not limited to, developing training; improvement of services;

sharing programmatic impact, and other identified program strategies ("Additional Uses"). Teach For America will not externally share or publish conclusions from any analyses that identify the School Partner without the prior consent of the School Partner.

#### III. GENERAL PROVISIONS

#### A. Fees-for-Service.

- i. School Partner shall pay Teach For America an agreed upon payment (as determined below) to defray expenses Teach For America incurred in recruitment, selection, onboarding, and ongoing development services. All payments for fees shall be in the form of a check delivered to Teach For America or wire transfer to an account designated by Teach For America in writing.
- ii. With respect to each fellow placed in the 2025-2026 academic year, School Partner shall pay Teach For America an amount of \$400 per fellow per semester.
- B. <u>Non-refund</u>. Teach For America shall have no obligation to refund to School Partner any amount paid by School Partner after the school has been invoiced for each semester.
- C. <u>Invoicing and Payment</u>. Ignite shall invoice School Partner for all amounts due hereunder with respect to any semester within thirty (30) days of the start of the semester, <u>provided that Teach For America</u>'s failure to timely do so, will not constitute a waiver of any of Teach For America's rights or constitute a breach by Teach For America.
- D. <u>Term</u>. The term of this Agreement will cover all fellows with the School Partner during the 2025-2026 academic year(s). This Agreement will expire on the last school day of the 2025-2026 academic year.

- E. <u>Termination</u>. This Agreement may be terminated as follows:
  - i. at any time by mutual written agreement of the Parties; or
  - ii. unilaterally by either party upon written notice thirty (30) days prior to the start of the semester; or
  - by either Party upon written notice to the other Party in the event of a material breach of this Agreement that is incapable of being cured or, if capable of being cured, is not cured within thirty (30) days following receipt by the breaching Party of written notice of such breach from the non-breaching Party.
- F. <u>Survivability and Effect of Termination</u>. In the event of the expiration or termination of this Agreement, this agreement shall become void. In addition, Sections IV.G and IV.H shall survive the expiration or termination of this Agreement indefinitely. Ignite will be entitled to all outstanding amounts due up to the date of expiration or termination.
- G. <u>Mutual Indemnification</u>. Each Party shall indemnify and hold harmless the other party and its officers, directors, employees and agents (the "Indemnitees") from and against any and all losses, liabilities, claims, damages, costs and expenses (including attorneys' fees) ("Losses") to which such Indemnitee may become subject arising out of a breach of this Agreement by the indemnifying party, except to the extent such Losses result from the willful misconduct or gross negligence of such Indemnitee.
- H. <u>Limitation of Liability</u>. Neither Party nor any of its officers, directors, employees or agents shall be liable to the other Party in connection to this Agreement, except for a Loss resulting from willful misconduct or gross negligence on the part of such Party; <u>provided</u> that in no event any such liability be in excess of the aggregate amount of the value of this Agreement. To the extent permitted by applicable state laws and regulations, neither Party shall have any liability to the other Party with respect to Losses asserted after 6 months of the expiration or termination of this Agreement, whichever is earliest.

- I. <u>Amendment/Modification/Extension</u>. Any amendment, modification, extension must be in writing and signed by each Party.
- J. <u>Counterparts</u>. This Agreement may be executed in any number of counterparts (including by electronic transmission).
- K. <u>Governing Law</u>. This Agreement and all matters relating hereto shall be governed by, construed and interpreted in accordance with the laws of the State of Arizona.
- L. Compliance with Survey Laws: Any surveys provided to student under this Agreement shall comply with the provisions of A.R.S. § 15-117 and the Protection of Pupil Rights Amendment (PPRA).
- M. Fingerprinting: The parties shall comply with the provisions of A.R.S. § 15-512, where applicable.
- N. Compliance with Immigration Laws: To the extent applicable under A.R.S. § 41 4401, each party warrants compliance with all applicable federal immigration laws and regulations that relate to their employees and compliance with the E-verify requirements under A.R.S. § 23-214(A). Either party's breach of the above-mentioned warranty shall be deemed a material breach of the Agreement and may result in the termination of the Agreement.
- O. <u>Conflict of Interest</u>: This Agreement is subject to cancellation pursuant to A.R.S. § 38-511, the provisions of which are incorporated herein.
- P. Nondiscrimination: The parties shall comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act of 1990 and the regulations related thereto. The parties will not discriminate against any individual including but not limited to employees or applicants for employment and/or students because of race, religion, creed, color, sex, age, disability, veteran status or national origin. This section shall not apply to discrimination in employment on the basis of religion that is specifically exempt under the Civil Rights Act of 1964 (42 U.S.C. §2000 e).

- Q. <u>Severability</u>. If any term or provision of this Agreement is determined to be illegal, unenforceable or invalid in whole or in part for any reason, such provisions or part thereof shall be stricken from this Agreement, and such provision shall not affect the legality, enforceability or validity of the remainder of this Agreement. Such stricken provision shall be replaced, to the extent possible, with a legal, enforceable and valid provision that is as similar in tenor to the stricken provision as is legally possible.
- R. <u>Notices</u>. Any notices to either Party under this Agreement shall be in writing and delivered by hand or sent by nationally recognized messenger service, or by registered or certified mail, return receipt requested, to the addresses set forth below or to such other address as that Party may hereafter designate by notice.

#### **SCHOOL PARTNER**

Name:	
Title:	
Address	
:	
Email:	

#### TEACH FOR AMERICA - IGNITE

tony.best@teachforamerica.org

Email:

#### With an electronic copy to:

Name:	Tony Best	Name:	TFA Legal Affairs
	MD, Partnerships & Community		LegalAffairs@teachforamerica.org
Title:	Impact	Email:	
	4747 N. 32 <sup>nd</sup> Street, Suite 130		*Send only notices related to breach of
Address:	Phoenix, AZ 85018		contract and indemnity.

S. <u>Authority</u>. This Agreement supersedes all communications between the parties related to the subject matter of this Agreement.

IN WITNESS WHEREOF, each of School Partner and Teach For America-Ignite has caused its duly authorized representative to sign this Agreement in the space provided below.

Osborn Elementary Sch	ool District	Teach For A	America, Inc.
By:		By:	
Name:		Name:	Tony Best
Address:		Title:	MD, PCI
		Address:	4747 N. 32 <sup>nd</sup> Street, Suite 130, Phoenix, AZ 85018

#### **ATTACHMENT A**

### **Background Check Type and Descriptions.**

Ignite Fellows must successfully clear each background check to begin tutoring students.

Background Check Type	Check Description
Social Security Number Search	A Social Security number (SSN) trace searches databases, such as from banks, utilities, and schools, for a name and SSN. The search returns information about potential names, aliases, and addresses for the SSN, compiled from credit and banking history. The search determines the state and approximate year the SSN was issued, detects if the SSN is

	known to be false based on its format, and acts as pointers to other possible records.
County Criminal Records Search	County criminal record searches conducted in all counties of residence for the Ignite Fellow in the past seven years. County courts can include the following record types: every adjudicated trial, felony, infraction, misdemeanor, and other violations.
National Sex Offender Registry Search	Searches sex offender registries from every US state, the District of Columbia, and tribal territories. The sex offender registry search includes all public registries nationwide. Search results include offenses and personally identifying information, such as birth date. The search confirms results using national and state sources, including the National Sex Offender Public Website (NSOPW, the Department of Justice).
National Criminal Search	A national criminal search checks thousands of national databases and millions of records to find records that might have more detailed information and to determine where to search for criminal records. If a national criminal search identifies potential records, an automatic criminal search in relevant counties is initiated and completed.
Global Watchlist Search	Search a comprehensive network of domestic and international government watchlists for industry bans, such as healthcare and finance, and criminal history.

## ADDENDUM A: DATA SHARING AGREEMENT

#### Osborn Elementary School District and Teach For America, Inc. Data Sharing Agreement

This Data Sharing Agreement ("DSA"), effective on the date of execution by the last signing Party (the "Effective Date"), is made and entered into by and between Teach For America, Inc. ("Teach For America," or "Recipient"), and the Littleton Elementary School District ("Partner"), (each a "Party" and collectively, the "Parties").

WHEREAS, the Partner and Teach For America entered into an Agreement effective between [IGNITE PSA SIGNING DATE] \_\_\_\_\_\_ whereby Teach For America agreed to recruit, select, train and provide ongoing professional development to individuals committed to address the gap in academic opportunity by serving as effective educators, which may include, but is not limited to Teach For America Ignite Fellows, Corps Members, alumni, and fellows ("Participants"), specifically equipped to enhance student achievement in under-resourced school systems.

WHEREAS, Teach For America desires to use the Partner Data, defined below, to track the growth and achievement of students served by Participants supported by Teach For America. Teach For America seeks to measure the performance of these Participants within their contexts in order to provide: tailored support and professional development programming for these Participants, evaluations and evolutions of our model for selecting new Participants into programming, and support Partner in improving educator development, effectiveness and student outcomes. Teach For America also seeks to use summative data to report to its constituents (funders, community partners, board members) regarding programmatic efficacy and growth. As such, under 34 CFR 99.31(a) Teach For America has a legitimate educational interest in accessing and using, and (b) Partner may share with Teach For America, the Partner Data described herein;

**WHEREAS,** The Parties wish to enter into this DSA, which sets forth the terms under which the Parties will share the Partner and Teach For America data consistent with appropriate confidentiality obligations and applicable laws;

**NOW THEREFORE,** The Parties agree as follows:

#### 1. Definitions

- a. "Breach" will mean any actual or reasonably suspected unauthorized access, acquisition, use, disclosure, loss, modification, destruction, or inability to account for Partner Data.
- b. "Student Record Data" means and refers to the data described more fully in Appendix A that Partner provides to Teach For America in connection with this DSA.
- c. "Ignite Student Survey Data" means and refers to student survey data collected through the Qualtrics survey administration platform from students participating in the Ignite program as described more fully in **Appendix B**.
- d. "Pencil Spaces" refers to the virtual learning platform utilized for Ignite tutoring as described more fully in **Appendix C**, while "Pencil Spaces Data" refers to all data contained therein.
- e. "Partner Data" collectively refers to Student Record Data, Ignite Student Survey Data, and Pencils Spaces Data, referenced above.
- f. "Aggregate Partner Data" collectively refers to de-identified Partner Data aggregated with counts of no less than 5.
- g. "FERPA" means and refers to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and implementing regulations set forth in 34 CFR Part 99.
- h. "PPRA" means and refers to the Protection of Pupil Rights Amendment, 20 U.S.C.§ 1232h and implementing regulations set forth in 34 CFR Part 98.
- i. "Personal Data" means and refers to any information that identifies or that can reasonably be used to identify a specific individual, including but not limited to any information that meets the definition of "Personally Identifiable Information" set forth in 34 C.F.R. § 99.3
- j. "Privacy and Security Laws" means and refers to (i) all applicable U.S. federal, state, and local laws, rules, regulations, directives and governmental requirements currently in effect and as they become effective
  - relating in any way to privacy, confidentiality, security, or breach notification of Personal Data, including but not limited to FERPA and (ii) all applicable industry standards concerning privacy, data protection, confidentiality or information security.

#### 2. <u>Description of Data Access, Exchange and Use</u>

a. Pursuant to Partner's obligations under FERPA, and its implementing regulations as may be amended, Partner agrees that Teach For America performs an institutional service. Specifically, due to Partner's provision of Teach For America services, such as tailored support and professional development

programming for these Participants, and the associated evaluation and evolution of programming offered to Participants and the Partner, Partner agrees that Teach For America is a school official with legitimate educational interest in the disclosed Partner Data.

- b. Partner further agrees as follows:
  - i. <u>Student Record Data</u>. Partner will provide the Student Record Data described in **Appendix A** to Teach For America in a form, format, frequency, and security feature mutually agreed by the Parties and laid forth in **Appendix A**.
  - ii. <u>Ignite Student Survey Data.</u> Ignite Site Leaders will receive a link and unique student access codes for student survey administration through the Qualtrics survey tool or another secure survey administration tool; individual access codes will be shared with students and responses will be kept confidential and stored on secure servers. Survey data will be collected in a form, format, frequency, and security feature mutually agreed by the Parties and laid forth in **Appendix B.**
  - iii. Pencil Spaces and Pencil Spaces Data. Ignite Site Leaders, Participants, and students will receive unique logins for Pencil Learning Technologies, Inc's Pencil Spaces web-based platform associated with their school email address. Emails, logins, names, and all associated data from utilizing the platform will be stored on secure servers. Only Pencil Learning Technologies staff and agents necessary for software administration will have access to student, Ignite Site Leader, and fellow information as described in **Appendix C**.
  - iv. <u>Aggregate Partner Data</u>. Consistent with FERPA, Partner agrees that Teach For America will retain and use Aggregate Partner Data to drive programmatic impact, including but not limited to developing training; improvement of services; externally sharing learnings of programmatic impact at scale, and other program strategies ("Additional Uses"). Partner also agrees that Aggregate Partner Data may be re-disclosed to research institutions which support Teach For America in conducting deeper research studies ("Research Uses") and may be used with other 3<sup>rd</sup> party tools ("Additional Tools") to further improve Teach For America's program services.
  - v. Teach For America may obtain additional data, use of data, or use of 3rd party data tools, surveys or systems, that collect or utilize FERPA-protected data, via submitting written notices, to Partner at any time, which detail the names of such parties and a brief description of such parties' legitimate educational interest in receiving such information, and an opt-

out function. For the avoidance of doubt, this form of notice does not entail nor require a written contract amendment; nor does this notification apply to the use of Aggregate Partner Data. If Partner agrees to provide such data or to an additional use of FERPA-protected data, all terms of this agreement apply to the additional data, use of data or use of 3rd party tools. This includes ongoing data for subsequent cohort years, in which Teach For America and Partner have entered a PSA, after this original DSA is signed.

#### c. Teach For America agrees as follows:

- i. Access to Student Record Data at the individual student level will be limited solely to appropriate Teach For America, staff and contractors. Teach For America staff will acknowledge and sign the Teach For America Information Confidentiality and Security Policy ("ICSP"). The ICSP provides guidance on processes and procedures related to the access, use, sharing, storing, and disposal of Personally Identifiable Information (PII) and student record data as outlined in the Family Educational Rights and Privacy Act (FERPA) and the PPRA.
- ii. Access to student-level Ignite Student Survey Data will be limited solely to Teach For America Participants, staff members, contractors, Ignite Site Leaders and school leaders for ongoing program improvement and development.
- iii. Access to Pencil Spaces Data will be limited solely to Teach for America Participants, staff members, contractors, Ignite Site Leaders and school leaders for tutoring administration, ongoing coaching and development of Participants, and program improvement.
- iv. No student identifiable information in the Partner Data will be reported externally; all data will be reported in the aggregate (with groups not less than 5). Partner Data may not be loaned or otherwise conveyed to anyone other than staff, current and future Participants, and contractors using software services to securely house and host this data. Contractors accessing Partner Data will sign agreements that include confidentiality provisions and be bound to the applicable process and procedures related to access, use, sharing, storing and disposal of PII and student record data as outlined in FERPA and PPRA as appropriate.

#### v. Aggregate Partner Data; Additional Uses.

- 1. Aggregate Partner Data will be used to drive programmatic impact and improvement through various Additional Uses, Research Uses and through the use of Additional Tools. Teach For America will not share Aggregate Partner Data for student cohorts less than five (5). For the avoidance of doubt, Partner Data will only be used for the solely for the purposes agreed upon by the parties.
- 2. Teach For America may externally share de-identified and aggregate analyses and conclusions that do not identify students or the Partner. Teach For America will not externally share or publish conclusions from any analyses that identifies the Partner, without the prior consent of Partner.
- 3. Based on Partner's request, Teach For America agrees to share any findings from its analyses and/or aggregate reports with Partner.

#### 3. **DUTIES**

- a. The Partner will perform the following duties:
  - Provide data for the purposes of this Agreement in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. section 1232g and 34 C.F.R, section 99, and related Arizona Education Code provisions.
  - ii. Provide Teach For America with information security specifications required to transmit pupil record information electronically in the form, format, frequency, and security features laid out in **Appendix A**.
  - iii. Pursuant to Partner's obligations under FERPA and the PPRA, Partner authorizes Teach For America and Participants, by execution of this Agreement, to administer Ignite student surveys to students in Participant classrooms or those engaging in Teach For America programming in the form, format, frequency and security features laid out in **Appendix B**.
  - iv. Authorizes Teach For America to enter emails and names of students participating in Ignite tutoring into the Pencil Spaces web-based software for rostering and tutoring administration. Authorizes Teach For America's Participants to record instruction in in-person or virtual spaces for review of instructional technique.
  - v. Partner specifically names Teach For America as an approved affiliate or partner and third-party beneficiary of the Partner with regard to all parental permission/releases previously signed by students and/or parents, especially as they relate to the collection of survey data, video

and audio

recording data from/of students. Further, if required by FERPA, the PPRA or state law, Partner will provide reasonable updated notices to parents, or students of appropriate age, related to surveys, video or audio recordings, obtain consent for same, and/or offer an opportunity for parents, or students of appropriate age, to opt-out of participating in said surveys, video or audio recordings.

- b. Teach For America will perform the following duties:
  - i. Comply with all FERPA and PPRA, and State Department of Education Law Provisions, including the following:
    - Teach For America further agrees not to share Partner Data received under this DSA in ways not outlined herein. Teach For America agrees to allow Partner access to any relevant Teach For America records for purposes of completing authorized audits.
    - 2. Require all staff members, contractors and agents to comply with applicable provisions of FERPA, and PPRA and State Department of Education Law with respect to the data shared under this Agreement.
    - 3. Maintain data in a secure computer environment; maintain reasonable security procedures and practices appropriate to the nature of the covered information, and protect that information from unauthorized access, destruction, use, modification or disclosure.
    - 4. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding students, are subject to the provisions of this agreement.
    - 5. Not disclose any Partner Data obtained under this agreement in a manner that could identify an individual student to any other entity in published results of data use authorized by this agreement.
    - 6. Use data in a manner that does not permit personal identification of parents and students by anyone other than representatives of Teach For America authorized by this Agreement with legitimate educational interests for purposes of this Agreement.
    - 7. Destroy all personally identifiable Partner Data obtained under this agreement when it is no longer needed for the purpose for which it was obtained. After creating and verifying the final merged data set, all personally identifiable data shall be destroyed in compliance with 34 CFR Section 99.31 (a) (6). Teach For America agrees to require all staff members, contractors, or agents to

comply with this provision. Consistent with FERPA, Teach For America will retain a de-identified data set to conduct future analyses to support further program improvement via the Additional Uses, Research Uses and Additional Tools.

- ii. Partner may require Teach For America to provide documentation of Teach For America's information security specifications prior to data transmittal.
- iii. Teach For America shall designate an authorized representative able to request data under this agreement. The authorized representative shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received, including confirmation of the completion of any projects and the return or destruction of data. Partner or its agents may, upon request, review said records.
- iv. In the event of a Breach, Teach For America shall notify the Partner in accordance with FERPA and/or any applicable state law or regulation without unreasonable delay. Teach For America shall also cooperate with the Partner with regard to management and response of any such Breach.

### APPENDIX A:

### DATA ELEMENTS, FORM, FORMAT, FREQUENCY, AND SECURITY FEATURES

### **Data Elements**

Partner will, to the fullest extent possible, include the following data and specified variables in the Partner Data sets provided to Teach For America (limited only by what is available through the method of access);

- 1. The following program participant and school data and variables are essential to Teach For America's data request:
  - a. district, district NCES code, school, school NCES code
  - b. tutoring subject
  - c. interim assessment(s) administered
- 2. The following student data and variables are essential to Teach For America's data request:
  - a. interim assessment scores (BOY, MY, EOY) (all scores including growth goals/targets, grade level equivalency, scale scores, percentile rank, or other scales available)
  - b. test subject
  - c. test year
  - d. Student ID number
  - e. grade level
- 3. The following aggregate data are essential to Teach For America's data request:
  - a. Partner average scores for all interim assessment tested grades and subjects (all scores including growth goals/targets, grade level equivalency, mastery, percentile rank, or other scales available)

### **Data Security**

Teach For America employs a number of strategies to secure data and limit unnecessary access during transfer, storage, and processing. We encrypt data in transfer as well as at rest when it is being stored in a data repository. For our internal data storage, we change encryption keys on a regular basis to avoid stale credentials and unwanted legacy access. Data is regularly obfuscated for analytics and reporting purposes. We use best practices for data isolation, including limiting accounts for vendors who push data to our systems and centralized oversight of user accounts

for external systems when we need to pull the data ourselves. We use a "least privilege granted" model for access to internal systems, employing multi- factor authentication where feasible, and monitor access across these systems with auditable logs. Additionally, we have blanket data privacy training for all staff that covers key elements of working with PII, sensitive data, and student data.

Teach For America shall also have a written incident response plan, which shall include but is not limited to, prompt notification to Partner in the event of a security or privacy incident, as well as procedures for responding to a breach of any of Partner's Data that is in Teach For America's possession. Teach For America agrees to share its incident response plan upon request.

### APPENDIX B:

# DESCRIPTION OF SYSTEM(S) USED IN THE TRANSFER OF PARTNER IGNITE STUDENT SURVEY DATA, FREQUENCY AND SECURITY FEATURES

### Description:

This **Appendix B** shall serve as Teach For America-Phoenix's official notification of the use of an Ignite Student Survey administered through the Qualtrics platform for professional development and organizational reporting. The Ignite Student Survey is a feedback tool designed to support program leaders in creating learning environments that positively affect what students believe about themselves as learners and the strategies they employed in programming, ultimately improving student academic performance. This program includes student surveys for grades 3-12. The survey is crucial because it will provide program and school leaders with important information on students' perceptions of Teach For America programming. Below we've outlined the various ways Teach For America-Phoenix will utilize Ignite Student Survey data, including but not limited to:

- 1. Teach For America program leaders utilize data to support fellow training and development, based on evidence from student surveys, and incorporate evidence-based best practices.
- 2. Teach For America reports aggregate data as a key performance indicator for continuous improvement of programmatic supports.

### **Qualtrics Survey Platform Security Features:**

- 2. Teach For America will administer the Ignite Student Survey to students in grades 3-12 participating in Ignite programming. The surveys will be administered using the Qualtrics Survey Administration Tool. Each Ignite Site Leader will receive a link and individual student access codes for student survey administration.
- 3. Student identification will be kept confidential and stored on secure servers for both outreach and survey administration. Only Teach For America staff necessary for administration of the survey will have access to student identifiers during administration.
- 4. Only aggregate data (for schools with at least 5 students) will be reported to Ignite Site Leaders on a password-protected basis.
- 5. A limited number of Teach For America staff will have access to student-level data

- information through a password-protected system.
- 6. Qualtrics will implement and maintain an information security program that is consistent with industry recognized practices, which include using commercially reasonable administrative, physical and technical safeguards designed to protect the Platform from unauthorized access that could compromise the security, confidentiality or integrity of personally identifiable information (PII). Qualtrics will: (i) use reasonable efforts to secure physical premises where PII will be processed and/or stored and (ii) take reasonable precautions with respect to the employment of, access given to, and education and training of personnel engaged by Qualtricsto perform its obligations.

### APPENDIX C: PENCIL SPACES TECHNOLOGY

### Pencil Spaces Description

This Appendix C shall serve as Teach For America's official notification of the use of the Pencil Learning Technologies, Inc's Pencil Spaces web-based software for Ignite tutoring administration, including rostering, attendance, student/tutor messaging, and virtual classroom hosting. The Pencils Spaces software is a virtual platform designed specifically for virtual instruction with students. Participants and students will log in to the Pencil Spaces platform, conduct tutoring using a video call in the space, and be able to use the virtual whiteboard and various learning tools provided in the platform. The following student data will be collected and stored through the Pencil Spaces software:

- 1. Local student ID
- 2. Student name (for attendance purposes)
- 3. Student email address (for log-in purposes)
- 4. Student grade (rostering purposes)
- 5. Student messages sent & received
- 6. Tutoring session attendance
- 7. Video and audio recordings of sessions including students

### Pencil Spaces Security Features

- 1. Pencil Learning Technologies, Inc. will implement and maintain an information security program that is consistent with industry recognized practices, which include using commercially reasonable administrative, physical and technical safeguards designed to protect the Platform from unauthorized access that could compromise the security, confidentiality or integrity of personally identifiable information (PII). This includes protection against any reasonably anticipated threats or hazards to the security or integrity of such records.
- 2. Pencil Learning Technologies, Inc. will limit access to educational records to individuals employed by or working with Pencil Learning Technologies, Inc. who have a legitimate educational interest and are authorized under FERPA.
- 3. Pencil Learning Technologies, Inc. shall implement reasonable procedures to control access and maintain the confidentiality of Educational Records.

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

Agenda Item Number –IV-K

Agenda Item				
			Clinical Internship Agree	
Osborn School	District and Gra	and Canyon Univers	ity for intern Amanda Cr	aig.
For Board:	X Action	Discussion	Information	
an internship. The local internship us complete their req responsible for se	ese internships can sually ensures that puired hours of lean tting up their own i	n be completed locally of a student will be placed rning. A distance interns internship, including faci	ered Dietician (RD), one mus r in a distance learning settin d in a facility by their college ship usually means that the s ilities and preceptors. hrough Grand Canyon Unive	ng. A to student is
-	nt. I will be her pre	•	ne can fulfill her foodservice ice rotation so that Amber ca	
<u>Legal</u>				
<u>Financial</u>				
Governing Boa	rd Goals			
□Community Conn	ectedness and Incre	eased Enrollment		
☐Maximize Studen	t Learning & Achieve	ement from PreK to High S	School	
□Stewardship and I	3oardmanship			
□Equity & Excellen	ce for Opportunity a	nd Outcomes		
	ed that the board		ent between Grand Canyo r Craig's foodservice rotati	•
Moved		Seconded		P/F

#### UNIVERSITY GRANT AGREEMENT

This University Grant Agreement (the "Agreement") shall be effective as of the last date signed below (the "Effective Date") by and between American InterContinental University System (the "University"), with its principal place of business at 2200 E. Germann Rd. Suite 100, Chandler AZ 85286, and Osborn Elementary School District (the "District"), with its principal place of business at 1226 West Osborn Rd, Phoenix, AZ 85013. Each party hereto will be referred to as, individually, a "Party" and, collectively, the "Parties."

#### **RECITALS**

The University wishes to provide educational services to District's eligible employees ("**Employee**(s)") and District wishes to participate in University's grant program(s) as outlined below;

WHEREAS, the term "University" includes the following members of the American InterContinental University System:

- American InterContinental University ("AIU")
- Trident University International ("TUI")
- Digital Crafts ("**DC**")

WHEREAS, the Parties agree that the Mesa Public Schools Request for Proposal 25-31MP Educational Partnership for Advanced Degree Programs (the "Mesa RFP 25-31MP") is incorporated into this Agreement by reference.

In consideration of the premises and the mutual covenants set forth herein and for other good and valuable consideration, the Parties agree as follows:

### A. IMPACT GRANT PROGRAM

- 1) Grant Program. The University has established a grant (the "Impact Grant") designed to be paired with program pacing, course load parameters and District's tuition assistance benefit ("Employer Contribution") to enable Employees to achieve their educational goals with no debt or out-of-pocket costs for their education. The Impact Grant, together with the Employer Contribution, is intended to cover charges for tuition in effect as of the date of enrollment and all applicable fees.
- 2) Terms and Conditions. District and University agree that a key objective of the Agreement is to create an opportunity for eligible District Employees to complete a University program of study without taking on debt and with no out-of-pocket costs. The Parties agree that Employees' eligibility for the Impact Grant is not conditioned on whether an Employee elects to participate in federal student aid programs. The University may change its tuition rates only in accordance with Section 5.11(C) Price Adjustments of the Mesa RFP 25-31MP. Awarding of the Impact Grant shall be subject to the satisfaction of all applicable terms and conditions as set forth in Exhibit A, which is incorporated herein by reference. The Impact Grant will be available at American InterContinental University System members as indicated in Exhibit A.

### **B. TERMS AND CONDITIONS**

1) Grant Program Effective Dates. Subsequent to the Effective Date of this Agreement, each of District's Employees who are admitted to and enrolled in the University shall be eligible for the applicable University grant program. Employees who were admitted and enrolled prior to the Effective Date may also receive the applicable grant at the start of their next academic term after all applicable grant terms and conditions have been met. Grants are not applied retroactively or to the current term. Employees will not receive any credit, refund or proration for any academic term completed prior to or in progress as of the Effective Date of this Agreement.

- 2) Academic Integrity. The University shall remain solely responsible for and maintains all discretion with respect to the nature of the University services, including the offering, substitution, addition, availability or cancellation of any program, procedural processes for administering University grant program(s), and its academic, financial aid, and administrative policies and requirements, which may be changed or modified at any time in its sole discretion. University will consider admission of Employees to the University on the same terms and conditions as any other applicant to the University. All who are admitted to and enrolled in the University must comply with all academic and administrative requirements of University. District acknowledges and agrees that University is solely responsible for maintenance and management of "education records" as defined by, and pursuant to, the Family Educational Rights and Privacy Act of 1974 (FERPA), and any other applicable federal and state laws and regulations relating to education records. Not all University programs are available to residents of all states.
- 3) **Employee Communication**. The District will communicate to its Employees the availability of University services, including the applicable University grant program(s), based upon information provided by University. The initial launch and ongoing communication may include digital, print, video, or events (speaker, webinar, etc.) to be mutually agreed upon by the Parties. Communication does not need to be exclusive, but will include the University's name and/or approved logo. District will establish on its internal website or portal a link to a designated University website for purposes of allowing Employees to access information about the University, including, without limitation, the available University grant program(s), academic programs, enrollment applications, academic requirements, and the like, and take any such other actions to promote the University to its Employees, as agreed to by the Parties.

### 4) Licenses.

- (a) University hereby grants District a limited and non-exclusive, revocable royalty-free license to use University's names, logos, service marks or trademarks, in District's marketing and other promotional materials, solely for purposes of performing this Agreement and subject to University's prior written approval of each such use. The licenses granted by University to District herein will terminate upon the termination of this Agreement. Except as stated herein, no other rights or licenses with respect to any intellectual property are granted under this Agreement.
- (b) District hereby grants University a limited and non-exclusive, revocable royalty-free license to use District's names, logos, service marks or trademarks, in University's marketing and other promotional materials, solely for purposes of performing this Agreement and subject to District's trademark and logo usage guidelines, if applicable. The licenses granted by District to University herein will terminate upon the termination of this Agreement. Except as stated herein, no other rights or licenses with respect to any intellectual property are granted under this Agreement.
- 5) <u>Limitation of Liability.</u> In no event will either Party be liable to the other for any indirect, incidental, exemplary, special or consequential damages whatsoever (including damages for loss of profits, income or saving, or interruption of business) even if advised of the possibility of such damage.
- 6) Confidentiality. For the purpose of this Agreement, the term "Confidential Information" shall mean all information concerning either Party or any of its businesses, assets, products, services, employees, or customers (including students), or of any third party that is in possession of the receiving Party's information, that is designated as confidential or proprietary or that is customarily or legally required to be protected from public disclosure, regardless of whether such information is provided orally, in writing or other tangible form, via email or in electronic form, or is obtained through visual observation. The Parties acknowledge that all Confidential Information it receives from the other Party is confidential and proprietary. The receiving Party shall use Confidential Information only to the extent necessary to perform the services set forth herein and for no other purpose whatsoever. The receiving Party shall not disclose or permit access to Confidential Information to any third party without the disclosing Party's written consent, and subject to confidentiality obligations no less stringent than those set forth herein. The Parties agree that any personal information shall be considered Confidential Information and shall only be used

- for the purposes of performing this Agreement. All Confidential Information shall be returned or destroyed promptly upon termination of the Agreement or upon request, unless such Confidential Information is required by law or policy of either Party to be kept.
- 7) **Term and Termination**. This Agreement will commence on the Effective Date. The term of the Agreement will align with Section 5.16 Term of Contract and Extensions of the Mesa RFP 25-31MP. If the Agreement is cancelled by the District pursuant to Section 5.1 Cancellation of the Mesa RFP 25-31MP, enrolled students will continue to be supported under the Agreement based on mutual agreement of the Parties.
- 8) <u>Disclaimer</u>. Neither Party makes any warranty of any kind, whether express, implied, statutory or otherwise, including without limitation, warranties of merchantability or fitness for a particular purpose.
- 9) Entirety of Agreement. This Agreement and the Mesa RFP 25-31MP is the entire agreement between the Parties, superseding all prior agreements or contemporaneous negotiations, communications, representations, commitments, amendments (written or oral) and writings between the Parties with respect to the subject matter hereof ("Prior Agreements"). All such Prior Agreements will have no further force or effect, except as to eligible Employees previously enrolled and maintaining continuous enrollment in the applicable University grant program(s) under a Prior Agreement
- 10) Additional Terms. Nothing in this Agreement will be construed as preventing either Party from entering into an agreement with other third parties for similar purpose(s) or services as set forth herein. Neither Party may assign this Agreement without the prior written consent of the other Party, which will not be unreasonably withheld. This Agreement shall be governed by and construed in accordance with Illinois law, without regard to the conflicts of law provisions thereof to the extent such principles or rules would require or permit the application of the laws of another jurisdiction. This Agreement may only be amended, supplemented or changed in writing, signed by each Party. The termination of this Agreement will not release either Party from any liabilities or obligations herein which remain to be performed or by their nature would be intended to be applicable following any such termination. The Parties agree that they are dealing with each other as independent contractors. Nothing in this Agreement shall be construed to constitute either Party as a partner, joint venturer, employee or agent of the other Party, nor shall either Party hold itself out as such. This Agreement and all terms and conditions hereof are for the sole and exclusive benefit of the Parties and their respective successors and permitted assigns, and for the benefit of no other person. If any one or more of the provisions of this Agreement should be ruled wholly or partly invalid or unenforceable by a court or other government body of competent jurisdiction, the validity and enforceability of the remaining provisions of this Agreement shall not be affected. This Agreement may be executed in multiple counterparts, each of which will be deemed to be an original, but all of which together will constitute one and the same instrument.
- 11) Independent Contractors. Both Parties acknowledge that they are independent contractors, and nothing contained in this Agreement is intended to or shall be deemed to create an agency, joint venture, employment or partnership relationship between the Parties, and neither Party shall so hold itself out. Neither Party shall have the right to obligate or bind the other Party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third parties. All financial and other obligations associated with the District Employer Grant are the sole responsibility of the District and all financial and other obligations associated with the University's grants are the sole responsibility of the University.

(Signatures on following page)

**IN WITNESS WHEREOF,** the Parties have caused their duly authorized representatives to execute this Agreement as of the Effective Date.

UNIVERSITY	DISTRICT
AMERICAN INTERCONTINENTAL UNIVERSITY SYSTEM	OSBORN ELEMENTARY SCHOOL DISTRICT
Signature:	Signature:
Name:	Name:
Title: AIU President	Title:
Date:	Date:

**EXHIBIT A** 

### **IMPACT GRANT**

The Impact Grant is intended to help Employees avoid educational loan debt by funding a recipient's direct education-related costs. The Impact Grant, when combined with an approved District tuition assistance program, is intended to enable eligible Employees to earn a degree without incurring student loan debt or out-of-pocket costs.

### 1. Impact Grant Terms and Conditions:

- a. The District shall supply a qualified Employer Contribution in the amount(s) indicated in Chart 1. The current IRS limit on qualified educational benefits (the "Annual Per Student Cap") eligible for income tax exemption under Section 127 of the Internal Revenue Code is \$5,250. District may provide less or more than the Annual Per Student Cap per District's policy. The University does not provide guidance or advice to students regarding potential tax implications of utilizing a District's eligible educational benefit.
- b. The Impact Grant is available at the following American InterContinental University System members: **AIU, TUI**
- c. The Impact Grant is only available for the eligible programs indicated on **Chart 1**. University may exclude certain programs at its discretion, and District may choose to exclude certain programs at its discretion.
- d. Employees receiving the Impact Grant may take up to the number of courses per academic quarter as indicated on **Chart 1** (Pacing Options).
- e. District and the University will cooperate on a direct billing arrangement for District to pay for its Employees taking advantage of the Impact Grant. No payment for University tuition shall be collected directly by University from the Employees covered by the Agreement. The University shall bill District, and District shall pay University tuition costs up to the Employer Contribution cap for all Employees eligible under this Agreement. District and University will cooperate on an approval process each session to ensure University has documented District approval for each student prior to each class session.
- f. The Impact Grant covers direct education-related costs, which include tuition for all eligible program courses, course materials (e-books), technology fee, and graduation fee. Employees are responsible for any expenses not covered by the Impact Grant, including but not limited to, transcript and records request fees.
- g. The Impact Grant cannot be combined with any other University Grants.
- h. All applicable University General Grant and Scholarship Conditions must be met as outlined in the University catalog.

### **Chart 1: Impact Grant**

AIUS Member	Eligible Programs	Employer Contribution	Per Session Billing Rate	Pacing Option(s)	Type of Billing
American InterContinental University (AIU)	Master's Programs	\$5,000 per 10- course Master's program	\$500/session	2 courses per 10-week term (1 course per session)	Employer Direct Bill
Trident University International (TUI)	Doctor of Education in Leadership	\$5,000 annually; \$15,000 program maximum	\$1250/session	1 course per 12-week session	Employer Direct Bill

### 2. Additional Employee Eligibility Requirements:

- a. Employees who have an outstanding tuition or payment plan(s) balance with University are ineligible to start utilizing the Impact Grant until the end of the current academic quarter and after any existing balance is resolved.
- b. University or the District may remove an Employee from the Impact Grant program at any time.
- c. Employees must maintain eligible employment with District (as defined by District) to receive and continue participation in the Impact Grant. Employees no longer maintaining eligible employment with District will lose their Impact Grant eligibility at the end of their current session.

### 3. District Eligibility Requirements:

- a. The District must supply a qualified annual Employer Contribution for their Employees to be eligible for the Impact Grant. Failure of the District to supply any required payment may result in loss of Impact Grant benefits for the recipient.
- b. The District must notify the University ninety (90) days in advance of any changes in the District Employer Contribution that may affect the Impact Grant. In the event District's qualified Employer Contribution is amended to materially increase or decrease the annual Employer Contribution, the Parties shall discuss the new thresholds and either agree on the new funding levels for the Employer Contribution or terminate this Agreement effective as of the date of the material adjustment to the annual benefit limits.

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

Agenda Item Number –IV-L

Agenda Item Approval of J	ob Description fo	or Foundation Litera	cy Coach
For Board:	X Action	Discussion	Information
literacy instructi	hool District has pre on. To better meet t		undational Literacy Coach role to support ur students and educators, the District is et position.
Clarendon Elem analysis, in add a critical role in	nentary Schools and ition to teacher coad	l will directly engage in ching and professional once-based literacy prac	cy Specialist will serve both Encanto and student interventions, assessment, and data development. This position is designed to play stices aligned with the science of reading and
<u>Legal</u>			
<u>Financial</u>			
Governing Bo	oard Goals		
□Community Co	nnectedness and Incr	eased Enrollment	
☐Maximize Stud	ent Learning & Achiev	rement from PreK to High	School
□Stewardship an	nd Boardmanship		
□Equity & Excell	ence for Opportunity a	and Outcomes	
Recommenda It is recommer Literacy Speci	nded that the Gove	erning Board approve	the job description of the Foundational
Moved		Seconded	P/F

### **OSBORN SCHOOL DISTRICT**

Job Title: Foundational Literacy Specialist Salary Grade: Certified Salary Schedule

Work Year: 9 month FLSA: Exempt

**Summary:** The Foundational Literacy Specialist is responsible for building the capacity of K-6 teachers and supporting student learning in the area of reading literacy through instructional and facilitative coaching methods, providing professional development, and facilitating student interventions with the goal of advancement of teacher practices and student learning within foundational reading literacy.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**:. Responsibilities shall include, but not be limited to the following:

- Providing information and training to teachers in a variety of settings (e.g., whole group staff development, grade level meetings, one-on-one)
- Supporting teachers in implementation of new skills through co-planning, modeling, co-teaching, and reflective coaching
- Observing new and experienced teachers in the classroom during the reading instructional tiers to provide specific one-on-one feedback regarding evidence-based practices to individual teachers during the coaching conferencing process
- Assisting in planning and implementation of a 120-minute literacy block (90-minute core
  with a 30-minute intervention period) with an emphasis on phonemic awareness,
  phonics, comprehension, vocabulary, fluency, in addition to oral and written language
- Facilitating professional learning opportunities related to core and intervention programs to support instruction
- Providing small group and/or one on one interventions to students in the area of reading
- Administering formative and summative assessments to students to monitor progress and inform learning outcomes
- Engaging in reading data conversations with teachers and assist in goal setting, data/evidence collection and analysis, instruction, and assessment
- Collaborate with school and district administration to co-develop school reading literacy plans and dissemination of data to support MOWR program expectations
- Meeting with the school administration and leadership team on a regular basis to examine school data and assist in school-wide planning and implementation of meaningful literacy professional learning opportunities
- Align efforts to the school's mission, vision, and literacy plan as they coincide with current reading research
- Staying informed of latest reading research and continuing to strengthen personal practices through professional development opportunities
- Maintaining confidentiality to build trustful and respectful relationships, a high level of ethical behavior, and confidentiality
- Other duties as assigned

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

- Strong foundational understanding of effective practices to support learning foundational literacy skills
- Strong understanding of the science of reading, phonemic awareness, and the continuum of phonics
- Proven track record of increasing student achievement
- Effective use of data to make informed decisions that influence successful student learning outcomes
- Strong organizational skills that are detail-oriented
- Instructional expertise demonstrated through model teaching, team teaching, workshop facilitation/presentations and student achievement gains
- Strong communication skills, verbally and in writing

### **EDUCATION and/or EXPERIENCE:**

- Experience with MTSS or RTI frameworks
- A minimum five years successful teaching experience within grades pre-K 6
- A minimum of two years of experience with mentoring and/or coaching teachers
- Previous experience facilitating professional development
- Elementary Teaching Certification and a Reading Specialist endorsement are required.

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

Agenda Item Number –IV-M

Agenda Item			
Approval of M	OU with Americ	can Intercontinental U	niversity
For Board:	X Action	Discussion	Information
Background -			
working in education employees to tall sponsor an indiv \$5000 toward turn on their own were This MOU does eligible to particified for grow-your-ow ADE and commit administrators the There is no immediate.	ation. The MOU was advantage of the idual for their studition. The Impact re to apply for the not commit Osbor pate in the future. It was to as tred to the Masters ediate financial observed.	would allow for Osborn to heir Impact Grant program dies (in exchange for year Grant would cover the relese programs of study, they not o send any employees Many local districts are pasist teacher with Emerger for the years of service olds in Educational Leadersh	e district would commit \$5000 in tuition for any
<u>Legal</u>			
<u>Financial</u>			
Governing Bo	ard Goals		
□Community Cor	nnectedness and Inc	creased Enrollment	
☐Maximize Stude	ent Learning & Achie	evement from PreK to High S	School
□Stewardship and	d Boardmanship		
□Equity & Excelle	ence for Opportunity	and Outcomes	
Recommenda It is recommend University.		verning Board approve t	the MOU with American InterContinental
Moved		Seconded	P/F

#### UNIVERSITY GRANT AGREEMENT

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#### **RECITALS**

The University wishes to provide educational services to District's eligible employees ("**Employee**(s)") and District wishes to participate in University's grant program(s) as outlined below;

WHEREAS, the term "University" includes the following members of the American InterContinental University System:

- American InterContinental University ("AIU")
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WHEREAS, the Parties agree that the Mesa Public Schools Request for Proposal 25-31MP Educational Partnership for Advanced Degree Programs (the "Mesa RFP 25-31MP") is incorporated into this Agreement by reference.

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### **B. TERMS AND CONDITIONS**

1) Grant Program Effective Dates. Subsequent to the Effective Date of this Agreement, each of District's Employees who are admitted to and enrolled in the University shall be eligible for the applicable University grant program. Employees who were admitted and enrolled prior to the Effective Date may also receive the applicable grant at the start of their next academic term after all applicable grant terms and conditions have been met. Grants are not applied retroactively or to the current term. Employees will not receive any credit, refund or proration for any academic term completed prior to or in progress as of the Effective Date of this Agreement.

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- 9) Entirety of Agreement. This Agreement and the Mesa RFP 25-31MP is the entire agreement between the Parties, superseding all prior agreements or contemporaneous negotiations, communications, representations, commitments, amendments (written or oral) and writings between the Parties with respect to the subject matter hereof ("Prior Agreements"). All such Prior Agreements will have no further force or effect, except as to eligible Employees previously enrolled and maintaining continuous enrollment in the applicable University grant program(s) under a Prior Agreement
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(Signatures on following page)

**IN WITNESS WHEREOF,** the Parties have caused their duly authorized representatives to execute this Agreement as of the Effective Date.

UNIVERSITY	DISTRICT
AMERICAN INTERCONTINENTAL UNIVERSITY SYSTEM	OSBORN ELEMENTARY SCHOOL DISTRICT
Signature:	Signature:
Name:	Name:
Title: AIU President	Title:
Date:	Date:

**EXHIBIT A** 

### **IMPACT GRANT**

The Impact Grant is intended to help Employees avoid educational loan debt by funding a recipient's direct education-related costs. The Impact Grant, when combined with an approved District tuition assistance program, is intended to enable eligible Employees to earn a degree without incurring student loan debt or out-of-pocket costs.

### 1. Impact Grant Terms and Conditions:

- a. The District shall supply a qualified Employer Contribution in the amount(s) indicated in Chart 1. The current IRS limit on qualified educational benefits (the "Annual Per Student Cap") eligible for income tax exemption under Section 127 of the Internal Revenue Code is \$5,250. District may provide less or more than the Annual Per Student Cap per District's policy. The University does not provide guidance or advice to students regarding potential tax implications of utilizing a District's eligible educational benefit.
- b. The Impact Grant is available at the following American InterContinental University System members: **AIU, TUI**
- c. The Impact Grant is only available for the eligible programs indicated on **Chart 1**. University may exclude certain programs at its discretion, and District may choose to exclude certain programs at its discretion.
- d. Employees receiving the Impact Grant may take up to the number of courses per academic quarter as indicated on **Chart 1** (Pacing Options).
- e. District and the University will cooperate on a direct billing arrangement for District to pay for its Employees taking advantage of the Impact Grant. No payment for University tuition shall be collected directly by University from the Employees covered by the Agreement. The University shall bill District, and District shall pay University tuition costs up to the Employer Contribution cap for all Employees eligible under this Agreement. District and University will cooperate on an approval process each session to ensure University has documented District approval for each student prior to each class session.
- f. The Impact Grant covers direct education-related costs, which include tuition for all eligible program courses, course materials (e-books), technology fee, and graduation fee. Employees are responsible for any expenses not covered by the Impact Grant, including but not limited to, transcript and records request fees.
- g. The Impact Grant cannot be combined with any other University Grants.
- h. All applicable University General Grant and Scholarship Conditions must be met as outlined in the University catalog.

### **Chart 1: Impact Grant**

AIUS Member	Eligible Programs	Employer Contribution	Per Session Billing Rate	Pacing Option(s)	Type of Billing
American InterContinental University (AIU)	Master's Programs	\$5,000 per 10- course Master's program	\$500/session	2 courses per 10-week term (1 course per session)	Employer Direct Bill
Trident University International (TUI)	Doctor of Education in Leadership	\$5,000 annually; \$15,000 program maximum	\$1250/session	1 course per 12-week session	Employer Direct Bill

### 2. Additional Employee Eligibility Requirements:

- a. Employees who have an outstanding tuition or payment plan(s) balance with University are ineligible to start utilizing the Impact Grant until the end of the current academic quarter and after any existing balance is resolved.
- b. University or the District may remove an Employee from the Impact Grant program at any time.
- c. Employees must maintain eligible employment with District (as defined by District) to receive and continue participation in the Impact Grant. Employees no longer maintaining eligible employment with District will lose their Impact Grant eligibility at the end of their current session.

### 3. District Eligibility Requirements:

- a. The District must supply a qualified annual Employer Contribution for their Employees to be eligible for the Impact Grant. Failure of the District to supply any required payment may result in loss of Impact Grant benefits for the recipient.
- b. The District must notify the University ninety (90) days in advance of any changes in the District Employer Contribution that may affect the Impact Grant. In the event District's qualified Employer Contribution is amended to materially increase or decrease the annual Employer Contribution, the Parties shall discuss the new thresholds and either agree on the new funding levels for the Employer Contribution or terminate this Agreement effective as of the date of the material adjustment to the annual benefit limits.

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

Agenda Item Number –IV-N

Agenda Item FY25 Sole Source Listing - R	evision	
For Board: X Action	Discussion	Information
Governing Board determines in w construction item. The school dist	riting that there is only on trict may require the subm	ruction item without competition if the e source for the required material, service or ission of cost or pricing data in connection that shall be avoided, except when no reasonable
Curriculum products The district is recommending the	following list of sole sourc	e products/vendors.
<b>Legal</b> R7-2-1053. Sole source procurem	ents	
<u>Financial</u>		
Governing Board Goals		
□Community Connectedness and In	creased Enrollment	
☐ Maximize Student Learning & Achi	evement from PreK to High	School
☐Stewardship and Boardmanship		
□Equity & Excellence for Opportunit	y and Outcomes	
Recommendation It is recommended that the Governmended 24-25sy, effective May 13, 202	•	the sole source product/vendors for the
Moved	Seconded	P/F

### Sole Source 24-25

		Sole Source		
Product Type	Product Name (Vendor)	Letter	Other Notes	Anticipated Total
Online Software	Amplify	7/14/2022	Amplify Sole Source Letter	\$6,500.00
Teacher/Student Suppport	Father Flanagan's Boys Home/ Boys			
Materials	Town	6/12/2023	Father Flanagan Boys Home	\$25,000.00
Teacher/Student Suppport				
Materials	GreatMinds PBC	1/2/2024	GreatMinds Sole Source Letter	\$182,000.00
Online Software	Renaissance	7/30/2024	Renaissance/Illuminate sole source l	\$70,000.00
Online Software	iStation	1/1/2024	iStaton Sole Source Letter	\$20,000.00
Online Software	IXL	6/13/23-	IVI I coming Cala Course Latter	¢24.000.00
Online Software	Lovie/Jovie Loomeine Cystems)	Present	IXL Learning Sole Source Letter	\$24,000.00
Unline Software	Lexia(lexia Learning Systems)	1/1/2024	Lexia Sole Source Letter	\$85,000.00
Student Support Materials	LLI Kits & Supporting Materials (Heineman)	1/1/2024	Heineman Sole Source Letter	\$5,000.00
Development/ Teacher Support, Student Support Materials	Loving Guidance / Conscious Discipline	3/18/2024	Loving Guidance / Conscious Discipline Sole Source Letter	\$30,000.00
Professional Development		4/14/2023-		
/Teacher Support	NIET	Present	NIET Sole Source Letter	\$82,000.00
		5/12/2020-		
Student Support Materials	Scholastic	Present	Scholastic Sole Source letter	\$30,000.00
Online Software	Second Step	1/4/2023- Present	Second Step Sole Source Letter aka Committee for Children	\$12,000.00
	ST Math (Mind Research) now Mind	6/12/2023-		
Online Software	Education	Present	Mind Education Sole Source Letter	\$22,000.00
Teacher/Student Suppport	-1. 1.	6/12/2023-		
Materials	Thinking Maps	Present	Thinking Maps Sole Source Letter	\$30,000.00
		1/18/2018 -		
Student Support Materials	BeBop Books/ Lee&Low Books	Present	BeBop Books Sole Source Letter	\$5,500.00
Provider of training programs and products	Crisis Prevention Institute		crisis prevention institute sole source letter	\$18,000.00
The common of th	Fountas & Pinnell Benchmark	., _3, _52 :		<del>+ 10,000,000</del>
Student Support Materials	Assesment System (Heineman)	1/1/2024	Heineman Sole Source Letter	\$5,000.00
Online Software	Pearson(online gifted testing)	7/23/2024	Pearson Training Sole Source letter	\$13,500.00

### Sole Source 24-25

	SIPPS/ Center For The Collaborative		Center For the Collaborative Sole	
Teacher/Student Suppport	Classroom	7/2/2024	Source Letter	\$10,000.00
			STAR Autism Support Sole Source	
Teacher Student Support	STAR	1/8/2024	Letter	\$10,000.00
online software	Nearpod	1/2/2024	Nearpod Sole Source Letter	\$17,000.00
Student Support Materials	Houghton Mifflin Harcourt	6/21/2023-Pre	HMH Sole Source Letter	\$20,000.00
Online software	Kaseya US LLC	8/15/2024	Kaseya Sole Source Letter	\$25,000.00
Online Software	Radio Engineering Industries Inc	4/24/2025	REI Sole Source Letter	\$15,000.00

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

Agenda Item Number – V

Agenda Item Number –  Agenda Item Call to the Public
For Board: Discussion X Information
Background – We welcome citizen input; however, items brought to the Board's attention cannot be discussed unless they are listed as an agenda item. Issues will be referred to the superintendent or appropriate administrator for follow through.
The public will be able to listen to the meeting live through livestream. An Osborn employee will read the Call to the Public comments received via email. Any communication received in Spanish, will be translated and read to the members of the Governing Board in English. The comments in their entirety will be presented to the Governing Board in writing. You may also present a live Call to the Public if you are attending in person or on the YouTube Livestream. An individual wishing to address the Governing Board using technological access must email their message or request to speak live to <a href="mailto:lnye@osbornsd.org">lnye@osbornsd.org</a> by 12:00pm on Oc{"15, 2025.
<u>Legal</u>
<u>Financial</u>
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

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

Agenda Item Number -VI

		Agendant	ciii itaiiibci   t
Agenda Item Board Presentation- Meet & Confer C	ommittees Upd	ate	
For Board: Action X	Discussion	X Information	
Background – Dr. Robert and OEA President Storm G committees this year, the changes that school year.			
<u>Legal</u>			
<u>Financial</u>			
Governing Board Goals			
□Community Connectedness and Increased E	inrollment		
☐Maximize Student Learning & Achievement f	rom PreK to High	School	
□Stewardship and Boardmanship			
□ Equity & Excellence for Opportunity and Out	comes		
Recommendation			
Presentation			
Moved	Seconded		P/F

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

Agenda Item Number -VII-A

A gondo Itam		7.90	nda item itamber	V /
Agenda Item Administrative Reports				
For Board: Action	Discussion	X Information	n	
Background – Included are administrative reports summ As determined previously, principals are members and also sending these newsle	using their reports	for the dual purpor		
<u>Legal</u>				
<u>Financial</u>				
<b>Governing Board Goals</b>				
□Community Connectedness and Increased	Enrollment			
☐ Maximize Student Learning & Achievemen	t from PreK to High	School		
☐Stewardship and Boardmanship				
☐ Equity & Excellence for Opportunity and O	utcomes			
Recommendation  For update and information only				
Moved	_ Seconded		P/F	

### Clarendon Board Report

**To:** Osborn School District Governing Board

**Date:** 5/2/2025

**Re:** April & May 2025 Events



### **Staff Highlights**

#### **AASA** Testing

 April is testing season! Clarendon prepared for and administered the AASA testing for our 4<sup>th</sup> – 6<sup>th</sup> grade students for Reading, Writing, Mathematics, and Science (5<sup>th</sup> grade only).

### **Student Highlights**

### Girls on the Run

- On April 26, Clarendon students in Girls on the Run completed their 5k race in downtown Phoenix!
- Girls on the Run inspires girls of all abilities to recognize their individual strengths while building a sense of connection in a team setting. Volunteer coaches facilitate lessons that blend physical activity with life skill development to enable girls to adapt to whatever comes their way.
- At the end of the season, the team completes a 5K together, which provides a tangible sense of accomplishment and sets a confident mindset into motion.

### 21st Century After School Showcase

- Cougar students had a wonderful time showcasing their after school talents during the showcase!
- The showcase included an art show in the library, as well as spectacular performances from Circus Club, Clarendon Dance Team, and Cougar Cheer Team.
- A BIG shout out to Ms. Feria and Ms. Terriciano for all of their hard work organizing our after school programming to ensure our students have a wide variety of intervention and enrichment opportunities.

### A+ School of Excellence

- On May 2, we celebrated receiving the A+ School of Excellence Award with a special assembly presented by retired Osborn educator Michelle Doherty.
- The Cougar Dance Team wowed the crowd, followed by an exciting staff vs. student basketball game.
- Everyone enjoyed a sweet ending to the day with a visit from the Snow Cone Truck, serving cool treats to students and staff.

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### Partnership Highlight

### Spring Fling

- In collaboration with Encanto, Clarendon hosted the annual Spring Fling, which highlighted our core value of joy.
- Many Clarendon and Encanto families came out in support of the fundraiser. From the musical pastry walk to fun inflatables and our petting zoo, there were so many activities for enjoyment!







### **Encanto Board Report**

To: Osborn School District Governing Board

**Date:** 05/01/2025

**Re:** May School Highlights



### **Staff Highlights**

This month, our teachers are wrapping up an outstanding year of professional development and learning. They are taking time to reflect on their practices, refine their goals, and plan ahead for the next school year. During our final whole-staff cluster meeting, they reviewed student data and thoughtfully reflected on the year's growth and accomplishments.



### **Student Highlights**

April was a busy and exciting month for our students, filled with events like the WIN Showcase, Spring Concerts, field trips, and so much more. These experiences have allowed our students to shine in new ways, showcase their talents, and build lasting memories. As we move toward the end of the school year, we are incredibly proud of the tremendous growth our students have shown both academically and personally. It's inspiring to see how much they have accomplished, and we can't wait to celebrate all of their successes!



### Partnership Highlights

### Acceptance of the Diamondbacks Teaming Up For Education Grant-

Encanto is happy to announce our partnership with The Arizona Diamondbacks. Our school was awarded the Diamondbacks Teaming Up For Education Grant. This grant will be used to create a sensory room for our Roadrunners. We are ecstatic to bring this project to our school.

### Longview Board Report

**To:** Osborn School District Governing Board

**Date:** 4/30/25

**Re:** May 2025 Events

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### **Staff Highlights and student highlights**



We are so very excited to celebrate Longview's 100th year!!! We are inviting the entire community, alumni, and any individuals that have had anything to do with Longview over the past 100 years!!!

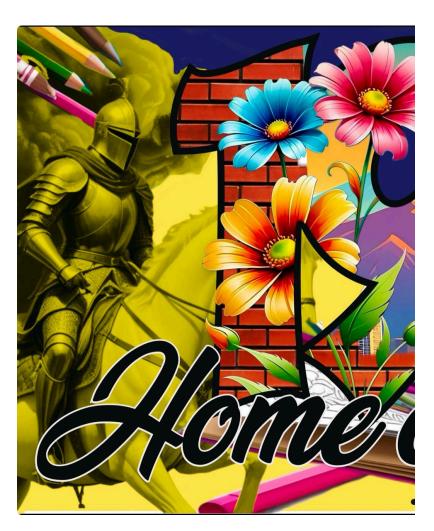
### Friday May 2nd from 9:00 am- 11:00 am

### **Student Highlights**

Thank you to all of the Longview students for an amazing school year filled with laughter, joy, friendships, and academic success!!! We are so proud of our Longview Lancers!!!!!

### **Partnership Highlights**

A huge thank you to Juan (Johnny) Morales for the absolutely BEAUTIFUL mural he created for Longview in recognition of our 100th year of existence!!! Here is a portion so as to not spoil the big surprise!!!!



### **OMS May Board Report**

**To:** Osborn School District Governing Board

**Date:** 4/30/2025

**Re:** April 2025 Events





### **Staff Highlights**

-Early release planning time for April focused on the following topics:

April 2 - Final preparations for AASA testing

April 16 - Spring School Dance

April 23 - OMS Staff A+ School of Excellence Celebration

April 30 - Portrait of a Learner Session

### **Student Highlights**

-8th grade students participated in AzSCI tests March 26th and 27th and all students took the AASA Writing on April 2nd, AASA ELA on April 10th and AASA Math on April 15th.

- On Friday, April 25th, we held an A+ School of Excellence Student Celebration. We celebrated with a field day including music, water relay races, an obstacle course, tug of war, ping pong, corn hole, arm wrestling and sports contests. It was so much fun celebrating!

- -Students who met the DeansList criteria were invited to the OMS Spring "Going out to the Movies" dance on Wednesday, April 16th! Students voted on the theme of the dance earlier in the month and had a great time dancing, indulging in the refreshments and spending time with their friends.
- -Out 21st CCLC after school program came to a close on Friday, April 25th. Tatiana Torres and Erin Tikovitsch did an amazing job of coordinating the program this year!
- -The spring baseball season came to a close on Thursday, April 17th. Our Firehawks played extremely hard and grew as a team as the season went on! We are so proud of how they represented OMS this season!

### **Partnership Highlights**

-On Wednesday, April 23rd, AEF Representative Michelle Doherty and lead judge Renee Kory, along with her team, presented the A+ School of Excellence banner to our Student Council representatives, Annalise Cordova and Illiani Contreras during a school wide celebration. This event was the kickoff to the staff and students celebrating that happened later in the week!

### Solano Board Report

**To:** Osborn School District Governing Board

**Date:** 5/1/2025

**Re:** April 2025 Highlights



### **Staff Highlights**

• Our teachers showed up in force to support this year's Girls on the Run 5K. All of our students and partners finished the race with a smile! What a great way to build leadership and show that with community hard things can be accomplished.





### **Student Highlights**

- Our Tigers did shine in their first musical performance. The Sound Academy held an end of year performance to celebrate their success.
- Solano had 100% participation on all state AASA assessments! We look forward to celebrating their success.

### **Partnership Highlights**

• City Year and their Care Force member Aramark landed in tiger territory April 10th for a full day of beautifying the Solano campus. In addition, 3rd and 4th grade students put on chefs hats and ventured into fruits from around the world. It was a great day of partnership and celebrating our tigers! Students saw the magic happen before their eyes as 50 volunteers were hard at work. Learning environments and relationships matter!









TO: Governing Board

**FROM: Diana Vargas** 

**DATE: May 13, 2025** 

**RE:** Business Services update

### **Accounts Payable**

- Business Services processed 402 invoices in the month of April
- April Vendor Payments totaling \$964,566.93

### **Payroll**

- April Staff Compensation totaling \$2,065,880.86
- Total employees **373**

### **Purchasing**

- Business Services processed 80 purchase orders in the month of April
- April Vendor Procurements totaling \$193,502.15

Training newly shared staff on Purchasing Technician duties.

Formal Procurement Process (solicitation, evaluation, selection and award) completed for CMAR District Wide Child Nutrition Modernizations and Instructional Learning Spaces Updates and Configurations.

#### Revenues

- April direct cash /check Revenues totaling \$676,590.56
- April County Treasurer Revenues totaling \$3,327,393.59
- Total March venues \$4,003,984.15

TO: Governing Board FROM: Sam Garcia DATE: April 30th, 2025

RE: MAINTENANCE / TRANSPORTATION UPDATE

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

Fire Marshal Inspections & The Arizona School Risk Retention inspections at all District sites.

#### **District Office:**

☐ Has 0 open work orders and 8 completed for Mar.31st - Apr.30th.

#### Solano

☐ Has 34 open work orders and 48 completed for Mar.31st - Apr.30th.

#### **OMS**

☐ Has 21 open work orders and 10 completed for Mar.31st - Apr.30th.

### Clarendon

☐ Has 12 open work orders and 29 completed for Mar.31st - Apr.30th.

#### Encanto

☐ Has 13 open work orders and 24 completed for Mar.31st - Apr.30th.

#### Longview

☐ Has 13 open work orders and 22 completed for Mar.31st - Apr.30th.

#### Montecito

☐ Has 13 open work orders and 14 completed for Mar.31st - Apr.30th.

#### **Transportation:**

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

### Perfect Attendance Mar.31st - Apr.30th.

Debbie Murillo, Jose Murillo, Aaron Sanchez, Efrain Gonzalez, Lida Gonzalez, Maria Flores, Cindy Wessel, Kurt Collins

#### Sam Garcia

Director of Maintenance and Transportation



**Human Resources Department Report May 2025** Submitted by: Emerald Woodland, Director of Human Resources

## 2025–2026 School Year Retention Update

We are pleased to report strong retention rates for the upcoming school year. Of the 138 certified contracts issued for 2025–2026, 132 have been returned (96% return). We are also proud to announce that we are retaining 100% of our classified exempt, support professional, and administrative staff. Our department has issued classified Notices of Appointment for hourly staff, and we are optimistic that retention across this employee group will remain high as well.

## **Recruitment Update**

Due to our high retention rate, our recruitment efforts this spring have been focused primarily on filling roles in Student Services and special area classes with minimal classroom roles. We are pleased to share the successful recruitment of the following key positions:

- 1. **Resource Special Education Teacher** at Clarendon Elementary
- 2. **Resource Special Education Teacher** at Encanto Elementary
- 3. **Dual Language Primary Teacher** at Montecito
- 4. School Psychologist at Solano
- 5. **Psychologist Intern** at Clarendon Elementary
- 6. Speech Language Pathologist to serve both Solano and Osborn Middle School

These strategic hires ensure that we maintain high-quality services and instruction across our schools. Additionally, by hiring highly qualified and appropriately certified teachers and support professionals, we can continue to ensure our vision of "Every child supported on their path to a thriving future."

## **Arizona Teacher Residency (AZTR) Placements**

Our ongoing partnership with Northern Arizona University through the Arizona Teacher **Residency (AZTR)** program continues to bring new talent into our schools. For the 2025–2026 school year, we have successfully placed 5 residents. These residents have made valuable contributions to their school communities and are on track for certification and long-term employment in education. This collaboration remains a vital pipeline for nurturing future educators committed to Osborn's mission.



# OSBORN SCHOOL DISTRICT #8

1226 W Osborn Rd Phoenix, AZ 85013

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

## **Outstanding Openings**

As of this report, the majority of our certified positions have been filled. We currently have 14 teacher openings districtwide. We continue to actively recruit and interview for these positions and anticipate additional placements before the end of the school year.

## **Benefits Open Enrollment**

Benefits Open Enrollment began on April 21, 2025, and will remain open through May 9, 2025. This year, our department made several enhancements to improve the experience for staff: 1)Ensured that all employees received their login credentials in advance to make necessary benefit elections or changes. 2) Launched an early communication campaign to remind staff of key dates and resources. 3) Initiated a targeted phone campaign to reach employees currently paying out of pocket for medical plans, offering personalized support and potential cost-saving opportunities.

Please feel free to reach out with any questions or for additional detail on any of the above topics. Thank you for your continued support of our work to make Osborn an excellent place to work and learn

Regards,

Emerald Woodland

**Human Resources Director** 

# Teaching & Learning Department Board Meeting Updates

Board Meeting Date: May 6, 2025

Focus of Update: 21st	Century Community Learning Centers
Strategic Plan Connection:	Child & Student Success
Update:  21"CCLC  We equip Arizona students to realize their potential	The 21st Century Afterschool programs have come to an end across all sites. This year district wide we served 1492 students, of which 534 met or exceeded their thirty days of attendance. Across the various sites student showcases were hosted where students were able to display their works of art, dance routines, circus acts, and increased literacy skills. We were very fortunate to end our 5 year grant cycle at Clarendon, Longview, and Osborn Middle School with extremely great programming and numbers.
	We are awaiting word from the Department of Education regarding a renewal of another 5 year grant cycle to continue our afterschool programming efforts in the district. Solano and Encanto will enter their 5th year next year and the end of the current grant cycle. We hope to be able to reapply for the 21st Century grant when the time comes. We want to thank all those teachers, staff, administrators, community members, volunteers, students, and families for all their support of the 21st Century afterschool programs over the past 5 years. We are looking forward to next year!

Focus of Update: Teaching & Learning								
Strategic Plan Connection:	Child & Student Success							
Update:	With state testing recently completed, schools are now turning to their year-long data journey to reflect on progress and plan ahead. As part of this continuous cycle of data analysis, Teaching and Learning developed and facilitated mid-year academic review meetings with school leadership teams to evaluate student performance and monitor progress toward end-of-year goals in ELA, math, writing, and reading fluency. These mid-year meetings served as critical checkpoints—allowing teams to assess how students were tracking toward schoolwide targets and to identify instructional shifts needed to support continued growth through the spring semester.							

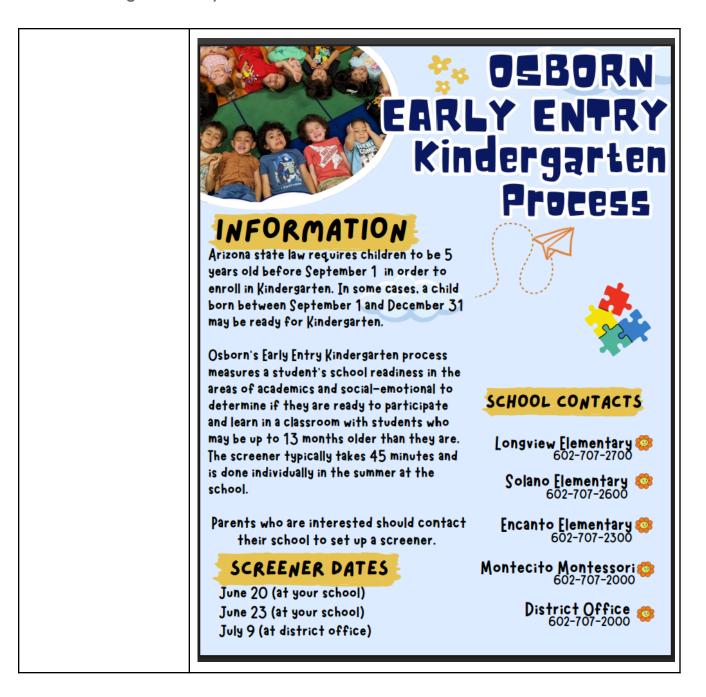
# Teaching & Learning Department Board Meeting Updates

Board Meeting Date: May 6, 2025

By examining multiple sources of evidence—including AASA practice assessments, FastBridge screeners, and common formative measures—leadership teams engaged in a comprehensive analysis of student learning. This approach
enabled schools to not only reflect on current performance but also to make informed predictions about likely proficiency outcomes. Rather than relying on isolated data
points, schools looked at growth trends to evaluate the impact of instructional strategies and plan targeted supports. The mid-year reviews reinforced a system-wide
commitment to using data as a tool for equity, responsive teaching, and continuous improvement—ensuring that instructional decisions remained student-centered and forward-looking throughout the school year

Focus of Update: Teac	ching & Learning
Strategic Plan Connection:	Child & Student Success
Update:	According to Arizona Education Code 15-821 ©, A child is eligible for admission to kindergarten if the child is five years of age. A child is deemed five years of age if the child reaches the age of five before September 1 of the current school year. The governing board may admit children who have not reached the required age as prescribed by this subsection if it is determined to be in the best interest of the children.
	It is important to have a consistent process to determine which children who turn five after September I would be best served by entering Kindergarten early, and for this reason, Abby Potter-Davis, Amanda Merrill (Encanto Master Teacher) and Clare Mayndard (Longview Master Teacher) worked together to develop our district Early Entry Kindergarten screening process. The process includes common screening dates at sites, as well as the use of a consistent screening tool. The process was shared with principals and front office staff in late March, and will be implemented across the district this summer. In addition, the enrollment page on our district website was updated to include the flyer shared below.

Board Meeting Date: May 6, 2025



Focus of Update: Language Acquisition & Bi-Literacy								
Strategic Plan Connection:	Child & Student Success							
Update:	Dual Language: AAPPL Spanish Assessment  As part of our district's commitment to promoting biliteracy and expanding opportunities for students in our dual language programs, 6th–8th grade students at Clarendon and OMS are participating in the AAPPL (Assessment of							

# Teaching & Learning Department Board Meeting Updates

Board Meeting Date: May 6, 2025

Performance toward Proficiency in Languages) assessment this spring.

AAPPL is a nationally recognized, online assessment designed to measure students' proficiency in a second language across all four domains: Listening, Reading, Writing, and Speaking. Each domain is assessed through real-world, interactive tasks that include listening to podcasts, reading articles, composing emails, and participating in spontaneous virtual conversations. Students are taking one of two assessment forms based on grade level and anticipated proficiency:

Clarendon (Grade 6):

Form A (Novice to Intermediate) – Eligible to earn up to 2 high school credits

OMS (Grades 7 & 8):

Form B (Intermediate to Advanced Low) – Eligible to earn up to 4 high school credits

To prepare students and families, we hosted a virtual parent information night and provided students with a prep week to explore the demo tests and become familiar with the testing platform and tools. We are excited to share that some of the automated scores for listening and reading have already been received, and students are already earning high school credit for their performance—an exciting milestone in their Spanish language development and academic journey!



# **Technology Department Report**

# May 2025 - Jamal Dana

- 1. **E-rate Update:** Good News. The federal government USAC approved to pay \$116,147.30 for the 2025-2026 school year that is 90% of our telecommunication (WAN and Internet) application.
- 2. Montecito construction plan: I was involved in the Montecito construction meetings so I provided insights on what it takes to do the bond construction with keeping the instruction side of the school going during next school year. The Wi-Fi, phone, cabling connections & security systems along with Cox connection all have to be functioning during the school year on the side of the non-construction zone within Montecito.
- 3. **Helpdesk Services:** We had 190 service tickets in the month of April with an average response time of 2 hours or better than March that was 1.7 hours. That meets our department goal of keeping our AVG response time below or equal 2 hours. Very proud of our technology team for keeping up the good quality & quick service.
- 4. **Marquees**: We are very close to selecting a marquee vendor after all the interviews and presentations.
- 5. **Intercom and video surveillance**: The bond committee decided on the company that will support our Montecito video cameras, security and intercom systems for the 2025-2026 school year.
- 6. **Boardroom upgrade**: We are getting a new switch system that will help smooth out our YouTube streaming videos when switching between cameras so we do not have any delay in transition between videos, plus having a better control over focusing and zooming.
- 7. **Network Status**: All network hardware and software are functioning properly.
- 8. **Phishing Awareness**: The Technology Department is dedicated to send weekly and sometimes daily to a group & or to individual users explaining on how to detect the flags in phishing emails and remind them to be more vigilant and to not rush in clicking on links. Since it is hard to gather staff (taking their valuable time) in an area to teach them and to explain to them about cybersecurity, we chose to do that via emails instead. The reports have been positively showing that it is working and the tips are reaching many users.

# **End of Technology Report.**

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 April
For Board: X Discussion X Information
Background – Following you will find the Suspension Report for April 2025.
<u>Legal</u>
<u>Financial</u>
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/E

Suspensions: April 2025  Date School Grade Violation Response Reassigned Days									
4/30/2025	Encanto Elementary	KG	Aggression: Minor Aggressive Act	Out-of-School Suspension	1				
4/30/2025	Osborn Middle School	8	Other Violations of School Policies: Defiance or Disrespect Towards Authority	Out-of-School Suspension	2				
4/29/2025	Osborn Middle School	7	Aggression: Recklessness	In-School Suspension	1				
4/28/2025		KG		•	1				
	Encanto Elementary	8	Aggression: Minor Aggressive Act  Other Violations of School Religion: Defiance or Digrespoor Towards Authority	Out-of-School Suspension	2				
4/28/2025 4/28/2025	Osborn Middle School	4	Other Violations of School Policies: Defiance or Disrespect Towards Authority	Out-of-School Suspension	2				
	Solano Elementary	KG	Aggression: Assault	In-School Suspension	1				
4/28/2025 4/25/2025	Longview Elementary	3	Aggression: Minor Aggressive Act	Out-of-School Suspension	1				
	Longview Elementary		Aggression: Minor Aggressive Act	Out-of-School Suspension					
4/24/2025	Solano Elementary	3 6	Aggression: Assault	In-School Suspension	1 2				
4/24/2025	Solano Elementary		Other Violations of School Policies: Defiance or Disrespect Towards Authority	In-School Suspension	_				
4/24/2025	Solano Elementary	6	Harassment, Threat and Intimidation: Bullying	In-School Suspension	2				
4/24/2025	Solano Elementary	3	Aggression: Assault	In-School Suspension					
4/24/2025	Osborn Middle School	8	Aggression: Minor Aggressive Act	Out-of-School Suspension	2				
4/24/2025	Osborn Middle School	8	Aggression: Minor Aggressive Act	In-School Suspension	1				
4/24/2025	Solano Elementary	6	Other Violations of School Policies: Defiance or Disrespect Towards Authority	In-School Suspension	2				
4/24/2025	Solano Elementary	3	Aggression: Assault	In-School Suspension	1				
4/22/2025	Osborn Middle School	8	Other Violations of School Policies: Defiance or Disrespect Towards Authority	In-School Suspension	1				
4/22/2025	Osborn Middle School	8	Other Violations of School Policies: Defiance or Disrespect Towards Authority	Out-of-School Suspension	1				
4/22/2025	Osborn Middle School	8	Aggression: Minor Aggressive Act	In-School Suspension	1				
4/22/2025	Osborn Middle School	7	Aggression: Assault	Out-of-School Suspension	10				
4/21/2025	Osborn Middle School	7	Aggression: Fighting	In-School Suspension	1				
4/21/2025	Osborn Middle School	7	Aggression: Fighting	Out-of-School Suspension	3				
4/21/2025	Longview Elementary	6	Other Violations of School Policies: Defiance or Disrespect Towards Authority	Out-of-School Suspension	1				
4/16/2025	Osborn Middle School	8	Aggression	Out-of-School Suspension	2				
4/16/2025	Longview Elementary	5	Aggression: Minor Aggressive Act	Out-of-School Suspension	1				
4/15/2025	Osborn Middle School	8	Alcohol Tobacco and Other Drugs: Tobacco Violation	In-School Suspension	1				
4/15/2025	Osborn Middle School	8	Alcohol Tobacco and Other Drugs: Tobacco Violation	Out-of-School Suspension	4				
4/15/2025	Osborn Middle School	8	Other Violations of School Policies: Defiance or Disrespect Towards Authority	In-School Suspension	1				
4/15/2025	Osborn Middle School	8	Other Violations of School Policies: Defiance or Disrespect Towards Authority	In-School Suspension	1				
4/10/2025	Osborn Middle School	7	Other Violations of School Policies: Defiance or Disrespect Towards Authority	In-School Suspension	1				
4/9/2025	Osborn Middle School	8	Alcohol Tobacco and Other Drugs: Drug Violation	Out-of-School Suspension	3				
4/8/2025	Longview Elementary	4	Aggression: Fighting	Out-of-School Suspension	2				
4/8/2025	Longview Elementary	4	Aggression: Fighting	Out-of-School Suspension	4				
4/8/2025	Osborn Middle School	7	Weapons and Dangerous Items: Dangerous Items	Out-of-School Suspension	12				
4/8/2025	Osborn Middle School	7	Aggression: Fighting	Out-of-School Suspension	12				
4/7/2025	Encanto Elementary	2	Aggression: Minor Aggressive Act	Out-of-School Suspension	1				
4/7/2025	Clarendon Elementary	6	Aggression: Fighting	Out-of-School Suspension	3				

4/7/2025	Clarendon Elementary	6	Aggression: Fighting	Out-of-School Suspension	3
4/4/2025	Osborn Middle School	8	Aggression: Fighting	Out-of-School Suspension	2
4/4/2025	Osborn Middle School	8	Aggression: Fighting	In-School Suspension	1
4/4/2025	Osborn Middle School	8	Other Violations of School Policies	In-School Suspension	1
4/4/2025	Longview Elementary	3	Other Violations of School Policies: Language, Inappropriate	In-School Suspension	3
4/3/2025	Osborn Middle School	7	Alcohol Tobacco and Other Drugs: Tobacco Violation	Out-of-School Suspension	2
4/3/2025	Osborn Middle School	7	Alcohol Tobacco and Other Drugs: Tobacco Violation	In-School Suspension	1
4/3/2025	Longview Elementary	6	Harassment, Threat and Intimidation: Threat or Intimidation	In-School Suspension	2
4/3/2025	Clarendon Elementary	6	Aggression: Assault	Out-of-School Suspension	3
4/3/2025	Clarendon Elementary	6	Aggression: Assault	Out-of-School Suspension	3
4/3/2025	Clarendon Elementary	4	Aggression: Minor Aggressive Act	Out-of-School Suspension	2
4/3/2025	Clarendon Elementary	4	Aggression: Minor Aggressive Act	Out-of-School Suspension	2
4/3/2025	Osborn Middle School	7	Other Violations of School Policies	In-School Suspension	1
4/3/2025	Osborn Middle School	7	Other Violations of School Policies	In-School Suspension	1
4/3/2025	Clarendon Elementary	6	Aggression	Out-of-School Suspension	1
4/3/2025	Longview Elementary	2	Other Violations of School Policies: Other Violation of School Policies	Out-of-School Suspension	2
4/2/2025	Longview Elementary	3	Aggression: Minor Aggressive Act	Out-of-School Suspension	3
4/2/2025	Solano Elementary	3	Aggression: Assault	Out-of-School Suspension	3
4/2/2025	Clarendon Elementary	6	Aggression: Minor Aggressive Act	Out-of-School Suspension	2
4/2/2025	Solano Elementary	3	Aggression: Assault	Out-of-School Suspension	2

										Discipline Su	ımmary Repo	rt: 2024-2025																				
	August		September		September		September		September		September		September		Oct	ober	Nove	ember	Dece	mber	Jan	uary	Feb	ruary	М	arch	А	pril	N	Лау	Year to I	Date Totals
	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS	ISS	OSS										
CLARENDON																																
Incidents	0.0	0.0	2.0	4.0	1.0	2.0	0.0	3.0	0.0	2.0	2.0	5.0	4.0	3.0	1.0	0.0	0.0	8.0			10.0	27.0										
Days	0.0	0.0	2.0	2.0	1.0	4.0	0.0	10.0	0.0	3.0	3.0	15.0	4.0	9.0	1.0	0.0	0.0	19.0			11.0	62.0										
ENCANTO																																
Incidents	0.0	0.0	0.0	4.0	1.0	2.0	2.0	9.0	1.0	4.0	1.0	2.0	1.0	4.0	1.0	3.0	0.0	3.0			7.0	31.0										
Days	0.0	0.0	0.0	5.0	1.0	2.0	2.0	9.0	2.0	6.0	1.0	3.0	1.0	4.0	1.0	3.0	0.0	3.0			8.0	35.0										
LONGVIEW																																
Incidents	2.0	2.0	3.0	4.0	1.0	3.0	0.0	3.0	2.0	2.0	1.0	0.0	0.0	6.0	2.0	1.0	2.0	8.0			13.0	29.0										
Days	3.0	3.0	3.0	10.0	1.0	3.0	0.0	7.0	3.0	3.0	1.0	0.0	0.0	11.0	2.0	2.0	5.0	15.0			18.0	54.0										
OMS																																
Incidents	2.0	6.0	9.0	14.0	13.0	15.0	2.0	4.0	8.0	15.0	7.0	12.0	15.0	7.0	7.0	3.0	14.0	13.0			77.0	89.0										
Days	2.0	29.0	10.0	56.0	15.0	38.0	2.0	8.0	8.0	58.0	8.0	19.0	16.0	38.0	8.0	18.0	14.0	57.0			83.0	321.0										
SOLANO																																
Incidents	0.0	11.0	0.0	27.0	0.0	12.0	0.0	7.0	1.0	26.0	9.0	9.0	11.0	5.0	7.0	1.0	7.0	2.0			35.0	100.0										
Days	0.0	23.0	0.0	44.0	0.0	28.0	0.0	10.0	2.0	47.0	9.0	19.0	18.0	7.0	19.0	1.0	11.0	5.0			59.0	184.0										
MONTECITO																																
Incidents	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0										
Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0	0.0										
Month Total																																
Incidents	4.0	19.0	14.0	53.0	16.0	34.0	4.0	26.0	12.0	49.0	20.0	28.0	31.0	25.0	18.0	8.0	23.0	34.0	0.0	0.0	142.0	276.0										
Month Total Days	5.0	55.0	15.0	117.0	18.0	75.0	4.0	44.0	15.0	117.0	22.0	56.0	39.0	69.0	31.0	24.0	30.0	99.0	0.0	0.0	179.0	656.0										

Monthly OSS Breakdown: Days by Category

	Students (#)	Totals Days	Aggression	Alcohol, Tobacco, Drugs	Harrassment, Threat, Intimidation	Other School Policy Violations	School Threat	Sexual Offenses	Improper Use of Technology	Theft	Trespassing	Vandalism and Criminal Damage	Weapons and Dangerous Items					
LARENDON	8	19	19															
CANTO	3	3	3															
NGVIEW	8	15	15			3												
ıs	13	57	31	9		5							12					
ANO	2	5	5															
NTECITO		0																

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

Agenda Item Number – VII-C

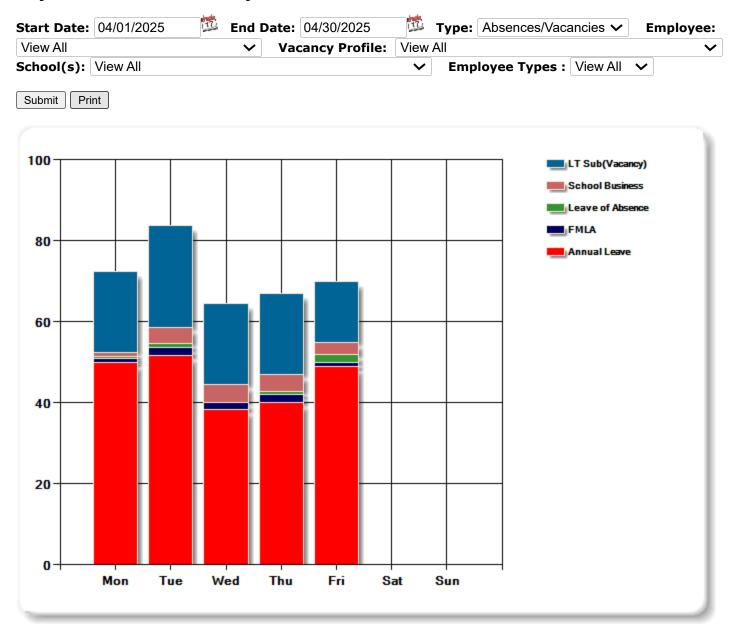
A	14						Agenua	teili Mui	IIDEI – VII	-0
Agenda Student	<u>item</u> Absence l	Report f	or month	of April						
For Board	4.	Action		Discus	ssion [	X Infor	mation			
i di boan	J	ACION			551011	111101	mation			
<u>Backgro</u>	<u>und</u> –									
	%		%		%		%		%	
School	Attendance	%	Attendance	%	Attendance	%	Attendance	%	Attendance	%
	Jan. 24	Absence	Feb. 25	Absence	Mar. 25	Absence	Apr. 25	Absence	May 25	Absenc
Clarendon	87.77%	12.23%	89.19%	10.81%	90.26%	9.74%	89.51%	10.49%		
Encanto Longview	88.90% 90.31%	11.10% 9.69%	88.28% 88.25%	11.72% 11.75%	89.62% 90.58%	10.38% 9.42%	89.47% 89.82%	10.53% 10.18%		
OMS	87.06%	12.94%	87.2%	12.8%	88.31%	11.69%	87.5%	12.5%		
Solano	85.09%	14.10%	87.16%	12.84%	86.67%	13.33%	87.08%	12.92%		
MCS	93.57%	6.43%	93.22%	6.78%	95.09%	4.91%	93.73%	6.27%		
	%		%		%		%		%	
School	Attendance	%	Attendance	%	Attendance	%	Attendance	%	Attendance	%
	Aug. 24	Absence	Sept. 24	Absence	Oct. 24	Absence	Nov. 24	Absence	Dec. 24	Absenc
Clarendon	92.42%	7.58%	90.28%	9.72%	88.31%	11.69%	89.04%	10.96%	88.02%	11.98%
Encanto	93.03%	6.97%	91.25%	8.75%	89.25%	10.75%	90.1%	9.9%	87.79%	12.21%
Longview	93.17% 91.41%	6.83% 8.59%	91.65% 93.23%	8.35% 6.77%	90.31% 87.57%	9.69% 12.43%	88.7% 86.78%	11.3% 13.22%	86.78% 85.08%	13.229 14.929
Solano	90.63%	9.37%	88.69%	11.31%	88.61%	11.39%	86.13%	13.87%	84.31%	15.69%
MCS	94.95%	5.05%	95.79%	4.21%	93.86%	6.14%	91.87%	8.13%	96.75%	3.25%
<u>Legal</u> <u>Financia</u>	<u>!</u>									
Governin	ng Board (	<u>Goals</u>								
□Commun	ity Connecte	edness and	d Increased	Enrollment	t					
□Maximize	e Student Le	arning & A	.chievement	from PreK	to High Sch	iool				
□Stewards	ship and Boa	rdmanship	)							
□Equity &	Excellence f	or Opportu	unity and Ou	tcomes						
	endation of the stude	nt absend	ce report as	presente				P/I	=	
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The Osborn Community advances the full potential of every child by developing emotional intelligence and academic excellence.

Agenda Item Number - VII-D

A 1 1/	1.90
Agenda Item Substitute Teacher Report for the month o	f April
For Board: Action Disc	ussion X Information
Background –  The attached reports reflect a breakdown of substaction vacancies filled per day and the reasons for those	titutes needed due to absences, the percentage of absences.
<u>Legal</u>	
<u>Financial</u>	
<b>Governing Board Goals</b>	
□Community Connectedness and Increased Enrollme	nt
☐ Maximize Student Learning & Achievement from Pre	K to High School
□Stewardship and Boardmanship	
☐ Equity & Excellence for Opportunity and Outcomes	
Recommendation  For information only.	
Moved Seco	onded P/F

# Day of Week Absence Analysis Return to Report Menu



<b>Absence Reasons</b>	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Annual Leave	49.9	51.7	38.3	40	48.9	0	0	228.8
FMLA	1	2	1.7	2	1	0	0	7.7
Leave of Absence	0.5	1	0	0.9	2	0	0	4.4
School Business	1	4	4.5	4	3	0	0	16.5
Totals	52.4	58.7	44.5	46.9	54.9	0	0	257.4
Vacancy Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
LT Sub(Vacancy)	20	25	20	20	15	0	0	100
Totals	20	25	20	20	15	0	0	100



# OSBORN SCHOOL DISTRICT #8

1226 W Osborn Rd Phoenix, AZ 85013

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

www.osbornschools.org

## **Absences Monthly Summary Overview- April 2025**

	1	2	3	4
	Total Absences: 16 ESI Subs: 10 Swing Subs: 6 Total Unfilled: 0 Fill Rate: 100%	Total Absences: 12 ESI Subs: 6 Swing Subs: 6 Total Unfilled: 0 Fill Rate: 100%	Total Absences: 16 ESI Subs: 12 Swing Subs: 4 Total Unfilled: 0 Fill Rate: 100%	Total Absences: 23 ESI Subs: 10 Swing Subs: 13 Total Unfilled: 0 Fill Rate: 100%
7	8	9	10	11
Total Absences: 24 ESI Subs: 11 Swing Subs: 8 Total Unfilled: 5 Fill Rate: 79%	Total Absences: 16 ESI Subs: 9 Swing Subs: 6 Total Unfilled: 1 Fill Rate: 93.75%	Total Absences: 14 ESI Subs: 9 Swing Subs: 4 Total Unfilled: 1 Fill Rate: 92.85%	Total Absences: 14 ESI Subs: 10 Swing Subs: 4 Total Unfilled: 0 Fill Rate: 100%	Total Absences: 19 ESI Subs: 8 Swing Subs: 11 Total Unfilled: 0 Fill Rate: 100%
14	15	16	17	HOLIDAY
Total Absences: 17 ESI Subs: 10 Swing Subs: 6 Total Unfilled: 1 Fill Rate: 94.11%	Total Absences: 15 ESI Subs: 10 Swing Subs: 5 Total Unfilled: 0 Fill Rate: 100%	Total Absences: 16 ESI Subs: 11 Swing Subs: 4 Total Unfilled: 1 Fill Rate: 93.75%	Total Absences: 19 ESI Subs: 11 Swing Subs: 8 Total Unfilled: 0 Fill Rate: 100%	
21	22	23	24	25
Total Absences: 18 ESI Subs: 10 Swing Subs: 8 Total Unfilled: 0 Fill Rate: 100%	Total Absences: 21 ESI Subs: 11 Swing Subs: 8 Total Unfilled: 2 Fill Rate: 90.47%	Total Absences: 18 ESI Subs: 8 Swing Subs: 9 Total Unfilled: 1 Fill Rate: 94.4%	Total Absences: 24 ESI Subs: 12 Swing Subs: 12 Total Unfilled: 0 Fill Rate:100%	Total Absences: 33 ESI Subs: 12 Swing Subs: 19 Total Unfilled:2 Fill Rate: 93.9%
28	29	30		
Total Absences: 14 ESI Subs: 10 Swing Subs: 4 Total Unfilled: 0 Fill Rate: 100%	Total Absences: 19 ESI Subs: 15 Swing Subs: 4 Total Unfilled: 0 Fill Rate: 100%	Total Absences: 18 ESI Subs: 11 Swing Subs: 5 Total Unfilled: 2 Fill Rate: 88%		

**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 715 E Montecito Ave Phoenix, AZ 85014 (602) 707-2700

**MONTECITO** Community School PreK - 3rd Grade 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

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 Rep	ort				Agenda	item Number	- VII-L
For Board:	Acti	on X	Discuss	ion [	Information		
Below is the Enroll in comparison to 2		eport for April 2	2025 for scho	ools and s	pecial education s	elf-contained pro	grams
School	Er	rollment May 2	2, 2024	Enrollme	nt May 2, 2025	Difference	
Clarendon		377			397	+20	
Encanto		586			552	-34	
Longview		420			435	+15	
Montecito	.11 -	31			80	+49	
Osborn Mido Solano	ile	442 358			406 367	-36 +9	
Special Ed.*		92			92	+9	
Preschool		52			52	_	
SEAS							
Total		2358			2381	+23	
Average Daily Mo	embers 2023-2 day A	24 100 <sup>th</sup>	2024-25 1 day ADM	00 <sup>th</sup>	Difference		
Iotai	2	185.432	2234.1	1807	+48.7487		
<u>Legal</u> <u>Financial</u>							
Governing Boar	d Goal	<u>s</u>					
□Community Conne	ectednes	s and Increased	Enrollment				
☐Maximize Student	Learning	g & Achievemen	t from PreK to	High Scho	ool		
□Stewardship and E	Boardmar	nship					
□Equity & Excellent	ce for Op	portunity and O	utcomes				
Recommendation For Information	<u>on</u>						
Moved			Second	ed		P/F	

# OSBORN SCHOOL DISTRICT ENROLLMENT DATA FOR: May 2nd, 2025

ENCANTO		CLARENDON	
Kindergarten		Grade 4	
Caraballo, Neudysmar	24	Aken, Ann D/L	28
Chavez, Cristina D/L	26	Butier, Lindsey	27
Davey, Jenny DL	23	Colledge, Abbey	27
Kleinz, Kelly	22	Corrales, Lorena	30
Lizarraga, Mackenzie D/L	23	Marshall, Nolan	27
Murray, Nikki	21	,	
TOTAL KINDEDCARTEN	420	TOTAL CRADE 4	120
TOTAL KINDERGARTEN	139	TOTAL GRADE 4	139
Grade 1 Dewey, Allison	24	Grade 5	22
	21	Etsitty, Alyscia	22
Goetter, Ashley DL	22	Hernandez, Mayra D/L	26
Guillen, Adriana DL	22	Kahl, Kayce D/L	26
Gully, Emma DI	24	Meza, Jorge	29
Klanke, Liana	24	Staron, Jennifer	28
Sanchez, Nayeli D/L	25		
TOTAL GRADE 1	138	TOTAL GRADE 5	131
Grade 2		Grade 6	
Centeno, Miguel DL	24	Arebalo, Cynthia	25
Hoffman, Katerina	24	Bedonie, Brianna	27
Parker, Alex DL	24	Gonzalez Tena, Stephanie	25
Pavlisick, Kimberly D/L	24	Terriciano, Molly DL	24
Stubbs, Juanita	22	Villarreal, Frank	26
Vargas, Luis	24		
TOTAL GRADE 2	142	TOTAL GRADE 6	127
Grade 3			
Bejarano, Vanessa	24	1	
Callisen, Kristen DL	23		
Hernandez, Matthew	20		
Lopez Moreno, Cindy DL	26	SPED	
Palma, Vanessa	19	Allen, Amanda	4
Wilhelmy, Daniel	21	Parker, Sam	1
		Roberts, Mae	7
TOTAL GRADE 3	133	TOTAL SPED	12
SPED			
Lawrence, Avianna	10		
McHale, Meghan (RISE)	12	1	
	12		
TOTAL SPED	22		

# OSBORN SCHOOL DISTRICT ENROLLMENT DATA FOR: MAY 2nd, 2025

LONGVIEW		Montecito (KG-3rd)	
Kindergarten		Kindergarten	
Crompton, Carrie (KG)	24	Garcia, itzel	8
Herrera Silva, Brian	23	Obrachta, Tere	10
Sanchez, Alexys	24	Wright, Rosa	12
TOTAL KINDERGARTEN	71	1	
Grade 1		TOTAL KINDERGARTEN	30
Elias Ulloa, Rosaisela D/L	24	Grade 1	
La O Garcia, Tara	23	Morales Ruano, Jess	9
		Roberts, Katrina	6
TOTAL GRADE 1	47		
Grade 2		TOTAL GRADE 1	15
Berkich, Elizabeth	27	Grade 2	
Green, Maria D/L	27	Roberts, Katerina	5
Jorgenson, Julie	26	Morales Ruano, Jess	13
TOTAL GRADE 2	80		
Grade 3		1	
Sarmiento, Erika	33		
Sauter, Jessica	30	TOTAL GRADE 2	18
		Grade 3	
		Bailon Coca, Francisco	2
TOTAL GRADE 3	63	Morales Ruano, Jess	4
Grade 4			
Hurtado Diaz, Nidia	28		
Villan Morales, Elisa	28	TOTAL GRADE 3	6
		Grade 4	
TOTAL GRADE 4	56	Bailon Coca, Francisco	7
Grade 5		1	
Hernandez, Dani D/L	30		
Wright, Sammi	29	TOTAL GRADE 4	7
		Grade 5	
TOTAL GRADE 5	59	Bailon Coca, Francisco	4
Grade 6			
Hendricks, Brian	29	TOTAL GRADE 5	4
Herrera Silva, Luis	30		
TOTAL GRADE 6	59	TOTAL PRESCHOOL	
Special Needs-Self Contained Cross Cat		MONTECITO TOTAL	80
Regis, Maria	6		
Scilley, Theresa	7	_	
TOTAL SPED	13	_	
SPED Preschool		I	
Osborn, Christina	26		
TOTAL PRE-SCHOOL	26		
-			
LONGVIEW TOTAL	474	1	
		<b>∃</b>	

# OSBORN SCHOOL DISTRICT ENROLLMENT DATA FOR: May 2nd, 2025

SOLANO		OMS	
Kindergarten		Grade 7	
Gerrard, Desiree	14	Adams, Kyle	26
Hasenstab, Stephanie	25	Georges, Julia	17
Shillito, Alexandra	27	Gomez, Vincent	20
·		Heath, Liza	2
TOTAL KINDERGARTEN	66	Hess, James	25
Grade 1		Landeira, Richard	21
Formanek, John	25	Quezada, Paula	21
Gerrard, Desiree	9	Smith, Dashaminique	21
Sandoval, Guadalupe	21	Trainor, Randy	5
·		Urrutia, Beatriz	19
TOTAL GRADE 1	55	Wharton, Patricia	11
Grade 2		Ī	
Copelly, Rosalba D/L	25		
Dunn, Kylie	22		
		TOTAL GRADE 7	188
		Grade 8	_
TOTAL GRADE 2	47	Ahl, Allison	2
Grade 3		Frederick, Mack	32
Fuentes, Mildred	27	Georges, Julia	11
Perez, Katarina	29	Gerstner, Doug	32
		Guzman, Jose	32
		Heath, Liza	31
TOTAL GRADE 3	56	Kingsland, Mitchell	9
Grade 4		Lindberg, Karen	19
Campbell, Amelia	23	McKay, Caitlyn	28
Schrey, Kaitlyn	23	Stachel, Allison	22
		]	
TOTAL GRADE 4	46	•	
Grade 5 Chacon, Gabriel	24	4	
Cobb, Cicely	24 25	TOTAL GRADE 8	218
CODD, Cicely	25	Special Education-Self Contained Cross	
TOTAL GRADE 5	49	Cooper, Cody	8
Grade 6	1,0	Parker, Sam	7
Chhim, Soki	24	TOTAL SPECIAL CLASSES	15
Thompson-Hunter, Angela	24		
, ,		OMS TOTAL	421
			•
TOTAL GRADE 6	48	1	
Special Education-Cross Cat		DISTRICT TOTAL:	2381
Brady, Deborah	6		
Lintono, Teola	8		
Logrono, Renalyn	8		
Spalding, Savannah	8		
		1	
TOTAL SPECIAL CLASSES	30	1	
SPED - PS	1 20	4	
Ellison, Brianna TOTAL PRESCHOOL	26	4	
IOTAL PRESCHOOL	26	-	
SOLANO TOTAL	423	1	
·			

Grade	Encanto	Clarendon	Longview	Montecito	OMS	Solano	TOTAL
K	139		71	30		66	306
1	138		47	15		55	255
2	142		80	18		47	287
3	133		63	6		56	258
4		139	56	7		46	248
5		131	59	4		49	243
6		127	59			48	234
7					188		188
8					218		218
SpEd.	22	12	13		15	30	92
Presch.			26			26	52
							0
CURRENT MONTH'S TOTALS	574	409	474	80	421	423	2381
Totals	576	418	482	80	421	422	2399
Change	-2	-9			0	1	

#### OSBORN SCHOOL DISTRICT ENROLLMENT BY MONTH - 2024-2025

		RN SCHO								Last Day
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	Last Day
Encanto										
K	137	140	137	135	137	134	140	139		
1	141	141	141	140	142	139	136	138		
2	148	145	145	144	143	140	143	142		
3	138	142	143	138	137	137	135	133		
Spec. Ed.	16	20	21	19	20	20	22	22		
Pre-Sch.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	580	588	587	576	579	570	576	574	#######	0
Clarendon										
4	146	149	149	147	147	143	143	139		
5	128	130	131	131	130	130	133	131		
6	136	140	135	134	133	132	131	127		
Spec. Ed.	8	13	13	13	13	11	11	12		
TOTAL	418	432	428	425	423	416	418	409	0	0
Longview						•		•		•
K	72	72	72	70	70	70	71	71		
1	52	53	51	50	52	50	48	47		
2	83	80	77	79	80	80	79	80		
3	61	61	63	63	64	65	68	63		
4	62	62	60	60	58	57	56	56		
5	60	59	56	55	53	56	60	59		
6	63	64	64	64	64	61	59	59		
Spec. Ed.	9	16	10	13	13	12	15	13		
Pre-Sch.	11	13	15	17	22	23	26	26		
FTE-SCII.	- 11	10	13	17	22	23	20	20		
TOTAL	473	480	468	471	476	474	482	461	0	0
Montecito		.00			•		.02			
K	31	30	30	31	30	30	30	30		
1	16	13	15	15	15	15	15	15		
2	18	18	18	18	18	18	18	18		
3	6	6	6	6	6	6	6	6		
4	6	6	7	7	7	7	7	7		
5	4	4	4	4	4	4	4	4		
TOTAL	Ω1		00	04	00	00	00	00		
TOTAL	81	77	80	81	80	80	80	80	0	0
OMS		77							0	0
<b>OMS</b> 7	196	<b>77</b>	192	188	187	185	192	188	0	0
OMS 7 8	196 222	77 195 218	192 219	188 216	187 211	185 212	192 214	188 218	0	0
OMS 7 8 Spec. Ed.	196 222 5	77 195 218 12	192 219 13	188 216 14	187 211 15	185 212 15	192 214 15	188 218 15		
OMS 7 8	196 222	77 195 218	192 219	188 216	187 211	185 212	192 214	188 218	0	0
OMS 7 8 Spec. Ed.	196 222 5	77 195 218 12	192 219 13	188 216 14	187 211 15	185 212 15	192 214 15	188 218 15		
OMS 7 8 Spec. Ed. TOTAL	196 222 5	77 195 218 12	192 219 13	188 216 14	187 211 15	185 212 15	192 214 15	188 218 15		
7 8 Spec. Ed. TOTAL Solano	196 222 5 <b>423</b>	77 195 218 12 425	192 219 13 <b>424</b>	188 216 14 <b>418</b>	187 211 15 <b>413</b>	185 212 15 412	192 214 15 <b>421</b>	188 218 15 <b>421</b>		
7 8 Spec. Ed. TOTAL Solano	196 222 5 <b>423</b>	77 195 218 12 425	192 219 13 <b>424</b>	188 216 14 418	187 211 15 413	185 212 15 412	192 214 15 <b>421</b>	188 218 15 <b>421</b>		
7 8 Spec. Ed. TOTAL Solano K 1	196 222 5 <b>423</b> 67 57	77 195 218 12 425 65 55	192 219 13 <b>424</b> 67 55	188 216 14 418 67 55	187 211 15 413 68 54	185 212 15 412 67 54	192 214 15 <b>421</b> 66 53	188 218 15 <b>421</b> 66 55		
7 8 Spec. Ed. TOTAL Solano  K 1 2	196 222 5 423 67 57 60	77 195 218 12 425 65 55 61	192 219 13 <b>424</b> 67 55 58	188 216 14 418 67 55 58	187 211 15 413 68 54 54	185 212 15 412 67 54 51	192 214 15 <b>421</b> 66 53 48	188 218 15 <b>421</b> 66 55 47		
7 8 Spec. Ed. TOTAL Solano  K 1 2 3	196 222 5 <b>423</b> 67 57 60 61	77 195 218 12 425 65 65 61 57	192 219 13 424 67 55 58 57	188 216 14 418 67 55 58 57	187 211 15 413 68 54 54 56	185 212 15 412 67 54 51 55	192 214 15 <b>421</b> 66 53 48 56	188 218 15 <b>421</b> 66 55 47 56		
7 8 Spec. Ed. TOTAL Solano  K 1 2 3 4	196 222 5 <b>423</b> 67 57 60 61 57	77 195 218 12 425 65 55 61 57	192 219 13 <b>424</b> 67 55 58 57 54	188 216 14 418 67 55 58 57 54	187 211 15 413 68 54 54 56 49	185 212 15 412 67 54 51 55 49	192 214 15 <b>421</b> 66 53 48 56 48	188 218 15 <b>421</b> 66 55 47 56 46		
7 8 Spec. Ed. TOTAL Solano  K 1 2 3 4 5 6	196 222 5 423 67 57 60 61 57 50	77 195 218 12 425 65 55 61 57 55 54 55	192 219 13 <b>424</b> 67 55 58 57 54	188 216 14 418 67 55 58 57 54	187 211 15 413 68 54 54 56 49 53	185 212 15 412 67 54 51 55 49	192 214 15 421 66 53 48 56 48 49	188 218 15 421 66 55 47 56 46 49		
OMS	196 222 5 423 67 57 60 61 57 50 52	77 195 218 12 425 65 55 61 57 55 54	192 219 13 <b>424</b> 67 55 58 57 54 54	188 216 14 418 67 55 58 57 54 54	187 211 15 413 68 54 54 56 49 53 49	185 212 15 412 67 54 51 55 49 51 49	192 214 15 421 66 53 48 56 48 49 49	188 218 15 421 66 55 47 56 46 49 48 30		
7 8 Spec. Ed. TOTAL Solano  K 1 2 3 4 5 6	196 222 5 423 67 57 60 61 57 50 52 30	77 195 218 12 425 65 55 61 57 55 54 55 30	192 219 13 <b>424</b> 67 55 58 57 54 54 55 29	188 216 14 418 67 55 58 57 54 54 55 28	187 211 15 413 68 54 54 56 49 53 49	185 212 15 412 67 54 51 55 49 51	192 214 15 <b>421</b> 66 53 48 56 48 49	188 218 15 421 66 55 47 56 46 49		

Attendance - Multiple Year Comparison Chart ncar Sept '14 Sept. '15 Sept. '20 Sept. '21 Sept. '22 Sept. '23 Sept '24 Encanto Oct. '16 Oct. '17 Oct. '18 Oct. '19 Oct. '20 Oct. '21 Oct. '22 Oct. '23 Oct. '24 Encanto Nov. '16 Nov. '17 Nov. '18 Nov. '19 Nov '20 Nov '21 TO' TOTAL TOTAL Clarendon Clarendon rendon TO' TOTAL TOTAL ngview Longview Longview TO<sup>\*</sup> TOTAL TOTAL Montecito ntecito Montecito K K TOTAL TOTAL TOTAL OMS OMS OMS TO<sup>\*</sup> olano Solano Solano Κ Κ TO' TOTAL TOTAL chool iSchool Total SEAS Pre-Sch. Pre-Sch. 

-87

+21

-195

-86

-137

-117

Spec. Ed.

Dist.Totals

+42

-83

-38

-35

-216

-24

-66

-117

Spec. Ed.

Dist.Totals

+1

-42

-79

-44

-210

-210

Attendance - Multiple Year Comparison Chart

New York
152   156   146   2   167   146   147   166   177   179   156   148   149   150   144   140   150   140   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170   170
103   105   146   2
143   152   143   3
See
Clerendon  133
133   134   149
108   139   131   5
118
398   386   415   TOTAL   458   461   467   428   395   314   358   383   412   TOTAL   423   344   460   464   451   432   391   322   356
Long/few
Section   Sect
## 1
To   49
65 57 63 3 78 77 71 77 75 71 69 66 65 66 63 3 88 73 77 71 71 77 77 75 71 69 66 65 65 67 60 4 83 76 71 74 72 58 62 66 60 4 81 88 82 74 74 74 76 71 66 65 65 65 67 56 65 5 67 56 5 67 56 5 5 67 56 5 5 67 56 5 5 67 56 5 5 67 56 5 5 67 56 5 5 67 56 5 5 67 56 5 5 67 56 5 5 67 56 5 5 67 56 5 5 67 56 5 5 67 56 67 56 67 56 67 66 67 68 67 68 67 68 67 76 68 64 49 63 63 63 63 63 63 63 63 63 63 64 6 6 76 61 60 87 76 68 64 49 63 63 63 63 63 63 63 63 63 64 6 76 76 61 60 87 76 68 64 49 63 63 63 63 63 63 63 63 63 63 64 6 77 6 77
63 67 60 4 83 76 71 74 72 58 62 68 60 4 81 88 82 74 74 74 76 71 56 66 55 65 56 64 58 54 67 75 56 5 63 68 37 71 66 57 65 58 65 56 64 58 54 67 75 56 5 63 68 37 71 66 57 65 58 65 56 64 58 54 67 76 56 58 68 55 56 64 58 64 58 64 6 6 76 61 80 87 76 68 54 49 49 63 63 64 64 6 76 76 61 80 87 76 68 54 49 68 49 49 422 847 74 43 77 64 76 76 76 87 88 49 89 89 89 89 89 89 89 89 89 89 89 89 89
Fig.
63   62   64   6   60   89   75   68   55   48   48   69   468   404   414   415   441   171AL   543   590   543   529   492   497   468   491   422   417   443   417   443   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418   418
443   TOTAL   542   542   488   496   488   494   414   415   TOTAL   543   559   543   528   492   497   488   401   442
Montecito   Montecito   Montecito   Montecito   Montecito
15
8   13   15   1   4   1   0   5   2   2   8   13   15   1
Solation
2
3
1
3   6   2   6   3   4   0   5   3   0   6   2   7   3   5   1   5   2   37   31   80   TOTAL   21   27   18   23   15   17   37   42   81   TOTAL   24   28   17   25   14   17   33
37   31   80   TOTAL   21   27   18   23   15   17   37   42   81   TOTAL   24   28   17   25   14   17   33
OMS    224   225   192   7   286   278   302   301   265   247   221   185   188   7   281   272   288   274   301   306   265   246   208   259   214   219   8   264   284   290   283   299   269   255   184   216   8   274   297   262   285   285   284   302   273   242   288   439   411   TOTAL   550   562   592   584   564   516   476   369   404   TOTAL   555   569   550   559   586   590   567   519   450
OMS    224   225   192   7   286   278   302   301   265   247   221   185   188   7   281   272   288   274   301   306   265   246   208   259   214   219   8   264   284   290   283   299   269   255   184   216   8   274   297   262   285   285   284   302   273   242   288   439   411   TOTAL   550   562   592   584   564   516   476   369   404   TOTAL   555   569   550   559   586   590   567   519   450
224   225   192   7   286   278   302   301   265   247   221   185   188   7   281   272   288   274   301   306   265   246   208     259   214   219   8   264   284   290   283   299   269   265   184   216   8   274   297   262   285   285   284   302   273   242     483   439   411   TOTAL   550   562   592   584   564   516   476   369   404   TOTAL   555   569   550   559   586   590   567   519   450     50lano
259   214   219   8   264   284   290   283   299   269   255   184   216   8   274   297   262   285   285   284   302   273   242     483   439   411   TOTAL   550   562   592   584   564   516   476   369   404   TOTAL   555   569   550   559   586   590   567   519   450
483   439   411   TOTAL   550   562   592   584   564   516   476   369   404   TOTAL   555   569   550   559   586   590   567   519   450
64         62         67         K         95         71         66         62         60         70         65         60         67         K         85         77         93         76         68         62         60         74         60           56         56         56         55         1         68         94         70         67         60         65         56         57         55         1         114         88         66         94         70         65         61         66         56           63         59         58         2         88         67         91         63         61         71         62         59         58         2         80         101         89         68         89         60         60         72         62         65         53         57         3         95         81         79         77         50         56         65         50         57         3         88         81         68         75         50         62         62         53         48         81         68         72         76         76         50         54
64         62         67         K         95         71         66         62         60         70         65         60         67         K         85         77         93         76         68         62         60         74         60           56         56         56         55         1         68         94         70         67         60         65         56         57         55         1         114         88         66         94         70         65         61         66         56           63         59         58         2         88         67         91         63         61         71         62         59         58         2         80         101         89         88         89         60         60         72         62         65         53         57         3         95         81         79         77         50         56         65         50         57         3         88         81         68         75         50         62         62         50         57         3         88         81         98         75         50         66
56         56         55         1         68         94         70         67         60         65         56         57         55         1         114         88         66         94         70         65         61         66         56           63         59         58         2         88         67         91         63         61         71         62         59         58         2         80         101         89         68         89         60         60         72         62           65         53         57         3         95         81         79         77         50         56         65         50         57         3         88         81         98         81         68         75         50         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62         62
63 59 58 2 88 67 91 63 61 71 62 59 58 2 80 101 89 68 89 60 60 72 62 62 65 65 53 57 3 95 81 79 77 50 56 65 50 57 3 88 81 98 81 68 75 50 62 62 53 54 58 54 4 88 98 72 76 76 50 54 56 52 39 54 5 75 105 96 85 81 68 72 57 50 50 48 55 6 102 89 85 75 57 60 48 47 55 6 59 74 101 87 85 75 59 59 46 405 378 400 TOTAL 637 586 545 488 435 428 402 368 400 TOTAL 609 624 634 589 535 479 438 442 389 15 101 8 8 8 8 1 8 1 8 1 8 1 8 1 8 1 8 1 8
65 53 57 3 95 81 79 77 50 56 65 50 57 3 88 81 98 81 68 75 50 62 62 62 62 64 58 54 4 88 98 72 76 76 50 54 56 54 4 108 98 91 98 74 74 76 52 53 54 53 42 54 5 101 86 82 68 71 56 52 39 54 5 75 105 96 85 81 68 72 57 50 50 46 48 55 6 102 89 85 75 57 60 48 47 55 6 59 74 101 87 85 75 59 59 46 405 378 400 TOTAL 637 586 545 488 435 428 402 368 400 TOTAL 609 624 634 589 535 479 438 442 389 65 6 102 89 85 75 67 60 48 47 55 6 59 74 101 87 85 75 59 59 46 60 102 89 85 75 57 60 48 47 55 6 59 74 101 87 85 75 59 59 46 60 102 89 85 75 57 60 48 47 55 6 59 74 101 87 85 75 59 59 46 60 102 89 85 75 57 60 48 47 55 6 59 74 101 87 85 75 59 59 46 60 102 89 85 75 59 59 46 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 80 102 8
54         58         54         4         88         98         72         76         76         50         54         56         54         4         108         98         91         98         74         74         76         52         53           53         42         54         5         101         86         82         68         71         56         52         39         54         5         75         105         96         85         81         68         72         57         50           50         48         55         6         102         89         85         75         57         60         48         47         55         6         59         74         101         87         85         75         59         59         46           405         378         400         TOTAL         637         586         545         488         435         428         402         368         400         TOTAL         609         624         634         589         535         479         438         442         389           ISChool         K         K         K
53         42         54         5         101         86         82         68         71         56         52         39         54         5         75         105         96         85         81         68         72         57         50           50         48         55         6         102         89         85         75         57         60         48         47         55         6         59         74         101         87         85         75         59         59         46           405         378         400         TOTAL         637         586         545         488         435         428         402         368         400         TOTAL         609         624         634         589         535         479         438         442         389           ISchool           0         K         K         K         K         K         K         K         K         M         12         0           5         1         1         0         24         6         1         1         0         19         6           7         2
50 48 55 6 102 89 85 75 57 60 48 47 55 6 59 74 101 87 85 75 59 59 46  405 378 400 TOTAL 637 586 545 488 435 428 402 368 400 TOTAL 609 624 634 589 535 479 438 442 389    School
405   378   400   TOTAL   637   586   545   488   435   428   402   368   400   TOTAL   609   624   634   589   535   479   438   442   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389   389
iSchool           0         K         14         0         K         12         0           5         1         24         6         1         19         6           7         2         24         6         2         21         6           11         3         28         10         3         29         10           10         4         28         11         4         25         12
0         K         14         0         K         12         0           5         1         24         6         1         19         6           7         2         24         6         2         21         6           11         3         28         10         3         29         10           10         4         28         11         4         25         12
5     1     24     6     1     19     6       7     2     24     6     2     21     6       11     3     28     10     3     29     10       10     4     28     11     4     25     12
7     2     24     6     2     21     6       11     3     28     10     3     29     10       10     4     28     11     4     25     12
11     3     28     10     3     29     10       10     4     28     11     4     25     12
10 4 28 11 4 25 12
18 5 28 18 5 28 18
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13 6 44 13 6 42 12
64 190 64 TOTAL 176 64
5 SEAS 7 SEAS
68 70 86 Spec. Ed. 63 60 78 86 86 69 68 73 87 Spec. Ed. 90 74 64 59 79 85 84 70 66

Jan. '24	Jan. '25	Feb. '21	Feb. '22	Feb. '23	Feb. '24	Feb '25	Mar. '19	Mar. '20	Mar. '21	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
147	137	150	164	145	144	134	179	176	149	163	148	141	140	K	182	108	108	165	147	144	139	К	
143	142	152	148	158	143	139	170	176	155	149	156	144	136	1	170	103	102	149	156	143	138	1	
156	143	146	148	150	153	140	160	156	147	149	150	151	143	2	159	97	95	152	150	151	142	2	
149	137	140	127	154	149	137	134	155	137	129	146	148	135	3	135	83	83	132	146	148	133	3	
595	559	588	587	607	589	550	643	663	588	590	600	584	554	TOTAL	646	391	388	598	599	586	552	TOTAL	0
404	4.47	1.10	400	404	400	440	4.45	405	4.40	400	400	400	1.40	Clarendon		05	0.7	1 400	400	400	400	Clarendon	1
131 139	147	140 120	102	134 107	132 138	143 130	145 151	135 142	142 122	102 109	133 110	128 136	143 133	4 5	148 150	95 65	97 65	106 111	133 109	129 134	139 131	5	
114	133	131	100	124	117	132	160	152	133	100	126	115	131	6	160	83	84	100	126	114	127	6	
384	410	391	314	365	387	405	456	429	397	311	369	379	407	TOTAL	458	243	246	317	368	377	397	TOTAL	0
														Longview								Longview	
47	70	61	54	56	48	70	66	78	55	51	55	47	71	К	68	40	39	51	54	47	71	К	
68	52	75	59	47	70	50	72	76	67	60	52	71	48	1	73	48	47	58	52	72	47	1	
49	80	71	66	67	50	80	70	67	71	66	66	49	79	2	69	40	40	67	66	51	80	2	
56	64	71	61	63	56	65	70	75	61	60	63	56	68	3	72	33	32	60	64	55	63	3	
67	58	71	58	60	68	57	73	75	69	57	61	67	56	4	72	45	46	57	61	67	56	4	
65	53	65	58	54	64	56	66	73	60	59	55	65	60	5	67	40	41	60	56	67	59	5	
63	64	54	48	65	63	61	81	71	52	48	64	62	59	6	80	37	37	48	63	61	59	6	
415	441	468	404	412	419	439	498	515	435	401	416	417	441	TOTAL	501	283	282	401	416	420	435	TOTAL	0
9	30	0	5	13	9	30	2	3	0	6	13	9	30	Montecito	1	0	0	6	10	9	30	Montecito K	
13	15	1	2	9	13	15	0	5	1	2	8	13	15	K 1	0	1	1	2	13 9	13	15	1 1	
6	18	3	1	4	6	18	1	2	3	1	4	6	18	2	1	3	3	0	4	6	18	2	
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4	4	6	0	1	4	4	8	2	6	1	0		4	5	7	6	6	2	1		4	5	
0		3	5	2	0	0	3	6	3	5	2			6	3	3	2	4	2			6	
35	80	15	17	33	42	80	18	30	15	20	29	31	80	TOTAL	17	15	13	19	31	31	80	TOTAL	0
														OMS								OMS	
224	187	265	247	211	223	185	305	304	264	250	228	217	192	7	308	145	150	250	225	219	188	7	
223	211	302	269	242	223	212	281	285	305	266	258	223	214	7	281	160	172	268	258	223	218	7 8	
			1								1		1	7 8 <b>TOTAL</b>			1					7 8 <b>TOTAL</b>	0
223 447	211 398	302 <b>567</b>	269 <b>516</b>	242 <b>453</b>	223 446	212 <b>397</b>	281 <b>586</b>	285 589	305 <b>569</b>	266 <b>516</b>	258 486	223 440	214 406	7 8 TOTAL Solano	281 <b>589</b>	160 <b>305</b>	172 <b>322</b>	268 <b>518</b>	258 483	223 442	218 <b>406</b>	7 8 TOTAL Solano	0
223 447 63	211 398	302 <b>567</b> 60	269 <b>516</b> 70	242 <b>453</b> 61	223 446 61	212 <b>397</b> 67	281 <b>586</b> 67	285 <b>589</b> 63	305 <b>569</b> 58	266 <b>516</b> 70	258 <b>486</b> 61	223 440 62	214 <b>406</b> 66	7 8 TOTAL Solano	281 <b>589</b> 67	160 <b>305</b>	172 322 45	268 <b>518</b> 70	258 <b>483</b> 59	223 <b>442</b> 58	218 <b>406</b> 66	7 8 TOTAL Solano	0
223 447 63 55	211 398 68 54	302 567 60 61	269 <b>516</b> 70 65	242 453 61 57	223 446 61 51	212 <b>397</b> 67 54	281 586 67 67	285 <b>589</b> 63 59	305 <b>569</b> 58 61	266 <b>516</b> 70 65	258 486 61 60	223 440 62 54	214 406 66 53	7 8 TOTAL Solano K 1	281 589 67 70	160 305 48 44	172 322 45 43	268 <b>518</b> 70 66	258 483 59 61	223 442 58 55	218 406 66 55	7 8 TOTAL Solano K 1	0
223 447 63	211 398	302 <b>567</b> 60	269 <b>516</b> 70	242 <b>453</b> 61	223 446 61	212 <b>397</b> 67	281 <b>586</b> 67	285 <b>589</b> 63	305 <b>569</b> 58	266 <b>516</b> 70	258 <b>486</b> 61	223 440 62	214 <b>406</b> 66	7 8 TOTAL Solano	281 <b>589</b> 67	160 <b>305</b>	172 322 45	268 <b>518</b> 70	258 <b>483</b> 59	223 <b>442</b> 58	218 <b>406</b> 66	7 8 TOTAL Solano	0
223 447 63 55 57	211 398 68 54 54	302 567 60 61 60	269 <b>516</b> 70 65 71	242 453 61 57 62	223 446 61 51 58	212 397 67 54 51	281 586 67 67 85	285 589 63 59 59	305 <b>569</b> 58 61 57	266 <b>516</b> 70 65 69	258 486 61 60 63	223 440 62 54 58	214 406 66 53 48	7 8 TOTAL Solano K 1 2	281 589 67 70 83	160 305 48 44 43	172 322 45 43 41	268 <b>518</b> 70 66 69	258 483 59 61 62	223 442 58 55 55	218 406 66 55 47	7 8 TOTAL Solano K 1 2	0
223 447 63 55 57 51 56 37	211 398 68 54 54 56 49 53	302 567 60 61 60 50 76 72	269 516 70 65 71 56 50 56	242 453 61 57 62 59 50 47	223 446 61 51 58 49 56 37	212 397 67 54 51 55 49 51	281 586 67 67 85 70 69 82	285 589 63 59 59 74 73 69	305 569 58 61 57 51 76 71	266 516 70 65 69 55 51 57	258 486 61 60 63 57 51 45	223 440 62 54 58 48 57 41	214 406 66 53 48 56 48 49	7 8 TOTAL Solano K 1 2 3 4	281 589 67 70 83 72 71 82	160 305 48 44 43 36 40 44	172 322 45 43 41 33 43 46	268 518 70 66 69 55 54 56	258 483 59 61 62 57 51 46	223 442 58 55 55 48 55 42	218 406 66 55 47 56 46 49	7 8 TOTAL Solano K 1 2 3 4	0
223 447 63 55 57 51 56 37 43	211 398 68 54 54 56 49 53 49	302 567 60 61 60 50 76 72 59	269 516 70 65 71 56 50 56 60	242 453 61 57 62 59 50 47 48	223 446 61 51 58 49 56 37 41	212 397 67 54 51 55 49 51 49	281 586 67 67 85 70 69 82 82	285 589 63 59 59 74 73 69 74	305 569 58 61 57 51 76 71 59	266 516 70 65 69 55 51 57 61	258 486 61 60 63 57 51 45 48	223 440 62 54 58 48 57 41	214 406 66 53 48 56 48 49	7 8 TOTAL Solano K 1 2 3 4 5	281 589 67 70 83 72 71 82 80	160 305 48 44 43 36 40 44 33	172 322 45 43 41 33 43 46 32	268 518 70 66 69 55 54 56 61	258 483 59 61 62 57 51 46 49	223 442 58 55 55 48 55 42 45	218 406 66 55 47 56 46 49 48	7 8 TOTAL Solano K 1 2 3 4 5	
223 447 63 55 57 51 56 37	211 398 68 54 54 56 49 53	302 567 60 61 60 50 76 72	269 516 70 65 71 56 50 56	242 453 61 57 62 59 50 47	223 446 61 51 58 49 56 37	212 397 67 54 51 55 49 51	281 586 67 67 85 70 69 82	285 589 63 59 59 74 73 69	305 569 58 61 57 51 76 71	266 516 70 65 69 55 51 57	258 486 61 60 63 57 51 45	223 440 62 54 58 48 57 41	214 406 66 53 48 56 48 49	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL	281 589 67 70 83 72 71 82	160 305 48 44 43 36 40 44	172 322 45 43 41 33 43 46	268 518 70 66 69 55 54 56	258 483 59 61 62 57 51 46	223 442 58 55 55 48 55 42	218 406 66 55 47 56 46 49	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL	0
223 447 63 55 57 51 56 37 43	211 398 68 54 54 56 49 53 49	302 567 60 61 60 50 76 72 59	269 516 70 65 71 56 50 56 60 428	242 453 61 57 62 59 50 47 48 384	223 446 61 51 58 49 56 37 41	212 397 67 54 51 55 49 51 49	281 586 67 67 85 70 69 82 82	285 589 63 59 59 74 73 69 74	305 569 58 61 57 51 76 71 59	266 516 70 65 69 55 51 57 61 428	258 486 61 60 63 57 51 45 48 385	223 440 62 54 58 48 57 41	214 406 66 53 48 56 48 49	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool	281 589 67 70 83 72 71 82 80	160 305 48 44 43 36 40 44 33	172 322 45 43 41 33 43 46 32 283	70 66 69 55 54 56 61 431	258 483 59 61 62 57 51 46 49 385	223 442 58 55 55 48 55 42 45	218 406 66 55 47 56 46 49 48	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool	
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223 447 63 55 57 51 56 37 43	211 398 68 54 54 56 49 53 49	302 567 60 61 60 50 76 72 59	269 516 70 65 71 56 50 56 60 428	242 453 61 57 62 59 50 47 48 384	223 446 61 51 58 49 56 37 41	212 397 67 54 51 55 49 51 49	281 586 67 67 85 70 69 82 82	285 589 63 59 59 74 73 69 74	305 569 58 61 57 51 76 71 59	266 516 70 65 69 55 51 57 61 428 16 23 24	258 486 61 60 63 57 51 45 48 385	223 440 62 54 58 48 57 41	214 406 66 53 48 56 48 49	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1	281 589 67 70 83 72 71 82 80	160 305 48 44 43 36 40 44 33	172 322 45 43 41 33 43 46 32 283 78 101 95	268 518 70 66 69 55 54 56 61 431	258 483 59 61 62 57 51 46 49 385	223 442 58 55 55 48 55 42 45	218 406 66 55 47 56 46 49 48	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1 2	
223 447 63 55 57 51 56 37 43	211 398 68 54 54 56 49 53 49	302 567 60 61 60 50 76 72 59	269 516 70 65 71 56 50 60 428	242 453 61 57 62 59 50 47 48 384	223 446 61 51 58 49 56 37 41	212 397 67 54 51 55 49 51 49	281 586 67 67 85 70 69 82 82	285 589 63 59 59 74 73 69 74	305 569 58 61 57 51 76 71 59	266 516 70 65 69 55 51 57 61 428 16 23 24 27	258 486 61 60 63 57 51 45 48 385	223 440 62 54 58 48 57 41	214 406 66 53 48 56 48 49	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1 2 3	281 589 67 70 83 72 71 82 80	160 305 48 44 43 36 40 44 33	172 322 45 43 41 33 43 46 32 283 78 101 95	268 518 70 66 69 55 54 61 431 15 23 26 28	258 483 59 61 62 57 51 46 49 385	223 442 58 55 55 48 55 42 45	218 406 66 55 47 56 46 49 48	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K	
223 447 63 55 57 51 56 37 43	211 398 68 54 54 56 49 53 49	302 567 60 61 60 50 76 72 59	269 516 70 65 71 56 50 60 428	242 453 61 57 62 59 50 47 48 384	223 446 61 51 58 49 56 37 41	212 397 67 54 51 55 49 51 49	281 586 67 67 85 70 69 82 82	285 589 63 59 59 74 73 69 74	305 569 58 61 57 51 76 71 59	266 516 70 65 69 55 51 57 61 428 16 23 24 27 29	258 486 61 60 63 57 51 45 48 385 0 7 7 11	223 440 62 54 58 48 57 41	214 406 66 53 48 56 48 49	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1 2 3 4 4 5 6 TOTAL	281 589 67 70 83 72 71 82 80	160 305 48 44 43 36 40 44 33	172 322 45 43 41 33 43 46 32 283 78 101 95 103	268 518 70 66 69 55 54 56 61 431 15 23 26 28	258 483 59 61 62 57 51 46 49 385	223 442 58 55 55 48 55 42 45	218 406 66 55 47 56 46 49 48	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1 2 3	
223 447 63 55 57 51 56 37 43	211 398 68 54 54 56 49 53 49	302 567 60 61 60 50 76 72 59	269 516 70 65 71 56 50 56 60 428 14 24 24 28 28	242 453 61 57 62 59 50 47 48 384 0 7 7 7 11	223 446 61 51 58 49 56 37 41	212 397 67 54 51 55 49 51 49	281 586 67 67 85 70 69 82 82	285 589 63 59 59 74 73 69 74	305 569 58 61 57 51 76 71 59	266 516 70 65 69 55 51 57 61 428 16 23 24 27 29 27	258 486 61 60 63 57 51 48 385 0 7 7 11 10 17	223 440 62 54 58 48 57 41	214 406 66 53 48 56 48 49	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1 2 3 4 5 5 6 TOTAL 5 T	281 589 67 70 83 72 71 82 80	160 305 48 44 43 36 40 44 33	172 322 45 43 41 33 43 43 46 6 6 78 101 95 103 97 105	268 518 70 66 69 55 54 56 61 431 15 23 26 28 26 27	258 483 59 61 62 57 51 46 49 385 0 7 7 11 10	223 442 58 55 55 48 55 42 45	218 406 66 55 47 56 46 49 48	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL ISchool K 1 1 2 3 4 4 5 4 5 6 7 TOTAL School K 1 1 2 2 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	
223 447 63 55 57 51 56 37 43	211 398 68 54 54 56 49 53 49	302 567 60 61 60 50 76 72 59	269 516 70 65 71 56 50 60 428	242 453 61 57 62 59 50 47 48 384	223 446 61 51 58 49 56 37 41	212 397 67 54 51 55 49 51 49	281 586 67 67 85 70 69 82 82	285 589 63 59 59 74 73 69 74	305 569 58 61 57 51 76 71 59	266 516 70 65 69 55 51 57 61 428 16 23 24 27 29	258 486 61 60 63 57 51 45 48 385 0 7 7 11	223 440 62 54 58 48 57 41	214 406 66 53 48 56 48 49	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1 2 3 4 4 5 6 TOTAL	281 589 67 70 83 72 71 82 80	160 305 48 44 43 36 40 44 33	172 322 45 43 41 33 43 46 32 283 78 101 95 103 97 105 93	268 518 70 66 69 55 54 56 61 431 15 23 26 28	258 483 59 61 62 57 51 46 49 385 0 7 7 7 11 10	223 442 58 55 55 48 55 42 45	218 406 66 55 47 56 46 49 48	7 8 TOTAL Solano K 1 2 2 3 3 4 5 5 6 5 6 6 5 6 6 5 6 6 6 7 5 6 6 7 5 6 6 7 7 7 7	
223 447 63 55 57 51 56 37 43	211 398 68 54 54 56 49 53 49	302 567 60 61 60 50 76 72 59	269 516 70 65 71 56 50 56 60 428 14 24 24 28 28 28	242 453 61 57 62 59 50 47 48 384 0 7 7 11 10 18	223 446 61 51 58 49 56 37 41	212 397 67 54 51 55 49 51 49	281 586 67 67 85 70 69 82 82	285 589 63 59 59 74 73 69 74	305 569 58 61 57 51 76 71 59	266 516 70 65 69 55 51 57 61 428 16 23 24 27 29 27 43	258 486 61 60 63 57 51 45 48 385 0 7 7 11 10 17 13	223 440 62 54 58 48 57 41	214 406 66 53 48 56 48 49	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1 2 2 3 3 4 5 6 6 TOTAL 5 6 6 5 6 6 7 6 6 7 6 6 6 6 6 6 6 6 6 6	281 589 67 70 83 72 71 82 80	160 305 48 44 43 36 40 44 33	172 322 45 43 41 33 43 46 32 283 78 101 95 103 97 105 93 115	268 518 70 66 69 55 54 56 61 431 15 23 26 28 26 27 41	258 483 59 61 62 57 51 46 49 385 0 7 7 11 10 17	223 442 58 55 55 48 55 42 45	218 406 66 55 47 56 46 49 48	7 8 TOTAL Solano K 1 2 3 3 4 5 6 5 6 7 7	
223 447 63 55 57 51 56 37 43	211 398 68 54 54 56 49 53 49	302 567 60 61 60 50 76 72 59	269 516 70 65 71 56 50 56 60 428 14 24 24 28 28	242 453 61 57 62 59 50 47 48 384 0 7 7 7 11	223 446 61 51 58 49 56 37 41	212 397 67 54 51 55 49 51 49	281 586 67 67 85 70 69 82 82	285 589 63 59 59 74 73 69 74	305 569 58 61 57 51 76 71 59	266 516 70 65 69 55 51 57 61 428 16 23 24 27 29 27	258 486 61 60 63 57 51 48 385 0 7 7 11 10 17	223 440 62 54 58 48 57 41	214 406 66 53 48 56 48 49	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1 2 3 4 5 5 6 TOTAL 5 T	281 589 67 70 83 72 71 82 80	160 305 48 44 43 36 40 44 33	172 322 45 43 41 33 46 32 283 78 101 95 103 97 105 93 115	268 518 70 66 69 55 54 56 61 431 15 23 26 28 26 27	258 483 59 61 62 57 51 46 49 385 0 7 7 7 11 10 17 13 0 65	223 442 58 55 55 48 55 42 45	218 406 66 55 47 56 46 49 48	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1 2 3 3 4 5 6 7 7 8	
223 447 63 55 57 51 56 37 43 362	211 398 68 54 54 56 49 53 49	302 567 60 61 60 50 76 72 59	269 516 70 65 71 56 50 56 60 428 14 24 24 28 28 28	242 453 61 57 62 59 50 47 48 384 0 7 7 11 10 18	223 446 61 51 58 49 56 56 37 41 353	212 397 67 54 51 55 49 51 49	281 586 67 67 85 70 69 82 82	285 589 63 59 59 74 73 69 74	305 569 58 61 57 51 76 71 59	266 516 70 65 69 55 51 57 61 428 16 23 24 27 29 27 43	258 486 61 60 63 57 51 45 48 385 0 7 7 11 10 17 13	223 440 62 54 58 48 57 41 44 364	214 406 66 53 48 56 48 49	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1 2 3 4 formal iSchool K 1 7 6 TOTAL TOTAL TOTAL	281 589 67 70 83 72 71 82 80	160 305 48 44 43 36 40 44 33	172 322 45 43 41 33 43 46 32 283 78 101 95 103 97 105 93 115	268 518 70 66 69 55 54 56 61 431 15 23 26 28 26 27 41	258 483 59 61 62 57 51 46 49 385 0 7 7 11 10 17	223 442 58 55 55 48 42 45 358	218 406 66 55 47 56 46 49 48	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1 2 3 4 5 6 7 8 TOTAL	
223 447 63 55 57 51 56 37 43 362	211 398 68 54 54 56 49 383	302 567 60 61 60 50 76 72 59 438	269 516 70 65 71 56 50 56 60 428 14 24 24 28 28 28 44	242 453 61 57 62 59 50 47 48 384 0 7 7 7 11 10 18 13	223 446 61 51 58 49 56 37 41 353	212 397 67 54 51 55 49 376	281 586 67 67 85 70 69 82 82 522	285 589 63 59 59 74 73 69 74 471	305 569 58 61 57 51 76 71 59 433	266 516 70 65 69 55 51 57 61 428 16 23 24 27 29 27 43	258 486 61 60 63 57 51 45 48 385 0 7 7 11 10 17 13	223 440 62 54 58 48 57 41 44 364	214 406 66 53 48 56 48 49 49 369	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool K 1 2  TOTAL SSEAS	281 589 67 70 83 72 71 82 80 525	160 305 48 44 43 36 40 44 33	172 322 45 43 41 33 43 43 46 32 283 78 101 95 103 97 105 93 1129	268 518 70 66 69 55 54 61 431 15 23 26 28 26 27 41	258 483 59 61 62 57 51 46 49 385 0 7 7 7 11 10 17 13 0 65	223 442 58 55 55 48 55 42 45 358	218 406 66 55 47 56 46 49 48 367	7 8 TOTAL Solano K 1 2 3 4 5 6 TOTAL iSchool X 1 2 7 8 TOTAL SEAS	
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/lay '21	May '22	May '23	May '24	May '25 Encan	to Year End	Year End'21	Year End '22	Year End '24
108	165	146	143	K			165	143
103	149	156	142	1			149	142
97	154	152	153	2			154	153
83	130	146	150	3			130	150
391	598	600	588	TOTAL			598	588
				Clarenc	lon			
95	104	132	129	4			104	129
65	112	108	134	5			112	134
83	100	124	113	6			100	113
243	316	364	376	TOTAL			316	376
				Longvi				
40	50	54	47	K			50	47
48	56	52	71	1			56	71
40	66	69	51	2			66	51
33	59	64	55	3			59	55
45	55	64	68	4			55	68
40	59	58	67	5			59	67
37	48	61	63	6			48	63
283	393	422	422	TOTAL			393	422
				Monted	ito		1 300	
0	5	13	9	K			5	9
1	2	9	13	1			2	13
3	1	4	6	2			1	6
1	5	1	3	3			5	3
0	1	1		4			1	3
6	2	1		5			2	
2	4	2		6			4	
13	20	31	31	TOTAL			20	31
13	20	31	31	OMS			20	31
145	242	228	218	7			242	218
160	266	254	224	8			266	224
305	508	482	442	TOTAL			508	442
000	300	402		Solan			500	
44	70	5.8	59				70	59
44	70 61	58 61	59 53	K			70 61	
48	61	61	53	K 1			61	53
48 43	61 65	61 62	53 54	1 2			61 65	59 53 54 47
48 43 36	61 65 53	61 62 56	53 54 47	K 1 2 3			61 65 53	53 54 47
48 43 36 40	61 65 53 54	61 62 56 49	53 54 47 52	1 2 3 4			61 65 53 54	53 54 47 52
48 43 36 40 44	61 65 53 54 58	61 62 56 49 47	53 54 47 52 42	1 2 3 4 5			61 65 53 54 58	53 54 47 52 42
48 43 36 40 44 33	61 65 53 54 58 61	61 62 56 49 47	53 54 47 52 42 44	1 2 3 4 5 5 6			61 65 53 54 58 61	53 54 47 52 42 44
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			SpEd Mon	thly Enrollment	Worksheet		
				Date: 04/30/20	25		
Clarendon	Encanto	OMS	Solano	Longview	Montecito	Program	Total
1		2	2	1		Private Pl. (OSD Students)	6
			23	26		Pre-School (DD)	49
						Headstart	0
14	20	14	29	8		Self-Contained	85
				7		SEAS	7
42	22	46	19	34	1	Resource	164
11	7	12	16	10		Speech & Lang (w/add'l disability)	0
6	13	1	5	14	1	Speech & Lang	40
					3	Montessori SPED	3
	3		1	1		Community PS SPED	5
						Service Plans (Private Sch Stud)	18
						Homebound SPED	2
63	58	62	79	91	5	Totals**	379
					** 7	otals Do Not Include Speech (w/add'	disability)
			Self-Contained				
			SUB	10		Hearing	5
AZ Day Sch De	1		Allen	4		Vision	3
ACCEL	0		Roberts	10		Orthopedic Impairment	0
The Aces	5		McHale	10		Physical Therapy	9
Service Plans	18		Regis	7		Occupational Therapy	96
			Parker	7		Autism	62
			Cooper	8		MDSSI	2
			Logrono	7		MilD	11
Suspension Private P	l		Teola Linton Brov	8		MoID	2
			Brady	7		Voucher	4
			SEAS				
Home Bound Non-SF	PED		Scilley	7		Peer model Preschool	
						504 Non-SPED	47
revised 9-8-21							

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

Agenda Item Number – VIII-A

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Agenda Item Bond Update			
For Board: Action X	Discussion X Inform	mation	
Background – H2 Group Capital Project Managemen	t will present an update on b	oond projects.	
<u>Legal</u>			
<u>Financial</u>			
<b>Governing Board Goals</b>			
□Community Connectedness and Increased	Enrollment		
☐ Maximize Student Learning & Achievement	from PreK to High School		
□Stewardship and Boardmanship			
□Equity & Excellence for Opportunity and Ou	tcomes		
<u>Recommendation</u>			
Moved	Seconded	P/F	

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

Agenda Item Number - IX-A

Agenda Itom	-,-
Agenda Item Approval of adoption of i-Ready Math for Osborn Middle School.	
For Board: X Action Discussion Information	
Background – Last spring, while reviewing their academic data, the Leadership Team at OMS determined that it was important to use a consistent math curriculum. In years past, OMS math teachers had been using teacher-created materials that aligned to the math standards and came from a variety of curriculum sources. In partnership with Abby Potter-Davis, the team created a list of needs and a corresponding rubric to help narrow down the curriculum options. After trying out several resources, as well as visiting neighboring districts, the team overwhelmingly favored in Ready Math. The team also elected to pilot the curriculum to ensure that the resource was best fit for their students and teachers.	
After nearly a year of using the resource, OMS is ready to officially adopt i-Ready as their math curriculum. To comply with Board policy and state statute, samples of the i-Ready curriculum were available for review at the district office starting Friday, March 7 for the required period of 60 days. In addition, families were invited to preview the curriculum online and provide input.	
<u>Legal</u>	
Financial We will utilize Capital Override dollars to fund the purchase of consumable materials and digita access.	al
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 adoption of i-Ready Math for Osborn Middle School.	l
Moved Seconded P/F	

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

Agenda Item Number – IX-B

Agenda Item Recommendation of RFQ 2025.02 Award for Construction Manager at Risk
For Board: X Action Discussion Information
<u>Background</u> – Osborn School District made a determination to use an Alternate Project Delivery Method (APDM) for this construction project on March 1, 2025, as per A.A.C. R7-2-1106 (A).
Request for Qualifications (RFQ) #2025-02 was issued on March 6, 2025 and thirty-four (34) vendors from the Prospective Bidders List were notified via email. A non-mandatory presubmittal conference was held at the Osborn Middle School on March 19th at 2:30 PM with five (5) contractors represented and approximately 15 attendees. Statement of Qualifications (SOQs) were due on or before April 10, 2025 at 2:00 PM. Four (4) submittals were received.
See the Evaluation Summary for process details and scoring.
The district entered into negotiations with representatives from the highest ranked firm and was successful in arriving at the following fees: 1% preconstruction with an additional \$25,000 allowance for specialty services outside of typical scope; Construction Fee/CM@R Fee of 5 % of the Guaranteed Maximum Price (GMP).
It is the unanimous recommendation of the Selection Committee to award the project to CORE Construction, Inc. of Scottsdale, Arizona.
<u>Legal</u>
Financial Bond expenditure
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 award RFQ 2025.02 to Core Construction, Inc.
Moved Seconded P/F



## **Evaluation Summary**

Osborn School District No. 8

1226 W. Osborn Road Phoenix, AZ 85013 (602) 707-2000

Solicitation No: RFQ #2025-02

Description: CMAR for Instructional Learning Spaces Updates and Configurations

April 24, 2025

A Request for Qualifications was issued under the procedures promulgated by the School District Procurement Rules adopted by the Arizona State Board of Education and related State Statutes. The District utilized Sunny Path Associates, LLC to assist with the procurement process. Osborn School District made a determination to use an Alternate Project Delivery Method (APDM) for this construction project on March 1, 2025, as per A.A.C. R7-2-1106 (A).

### **TIMELINE**

Request for Qualifications (RFQ) #2025-02 was issued on March 6, 2025 and thirty-four (34) vendors from the Prospective Bidders List were notified via email. The District also published a Public Notice the same day in the Arizona Business Gazette, which is the official newspaper of Maricopa County. All solicitation documents were available at https://www.osbornnet.org/Page/204. A non-mandatory pre-submittal conference was held at the Osborn Middle School on March 19th at 2:30 PM with five (5) contractors represented and approximately 15 attendees. Statement of Qualifications (SOQs) were due on or before April 10, 2025 at 2:00 PM. Four (4) submittals were received in a timely manner on or before the deadline for receipt from the following firms:

- Chasse Building Team
- Core Construction
- Rytan
- Sun Valley Builders

### **EVALUATION PROCESS**

During preliminary evaluation where the District determines if the vendor submittal is responsive and responsible, a determination was made that the submittal response from Chasse Building Team was non-responsive as the Amendment #1 was not acknowledged as required by procurement statute. All responsive firms were verified to have an active status with the Arizona Registrar of Contractors (ROC), Arizona Corporation Commission (ACC) and no exclusions or debarment recorded at the Arizona Department of Administration's State Procurement Office (ADOA-SPO).

In accordance with A.A.C. R7-2-1107, the Selection Committee consisted of seven (7) evaluators, which included Dr. Michael Robert, Superintendent; Colleen McCabe, Chief Operations Officer; Sam Garcia, Director of Maintenance; Jamal Dana; IT Director; Don Brubaker, an Architect Representative from SPS+ Architects; Jeffrey Martin; Campus Principal; and Melissa Bennett, a Licensed General Contractor Representative from Willmeng Construction. All members reviewed and signed Evaluation Committee Disclosure Statements, which are found within the procurement file.

- 1. An evaluation meeting was held on April 14, 2025. At this meeting, evaluators received an overview of the RFQ and submittal requirements, an evaluation tool and access to the SOQs submitted for their independent evaluation. Final consensus scoring of the firms was completed based on the RFQ evaluation criteria.
- 2. On April 17, 2025, the evaluation committee met to discuss the final scoring and ranking of the submittals. The consensus of the evaluation committee was that presentations would not be required, and that the District could move forward with negotiating a pre-construction services contract with the #1 ranked vendor. The district entered into negotiations with representatives from the highest ranked firm and was successful in arriving at the following fees: 1% preconstruction with an additional \$25,000 allowance for specialty services outside of typical scope; Construction Fee/CM@R Fee of 5% of the Guaranteed Maximum Price (GMP).

### **SCORING TABULATION AND RANKING**

The Selection Committee evaluated the submittals on a 130 point scale, using the criteria outlined within the Request for Qualifications in order of importance, as well as criteria for responsiveness and responsibility. The scoring tabulation and ranking is found on the following page.

### **CONTRACT AWARD / DETERMINATION**

Based on consensus from the Selection Committee, and upon successful negotiations, a recommendation for award shall be in accordance with A.R.S. §15-213, §41-2534, §41-2578 and A.A.C. R7-2-1106 through R7-2-1115, as applicable.

It is the unanimous recommendation of the Selection Committee to award the project to CORE Construction, Inc. of Scottsdale, Arizona.

Contractor status shall be reverified pursuant to A.R.S. Title 32, Chapter 10 and A.A.C. R7-2-1112, upon award by Governing Board. The Governing Board will be presented with a Guaranteed Maximum Price (GMP) proposal(s) for review and approval at a subsequent date prior to the start of any construction services.



# **Evaluation Summary**

Osborn School District No. 8 1226 W. Osborn Road

Phoenix, AZ 85013 (602) 707-2000

Solicitation No: RFQ #2025-02

Description: CMAR for Instructional Learning Spaces Updates and Configurations

	CORE		Sun Valley
Evaluator	Construction	Rytan Construction	Builders
C.McCabe	78.75	65.00	65.00
D.Brubaker	102.50	65.00	90.00
M.Robert	130.00	101.25	91.25
S.Garcia	85.00	97.50	97.50
J.Dana	80.00	65.00	65.00
M.Bennett	111.25	122.50	102.50
J.Martin	65.00	65.00	65.00
	652.50	581.25	576.25
Ranking			
C.McCabe	1	2	2
D.Brubaker	1	3	2
M.Robert	1	2	3
S.Garcia	2	1	1
J.Dana	1	2	2
M.Bennett	2	1	3
J.Martin	1	1	1
TOTAL	9	12	14
/7	1.285714286	1.714285714	2
FINAL RANKING	1	2	3

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

Agenda Item Number -IX-C

Agenda Item Recommendation of RFQ 2025.03 Award for Construction Manager at Risk
For Board: X Action Discussion Information
Background – Osborn School District made a determination to use an Alternate Project Delivery Method (APDM) for this construction project on March 1, 2025, as per A.A.C. R7-2-1106 (A).
Request for Qualifications (RFQ) #2025-03 was issued on March 6, 2025 and thirty-three (33) vendors from the Prospective Bidders List were notified via email. A non-mandatory presubmittal conference was held at the Osborn School District Office on March 26th at 2:30 PM with six (6) contractors represented and approximately 15 attendees. Statement of Qualifications (SOQs) were due on or before April 10, 2025 at 2:30 PM. Six (6) submittals were received.
See the Evaluation Summary for process details and scoring.
The district entered into negotiations with representatives from the highest ranked firm and was successful in arriving at the following fees: 1% preconstruction with an additional \$15,000 allowance for specialty services outside of typical scope; Construction Fee/CM@R Fee of 5.5% of the Guaranteed Maximum Price (GMP).
It is the unanimous recommendation of the Selection Committee to award the project to CHASSE Building Team of Tempe, Arizona.
<u>Legal</u>
Financial Bond expenditure
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 award RFQ 2025.03 to CHASSE Building Team.
Moved



## **Evaluation Summary**

Osborn School District No. 8

1226 W. Osborn Road Phoenix, AZ 85013 (602) 707-2000

Solicitation No: RFQ #2025-03

Description: CMAR for Districtwide Child Nutrition Modernizations

April 24, 2025

A Request for Qualifications was issued under the procedures promulgated by the School District Procurement Rules adopted by the Arizona State Board of Education and related State Statutes. The District utilized Sunny Path Associates, LLC to assist with the procurement process. Osborn School District made a determination to use an Alternate Project Delivery Method (APDM) for this construction project on March 1, 2025, as per A.A.C. R7-2-1106 (A).

### **TIMELINE**

Request for Qualifications (RFQ) #2025-03 was issued on March 6, 2025 and thirty-three (33) vendors from the Prospective Bidders List were notified via email. The District also published a Public Notice the same day in the Arizona Business Gazette, which is the official newspaper of Maricopa County. All solicitation documents were available at https://www.osbornnet.org/Page/204. A non-mandatory pre-submittal conference was held at the Osborn District Office on March 26th at 2:30 PM with six (6) contractors represented and approximately 15 attendees. Statement of Qualifications (SOQs) were due on or before April 10, 2025 at 2:30 PM. Six (6) submittals were received in a timely manner on or before the deadline for receipt from the following firms:

- BPR Companies
- Chasse Building Team
- Core Construction
- GCON Inc.
- Rytan
- Sun Valley Builders

### **EVALUATION PROCESS**

Preliminary submittal review where the District determines if the vendor submittal is responsive and responsible was performed and all submittals were determined to be viable for evaluation. All responsive firms were verified to have an active status with the Arizona Registrar of Contractors (ROC), Arizona Corporation Commission (ACC) and no exclusions or debarment recorded at the Arizona Department of Administration's State Procurement Office (ADOA-SPO).

In accordance with A.A.C. R7-2-1107, the Selection Committee consisted of seven (7) evaluators, which included Dr. Michael Robert, Superintendent; Colleen McCabe, Chief Operations Officer; Sam Garcia, Director of Maintenance; Corey Alexander; Food Service Director; Don Brubaker, an Architect Representative from SPS+ Architects; Carol Hayes; Campus Principal; and Charlie Laspe, a Licensed General Contractor Representative from Chanen Construction. All members reviewed and signed Evaluation Committee Disclosure Statements, which are found within the procurement file.

- 1. An evaluation meeting was held on April 14, 2025. At this meeting, evaluators received an overview of the RFQ and submittal requirements, an evaluation tool and access to the SOQs submitted for their independent evaluation. Final consensus scoring of the firms was completed based on the RFQ evaluation criteria.
- 2. On April 17, 2025, the evaluation committee met to discuss the final scoring and ranking of the submittals. The consensus of the evaluation committee was that presentations would not be required, and that the District could move forward with negotiating a pre-construction services contract with the #1 ranked vendor. The district entered into negotiations with representatives from the highest ranked firm and was successful in arriving at the following fees: 1% preconstruction with an additional \$15,000 allowance for specialty services outside of typical scope; Construction Fee/CM@R Fee of 5.5% of the Guaranteed Maximum Price (GMP).

### **SCORING TABULATION AND RANKING**

The Selection Committee evaluated the submittals on a 130 point scale, using the criteria outlined within the Request for Qualifications in order of importance, as well as criteria for responsiveness and responsibility. The scoring tabulation and ranking is found on the following page.

### **CONTRACT AWARD / DETERMINATION**

Based on consensus from the Selection Committee, and upon successful negotiations, a recommendation for award shall be in accordance with A.R.S. §15-213, §41-2534, §41-2578 and A.A.C. R7-2-1106 through R7-2-1115, as applicable.

It is the unanimous recommendation of the Selection Committee to award the project to CHASSE Building Team of Tempe, Arizona.

Contractor status shall be reverified pursuant to A.R.S. Title 32, Chapter 10 and A.A.C. R7-2-1112, upon award by Governing Board. The Governing Board will be presented with a Guaranteed Maximum Price (GMP) proposal(s) for review and approval at a subsequent date prior to the start of any construction services.



### **Evaluation Summary**

**Osborn School District No. 8** 

1226 W. Osborn Road Phoenix, AZ 85013 (602) 707-2000

Solicitation No: RFQ #2025-02

Description: CMAR for Instructional Learning Spaces Updates and Configurations

FINAL RANKING	6	1	2	5	3	4
/7	4.857142857	1	1.714285714	3.428571429	2.714285714	3.428571429
TOTAL	34	7	12	24	19	24
C.Laspe	5	1	2	4	3	3
C.McCabe	5	1	2	4	3	4
S.Garcia	5	1	2	3	1	4
M.Robert	4	1	1	3	2	3
D.Brubaker	5	1	2	4	4	3
C.Alexander	5	1	2	3	4	3
C.Hayes	5	1	1	3	2	4
Ranking						
	376.25	755.00	712.50	533.75	561.25	553.75
C.Laspe	37.50	103.75	82.50	50.00	65.00	65.00
C.McCabe	51.25	105.00	98.75	65.00	71.25	65.00
S.Garcia	58.75	105.00	102.50	98.75	105.00	97.50
M.Robert	68.75	130.00	130.00	90.00	102.50	90.00
D.Brubaker	45.00	103.75	97.50	65.00	65.00	77.50
C.Alexander	43.75	106.25	100.00	86.25	66.25	86.25
C.Hayes	71.25	101.25	101.25	78.75	86.25	72.50
Evaluator	Companies	Team	Construction	GCON Inc	Construction	Sun Valley Builders
	BPR	CHASSE Building	CORE		Rytan	

Where final ranking tied, total scoring was used to make final determination.

#### **OSBORN SCHOOL DISTRICT NO. 8** May 13, 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 and second re	eview of ASBA policy revisions
For Board: X Actio	n Discussion Information
Background -	
sending policy advisories of adopt. In this first review, m under the last administration to the 2020 status, and our spreadsheet, recommending	Association is comprehensively reviewing its general policy manual and ver the upcoming months to reflect general changes to policies for districts to any of the changes are related to Title IX. There were changes to Title IX in beginning in 2021. The current federal administration has reverted Title IX policies must reflect those. Approval of this group of policies is per the gethe majority of the policies be adopted as presented, while some are is or with alterations recommended.
Approval and second rev	view of ASBA Policy Revisions
BA	School Board Operational Goals
BAA	Evaluation of School Board/Board Self Evaluation
BAA-E	Evaluation of School Board/Board Self Evaluation
BB	School Board Legal Status
BBA	Board Powers and Responsibilities
BBA-E	Board Powers and Responsibilities
BBAA	Board Member Authority and Responsibilities
BBBA	Board Member Qualifications
BBBB	Board Member Oath of Office
BBBB-E	Board Member Oath of Office
BBBC	Board Member Resignation
BBBD	Board Member Removal from Office
BBBE	Unexpired Term Fulfillment
BCA	Board Member Ethics
BCB	Board Member Conflict of Interest
BDA	Board Officers
BDB	Board Officers
BDD	Board-Superintendent Relationship
BDE	Board Committees
BDF	Advisory Committees
BDG BE	School Attorney
BE-EA	School Board Meetings
BE-EB	School Board Meetings School Board Meetings
BE-EC	School Board Meetings School Board Meetings
BEC	Executive Sessions/Open Meetings
BEC-EA	,
DLU-LA	Executive Sessions/Open Meetings

Executive Sessions/Open Meetings

Executive Sessions/Open Meetings

BEC-EC

BEC-ED

# OSBORN SCHOOL DISTRICT NO. 8 May 13, 2025 Board Meeting

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

BED	Meeting Procedures/ Bylaws
BED-R	Meeting Procedures/ Bylaws
BED-EA	Meeting Procedures/ Bylaws
BED-EB	Meeting Procedures/ Bylaws
BEDA	Notification of Board Meetings

BEDB Agenda BEDB-E Agenda

BEDBA Agenda Preparation and Dissemination

BEDC Quorum

BEDD Rules of Order BEDF Voting Method

BEDG Minutes
BEDG-R Minutes
BEDG-EA Minutes
BEDG-EB Minutes

BEDH Public Participation at Board Meetings
BEDH-E Public Participation at Board Meetings
BEDI News Media Services at Board Meetings

BGB Policy Adoption BGB-R Policy Adoption

BGC Policy Revision and Review
BGC-R Policy Revision and Review
BGD Board Review of Regulations
BGE Policy Communication/Feedback
BGF Policy Communication/Feedback
Suspension/Repeal of Policy

BHC Board Communications with Staff Members
BHD Board Communications with the Public
BIA New Board Member Orientation/Handbook
BIB Board Member Development Opportunities
BIB-R Board Member Development Opportunities

BIBA Board Member Conference. Conventions and Workshops
BIBA-R Board Member Conference. Conventions and Workshops

BIE Board Member Insurance/Liability
BJ School Board Legislative Program
School Board Memberships

BK School Board Memberships

BKA Liaison with School Board Associations

#### **Financial**

#### **Governing Board Goals**

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

# OSBORN SCHOOL DISTRICT NO. 8 May 13, 2025 Board Meeting

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

Recommendation		
t is recommended that the Governing E policies as expressed in the attached sp	Board approve the first reading of revision preadsheet.	s to ASBA
Moved	Seconded	P/F

Alph Code	Policy Name	Superintendent Notes	Additional Notes
ВА	School Board Operational Goals	Minor revisions were made to policy language	Approve: There are minor verbiage changes that stress the representative nature of the Governing Board. The other changes make the language more succinct.
BAA BAA-E	Evaluation of School Board/ Board Self Evaluation	Language in Policy BAA was revised for clarity. Exhibit BAA-E offers Districts a choice: the original Board evaluation tool which does NOT contain any changes (labeled as BAA-EA in this document) or the newly offered Board evaluation tool (labeled as BAA-EB in this document). Exhibit BAA-EB is an electronic survey and report that is available at no cost; this evaluation tool takes approximately 15 minutes to complete and provides data to guide goal setting for continual improvement. A link to access the electronic survey is provided in the Exhibit BAAEB.	Approve: BAA is reworded to be more succinct and clear. Two exhibits of board evaluations are provided as BAA-EA or BAA-EB. We have NOT used ASBA board evaluations in the past. Different board presidents have offered ideas for various evaluations that can happen, which has provided good learning, but not a consistent way of discussing or charting board progress. I recommend BAA-EB. First it is an electronic survey, free of charge to us as ABSA members. Second, once completed by all members, allows ASBA to offer recommendations of growth areas for the board to consider. If utilized I would also recommend using this
ВВ	School Board Legal Status	Minor revisions were made to policy language	Approve: Very minor changes. 2 words deleted, 1 word added.
BBA BBA-E	Board Powers and Responsibilities New Exhibit	Policiy BBA now contains language from the following closely related Policies: BBAA/Board Member Authority and Responsibilities; BBBB/Board Member Oath of Office; BBBC/Board Member Resignation; BBBE/Unexpired Term Fulfillment; and BEDC/Quorum; therefore, Policies BBAA, BBBB, BBBC BBBE, and BEDC were removed from the model manual. In addition, language referring to legislative, executive and appraisal functions were replaced with a list of Board responsibilities from A.R.S. 15-341, as well as subheadings added for clarity. Finally, newly created Exhibit BBA-E contains language formerly in Exhibit BBBB-E (no change was made to original exhibit language).	Approve: There are two major sections of BBA with changes. The first has updated language related to the roles and responsibilities of the board, reflecting the statutes of A.R.R. 15-341. The second section identifies the Oath of Office, training/PD responsibilities of board members related to OML, and how to handle resignations/vacancies.
BBAA	Delete- Board Member Authority and Responsibilities	Language in Policy BBAA was moved to Policy BBA under the subheadings Governing Board Powers and Responsibilities and Individual Board Members' Duties and Obligations; therefore, Policy BBAA was removed from the model manual. No changes were made to the original policy language.	Approve entire deletion of this policy
ввва	Board Member Qualifications	Language in Policy BBBA now includes the exception for school districts per A.R.S. 15-421 regarding persons related by affinity, by consanguinity or by law to the third degree in a school district with 250 or more students in a county with a population of 500,000 or more.	Approve: The exception to this policy that was added will never be applicable to Osborn unless we get to be a school district of fewer than 250 students.

BBBB BBBB-E	Deleted- Board Member Oath of Office	Language in Policy BBBB was moved to Policy BBA under the subheadings Oath of Office and Familiarization with Open Meeting Law; therefore, Policy BBBB was removed from the model manual. No changes were made to the original policy language. In addition, language from Exhibit BBBB-E was moved to Exhibit BBAE; therefore, Exhibit BBBB-E was removed from the model manual. No changes were made to the original exhibit language.	Approve entire deletion of this policy and exhibit
вввс	Deleted- Board Member Resignation	Information from Policy BBBC was moved to Policy BBA under the subheading Board Member Resignation; therefore, Policy BBBC was removed from the model manual. Minor revisions were made to original policy language to align with statute (i.e., may vs shall). [A.R.S. 38-294]	Approve entire deletion of this policy
BBBD	Board Member Removal from Office	In Policy BBBD, "she" was added to E. as follows: The person holding the office ceasing to be a resident of the district for which he/she was elected	Approve: Very minor change. 1 word added.
BBBE	Deleted- Unexpired Term Fulfillment	Language in Policy BBBE was moved to Policy BBA under the subheading Vacancies; therefore, Policy BBBE was removed from the model manual. No changes were made to the original policy language	Approve entire deletion of this policy
вса	Board Member Ethics	Policy BCA was revised in its entirety, and the legal reference was removed as the policy information is not statutorily based.	Approve: This policy was re-written entirely, but I really like the content of what was put in here about board ethics. Standing out were the pieces about transparency of decision-making, fund and resource protection, protecting confidentiality, maintaining courteous relationships among mambers and with district staff, and maximizing on heard PD.
всв	Board Member Conflict of Interest	Policy BCB includes minor revisions to align with statute and the Uniform System of Financial Records (USFR), as well as for clarity.	Approve: Minor changes. Statute and USFR conformity driven.
BDA	Board Organizational Meeting	Language from Policy BDB was revised and added to Policy BDA, subheadings were added for clarity, and the following phrase was added to the Policy title: "and Board President Duties.	Approve: The ASBA policy only accounts for the Board President. In Osborn, we also elect a Clerk. Therefore we are adding that language to the policy, as well as duties of the Clerk. In the end, we will address election of a presiding officer only in the absence of the President and Clerk. In the
BDB	Deleted- Board Officers	Information from Policy BDB was revised and moved to Policy BDA under the subheading Board President; therefore. Policy BDB was removed from the model manual. Original policy language was revised for clarity	Approve entire deletion of this policy
BDD	Board-Superintendent Relationship	Subheadings were added for clarity, and the following phrase was added to the Policy title: "and Superintendent Responsibilities."	Approve
BDE	Board Committees	Information from Policy BDF was added to Policy BDE under the subheading Advisory Committees. All language was retained from Policy BDF, with one addition to B. pertaining to notices and agendas (twenty-four hour Arizona Open Meeting Law requirement). [A.R.S. 38-431.02]	Approve

BDF	Advisory Committees	Language in Policy BDF was moved to Policy BDE under the subheading Advisory Committees; therefore, Policy BDF was removed from the model manual.	Approve entire deletion of this policy
BDG	School Attorney	Language was revised to align with A.R.S. 11-532, and to clarify the process for obtaining legal advice. In addition, subheadings were added for clarity.	Approve: This language reflects how the district currently operates with superintendent designees to consult the district attorney separately. That current designation is given to the Chief Operations Officer, Human Resources Director, and Chief Officer for Learning & Equity, and Executive
BE BE-EA BE-EB BE-EC	School Board Meetings New Exhibit New Exhibit New Exhibit	Policy BE now includes information formerly in Policy BEC under the subheading Executive Sessions/Open Meetings, and additional subheadings were added for clarity. Policy BE also includes minor revisions (e.g., the two paragraphs regarding Meeting Notice have been removed as that information is addressed in BEDA; also, the District's regular meeting day(s) have been removed as this may change from year to year). In addition, BE-EA through BE-EC were recodified with title changes; however, the content remains unchanged (see Discussion 837 below regarding BECEB through BEC-ED).	Approve: This policy and the new exhibits reflect what we currently adhere to. Whenever it comes to the language utilized, as stated above, the Executive Assistant to the Governing Board works with district counsel on the appropriate language for public notification for executive sessions.
BEC BEC-EA BEC-EB BEC-EC BEC-ED	Executive Sessions/Open Meetings Deleted Exhibit Deleted Exhibit Deleted Exhibit Deleted Exhibit Deleted Exhibit	Information from Policy BEC was moved to Policy BE under the subheading Executive Sessions/Open Meetings. In addition, Exhibit BEC-EA was removed from the model manual as the current Exhibit BED-EB contains information regarding Executive Session Minutes. In addition, Exhibit BEC-EB was moved to Exhibit BEEA; therefore, Exhibit BEC-EB was removed from the model manual. Exhibit BECEC was moved to Exhibit BE-EB; therefore, Exhibit BEC-EC was removed from the model manual. Exhibit BEC-ED was moved to BE-EC; therefore, Exhibit BEC-ED was removed from the model manual.	Approve the inclusion of the policy and deletion of exhibits for reasons listed above for policies related to regular meetings of the board.
BED BED-R BED-EA BED-EB	Meeting Procedures/ <del>Bylaws</del> New Regulation New Exhibit New Exhibit	Information from Policies BEDD, BEDF, and BEDG was added to Policy BED, and subheadings were added for clarity. Revisions to policy language are as follows: A-G is listed as an example under the subheading Rules of Order with a highlighted portion for Districts to enter its District-specific Rules of Order (formerly Policy BEDD); the phrase "including an electronic roll-call vote" was added under the subheading Voting Methods (formerly Policy BEDF); and "in print or digital form" was removed and replaced with "or a recording" under the subheading Minutes (formerly Policy BEDG). Also, the word "Bylaws" was removed from the titles of the Policy, Regulation, and Exhibits. In addition, Regulation BED-R was created from the language in former Regulation BEDG-R; Exhibit BED-EA was created from the language in former Exhibit BEDGEA; and Exhibit BED-EB was created from the language in former Exhibit BEDGEB (no changes were made to the original language of the Regulation and both Exhibits with the exception of the title, from Minutes to Meeting Procedures).	Approve: One difference in the procedure as currently practiced is the adjournment by motion and vote. We will change practice to match this policy. There are some actions that we currently have, at counsel recommendation or by ASBA request, that are done by roll call. Most of the time it is a verbal "Aye," "Nay," or abstention. It is good for all members to know that you can call for a roll call vote if you so desire.
BEDA	Notification of Board Meetings	In Policy BEDA, "and notice" was removed in the first paragraph.	Approve

BEDB BEDB-E	Agenda Deleted Exhibit	Subheadings and minor revisions were included in Policy BEDB for clarity. In addition, language from Policy BEDBA was revised and added to this policy under the subheading Preparation and Dissemination. Finally, Exhibit BEDB-E was removed from the model manual as Policy BEDB contains the Order of Business for Regular Meeting Agendas (BEDB-E is a sample agenda that may or may not align with a District's regular order of business).	Approve the policy with minor changes and entire deletion of exhibit
BEDBA	Deleted- Agenda Preparation and Dissemination	Language from Policy BEDBA was revised and moved to Policy BEDB; therefore, Policy BEDBA was removed from the model manual. Revisions to former Policy BEDBA language include clarification regarding agenda preparation, and the deletion of "Upon request" from the following sentence: "Upon request, copies of the agenda shall be available to the public and the press" (see current Policy BEDB under Preparation and Dissemination - Regular Meetings to review revisions).	Approve entire deletion of this policy
BEDC	Deleted- Quorum	Language in Policy BEDC was moved to Policy BBA; therefore, Policy BEDC was removed from the model manual. No changes were made to the original policy language.	Approve entire deletion of this policy
BEDD	Deleted- Rules of Order	Language in Policy BEDD was moved to Policy BED under the subheading Rules of Order; therefore, Policy BEDD was removed from the model manual. No changes were made to the A. – G. listing contained in Policy BEDD.	Approve entire deletion of this policy
BEDF	Deleted- Voting Method	Language in Policy BEDF was moved to Policy BED under subheading Voting Method; therefore, Policy BEDF was removed from the model manual. Only revision to original policy language was the addition of "including an electronic roll-call vote."	Approve entire deletion of this policy
BEDG BEDG-R BEDG-EA BEDG-EB	All Deleted- Minutes	Language in Policy BEDG was moved to Policy BED under the subheading Minutes; therefore, Policy BEDG was removed from the model manual (minor change: "in print or digital form" in Policy BEDG was removed in Policy BED and replaced with "or a recording").  Regulation BEDG-R and Exhibits BEDG-EA and BEDG-EB were recodified as BED-R, BED-EA, and BED-EA; therefore, BEDG-R, BEDG-EA, and BEDG-EB were removed from the model manual (no changes were made to these three documents with the exception of the title - "Minutes" was replaced with "Meeting Procedures")	Approve entire deletion of this policy
BEDH BEDH-E	Public Participation at Board Meetings	Subheadings were added to Policy BEDH for clarity. In addition, "and News Media Services" was added to the titles of the Policy and Exhibit: Public Participation and News Media Services at Board Meetings due to the addition of Policy BEDI language in this Policy. Finally, Exhibit BEDHE now provides an additional option to the Request to Address Board form. Pursuant to A.R.S. 38-431.01, if a Governing Board chooses to make an open call to the public during a public meeting, individuals may address the Board on any issue within its jurisdiction. Therefore, this language is added to avoid restricting content. Additional language from statute was also included at the end of this form to clarify the Board's response after the Call to the Public.	Approve

BEDI	News Media Services at Board Meetings	Information from Policy BEDI was moved to Policy BEDH under the subheading News Media Services; therefore, this policy was removed from the model manual.	Approve entire deletion of this policy
BGB BGB-R	Policy Adoption New Regulation	Policy BGB now includes language from Policies BGC and BGF, as well as subheadings for clarity. Due to the additional information from these two policies, "Revision and Repeal" was added to the titles of the Policy and newly created Regulation: Policy Adoption, Revision and Repeal. In addition, minor revisions to the policy were made regarding policy adoption to clarify the purpose for first and second readings and the adoption of policies at a single meeting. Finally, information from Regulation BGC-R was moved to newly created BGB-R with minor revisions to F. and G. to clarify the policy adoption and revision process.	Approve entire policion re this policy and exhibit
BGC BGC-R	Both Deleted- Policy Revision and Review	Language in Policy BGC was moved to Policy BGB under the subheading Revision; therefore, Policy BGC was removed from the model manual. In addition, Regulation BGC-R was recodified as BGB-R; therefore, Regulation BGC-R was removed from the model manual. Minor revisions were made to F. and G. in the Regulation (now BGBR) to clarify the policy adoption and revision process.	Approve entire deletion of this policy
BGD	Board Review of Regulations	Policy BGD contains a minor revision in the final sentence regarding the Board's review of regulations prior to publication; additionally, the legal reference was removed as the statute does not specifically reference the Board's review of regulations.	Approve
BGE BGE-R	Policy Communication/Feedback	"Communication/Feedback" was removed from the title of the Policy and the Regulation and replaced with "Manual": Policy Manual. There were no revisions to Policy BGE or Regulation BGE-R language.	Approve
BGF	Deleted-Suspension/Repeal of Policy	Language in Policy BGF was moved to Policy BGB under the subheading Repeal/Suspension; therefore, Policy BGF was removed from the model manual.	Approve entire deletion of this policy
внс	Board Communications with Staff Members	Subheadings were added for clarity, language from Policy BHD was added under the subheading General Public, and "with Staff Members" was removed from the title: Board Communications	Approve
BHD	Deleted- Board Communications with the Public	Language in Policy BHD was moved to Policy BHC under the subheading General Public; therefore, Policy BHD was removed from the model manual. No changes were made to the original policy language.	Approve entire deletion of this policy

BIA	New Board Member Orientation/Handbook	Policy BIA contains minimal language revisions. In addition, subheadings have been added for clarity, and "Handbook" has been removed from the title and replaced with "and Resources": New Board Member Orientation and Resources	Approve
BIB BIB-R	Deleted both- Board Member Development Opportunities	Information in Policy BIB was moved to Policy BIBA; therefore, Policy BIB was removed from the model manual. In addition, Regulation BIB-R was recodified as Regulation BIBA-R; therefore, BIB-R was removed from the model manual.	Approve entire deletion of this policy
BIBA BIBA-R	New Regulation- Board Member Conference. Conventions and Workshops	Policy BIBA now contains information formerly in Policy BIB, as well as subheadings for clarity. In addition, "Development Opportunities:" has been added to the title: Board Member Development Opportunities: Conferences, Conventions, and Workshops. Finally, Regulation BIBA-R was created and contains language formerly in BIB-R (BIB-R was recodified as BIBA-R with no changes to the language).	Approve: At the end of the section titled "Disallowed Trainings, Orientations or Therapy," we will include the following statement. The Governing Board will continue to pursue professional development in alignment with the mission, vision, core values, and strategic plan of the district. Prior to board participation in professional development, agendas and content will be vetted by district counsel to assure compliance with A.R.S. § 41-1494.
віє	Board Member Insurance/Liability	Policy language includes minimal revisions; for example, the personal liability portion was relocated to the end of the policy under its own subheading, and wording regarding participation in group insurance plans was updated to align with A.R.S. 15-387.	Approve
вЈ	School Board Legislative Program	Policy language includes a minor revision regarding the Board's choice (may vs. will) to participate in conferences that enhance understanding of legislative programs.	Approve
вк	School Board Memberships	Subheadings have been added for clarity, and information from Policy BKA was added under the subheading ASBA Delegates. In addition, "and Arizona School Boards Association Delegates" was added to Policy BK's title: School Board Memberships and Arizona School Boards Association and Delegates.	Approve
ВКА	Liaison with School Board Associations	Delegate information in Policy BKA has been moved to Policy BK under the subheading ASBA Delegates; therefore, Policy BKA has been removed from the model manual.	Approve entire deletion of this policy



## Compare Policy Advisory "BA © SCHOOL BOARD OPERATIONAL GOALS" to Policy in Manual



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

#### BA© SCHOOL BOARD OPERATIONAL GOALS

The Governing Board is representative of and responsible to the people of the District and therefore, should be aware of community opinions and attitudes in the community and of identified District needs. As representatives of the people who own and support the schools Therefore, the Board accepts the responsibility to identify community attitudes and opinions and District needs and to require supports short- and long-range strategies that are responsive to District needs within the its budgetary limitations of the District.

Adopted: date of Manual adoption <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S. <u>15-321</u>

15-321 15-341



## Compare Policy Advisory "BAA © EVALUATION OF SCHOOL BOARD / BOARD SELF - EVALUATION" to Policy in Manual



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

# BAA© EVALUATION OF SCHOOL BOARD / BOARD SELF - EVALUATION

The Board may meet should it choose to do so, for meet for the purpose of appraising its functioning as a Board and to evaluate Board performance evaluating its function and performance. The appraisal plan approved by the Board evaluation plan will be developed by the Board President, working with the Superintendent, and approved by the Board.

Evaluation instruments for Board operation may be used in the process.

The Superintendent and others who regularly work with the Board may be asked to participate in all or a portion of the appraisal.

Areas of Board operations and relationships that may be appropriate to consider during the evaluation of Governing Board procedures may include, but are not limited to:

- A. Board meetings <code>/and</code> decision-making process.
- B. Policy development <del>and implementation monitoring.</del>
- C. Board fand District goal setting.
- D. Curriculum and instruction management/program programs.
- E. Fiscal management <code>/and</code> resource allocation.
- F. School plant planning/management facilities planning and monitoring.
- G. Board member orientation.
- H. Board member development.
- Board officer performance.
- J. Board member relationships.
- K. Board-Superintendent relationship.
- L. Board-community relationship.
- M. Legislative and governmental relationships.

Adopted: <-- z2AdoptionDate -->

CROSS REF.:

**BDD** - Board-Superintendent Relationship

#### Compare Policy Advisory "BAA-EA ©" to Policy in Manual



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



#### BAA-E-EA ©

**EXHIBIT** 

### **EVALUATION OF SCHOOL BOARD** /

**BOARD SELF - EVALUATION** 

#### ANNUAL SELF-APPRAISAL OF THE GOVERNING BOARD

(Districts may choose either BAA-EA or BAA-EB)

The following list of items pertaining to the operation of the Governing Board is the basis for an annual self-evaluation. This may be carried out in conjunction with the annual evaluation of the Superintendent.

Please check the appropriate box for each item (S = satisfactory, N = needs improvement, U = unsatisfactory).

#### A. Board Relationship

withwith <del>the</del> the Superintendent: <u>S N U</u> ◻ ◻ ◻ (1) The Board imparts information on issues, needs needs, and

complaints

in a manner allowing the Superintendent the opportunity to solve complaints in a manner allowing the Superintendent the opportunity to solve related problems in a related problems in a professional professional manner. S N U ◻ ◻ ◻ (2) The Board clearly interprets its position on controversial matters controversial matters pertaining to the District, thereby enabling the Superintendent to ..... enabling the Superintendent to properly carry out properly carry out the the wishes of the Board. S N U ◻ ◻

..... effectiveness, including views related to the

including views related to the Superintendent, in Superintendent, in a confidential and

and professional manner.

professional manner.

## B. Board Relationship withwith <del>the</del> the Community: S N U ◻ ◻ ◻ (1) The Board recognizes that the citizens have entrusted them with them with the educational development of the children and youth children and youth of this community. S N U ◻ ◻ ◻ (2)

The Board recognizes that the that the community expects their first and greatest their first and greatest concern to be in the best interest interest of each and every <del>one</del> one of the young people of the young people without without distinction as to who they are or what their their background background may be. S N U ◻ ◻ ◻ (3)

The

Board enacts

Board enacts policies supporting the efforts of

the admini-

\*\*\*

stration

the administration in helping the people of this

community to have the facts

community to have the facts about their schools,

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about their schools, to

to the end that they will readily provide

the

the finest

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finest possible

possible school program, school staff,

and school facilities.

and school

facilities.

#### C. Board Relationships

**Between** 

**Among** 

•••

-Members-

| Members During Meetings:                                          |
|-------------------------------------------------------------------|
| <u>s n u</u>                                                      |
| ◻                                                                 |
| ◻                                                                 |
| ◻                                                                 |
| (1)                                                               |
| - Individual members of the Board treat other members             |
| of the Board                                                      |
|                                                                   |
| of the Board and professional staff with respect                  |
|                                                                   |
| and professional staff with respect during during Board meetings. |
| <u>s n u</u>                                                      |
| ◻                                                                 |
| ◻                                                                 |
| ◻                                                                 |
| (2)                                                               |
| Differences  Differences of opinion influencing Board member      |
| votes are based                                                   |
|                                                                   |
|                                                                   |
|                                                                   |
| votes are based on the issues at hand and not                     |

<del>on</del>

on a personality basis. S N U ◻ ◻ ◻ (3)-AllAll members of the Board conduct themselves in such a manner such a manner as to emphasize that individual as to emphasize that individual Board **Board** members have authority authority only when convened only when convened in a legally conducted Board meeting with with at least a at least a quorum quorum present.

D. Board Relationships with **Staff** and and Personnel: S N U ◻ ◻ ◻ (1) The Board requires the Superintendent to recommend personnel recommend personnel for their consideration for their consideration and consistently and consistently adheres to this procedure. S N U ◻ ◻ ◻ (2)

<del>The</del>

The Board members make every effort to become

acquainted with

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the
              acquainted with the personnel of the District.
             S N U
             ◻
              ◻
              ◻
                     (3)
-The
              The Board members' personal friendships with
District personnel
            are maintained without allowing them to affect overall Board
               decisions and/or policies.
              District personnel are maintained without allowing
                 them to affect overall Board decisions and/or
                 policies.
     E. Board Relationship to the
Instructional
     Instructional Program:
             S N U
             ◻
```

| ◻                                                               |  |
|-----------------------------------------------------------------|--|
| -<br>◻                                                          |  |
| (1)                                                             |  |
| The Board makes an effort to keep informed about                |  |
| the instruc-                                                    |  |
|                                                                 |  |
| _                                                               |  |
| tional                                                          |  |
| the instructional program by providing for periodic             |  |
| reports as deemed                                               |  |
|                                                                 |  |
| _                                                               |  |
| reports as deemed necessary and by periodic                     |  |
| <b>*****</b>                                                    |  |
| necessary and by periodic visitation visitation in the schools. |  |
| <u>s.n.u</u>                                                    |  |
| ◻                                                               |  |
| -<br>◻                                                          |  |
| -<br>◻                                                          |  |
| (2)                                                             |  |
| -The                                                            |  |
| The Board attempts to gain information from the                 |  |
| <del>community</del>                                            |  |
|                                                                 |  |
| community pertaining to instructional program                   |  |

pertaining to instructional program needs needs. S N U ◻ ◻ ◻ (3) -The The Board maintains policies necessary to enable the educational to enable the educational staff to develop the educational staff to develop the educational program required to meet program required to meet the needs of the needs of the community. F. Board Relationship to the Financial **Financial** -Management-

Management of the Schools:

S N U ◻ ◻ ◻ (1) The Board establishes the policies and provides the necessary ..... necessary resources to properly manage the resources to properly manage the finances finances of the District. S N U ◻ ◻ ◻ (2)-The Board requires The Board requires the proper accountability for the expenditure expenditure of funds in the District. S N U ◻

◻

◻ (3)The Board provides The Board provides justified funding to maintain a high quality educational high quality educational program in this District. S N U ◻ ◻ ◻ (4) -The The Board keeps the community informed about the **financial** needs financial needs of the District. G. General Statements: List in order of priority four (4) challenges the Board faces: (1) (a) (b) (c)

(d)

(2) List any weaknesses you have observed in the operation of the school system:

–(3) List any significant accomplishments made by the school system during the past year

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#### **EXHIBIT**

### EVALUATION OF SCHOOL BOARD / BOARD SELF - EVALUATION

#### ANNUAL SELF-APPRAISAL OF THE GOVERNING BOARD (Districts may choose either BAA-EA or BAA-EB)

The Arizona School Boards Association (ASBA) Board Self-Evaluation focuses on the following five (5) pillars (Standards) of Board Governance:

- A. Conduct and Ethics: Provide responsible Board governance.
- B. *Vision*: Set and communicate high expectations for student learning with clear goals and plans for meeting those.
- C. Structure: Create conditions District-wide for student and staff success.
- D. Accountability: Hold School District accountable for meeting student learning expectations.
- E. *Advocacy*: Engage local community and represent the values and expectations they hold for their schools.

To request access to the "Electronic Survey/Board Self-Evaluation Tool," click here: https://azsba.org/asba-board-self-evaluation-form/.

#### BB © SCHOOL BOARD LEGAL STATUS

The Arizona Constitution places the responsibility of establishing and maintaining public schools on the Arizona legislature and directs the legislature to provide for a state board of education, which has general supervision of the public schools. It is further provided that local public schools under the general supervision of the State Board of Education shall be maintained, developed, and operated by locally elected boards. Legally, then, local school boards are instruments of the Arizona Legislature and derive their authority from the Arizona Constitution, Arizona statutes, and the regulations of the Arizona Administrative Code.

Adopted: date of Manual adoption

LEGAL REF.:

A.R.S. 15-421

Arizona Constitution, Art. XI, Section 1
Arizona Constitution, Art. XX, Paragraph 7



## Compare Policy Advisory "BBA © BOARD POWERS AND RESPONSIBILITIES" to Policy in Manual



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

# BBA© BOARD POWERS AND AND RESPONSIBILITIES

#### **Governing Board Powers**

#### and Responsibilities

The Board shall act as the general agent of the state of Arizona in carrying out the will of the people of this District and is responsible for the conduct and supervision of the District in the matter of public education.

The Board is authorized under the laws of the state of Arizona, the Arizona Constitution, the Arizona State Board of Education and other applicable regulations and rules to adopt all policies needed policies and regulations for the organization, evaluation, and governance in the District.

All powers of the Board lie in its action as a public body.†A "meeting" is defined as the gathering, in person or through technological devices, of a quorum of members of a public body to discuss, propose or take legal action, including any deliberations with respect to such action that has been properly noticed, pursuant to Arizona Revised Statutes. Meetings are governed by Arizona's Open Meeting Law, and all meetings must be held in accordance with the requirements of the law.

The Board performs the following basic functions necessary to the discharging of its responsibilities : legislative, executive, and appraisal:

- The legislative function is the policy-making aspect of the school system. It is the policy of the Board to retain and exercise full legislative authority and control over the schools by adopting general policies or by acting directly in matters not covered by its policies.
- The executive function of the Board is concerned with placing in operation existing Board policy. Most of this function is delegated by the Board to its executive and administrative officer, the Superintendent.
- The appraisal function involves the determination of the efficiency of the school operation and an evaluation of the educational program of the District based on the policies as outlined in the policy manual

as stated in A.R.S. <u>15-341</u> and <u>15-342</u>, including but not limited to:

- A. Prescribe and enforce policies and procedures to govern the schools that are not inconsistent with the laws or rules prescribed by the State Board of Education.
- B. Exclude from schools all books, publications, papers or audiovisual materials of a sectarian, partisan or denominational character.†This paragraph does not prohibit the

elective course allowed by section <u>15-717.01</u>.

- C. Manage and control the school property within its district, except that a district may enter into a partnership with an entity, including a charter school, another school district or a military base, to operate a school or offer educational services in a district building, including at a vacant or partially used building, or in any building on the entity's property pursuant to a written agreement between the parties.
- D. Acquire school furniture, apparatus, equipment, library books and supplies for the schools to use.
- E. Prescribe the curricula and criteria for the promotion and graduation of pupils as provided in sections <u>15-701</u> and <u>15-701.01</u>.
- F. Furnish, repair and insure, at full insurable value, the school property of the District.
- G. Construct school buildings on approval by a vote of the District electors.
- H. In the name of the District, convey property belonging to the District and sold by the Board.
- I. Purchase school sites when authorized by a vote of the District at an election conducted as nearly as practicable in the same manner as the election provided in section <u>15-481</u> and held on a date prescribed in section <u>15-491</u>, subsection E, but such authorization shall not necessarily specify the site to be purchased and such authorization shall not be necessary to exchange unimproved property as provided in section <u>15-342</u>, paragraph 23.
- J. Construct, improve and furnish buildings used for school purposes when such buildings or premises are leased from the national park service.
- K. Purchase school sites or construct, improve and furnish school buildings from the proceeds of the sale of school property only on approval by a vote of the District electors.
- L. Hold pupils to strict account for disorderly conduct on school property.
- M. Discipline students for disorderly conduct on the way to and from school.

#### **Individual Board Member's**

#### **Duties and Obligations**

Individual Board members exercise authority over District affairs only by way of votes taken at a legal meeting of the Board.†An individual Board member has authority only when and to the extent that the Board, by vote, has so delegated such authority.

The duties and obligations of an individual Board member include the following:

- To A. †To become familiar with the state's school laws, regulations of the State Department of Education, and District policies District†policies, rules, and regulations.
- To B. †To have a general knowledge of the educational aims and objectives of the system District.
- To C. †To work harmoniously with other Board members without neglecting a proper share of the work or trying to dominate to†dominate the Board.

- To D. †To vote and act in Board meetings impartially for the good of the District.
- To E. †To accept the will of the majority vote in all cases , and give wholehearted support to the resulting policy.
- To F. †To accept the responsibility for confidentiality in appropriate matters, especially those dealing with personnel and personnel†and the divulging of privileged information that could cost the District money, support, or public confidence.
- To G. †To represent the Board and the District to the public in a manner that promotes both interest and support.
- To H. †To refer complaints to the proper school authorities and to refrain from individual counsel and action.
- ◆ To I. †To perform other appropriate duties that may arise.

#### Adopted: date of Manual adoption

#### Oath of Office

Board members shall take and subscribe to the oath prescribed for public officers pursuant to A.R.S. <u>38-231</u>, and forward the acknowledged oath on the same day to the County School Superintendent.†The person taking the oath shall file a copy of the acknowledged oath in the District office.†The District office shall keep such copy on file as long as the Board member remains on the Governing Board and for a period of five (5) years after last serving on the Board. When a different time is not prescribed, the oath of office shall be taken and subscribed after the Board member has notice of appointment or, if elected, at any time after receipt of the certificate of election, or before commencement of the term of office.

#### Familiarization with Open

#### **Meeting Law**

A newly elected or appointed Governing Board member shall, at least one (1) day before taking office, review the Arizona Open Meeting Law (OML) material prepared by the attorney general.

#### **Quorum and Vacancies**

A quorum consisting of a majority of the Board membership shall be necessary to conduct any business.†In the event that a quorum is not present within \_\_\_\_\_ (\_\_\_) minutes of the time scheduled, the meeting may be canceled and another meeting scheduled, with due and proper notices as prescribed by policy and law.

When there is a vacancy of one (1) or more members on the Governing Board, a majority of the members remaining constitute a quorum for the transaction of business, except that a single Board member does not constitute a quorum. Efforts shall be made to fill vacancies on the Governing Board as soon as is practicable.

#### **Vacancies**

Any vacancy of a Governing Board member, as defined in A.R.S. <u>38-291</u>, may be filled by appointment by the County School Superintendent as prescribed by state law.†Such appointment shall be until the next regular election, at which time a successor shall be elected to serve the unexpired portion of the term.†The County School Superintendent may call for an election to fill a vacancy on a local Governing Board as an alternative to appointment.

When a vacancy occurs, the Governing Board may, within thirty (30) days after notification of the vacancy, submit to the County School Superintendent up to three (3) names for consideration of an appointment to fill the vacancy.†The County School Superintendent is not required to appoint a Governing Board member from the list of names submitted by the Board.

#### **Board Member Resignation**

Any Board member who desires to resign from the Governing Board shall send a letter of resignation to the Secretary of State and may send a copy to the office of the County School Superintendent, giving the effective date of resignation.†The resigning Board member may furnish a copy of such letter to each member of the Governing Board and to the Superintendent prior to the date on which said resignation is to become effective.

Adopted: <-- z2AdoptionDate --> LEGAL REF.: A.R.S. 1-216 **15-302** 15-321 15-341 15-342 15-381 15-426 38-101 38-231 38-232 38-233 38-291 38-294 38-431.01 A.G.O. 181-054 182-111 184-165 Arizona Constitution, Art. VII, Section 15

Arizona Constitution, Art. XI, Section 2

Attorney General Arizona Agency Handbook, Chapter 7, Open Meetings CROSS REF.:

KI - Visitors to Schools

#### BBA-E ©

**EXHIBIT** 

### BOARD POWERS AND RESPONSIBILITIES

#### Oath of Office

| n addition to any other form of oath or affirmation specifically provided by law, any officer or employee shall take and subscribe to the following oath or affirmation before entering upon the luties of such appointed office or employment. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| State of Arizona, County of                                                                                                                                                                                                                     |
| Signature of officer or employee)                                                                                                                                                                                                               |
| A.R.S.<br>88-231                                                                                                                                                                                                                                |

first

## Compare Policy Advisory "BBBA © BOARD MEMBER QUALIFICATIONS" to Policy in Manual



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

### BBBA © BOARD MEMBER QUALIFICATIONS

(Governing Board Membership)

A person who is a registered voter of this state, has been a resident of the District for one (1) year immediately preceding the day of election, and is not subject to registration as a sex offender in this state or any other jurisdiction is eligible for election or appointment to the office of Governing Board member.

No employee of the District, including a person who directly provides certificated or support services to the District as an employee of a third-party contractor, or the spouse of such employee may hold membership on the Governing Board of this District. Small school Districts, as defined by A.R.S. <u>15-901</u>, are granted an exception regarding employment of substitute teachers. [A.R.S. 15-421(E)].

A Governing Board member is ineligible to serve simultaneously as a member of any other school district governing board, except that a Governing Board member may be a candidate for nomination or election for any other governing board if serving in the last year of a term of office.

### Five-Member Board Same Household Limitation

By legislative restriction applicable to five (5) member Boards, persons related as immediate family and having the same household within four (4) years:

- A. Shall not serve simultaneously on the Governing Board.
- B. Are ineligible to be a candidate for nomination or election to the Governing Board, except when a member is serving in the last year of a term of office.
- C. Are ineligible to be simultaneous candidates for nomination or election to the Governing Board.

### **Exception:**

For a school district located in a county with a population of more than five hundred thousand persons and a student count of at least two hundred fifty, two persons related by affinity, by consanguinity, or by law to the third degree:

- A. May serve simultaneously on the Governing Board.
- B. Are eligible to be candidates for nomination or election to the Governing Board.
- C. May be simultaneous candidates for nomination or election to the Governing Board.

A qualified elector residing in the District may bring an action in Superior Court to enforce these restrictions.

For purposes of this policy, the definitions of "immediate family" and "household of residence" set out in A.R.S. <u>15-421</u> shall apply.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-302

**15-421** 

38-201

38-296.01

Arizona Constitution, Article VII, Section 15



## Compare Policy Advisory "BBBD © BOARD MEMBER REMOVAL FROM OFFICE" to Policy in Manual



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

## BBBD © BOARD MEMBER REMOVAL FROM OFFICE

A Board member's position may be considered vacant or the Board member may be removed from office for reasons included in A.R.S. <u>38-291</u>. These reasons are:

- Death A. Death of the person holding the office.
- Insanity B. Insanity of the person holding the office, when judicially determined.
- Resignation C. Resignation of the person holding the office and the lawful acceptance of the resignation.
- Removal D. Removal from office of the person holding the office.
- The E. The person holding the office ceasing to be a resident of the district for which he/she was elected.
- Absence F. Absence from the state by the person holding the office, without permission of the legislature, beyond the period of three (3) consecutive months.
- The G. The person holding the office ceasing to discharge the duties of office for the period of three (3) consecutive months.
- Conviction H. Conviction of the person holding the office of a felony or an offense involving a violation of official duties.
- Failure I. Failure of the person elected or appointed to such office to file an official oath within the time prescribed by law.
- ◆ J. A decision of a competent tribunal declaring void the election or appointment of the person elected or appointed or appointed to the office.
- Failure K. Failure of a person to be elected or appointed to the office.
- A.L. A violation of section section 38-296 by by the person holding the office.

Every public officer holding an elective office, either by election or by appointment, is subject to recall from such office by the qualified electors of the electoral district from which candidates are elected to that office.

Adopted: date of Manual adoption <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

19-201 19-202 19-202.01 19-209 19-216 38-291 38-296 38-431.07

## Compare Policy Advisory "BCA © BOARD MEMBER ETHICS" to Policy in Manual



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



### BCA© BOARD MEMBER ETHICS

Board members will strive to improve public education, and to that end will:

- Attend all Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- Recognize that decisions should be made only after discussion at publicly held Board meetings;
- Render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special-interest groups;
- Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community;
- Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent;
- Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs;
- Be informed about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by state and national school boards associations;
- Support the employment of persons best qualified to serve as school staff members, and insist on a regular and impartial evaluation of all personnel;
- Avoid being placed in a position of conflict of interest, and refrain from using their Board position for personal or partisan gain;
- Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law; and
- Remember always that a Board member's first and greatest concern must be the educational welfare of the students attending the public schools.

Adopted: date of Manual adoption

**LEGAL REF.:** 

A.R.S.

15-321

- A. Prioritize policies and decisions that support successful student outcomes.
- B. Act honestly, ethically, and in the best interest of students, staff, and the community.
- C. Take responsibility for board decisions and actions, ensuring transparency and adherence to policies.
- D. Treat fellow Board members, students, staff, parents, and community members with respect and professionalism, listen to all with an open mind, and ensure differences of opinion are honored.
- E. Protect sensitive student and personnel information and comply with privacy laws.
- F. Avoid and disclose any legal, personal or financial conflicts of interest that may impact decision-making.
- G. Ensure responsible, transparent, and efficient use of public funds, facilities, and resources.
- H. Uphold federal and state laws and follow Board policies and procedures.
- I. Maintain high standards of behavior and professionalism.
- J. Work cooperatively with other Board members, District leaders, and the community to advance the District's mission.
- K. Stay informed about educational issues, governance best practices, and ongoing professional development opportunities.

Adopted: <-- z2AdoptionDate -->

## Compare Policy Advisory "BCB © BOARD MEMBER CONFLICT OF INTEREST" to Policy in Manual



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



## BCB © BOARD MEMBER CONFLICT OF INTEREST

### **Board Member Voting Restrictions**

Notwithstanding any other provision of law, a Governing Board member shall be eligible to vote on any budgetary, personnel, or other question that comes before the Board, except that it shall be is unlawful for a member to vote on a specific item that concerns the appointment, employment, or remuneration of such the board member or any person related to such member as a Board member's spouse or dependent as defined in A.R.S. 43-1001. [LEGAL REF.: and in accordance with A.R.S. 15-323].

### **Employment Limitation**Limitations

No dependent, as defined in Section A.R.S. 43-1001, of a Governing Board member may be employed in the District, except by consent of the Board. [LEGAL REF.: Board in accordance with A.R.S. 15-502. Small school Districts, as defined by A.R.S. 15-502901, are granted an exception regarding employment of substitute teachers. [A.R.S. 15-421(E)]

No employee of the District or the spouse of such employee may hold membership on the Governing Board of the District. <u>[LEGAL REF.:</u> Small school Districts, as defined by A.R.S. <u>15-901</u>, are granted an exception regarding employment of substitute teachers. [A.R.S. <u>15-421</u>]

The Pursuant to A.R.S. <u>15-421</u>, the District is allowed to employ, including through a third (3rd)-party contractor that provides who provides services to the District, any person who served as a member of the School District Governing Board during the preceding two (2) years only in a position in which the person will provide services directly to students. <u>Pursuant to A.R. S. <u>15-421</u>, the , including as a certificated, a substitute teacher, and an employee or contractor who provides transportation, instructional support, or student support services. The District is authorized to increase the time period for this restriction to be more than two (2) years.</u>

### Conflict Conflicts of Interest

Any Board member or employee of the District who has, or whose relative has, a substantial interest in any contract, sale, purchase, or service to the District shall make known that interest in the official records of the District and shall refrain from voting upon or otherwise participating in any manner as a Board member or employee in such contract, sale, or purchase. [LEGAL REF.: A.R.S. 38-503]

Any Board member or employee who has, or whose relative has, a substantial interest in any decision of the District shall make known such interest in the official records of the District and shall refrain from participating in any manner as a Board member or employee in such a decision. [LEGAL REF.: A.R.S. 38-503]

"Refrain from participating in any manner" means more than just refraining from making a final decision. It means participating in any way in the process leading up to a decision. An employee with a conflict of interest must not make recommendations, give advice, or otherwise communicate in any manner with anyone involved in the decision-making process.

### Purchases from Governing Board

#### **Members for Districts with**

### 3,000 or More Students from†Governing

### **Board Members**

School district procurement rules are required for all purchases of service from Governing Board members, regardless of the dollar amount.—†Purchases for services may only be made after public competitive bidding.—†Purchases of supplies, materials, and equipment from Board members are subject to the following:

- A. Purchases for †Purchases less than one hundred thousand dollars (\$100,000) comply with the Uniform System of Financial†Records (USFR) guidelines and written quotations.
- B. †Purchases of one hundred thousand dollars (\$100,000) and above comply with the school district procurement†rules for public competitive bidding.

### **Purchases from Governing Board**

### Members for Districts with

### 3,000†or More Students:

- A. †Purchases for supplies, materials, and equipment are limited to three hundred dollars (\$300) per transaction;
- B. <del>Total</del> †Total purchases within any twelve (12) month period are limited to one thousand dollars (\$1,000);.
- C. The purchases comply with the Uniform System of Financial Records (USFR) guidelines for oral and written quotations.D. The †The Board has, by majority vote, adopted or reconfirmed a policy authorizing such purchases within the preceding the†preceding twelve (12) month period.

[LEGAL REF.: A.R.S. <u>38-503;</u> <u>15-323;</u> A.G.O. <u>184-012;</u> <u>106-002</u>]*Purchases from Governing Board* 

#### Members for Districts with

### Fewer than 3,000 Students:

- A. Each purchase is approved by the Governing Board;
- B. Although there is no limit on the amount of the purchase, the amount of the purchase is included in the Board's meeting minutes.

### Filing of Disclosures

The District shall maintain for public inspection in a special file all documents necessary to memorialize all disclosures of substantial interest made known pursuant to the statutory conflict-of-interest provisions. [LEGAL REF.: A.R.S. 38-509]

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-213

15-323

<u>15-421</u>

15-502

38-481

38-503

38-509

43-1001

A.G.O.

184-012

187-035

188-013

106-002

### **CROSS REF.:**

BBBA - Board Member Qualifications
DJE - Bidding/Purchasing Procedures



### Compare Policy Advisory "BDA © BOARDÂ ORGANIZATIONALÂ MEETING ANDÂ Â BOARDÂ PRESIDENTÂ DUTIES" to Policy in Manual



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

### BDA © BOARD ORGANIZATIONAL MEETING

### AND BOARD PRESIDENT DUTIES

### **Board Organizational Meeting**

For the purpose of organizing the Governing Board, the Board must meet in January meet in January following the election at the most convenient public facility in the District.—†If a public facility is not available within the District, the Board may meet at any available public facility convenient to all Board members, regardless of the county or school district in which the facility is located.

The meeting must be called to order by the President of the Board from the prior year.—†If that person is no longer a longer†a member of the Board, a temporary president must be elected to call the meeting to order and preside until a successor is chosen.

The new President of the Board shall take office upon election.

If there is a vacancy in the office of President, the Board shall elect a new officer to fill the vacancy.—†However, the Board may elect a Board President at any time, for any reason, providing that provided that the matter is handled in a way that is consistent with the open meeting law and adopted by the Board.

#### **Board President**

Duties of the Board President include, but are not limited to:

- A. On behalf of the Governing Board as a whole, consult with the Superintendent regarding items to be†placed on the agenda for each meeting.
- B. Preside over all meetings and conduct meetings in accordance with Arizona law and policies of the District.

Unless otherwise prohibited by law, the President may make motions and vote on any motion that occurs during a meeting.

In the absence of the President of the Board, the Board members shall select a temporary president, which selection shall be recorded in the minutes.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S. 15-321 15-341

38-431 et seq.

CROSS REF.:

**BDB** - Board Officers

**BE** - School Board Meetings

**BEC** - Executive Sessions/Open Meetings

**BEDA** - Notification of Board Meetings

# Compare Policy Advisory "BDD © BOARD SUPERINTENDENTÂ RELATIONSHIP In the state of the state o

in Manual

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

### BDD © BOARD - SUPERINTENDENT RELATIONSHIP

### AND SUPERINTENDENT RESPONSIBILITIES

### **Board - Superintendent Relationship**

The establishment of policies is the responsibility of the Board, and the execution of those policies is a function of the Superintendent.

### **Superintendent Responsibilities**

The Superintendent is the chief executive officer of the School District and is responsible for the professional leadership and skill necessary to translate the policies of the Board into administrative action.

The Superintendent is responsible for the administration of the District.—†The Superintendent may delegate the necessary authority to other employees and develop such procedures and regulations as the Superintendent considers necessary to ensure efficient operation of the District.

Adopted: date of Manual adoption <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S. <u>15-503</u>

## Compare Policy Advisory "BDE © BOARD COMMITTEES" to Policy in Manual



last 🛏

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

### BDE © BOARD COMMITTEES

Committee work of the Board shall usually be done by members of the Board sitting as a committee of the whole.—†The Board shall not establish standing or permanent committees, and there shall be no standing or permanent committees composed of the Board members.—†If a temporary committee is appointed, it shall serve only for the time needed for its designated purpose.—†Committee recommendations shall be advisory only.

### Adopted: date of Manual adoption

### **Advisory Committees**

The Board may, by majority vote, appoint ad hoc committees when deemed advisable.†Recommendations of such committees cannot be binding on the Board; they may be advisory only.†These committees will be responsible for presenting to the Board recommendations for action based on research and facts.†Any such committee shall automatically be dissolved upon completion of its assignment.

If the Board creates an advisory committee or directs that an advisory committee be created or appoints members to an advisory committee, and that advisory committee†has†the specific purpose of making a recommendation concerning a decision to be made or considered or a course of conduct to be taken or considered by the public body, that committee is considered a†subcommittee of the public body and is subject to the requirements of Arizona's Open Meeting Law.

The Governing Board President shall develop guidelines for each committee.†These guidelines shall be approved by the Board prior to the first meeting of each committee and will include, but not necessarily be limited to, the following:

- A. †A written, specific statement of the purpose of the committee.
- B. †The dates on which interim and final reports of the committee are to be rendered.
- C. †The date or event upon which the committee will be terminated.
- D. †The extent to which facilities, supplies, equipment, and clerical support will be provided to each committee.

The Superintendent will ensure that the following actions are taken for each committee established by the Board:

- A. †Each committee member will be briefed on the requirements of the Arizona Open Meeting Law†(A.R.S. <u>38-431</u>) as it applies to committees of the Board.
- B. †Notices and agendas of all meetings of the committee will be posted at least twenty-four (24) hours in advance of a meeting as required by A.R.S. <u>38-431.02</u>.

C. †All meetings will be open for public attendance.

D. †If an executive session is authorized, all applicable requirements as presented in Policy BE, School Board Meetings will be followed.

E. †Minutes will be taken and made available for public inspection three (3) working days after the meeting.

A representative of the Board and the Superintendent will serve as ex-officio members of all advisory committees.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S. 38-431

38-431.01

38-431.02

38-431.03

### CROSS REF.:

<u>BDF</u> - Advisory Committees<u>BE</u> - School Board Meetings

## Compare Policy Advisory "BDG © SCHOOL ATTORNEY" to Policy in Manual





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

### BDG © SCHOOL ATTORNEY

### **County Attorney**

As the statutory attorney for the District, the County Attorney may serve as the District's legal counsel if no conflict of interest exists and based on the availability of staff per A.R.S. <u>11-532</u>.

### Legal Counsel

The Governing Board may employ an attorney to represent the District if the county attorney consents.—†The purpose for which an attorney is hired shall be set forth in writing by the Board.-

The Governing Board may employ legal counsel without the consent of the county attorney when, in its discretion, it deems it advisable. Compensation and purpose should be determined at the time of employment of private counsel.

### **Legal Advice**

The Superintendent and the President of the Board shall be designated as the representatives of the District who may confer with counsel.†The Superintendent may authorize other district personnel to consult with legal counsel on matters related to their professional responsibilities. With approval from the Superintendent or Board President, a Board member may consult with legal counsel for a matter that is directly related to his/her Board responsibilities. The District will not be responsible for fees that accrue because of unauthorized individual Board member or staff consultation with private counsel.

Copies of all written requests for opinions and opinions of private counsel shall be furnished by the Superintendent to all Board members.—Requests—†Requests for opinions requiring research or substantial amounts of work on the part of private counsel shall be in writing when practicable.—Only the Superintendent may contact private counsel by telephone or in person regarding matters pertaining to the day-to-day operation of the District.

Adopted: date of Manual adoption <-- z2AdoptionDate -->

**LEGAL REF.:** 

A.R.S.

11-532

15-341

15-343

38-431.07

## Compare Policy Advisory "BE © SCHOOL BOARD MEETINGS" to Policy in Manual



last 🛏

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

### BE © SCHOOL BOARD MEETINGS

Official Meetings: Regular

### and Special

The Board shall transact all business at official meetings of the Board. These may be either regular or special meetings, defined as follows:

- A. Regular meeting the usual official legal-action meeting, scheduled and held regularly.
- B. Special meeting an official legal-action meeting called between scheduled regular meetings to consider only specifically only aecifically identified topics.

Every meeting of the Board, regular or special, shall be open to the public except for an executive session that is held in accordance with state law.—†A "meeting" is defined as the gathering, in person or through technological devices, of a quorum of members of a public body to discuss, propose or take legal action, including any deliberations with respect to such action, that has been properly noticed, pursuant to Arizona Revised Statutes.

The Board must provide sufficient seating to accommodate the reasonably anticipated number of desiring attendees when feasible.—†However, this does not require a public body to relocate a meeting outside of the largest regular meeting room.

A meeting includes a one-way electronic communication by one member of a public body that is sent to a quorum of the members of a public body and that proposes legal action or otherwise discusses topics that may come before the body for legal action.

A meeting also includes an exchange of electronic communications among a quorum of the members of a public body that involves a discussion, deliberation or the taking of legal action by the public body concerning a matter likely to come before the public body for action.

Notice of all Governing Board meetings, regular and special, shall be posted in compliance with the requirements prescribed by A.R.S. <u>38-431.02</u> and described in Board Policy BEDA.

Notice must include an agenda of the matters to be discussed or decided at the meeting or information on how the public may obtain a copy of such agenda. Except for a meeting through technological devices, the agenda shall also include notice of the time that the public will have physical access to the meeting place.

### **Regular Board Meetings**

**Frequency** 

Regular Board Meetings

The Governing Board shall hold a regular meeting at least once each month during the regular school year and may hold other meetings as often as called.—†If action has been taken and documents approved at a meeting, they may be signed subsequently by individual Board members.

The third (3rd) Tuesday of each month during the regular school year is designated as the regular Board meeting date. The Board may hold other meetings as often as called.

A regular meeting may be rescheduled or canceled:

- A. By majority vote of the Board when noticed as a meeting agenda item.
- B. By declaration of the Board President, or if the President is unavailable another member of the Board, in consultation with the Superintendent, when a significant event beyond the Board's control renders attendance at the meeting unsafe or unreasonable in light of the circumstance, such as:
  - 1. Significantly inclement weather conditions, or
  - 2. A local, state, or national emergency of a magnitude it intervenes to the extent that convening of the meeting is inadvisable.
- C. When the absence of a quorum of the Board will render the meeting impermissible.

Every regular meeting of the Board shall be open to the public, and the Board shall meet at the most convenient public facility in the District.—†If a public facility is not available within the District, the Board may meet at any available public facility convenient to all Board members, regardless of the county or school district in which the facility is located.

### Special Board Meetings

### Special Board Meetings

Special meetings may be called whenever deemed necessary.— $\hat{a} \in \mathbb{C}$  Written or telephoned notice telephonic notice of all special meetings shall be given to the members of the Board at least twenty-four (24) hours prior to the time stated for the meeting to convene.— $\hat{a} \in \mathbb{C}$  Said notice shall indicate the purpose of the special meeting.— $\hat{a} \in \mathbb{C}$  No business other than the matters specified in the notice shall be transacted at such meeting.

### **Executive Sessions/Open Meetings**

Executive Session is a Board gathering from which the public is excluded. A quorum of the Board may vote in open session to hold an executive session for a reason delineated in A.R.S. 38-431.03. The Governing Board shall provide the public with notice of the executive session and it shall state the provision of law authorizing such session. The Governing Board shall also inform 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.

Minutes from an executive session shall be confidential except for the reasons listed in A.R.S. <u>38-431.03</u>. No final action, decision, or vote shall be taken while the Board is in executive session, except as provided by law.

The Board shall reconvene the open meeting after an executive session prior to adjourning the meeting.

During the executive session, all persons present in the executive session will be read the admonition on the confidentiality of the executive session minutes and deliberations.

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Adopted: <-- z2AdoptionDate -->
LEGAL REF.:
A.R.S.
15-321
15-323
<u>15-843</u>
38-431 et seq.
38-431.01
38-431.02
38-431.03
A.G.O.
179-45045
179-049
179-126
179-136
180-118
180-146
181-058
181-060
181-090
CROSS REF.:
BEC - Executive Sessions/Open Meetings
BBA - Board Powers and Responsibilities
BED - Meeting Procedures
BEDA - Notification of Board Meetings
BEDB - AgendaBEDC - Quorum
BEDF - Voting Method
BEDG - Minutes
```

#### BE-EA ©

**EXHIBIT** 

### SCHOOL BOARD MEETINGS

## Form 7.5 Notice of Meeting and Possible Executive Session of a Public Body

# Sections 7.6.8 and 7.10.1 NOTICE OF MEETING AND POSSIBLE EXECUTIVE SESSION OF THE [NAME OF PUBLIC BODY]

Pursuant to A. R.S. § 38-431.02, notice is hereby given to the members of the [name of public body] and to the general public that the [name of public body] will hold a meeting open to the public on [date, time, and exact location] for the purpose of deciding whether to go into executive session. If authorized by a majority vote of the [name of public body], the executive session will be held immediately after the vote and will not be open to the public.

The agenda for the meeting is as follows:

[authorized signature]

[Include a general description of the matters to be discussed or considered, but exclude information that would defeat the purpose of the executive session. See Form 7.7 (Sample Notice and Agenda)]

[OR]

A copy of the agenda for the meeting will be available at [location where the agenda will be available] at least twenty-four (24) hours in advance of the meeting.

| This executive session<br>Subsection (A), paragrapl |    | •    |
|-----------------------------------------------------|----|------|
| Dated this day                                      | of | , 20 |
| [name of public body]                               |    |      |
| Ву                                                  |    |      |

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting [name, telephone number, TDD telephone number]. Requests should be made as early as possible to arrange the accommodation.

### **SCHOOL BOARD MEETINGS**

### Form 7.6 Notice of Combined Public Meeting and Executive Session

# Sections 7.6.8, 7.7.4, and 7.10.1 NOTICE OF COMBINED PUBLIC MEETING AND EXECUTIVE SESSION OF [NAME OF PUBLIC BODY]

Pursuant to A. R.S. § <u>38-431.02</u>, notice is hereby given to the members of the [name of public body] and to the general public that the [name of public body] will hold a meeting open to the public on [date, time, and exact location]. As indicated in the agenda, pursuant to A.R.S. § <u>38-431.03(A)</u> [specific paragraph that justifies the executive session]. The [name of public body] may vote to go into executive session, which will not be open to the public, to discuss certain matters.

The agenda for the meeting is as follows:

[List the specific matter to be discussed, considered, or decided. See Form 7.7 (Sample Notice and Agenda). Identify those matters that may be discussed or considered in executive session and identify the paragraph of A.R.S. § 38-431.03(A) authorizing the executive session, but exclude information that would defeat the purpose of the executive session.]

[*OR*]

A copy of the agenda for the meeting will be available at [location where the agenda will be available] at least twenty-four (24) hours in advance of the meeting.

| Dated this day of            | , 20 |
|------------------------------|------|
| [name of public body]        |      |
| By<br>[authorized signature] |      |

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting [name, telephone number, TDD telephone number]. Requests should be made as early as possible to arrange the accommodation.

### BE-EC ©

### **EXHIBIT**

### SCHOOL BOARD MEETINGS

### Form 7.13 Employee Notice of Executive Session

### Section 7.9.4

[DATE]

[Name and Address of Officer or Employee who is the subject of discussion at the executive session]

Dear [Name of employee]:

This is to advise you that the [name of public body] will meet in executive session at its next meeting on [date, time, and exact location] to discuss [describe nature of matters to be discussed or considered]. You may request that the discussion take place during the [name of public body's] public meeting rather than in executive session, by contacting the undersigned not later than [date and time by which notification must be given\*].

Any person with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting [name, telephone number, TDD telephone number]. Requests should be made as early as possible to arrange the accommodation.

| <br><b>G</b> G. G, |  |  |
|--------------------|--|--|
|                    |  |  |
|                    |  |  |
|                    |  |  |
|                    |  |  |

[authorized signature]

Very truly yours

<sup>\*</sup> Since the public body must post its notice of either a public meeting or an executive session at least twenty-four (24) hours before the meeting, the deadline for the employee to exercise his or her right to demand a public meeting must be more than twenty-four (24) hours before the meeting.

## Compare Policy Advisory "BED © MEETING PROCEDURES" to Policy in Manual



last ы

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

### BED © MEETING PROCEDURES / BYLAWS

### **Board President Role**

The President of the Board is responsible for the orderly conduct of the meeting and shall rule on such matters as the time to be allowed for public discussion, the appropriateness of the subject being presented, and the suitability of the time for such a presentation.—†All such rulings are subject to review by the Board at a subsequent meeting, properly noticed, as long as the matter is included on the agenda.

### Adopted: date of Manual adoption

#### Rules of Order

The Board decides on rules for its meetings. One (1) example follows:

- A. †It shall hold a regular meeting at least once each month during the regular school year and may hold other†meetings as often as called.
- B. †Each action item shall require a motion, and all motions shall require seconding.
- C. †The President may make or second motions and may vote on all motions.
- D. †A motion to adjourn is in order at any time.†Such a motion shall require a second and a majority vote.†No†discussion is in order.
- E. †A motion to table is in order at any time.†Such a motion requires a second and is limited to being considered†only once on any given agenda item.†No discussion is in order.
- F. †Rules of order may be subject to suspension only upon a majority vote of the members of the Board present at†a meeting.
- G.†The Governing Board President may recess the meeting without a vote of the Governing Board in order to maintain decorum and Governing Board meeting rules of order.

#### Insert District Rules here.

### **Voting Method**

Votes on all motions and resolutions shall be by ayes, nays or abstentions.

At the discretion of the Board President or on the request of a member, a show-of-hands or roll-call vote, including an electronic roll-call vote, shall be made and the vote of members shall be recorded.†On a show-of-hands or roll-call, an indication of how each member voted, the

names of the members who propose each motion and the names of the persons, as given, who make statements or present material to the public body and a reference to the legal action about which they made statements or presented material shall be recorded.

All motions shall be carried by a majority of the members who vote, or as otherwise required by law.

### **Minutes**

Written or recorded minutes shall be taken of all regular and special Board meetings, including executive sessions, and shall include the information required by A.R.S. <u>38-431.01</u>.†The written minutes or recording shall be available for public inspection three (3) working days after the date of the meeting, except for confidential executive session minutes.†Written minutes or a recording not yet approved by the Governing Board shall be marked as "draft" or "unapproved."†The minutes or recording shall not be withheld from the public pending approval and must be in a form readily accessible to the public.

Copies of unapproved written minutes or a recording shall be distributed to all Board members prior to the next meeting.†The Board will take action at a subsequent meeting to amend and/or approve the written minutes.

The Superintendent shall oversee the preparation of written or recorded minutes of all executive sessions, as required by A.R.S. <u>38-431.01</u>.†The Superintendent will provide confidential copies of unapproved written minutes or a recording to appropriate Board members per <u>38-431.03</u> prior to the next meeting.

The Superintendent shall assure that permanent archival files of all approved Governing Board meeting minutes and related required materials are maintained in accordance with A.R.S. <u>39-101</u> and standards established by Arizona State Library, Archives and Public Records (ASLAPR).†Regular and special Board meeting minutes should be filed separately from Board executive session minutes.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

<u>1-216</u>

<u>15-321</u>

15-341

15-843

<u>38-421</u>

38-431

38-431.01

38-431.03

39-101

39-121

39-122

A.G.O.

178-237

180-198

Attorney General Arizona Agency Handbook, Chapter 7, Open Meetings

ASLAPR General Retention Schedule for School Districts and Charter Schools

**CROSS REF.:** 

**BEDA** - Notification of Board Meetings

BEDB - Agenda

**BEDH** - Public Participation at Board Meetings and News

Media Services at Board Meetings

**BGB** - Policy Adoption, Revision and Repeal

#### BED-R ©

### REGULATION

### **MEETING PROCEDURES**

### (Minutes of Open Session Governing Board Meetings, Board Subcommittees and Advisory Committees)

For meetings other than executive sessions, minutes are to contain at *least* the following information:

- A. Date, time, and place of meeting.
- B. Members of the Governing Board recorded as either present or absent.
- C. General description of the matter considered.
- D. A record of how each member voted.
- E. An accurate description of all legal actions proposed, discussed or taken, and the name of the Board member who proposed each motion.
- F. Names of the persons, as given, making statements or presenting material to the Governing Board and a reference to the legal action about which they made statements or presented material.

A *meeting*, for the purposes of the open meeting statutes, is the gathering of a quorum of Governing Board members at which they discuss, propose or take legal action, including any deliberations by a quorum with respect to such action. [A.R.S. 38-431]

It is therefore necessary to remember that:

- A. the coming together of a quorum of Governing Board members:
  - 1. in person or by technological devices such as speakerphone, Internet, or other device,
  - 2. including study sessions, work sessions, and retreats,
  - 3. regardless of whether or not any voting is scheduled to occur,
- B. or of a subcommittee or advisory committee appointed by or at the direction of the Board, or which is to report to the Board,

- 1. is a "meeting" and, therefore,
- 2. minutes must be taken and processed as required by statute and specified above.

#### **BED-EA** ©

**EXHIBIT** 

### **MEETING PROCEDURES**

### Form 7.10 Minutes of Public Meeting

## Sections 7.8.1 and 7.8.2 MINUTES OF PUBLIC MEETING OF THE [NAME OF PUBLIC BODY] OF MEETING HELD [DATE]

A public meeting of the [name of public body] was convened on [date, time, and exact location]. Present at the meeting were the following members of the [name of public body]: [names of members present]. Absent were: [names of members absent]. The following matters were discussed, considered, and decided at the meeting:

- 1. [Generally describe all matters discussed or considered by the public body.]
- 2. [Describe accurately all legal actions proposed, discussed, or taken and the names of persons who proposed each motion].
- 3. [Identify each person making statements or presenting material to the public body, making specific reference to the legal action about which they made statements or presented material.]
- 4. [Other required information. See Section 7.8.2(6), (7), (8).]

| Dated this         | day of  | , 20 |
|--------------------|---------|------|
|                    |         |      |
|                    |         |      |
|                    |         |      |
| [name of public bo | ody]    |      |
| By                 |         |      |
| [authorized sig    | nature] | •    |

#### BED-EB ©

**EXHIBIT** 

### **MEETING PROCEDURES**

### Form 7.11 Minutes of Executive Session

## Sections 7.8.1, 7.8.3 MINUTES OF EXECUTIVE SESSION OF THE [NAME OF PUBLIC BODY] HELD [DATE]

An executive session of the [name of public body] was convened on [date, time, and exact location]. The [name of public body] voted to go into executive session at a public meeting on [date, time, and exact location]. Present at the executive session were the following members of the [name of public body]: [names of members present]. Absent were: [names of members absent]. Also attending the executive session were: [names of those present including the reasons for their presence, for example, attorney for the public body, etc.]

The following matters were discussed and considered at the meeting:

- 1. [Generally describe the matters discussed or considered by the public body.]
- 2. [Describe all instructions given to attorneys or designated representatives pursuant to A.R.S. § 38-431.03(A)(4), (5) and (7).]
- 3. [If the executive session is held as an emergency session, include the statement of reasons for the emergency consideration. See Section 7.8.2(7).]
- 4. [Include such other information as the public body deems appropriate, including information necessary to establish that executive session was proper and appropriate. See Section 7.8.3(5).]

| Dated this      | day of | , 20 |
|-----------------|--------|------|
|                 |        |      |
|                 |        |      |
| [name of public | bodyl  | _    |

| Ву |                        |
|----|------------------------|
|    | [authorized signature] |

## Compare Policy Advisory "BEDA © NOTIFICATION OF BOARD MEETINGS" to Policy in Manual



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

### last 🛏

### BEDA © NOTIFICATION OF BOARD MEETINGS

A statement shall be conspicuously posted on the District's website specifying where all notices of the Governing Board meetings are posted, including the physical and electronic locations, and give additional public notice as is reasonable and practicable as to all meetings. Except  $a \in a \in a \in a$  Except for a meeting through technological devices, the agenda and notice shall also include the time that the public will have physical access to the meeting place.

The District shall post all Governing Board public meeting notices on its website and give additional public notice as is reasonable and practicable as to all meetings.—†When the District has complied with all other public notice requirements of A.R.S. <u>38-431.02</u>, the Board is not precluded from holding a meeting for which notice was posted when a technological problem or failure either:

- A. prevents the posting of public notice on the District website, or
- B. temporarily or permanently prevents use of all or part of the District's website.

When an executive session of the Board is scheduled, a notice of the executive session stating the provision of law authorizing the executive session and including a general description of the matters to be considered shall be provided to:

- A. the members of the Governing Board, and
- B. the general public.

At least twenty-four (24) hours prior to the meeting, notice shall be given to the members of the Governing Board and to the general public by posting in the designated public place(s) the time and place, and the meeting agenda or any change in the meeting agenda.—†The notice shall include an agenda of the matters to be discussed, considered or decided at the meeting, or include information on how the public may obtain a copy of the agenda.

The twenty-four (24) hour notice period:

- A. May include Saturday when, in addition to any website posting, the public has twenty-four (24) hour access to the physical posting location.
- B. Does not include Sundays and other holidays prescribed in A.R.S. 1-301.

A twenty-four (24) hour meeting notice is not required in the case of an actual emergency, however, notice shall be given and procedures followed in accordance with the requirements of <u>38-431.02</u> as are appropriate to the circumstances.

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.

A meeting may be recessed and resumed with less than twenty-four (24) hours notice when proper initial meeting notice was given and, before recessing, public notice is given specifying the time and place the meeting will be resumed or identifying the method by which such notice shall be publicly given.

When the Governing Board intends to meet at a regular place and time on a regular day, date or event for a specified calendar period, the District may post notice of the beginning of the applicable calendar period and the period for which the notification is valid.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

1-301

15-321

15-341

38-431.01

38-431.02

A.G.O.

179-<del>45</del>045

#### CROSS REF.:

**BDA** - Board Organizational Meeting and Board President Duties

**BE** - School Board Meetings

**BEC** - Executive Sessions/Open Meetings

BEDB - Agenda

### Compare Policy Advisory "BEDB © AGENDA" to Policy in Manual

firs

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



### BEDB © AGENDA

The agenda shall list the specific matters to be discussed, considered or decided at the meeting.—†Except for a meeting through technological devices, the agenda and notice shall also include the time that the public will have physical access to the meeting place.—†The Governing Board may discuss, consider or make decisions only on matters listed on the agenda and other matters related thereto. (Subject to A.R.S. <u>38-431.02</u>)

### Preparation†and†Dissemination

### **Regular Meetings**

The Superintendent will prepare Board meeting agendas in consultation with the Board President.

The Superintendent may place items on the agenda.†Any Board member may propose an item for consideration of placement on the agenda and will notify the Superintendent of the particular item of business at least five (5) working days before the meeting.

The agenda and supporting materials shall be distributed to the Board members not less than twenty-four (24) hours prior to the meeting.

Copies of the agenda shall be available to the public and the press.

### **Special Meetings**

Whenever possible, the procedures for agenda preparation and dissemination used for regular meetings will be used for special meetings.

These procedures may be altered by the Superintendent during an emergency or when compliance would be impractical.†However, the Superintendent shall comply with all legal requirements in scheduling special meetings.

#### **Order of Business**

Unless changed by a majority vote of Board members present at a meeting, the order of business shall be as follows:

### Regular meetings:

- A. Call to order
- B. Adoption of the agenda (*Discussion of items is not in order.*)
- C. Pledge of allegiance
- D. Board Meeting minutes not previously approved

- E. Information only items (*Items to be heard only; the Board will not propose, discuss, or take legal action during the meeting unless the specific matter is properly noticed for legal action.*)
  - 1. Summary of current events
    - a. Superintendent

Celebrations and recognitions

- b. Governing Board members
- 2. Reports (Notice must be specific as to type of report that will be given, subject matter and whom will be making the report.)
- F. Public comments (Members of the Governing Board shall not discuss or take legal action on matters raised during raised†during an open call to the public unless the matters are properly noticed for discussion and legal action.)
- G. Action items (Matters on which the Governing Board may take legal action during the meeting.)
  - 1. Consent agenda items (When so presented, should fully describe the matters on the agenda and inform the public where more information can be obtained.)
  - 2. Specific items of District business (As listed for consideration, may include various categorical areas as the business of the District necessitates Board discussion, deliberation, and action.)
- H. Information and Discussion items (Matters about which the Board may engage in discussion but will take no action during the meeting.)
- I. Information items (*The Board will not propose, discuss, or take legal action during the meeting.*)

Requests for future agenda items

J. Adjournment

### Special meetings:

- A. Call to order
- B. Items for which the special meeting was called (*May include timely action, discussion, and information items as conditioned for regular meetings.*)
- C. Announcements
- D. Adjournment

#### Executive sessions:

An executive session may be scheduled, as necessary, during either a regular or special meeting. (See Arizona Attorney General Agency Handbook Section 7.6.7.)

- 1. When an executive session is to be held, the notice must state the specific provision of law authorizing the authorizing also required and must contain a general description of the matters to be considered.
- 2. The The following statement may be included on every agenda:

"The Board may vote to hold 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)." [7.6.7 AZ Agency Handbook]

### Emergency meetings

In the case of an actual emergency, the Governing Board, after giving such notice as is appropriate to the circumstances, may act on an emergency matter or call an emergency meeting in accordance with the requirements set out in A.R.S. <u>38-431.02</u>. The emergency meeting shall follow the order of business for a special meeting.—†An emergency meeting shall be subsequently followed by the posting of a public notice within twenty-four (24) hours declaring that an emergency session has been held and setting forth the information specified by <u>38-431.02</u>. Chapter 7 of the Arizona Agency Handbook shall be consulted for guidance when an emergency action or meeting is being considered.

### Accommodations for the Disabled Individuals with Disabilities

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting Lisa Nye at (602) 707-2002 or [name of designated District contact person] at [provide telephone number and e-mailInye@osbornsd],org. Requests should be made as early as possible to allow time to arrange the accommodation.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

38-431

38-431.01

38-431.02

38-431.03

\_

28 CFR § 35.163

7.6.7 AZ Agency Handbook

CROSS REF.:

**BDB** BDA - Board Officers

BEC - Executive Sessions/Open Organizational Meeting and Board President Duties

**BE - School Board Meetings** 

## Compare Policy Advisory "BEDH © PUBLICÂ PARTICIPATIONÂ ANDÂ NEWS MEDIAÂ SERVICESÂ Â ATÂ Â BOARDÂ MEETINGS" to Policy in Manual

last 🛏

**first** 

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

### BEDH © PUBLIC PARTICIPATION ATAND NEWS BOARD MEDIA SERVICES AT BOARD MEETINGS

### **General Public**

All regular and special meetings of the Board shall be open to the public.

The Board invites the viewpoints of citizens throughout the District, and considers the responsible presentation of these viewpoints vital to the efficient operation of the District.—â€ The Board also recognizes its responsibility for the proper governance of the schools and therefore the need to conduct its business in an orderly and efficient manner.—†The Board therefore establishes the following procedures to receive input from citizens of the District:

- A. Any †Any individual desiring to address the Board shall complete a form (Request to Address Board) and give this form this†form to the Superintendent prior to the start of the Board meeting.
- B. The a€ The Board President shall be responsible for recognizing speakers, maintaining proper order, and <del>adhering to adheringâ€</del> to any time limit set. <del>Questions</del> †Questions requiring investigation shall be referred to referred†to the Superintendent for later report to the Board.—†Questions or comments on matters that are <del>currently under currentlyâ€</del> under legal review will not receive a response.
- C. <del>If â€</del> If considered necessary, the President shall set a time limit on the length of the comment period.—†In order to ensure to†ensure that each individual has an opportunity to address the Board, the President may also set a time limit for limit†for individual speakers.
- D. <del>Personal</del> †Personal attacks upon Board members, staff personnel, or other persons in attendance or absent by individuals by†individuals who address the Board are discouraged.—†Policies KE, KEB, KEC, and KED are provided by the Board for Board†for disposition of legitimate complaints, including those involving individuals.-†Upon conclusion of the open call the†open†call to the public, individual members of the Board may respond to any criticism made by an individual an†individual who has addressed the Board.
- E.—†Presentations for unsolicited services will not be permitted. Companies †Companies or businesses offering services of possible interest to the District should send information to the District Office for distribution to appropriate School District officials.

The Superintendent shall ensure that a copy of this policy is posted at the entrance to the Board meeting room, and that an adequate supply of forms is available.

### **News Media Services**

Local news media representatives shall be welcome to attend all regular or special meetings of the Board except for executive sessions.†If representatives of the news media are unable to attend a regular or special meeting, the Superintendent may provide a periodic summary of Board actions.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.: A.R.S. 38-431.01

CROSS REF.:

**BDB - Board Officers** 

BHC - Board Communications with Staff Members

**BHD - Board Communications with the Public** 

KEB - Public Concerns/Complaints about Personnel

### Compare Policy Advisory "BEDH-E ©" to Policy in Manual



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



### **BEDH-E** ©

**EXHIBIT** 

### PUBLIC PARTICIPATION ATAND NEWS

### **BOARD MEDIA SERVICES AT BOARD MEETINGS**

### **REQUEST TO ADDRESS BOARD**

|                                          | OR               |                         |                      |             |
|------------------------------------------|------------------|-------------------------|----------------------|-------------|
| request permissi<br>urisdiction of the ( |                  | verning Board on the fo | llowing item that is | s within th |
|                                          |                  |                         |                      |             |
| Deta                                     |                  | (Name and Telepho       | an a Numahan)        |             |
| Date)————                                |                  |                         | one Number)          |             |
|                                          |                  |                         |                      |             |
|                                          | (Street Address) |                         |                      |             |
|                                          |                  |                         |                      |             |
|                                          |                  |                         |                      |             |
| ——(Zip)                                  | (City)           | (State)                 | ( <del>Zір)</del>    | _           |

(E-mail Address)-

(Representing)

(Representing)

At the conclusion of an open call to the public, individual members of the Governing Board may respond to criticism made by those who have addressed the public body, may ask the Superintendent to review a matter, or may ask that a matter be put on a future agenda. However, members of the Governing Board shall not discuss or take legal action on matters raised during an open call to the public unless the matters are properly noticed for discussion and legal action. [A.R.S. 38-431.01]

# Compare Policy Advisory "BGB © POLICY ADOPTION, REVISION â€⟨â€⟨â€⟨â€⟨â€⟨â€⟨â€⟨â€⟨AND REPEAL" to Policy in Manual





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

## BGB © POLICY ADOPTION, REVISION

### AND REPEAL

Adoption of new policies or the revision or repeal of existing policies is the responsibility of the Board.-

### **Adoption**

The Board shall—may adhere to the following procedure in considering and adopting policy proposals to ensure that they are fully studied before final action:

First meeting - the proposal shall A. †First Read:

The proposal will be presented for review

. Second meeting - the proposal shall

, including discussion, feedback and/or modification.

B. †Second Read:

The original or revised proposal will be presented for discussion and action.

During discussion of a policy proposal, the views of the public, staff members, and the Board may result in changes.—â∈ A change shall not require that the policy go through an additional review except as the Board determines that the change requires further study and that an additional review would be desirable.

Policies may be adopted or amended at a single meeting of the Board by a majority vote.

### Revision

In an effort to keep its written policies up to date so they may be used consistently as a basis for Board action and administrative decision, the Board authorizes the Superintendent to seek consulting assistance from a source that provides such services.†The District shall rely on the consulting service in conjunction with the functioning of the District as indicated by reactions of the school staff, the students, and the community to provide insight into the effect of the policies it has adopted.†The Superintendent shall develop procedures to permit the District to utilize the policy consulting service in a Board-declared emergency.

### Adopted: date of Manual adoption

manner that assures maximization of the District's return on its investment in the service.

4/2/25. 3:13 PM

The Superintendent is responsible for calling to the Board's attention policies that are out of date or in need of revision.

### Repeal/Suspension

The operation of any section or sections of Board policies not established and required by law or vested by contract may be temporarily or permanently suspended by a majority vote of Board members present at a regular or special meeting.†An action under this policy would not require the two (2) presentations indicated above to reinstate a suspended policy.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-321

**CROSS REF.:** 

**BGE** - Policy Manual

### **BGB-R** ©

### REGULATION

## POLICY ADOPTION, REVISION AND REPEAL

The District is a subscriber to the Policy Services Program of the Arizona School Boards Association (ASBA). This service will assist the District in the amendment of District policies or in the adoption of new policies originated by the District.

The procedure listed below will be followed to ensure the expeditious review and consideration of policy updates received from the ASBA Policy Services Program and all newly proposed policies:

- A. A master file of policy updates (Policy Services Advisories) will be kept by the Superintendent.
- B. Upon receipt, a copy of each update will be forwarded to the appropriate member(s) of the Superintendent's staff.
- C. The designated staff member(s) may review and evaluate the update and recommend action to the Superintendent, including any proposed changes needed to adapt the update to specific circumstances within the District.
- D. If changes or new policies are recommended, the Superintendent may send a copy of the update to ASBA Policy Services for review or contact ASBA Policy Services to discuss the proposed changes.
- E. The updated policy or any newly proposed policies will be placed on the Board agenda for a first review by the Board.
- F. If any proposals are made for further changes during the first review, such changes may be sent to ASBA Policy Services and/or appropriate District personnel for review or discussion.
- G. If no changes are proposed, or after any such proposed changes have been reviewed by ASBA Policy Services and/or District personnel, the originally proposed or revised policy will be placed on the Board agenda a second time for action by the Board.
- H. Following adoption by the Board, the Superintendent will send a copy of the adopted policy and the date of adoption to ASBA Policy Services.

I. ASBA Policy Services will electronically publish the final adopted copy of the policy.

## **◄** first

## Compare Policy Advisory "BGD © BOARD REVIEW OF REGULATIONS" to Policy in Manual



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

### BGD © BOARD REVIEW OF REGULATIONS

The Superintendent has the responsibility for carrying out, through administrative regulations, the policies established by the Board.—†The administrative regulations shall specify required actions and reflect the detailed arrangement under which the District will be operated.

Before issuance, regulations shall be properly titled and coded in conformance with the policy classification system.

The Board reserves the right to review all administrative regulations . The Superintendent shall provide a copy of each District regulation to each Board member prior to distribution publication.

Adopted: June 20, 2017

**LEGAL REF.:** 

A.R.S.

<del>15-321</del>

<-- z2AdoptionDate -->

## Compare Policy Advisory "BGE ©



## â€⟨â€⟨â€⟨â€⟨â€⟨â€⟨â€⟨POLICY MANUAL" to Policy in Manual last



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

### BGE © POLICY COMMUNICATION / FEEDBACKMANUAL

The Superintendent shall develop procedures to ensure that constituents, employees and Board members have access to a current policy manual that contains the policies and administrative regulations of the District. A link to the online policy manual will be made available to all persons listed above.

The manual is intended both as a tool for District management and as a source of information to constituents, staff members, and others about how the District operates. To that end, the policy manual will be available for online access. In addition, a hard copy manual shall be available at such places as the Superintendent may determine for use by those persons who do not have access to the manual online. Printed copies of the policy manual shall remain the property of the District and shall be subject to recall at any time.

Any administrative regulation shall be so designated and included in the manual immediately following the policy with which it is associated.

The Board's policy manual shall be considered a public record and shall be open for inspection by accessing the online link on the District's website, or if needing a hard copy, during regular business hours at the District administration office and at places designated by the Superintendent.

The online master copy of the manual will be securely maintained by the Superintendent , and and archived as required by Records Management Standards adopted by the Arizona State Library, Archives and Public Records (ASLAPR).—It is this online copy that will be used to resolve any discrepancies in language existing in other copies.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S. 15-341

### Compare Policy Advisory "BGE-R ©" to Policy in Manual

**◄** first

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



### **BGE-R** ©

### REGULATION

### POLICY COMMUNICATION / FEEDBACKMANUAL

The District's Policy Manual is available to the public online at <a href="https://policy.azsba.org/asba/browse/asbaall/welcome/root">https://policy.azsba.org/asba/browse/asbaall/welcome/root</a>. The online policy manual shall be maintained by the Superintendent, and supersedes any discrepancies in language that exist in hard copies of the policy manual.

All changes to the policy manual will be communicated by the Superintendent to staff and Governing Board members —and will be archived as required by the Arizona State Library, Archives and Public Records (ASLAPR).

### LEGAL REF.:

Uniform System of Financial Records

### Compare Policy Advisory "BHC © BOARD COMMUNICATIONS" to Policy in Manual





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

### BHC © BOARD COMMUNICATIONS

### WITH STAFF MEMBERS COMMUNICATIONS

### Staff Members

Official communication between the Board and employees will occur as follows:

- ◆ An A. †An employee will first communicate on school —or employment-related matters at the administrative level. Any employee †Any†employee who exhausts the opportunity of discussing a matter at the various administrative levels may then communicate then†communicate in writing with the Board on the matter.—†No anonymous communication will be considered by the by†the Board.
- Any B. †Any employee who wishes to address the Board in the employee's capacity as a parent, District resident, or individualor†individual, rather than as an employee, may do so by following the procedures in Policies Policy BEDH and BHD as noted below.
- Official C. at Official communications, policies, directives, Board concerns, and Board action(s), as appropriate, will be communicated be†communicated to employees by the Superintendent.

### Adopted: date of Manual adoption

### **General Public**

Official communication between the Board and the community is subject to the following:

- A. †Any community member who exhausts the opportunity of discussing a matter at the administrative level may†communicate with the Board in writing.â€ anonymous communication will be considered by the Board.
- B. †A member of the community who wishes to address the Board in person may do so by following the†procedures in Policy BEDH.
- C. †Official communications, policies, Board concerns, and Board action, as appropriate, will be imparted to the†community by the Superintendent.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-321

15-341

38-431.01 38-431.02

**CROSS REF.:** 

**BEDH** - Public Participation at Board Meetings and News

Media Services at Board Meetings



# Compare Policy Advisory "BIA © NEWÂ BOARDÂ MEMBER ORIENTATIONÂ ANDÂ RESOURCES" to Policy in Manual



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

### BIA © NEW BOARD <del>MEMBER</del>

### ORIENTATION / HANDBOOK MEMBER

### **ORIENTATION AND RESOURCES**

### Orientation

A member-elect - or any person designated for appointment as a member-elect - of the Board is to be afforded the Board's and the staff's fullest measures of courtesy and cooperation.—†The Board and staff shall make every effort to assist the member-elect to become fully informed about the Board's functions, policies, procedures, and problems.

In the interim between election or appointment and actually assuming office, the member-elect shall be invited to attend appropriate meetings and functions of the Board and is to receive appropriate reports and communications normally sent to Board members.

The member-elect is to be provided access to appropriate publications and aids, including the Board 's Policy Manual and Administrative Regulations and publications of the state and national school boards associations. The Board President and members of the administrative staff will also confer with the member-elect as necessary on special problems or concerns.

Board members-elect will be encouraged to attend meetings or workshops specifically designed for Board members-elect.—†Their expenses at these meetings may be reimbursed by the District in accordance with law.

### Adopted: date of Manual adoption

#### Resources

The member-elect is to be provided with access to appropriate publications and aids, including the Board's Policy Manual and Administrative Regulations and publications of the state and national school boards associations.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.: A.R.S. 15-342 38-431.01



# Compare Policy Advisory "BIBA © BOARD†MEMBER†DEVELOPMENT OPPORTUNITIES: CONFERENCES, CONVENTIONS, ANDÂ WORKSHOPS" to Policy in Manual



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

## BIBA © BOARD MEMBER CONFERENCES,

BOARD†MEMBER†DEVELOPMENT

## OPPORTUNITIES: CONFERENCES, CONVENTIONS, AND WORKSHOPS

Conferences, Conventions, and

### Workshops

In keeping with the need for continuing in-service training and development professional development for its members, the Board encourages the participation of all members at appropriate Board conferences, workshops conventions, and conventions workshops. However, in order to control the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidance:

- The A. †The Board will periodically decide which meetings appear educational opportunities appear to be most promising in terms of producing direct and direct†and indirect benefits to the District.
- Funds B. †Funds for participation at such meetings will be budgeted on an annual basis.—†When funds are limited, the Board the†Board will designate which of its members would be the most appropriate to participate at a given meeting. —With †With the prior approval of the Board, Board members may participate in meetings other than those authorized in authorized†in the budget.
- When C. †When a conference, convention, or workshop is not attended by the full Board, those who do participate will be will†be requested to share information, recommendations, and material acquired at the meeting.

### Adopted: date of Manual adoption

### **Disallowed Trainings, Orientations**

### or Therapy

No public monies can be used for training, orientation or therapy that presents any form of blame or judgment†on the basis of†race, ethnicity or sex. †This does not include any training on sexual harassment.

Blame or judgment on the basis of race, ethnicity or sex is defined in A.R.S. § 41-1494.

### **Professional Literature**

Any professional journals and books in the school libraries shall be available to every Board member.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.: A.R.S.

15-342

41-1494

**CROSS REF.:** 

**DKC** - Expense Authorization/Reimbursement

### **BIBA-R** ©

### REGULATION

## BOARD MEMBER DEVELOPMENT OPPORTUNITIES: CONFERENCES, CONVENTIONS, AND WORKSHOPS

"Blame or judgment on the basis of race, ethnicity or sex" is defined in statute by the following concepts:

- 1. One race, ethnic group or sex is inherently morally or intellectually superior to another race, ethnic group or sex.
- 2. An individual, by virtue of the individual's race, ethnicity or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously.
- 3. An individual should be invidiously discriminated against or receive adverse treatment solely or partly because of the individual's race, ethnicity or sex.
- 4. An individual's moral character is determined by the individual's race, ethnicity or sex.
- 5. An individual, by virtue of the individual's race, ethnicity or sex, bears responsibility for actions committed by other members of the same race, ethnic group or sex.
- 6. An individual should feel discomfort, guilt, anguish or any other form of psychological distress because of the individual's race, ethnicity or sex.
- 7. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race, ethnic group or sex to oppress members of another race, ethnic group or sex.



## Compare Policy Advisory "BIE © BOARD MEMBER INSURANCE / LIABILITY" to Policy in Manual



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

# BIE © BOARD MEMBER MEMBER INSURANCE / LIABILITY

### General

Pursuant to statute, Governing Board members are immune from personal liability with respect to all acts done and actions taken in good faith within the scope of their authority during duly constituted regular and special meetings. However, the Governing Board The Governing Board may procure insurance or may establish a self-insurance program for the management and administration of a system for direct payment of benefits, losses, or claims, or any combination of insurance and direct payments, including risk-management consultation, to provide payment of any property loss sustained or lawful claim of liability or fortuitous loss made against the District or its employees or officers, if the employees or officers are acting in the scope of their employment or authority.

The District shall secure general liability, property damage, and workers' compensation insurance coverage, and shall secure performance and payments bonds for all construction projects.

### Participation in Group Insurance

### Plans of the District

Governing Board members and their dependents are eligible to participate in health, accident, life, or disability insurance plans made available to employees of the District if the Board members pay the full premiums associated with such coverage and participation of the members and their dependents does not result in an expenditure of District monies.

Former Board members, their spouses, dependents, and surviving spouses or dependents of Board members or former Board members may continue to participate in the health, accident, life, or disability insurance benefits provided to employees of the District if the following conditions are met:

- Former A. †Former Board members must have served at least four (4) consecutive years on the Board, must have been covered been†covered under the insurance plan while serving as Board members, and must pay the full premiums for the insurance the†insurance coverage.—†Such participation must not result in an expenditure of District monies.
- The B. †The surviving spouse and/or dependents of a Board member or former Board member may continue participation in the insurance the†insurance plan if they pay the full premium for the insurance coverage and their participation does not result in any result†in†any expenditure of District monies.

- For C. †For a surviving spouse and/or dependents of a Board member or former Board member to be eligible for continued coverage for†continued†coverage, the deceased Board member or former Board member must have served four (4) consecutive years †consecutive†years and have been covered under the insurance plan while serving on the Board.
- The D. †The surviving spouse and/or dependents of a deceased Board member who was eligible for coverage while in office in†office will be eligible for continued coverage.

### Adopted: date of Manual adoption

### **Personal Liability**

Pursuant to statute, Governing Board members are immune from personal liability with respect to all acts done and actions taken in good faith within the scope of their authority during duly constituted regular and special meetings.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.:

A.R.S.

15-341

15-382

<u>15-387</u>

A.G.O. 190-038

## Compare Policy Advisory "BJ © SCHOOL BOARD LEGISLATIVE PROGRAM" to Policy in Manual



last 🔀

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

### BJ© SCHOOL BOARD LEGISLATIVE PROGRAM

The Board will-may participate in legislative programs through conferences with at the state and national school boards associations or national level that enhance its understanding of legislative programs.

The Board authorizes the Superintendent to actively participate in the development of legislation that has a positive effect on educational programs of the District.

Adopted: date of Manual adoption <-- z2AdoptionDate -->

## 





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

### BK © SCHOOL BOARD MEMBERSHIPS

### AND ARIZONA SCHOOL BOARDS

### ASSOCIATION DELEGATES

### **Memberships**

The Board may choose to be a member of and participate in school boards associations at the state, county, regional, and national levels.—†The Superintendent will ensure that the subject of school boards association membership is addressed during budget preparation.

The District shall not spend monies for memberships in an association that attempts to influence the outcome of an election, as determined by state and federal law.

### Adopted: date of Manual adoption

### **ASBA** Delegates

To be officially represented in the Arizona School Boards Association (ASBA) delegate assembly, each Board will designate one (1) Board Member and one (1) alternate as representatives for ASBA's legislative advocacy efforts.

Adopted: <-- z2AdoptionDate -->

LEGAL REF.: A.R.S.

15-342 15-511

# OSBORN SCHOOL DISTRICT NO. 8 May 13, 2025 Board Meeting

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

Agenda Item Number -IX-E

| Agenda Item Discussion/Approval reaffirming or revision of priorities from the 2025 ASBA Political Agenda for the 2026 political agenda- (due June 9)             |                    |                                      |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------|--|
| For Board: X Action                                                                                                                                               | Discussion         | Information                          |  |
| Background – Board members will come to the meetin provided. After tabulating individual resusubmit to ASBA as the top 5 priorities as                            | ults, the Board wi | ill discuss the items the Board will |  |
| Review and reaffirm your top 5 priorities and submit additional proposals you would like the Legislative Committee consider. These are due June 9 <sup>th</sup> . |                    |                                      |  |
| Here is the list of priorities previously su                                                                                                                      | bmitted:           |                                      |  |

### **Top Five Priorities**

- Repeal any program that gives public funds for private schools, vouchers (ESAs), and private school subsidies (STOs) and prevent any future expansion.
- Maximize state funding for competitive salaries to attract, recruit, and retain talented teachers and staff, including support for the AZ Teacher's Academy and efforts to increase the diversity of the teaching workforce, and for difficult to fill positions.
- Fully fund full-day kindergarten and include kindergarten students in the override calculations.
- State standardized testing shall not be used for any purpose other than a year over year measurement of student growth in the tested subject. Rethink and redefine the role and purpose of standardized testing and develop meaningful assessments and other measurable outcomes.
- Continue reforming ELL models and give schools flexibility and resources to administer them. Advocate for the repeal of Prop. 203 and replace it with research-based bilingual education

### Additional items for consideration

- Amend the Constitutional aggregate expenditure limit to reflect current education funding levels and priorities via legislative referral to the voters.
- Provide full-time funding for preschool programs in the K-12 funding formula.

# OSBORN SCHOOL DISTRICT NO. 8 May 13, 2025 Board Meeting

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

| <u>Legai</u>                                       |                              |                           |  |  |
|----------------------------------------------------|------------------------------|---------------------------|--|--|
| <u>Financial</u>                                   |                              |                           |  |  |
| <b>Governing Board Goals</b>                       |                              |                           |  |  |
| □Community Connectedness and Increase              | ed Enrollment                |                           |  |  |
| ☐ Maximize Student Learning & Achieveme            | ent from PreK to High School |                           |  |  |
| □Stewardship and Boardmanship                      |                              |                           |  |  |
| $\square$ Equity & Excellence for Opportunity and  | Outcomes                     |                           |  |  |
|                                                    |                              |                           |  |  |
|                                                    |                              |                           |  |  |
| Recommendation It is recommended that the Governir | ng Board approve the ASBA    | rpriorities as discussed. |  |  |
| Moved                                              | Seconded                     | P/F                       |  |  |

### 2025 POLITICAL AGENDA: PRIORITY ISSUES

Revisions as approved by 2024 ASBA Delegate Assembly



### Adequately and Equitably Fund District Schools to the National Median per Pupil Funding

- · Maximize state funding to:
  - Provide competitive salaries to attract, recruit, and retain talented teachers and staff;
  - increase the pipeline of certified teachers;
  - increase the diversity of the teaching workforce, and fill difficult positions, including CTED instructors
- Provide consistent, dedicated sources of base funding that equips all Arizona public schools with adequate support to address the academic, social and emotional needs of its students including:
  - Up to date curriculum, technology, and classroom support to enrich academic success and engagement.
  - Student support staff dedicated to enhancing safe and effective learning environments;
  - Exceptional student services, gifted students, and early intervention programs;
  - Before and after school programs;
  - Fine arts education;
  - · Career and technical education
  - Transportation.
  - Ensure the formula addresses the unique financial needs of schools serving students in poverty and in rural and remote schools.
  - Fund distance learning at 100%.
  - JROTC
- Repeal the constitutional aggregate expenditure limit via legislative referral to the voters.
- Fully fund full-day kindergarten and include kindergarten students in the override calculations.
- Preserve and protect the voters' original intent of Propositions 123 and 301. Protect voters' intent in funding k-12 education and

- oppose legislation that attempts to supplant or divert additional voter-approved funding streams.
- Index district additional assistance (DAA) funding for inflation.
- Provide funding for new space before existing schools become overcrowded; advocate for the SFOB to set a standard for replacement of buildings that have exceeded their useful life; advocate for the SFOB to use a professional demographer firm in determining school construction; advocate for capacity standards that reflect the design of instructional space.
- Provide consistent, dedicated and flexible sources of ongoing state capital funding to Arizona public schools to fully maintain and renew physical assets that were built with either local or state taxpayer dollars.
- Eliminate unfunded mandates and administrative burdens.
- Protect desegregation funding and return it to a primary tax levy.
- Increase funding for exceptional student services based on the cost study, including for rural or remote areas, gifted students, and early intervention programs.
- Fully fund the cost of student transportation for school bus services and maintenance supporting for CTEDs and rural schools.
- Fully fund preschool programs in the K-12 funding formula for districts that offer preschool.
- Replace current year funding with a transparent, reliable system that provides districts stable annual budgeting ability and technical reliability.
- Prorate funding over the entire school year among all schools that a student has attended during the year.
- Give all districts the authority to provide affordable housing options to faculty and staff.

### Preserve, Respect, and Strengthen Local Control

- Ensure local control and flexibility in managing funds and programs, within the Arizona constitutional requirements of a general and uniform public school system.
- Change "override/budget increase" language to better reflect
  what voters are being asked to support. Update requirements
  associated with school district voter-approved bonds and
  overrides to improve efficiency and permit more accurate
  presentations of estimated property tax rates.
- Allow school districts full flexibility in the divestiture or use of taxpayer- funded assets.
- Oppose legislative intrusion on school site budgeting decisions.
- Maintain exclusive local authority over any measure that would propose to consolidate, unify, or restructure school districts.
- Support local board authority for student suspensions and open enrollment policies based on capacity.

- Amend current statute to allow school board members to use the e-qual system in addition to in-person signatures to appear on the ballot.
- Oppose any legislation that intends to lessen or curtail the legal authority of locally elected school boards including their authority to approve curriculum.
- Oppose legislative efforts to ban educational and supplemental materials that provide an inclusive and historically accurate, well-rounded education.
- Oppose any legislation that seeks to make school board elections partisan.
- Modify the number of signatures required for CTED board to align with similar school board candidates.

### 2025 POLITICAL AGENDA: PRIORITY ISSUES



## Improve Opportunities and Outcomes for All Students

- Increase the compulsory attendance age from 16 to 18 years or the attainment of a high school diploma or GED before the age of 18
- Repeal and replace Prop. 203 with research-based bilingual education.
- Reform English Language Learner models of instruction to increase integration of English Learners and give schools flexibility and resources to administer them.
- Fully restore 9 th and 13 th grade CTED funding and allow them
  to serve students through age 21 regardless of graduation status
  to expand the window of opportunity students have to complete
  industry-recognized CTE programs.
- Support policy that recognizes, respects, and promotes teaching as a profession.
- Defend against efforts to limit the free speech rights of school employees.

- Oppose regulations, policies, and restrictions that overburden or unreasonably penalize educators and support staff as they educate and care for students.
- Redefine the role and purpose of standardized testing and develop meaningful assessments and other measurable outcomes.
- Support policy that protects school district employees and students from discrimination including on the basis of sexual orientation and gender identity.
- Support legislation and access to funding that would allow school districts to offer school meals to all students free of charge.

### Require Public Accountability And Transparency for Taxpayer Dollars Spent on Education

- Establish financial and academic transparency for all institutions and individuals who accept public funds. Enforce financial audit
  requirements and seek recovery of improperly received and/or expended funds by individuals, charter and public schools, private
  schools, and organizations.
- Repeal any program that gives funds for private schools, vouchers (Empowerment Scholarship Accounts) and private school subsidies (School Tuition Organizations) and prevent any future expansion.
- Require comparative classroom spending audits for school districts and all other institutions that accept public funds and define
  "classroom spending" as both instructional spending and student support spending.
- Support policy that encourages all eligible voters to exercise their right to participate in elections.

### **Arizona's Rural and Remote Schools**

- Ensure that students in Arizona's small, rural and remote schools are considered by policymakers alongside students in large metropolitan schools.
- Equitably invest in technology modernization, reliable internet broadband access, technology support capability and professional development.
- Protect rural and remote school districts from inequitable impact due to formula adjustments, including transportation.

### **School Safety and Security**

- Provide funding to individual districts to implement locally directed research-based school safety programs and mental health and wellbeing initiatives.
- Support policy that promotes social-emotional wellness as a critical component of improving social climate, safety and learning for all students and staff.

### **Federal Advocacy**

- Arizona's school boards call upon all state, federal, tribal and local officials to address the causes and impact of increased self-harm and violence at K-12 schools.
- Arizona's school boards call upon all state, federal, tribal and local officials to address the causes and impact of increased gun violence directed at K-12 schools.
- Fund programming to engage and support families and caregivers in culturally relevant and appropriate ways.
- Develop a more comprehensive harassment/bullying definition and system to better enhance the clarity of understanding and the protection of our youth. 15-341(A)(36)
- Advocate for federal and tribal assistance for bus routes on tribal and federal land.
- Fully fund Individuals with Disabilities Education Act (IDEA).
- Oppose efforts that would reduce or interrupt impact aid funding and the secure rural schools program to Arizona school districts that receive it.

| ID   | Ranking | Policy Area: Adequately and Equitably Fund District Schools to at least the National Median per Pupil Funding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1-1  |         | Maximize state funding for competitive salaries to attract, recruit, and retain talented teachers and staff, increase the pipeline of certified teachers, increase the diversity of the teaching workforce, and for difficult to fill positions.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1-2  |         | Provide consistent, dedicated sources of base funding that equips all Arizona public schools with adequate support to address the academic, social and emotional needs of its students, including:  • Up to date curriculum, technology, and classroom support to enrich academic success and engagement.  • Student support staff dedicated to enhance safe and effective learning environments;  • Exceptional student services, gifted students, and early intervention programs;  • Before and after school programs;  • Arts education; and  • Transportation.  • Ensure the formula addresses the unique financial needs of schools serving students in poverty and in rural & remote schools. |
| 1-3  |         | Repeal the constitutional aggregate expenditure limit via legislative referral to the voters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1-4  |         | Fully fund full-day kindergarten and include kindergarten students in the override calculations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1-5  |         | Advocate to preserve and protect the voters' original intent of prop 301. Protect voters' intent in funding k-12 education and oppose legislation that attempts to supplant or divert additional voter-approved funding streams.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1-6  |         | Index district additional assistance (DAA) funding for inflation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1-7  |         | Provide funding for new space before existing schools exceed their maximum capacity and become overcrowded and provide dedicated and flexible ongoing maintenance funding, advocate for the SFOB to set a standard for replacement of buildings that have exceeded their useful life; advocate for capacity standards that reflect the design of instructional space.                                                                                                                                                                                                                                                                                                                                |
| 1-8  |         | Eliminate unfunded mandates and administrative burdens.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1-9  |         | Protect desegregation funding and return it to a primary tax levy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1-10 |         | Formalize the exceptional student services cost study to determine and provide adequate funding levels, including for rural or remote areas, gifted students, and early intervention programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1-11 |         | Adequately fund the cost of student transportation including adequate maintenance of school bus routes for CTEDs and rural schools.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1-12 |         | Provide full-time funding for preschool programs in the k-12 funding formula.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1-13 |         | Replace current year funding with a system that provides districts appropriate stable annual budgeting ability and technical reliability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1-14 |         | Prorate funding over the entire school year among all public schools that a student has attended during the year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1-15 |         | Give all districts the authority to provide affordable housing options to faculty and staff.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| ID  | Ranking | Policy Area: Preserve and Strengthen Local Control                                                                                  |
|-----|---------|-------------------------------------------------------------------------------------------------------------------------------------|
| 2-1 |         | Ensure local control and flexibility in managing funds and programs, given the Arizona constitutional requirements of a general and |
|     |         | uniform public school system.                                                                                                       |
| 2-2 |         | Change "override/budget increase" language to better reflect what voters are being asked to support. Update requirements            |
|     |         | associated with school district voter-approved bonds and overrides to improve efficiency and permit more accurate presentations of  |
|     |         | estimated property tax rates.                                                                                                       |
| 2-3 |         | Allow school districts full flexibility in the divestiture or use of taxpayer-funded assets.                                        |
| 2-4 |         | Oppose legislative intrusion on school site budgeting decisions.                                                                    |
| 2-5 |         | Maintain exclusive local authority over any measure that would propose to consolidate and/or unify any number of school districts   |
|     |         | into a larger district.                                                                                                             |

| 2-6  | Support local board authority for student suspensions and to adopt open enrollment policies based on capacity.                                                 |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2-7  | Amend current statute to allow school board members to use the e-qual system in addition to in-person signatures to appear on the                              |
|      | ballot.                                                                                                                                                        |
| 2-8  | Oppose any legislation that intends to lessen or curtail the legal authority of locally elected school boards including their authority to approve curriculum. |
| 2-9  | Oppose legislative efforts to ban educational and supplemental materials that provide an inclusive and historically accurate, well-rounded education.          |
| 2-10 | Modify the number of signatures required for CTED board to align with similar school board candidates.                                                         |

| ID   | Ranking | Policy Area: Improve Outcomes for All Students                                                                                       |
|------|---------|--------------------------------------------------------------------------------------------------------------------------------------|
| 3-1  |         | Increase the compulsory attendance age from 16 to 18 years or the attainment of a high school diploma or GED before the age of       |
|      |         | 18.                                                                                                                                  |
| 3-2  |         | Continue reforming English Language Learner models of instruction to increase integration of English Learners and give schools       |
|      |         | flexibility and resources to administer them. Advocate for the repeal of Prop. 203 and replace it with research-based bilingual      |
|      |         | education.                                                                                                                           |
| 3-3  |         | Fully restore 9th and 13th grade CTE/CTED eligibility and funding to increase access to work-based learning and expand the window    |
|      |         | of opportunity students have to complete industry-recognized CTE programs.                                                           |
| 3-4  |         | Allow CTEDs to serve students through age 21 regardless of graduation status.                                                        |
| 3-5  |         | Support policy that recognizes, respects, and promotes teaching as a profession.                                                     |
| 3-6  |         | Defend against efforts to limit the free speech rights of school employees.                                                          |
| 3-7  |         | Oppose regulations, policies, and restrictions that overburden or unreasonably penalize educators and support staff as they educate  |
|      |         | and care for students.                                                                                                               |
| 3-8  |         | Rethink and redefine the role and purpose of standardized testing and develop meaningful assessments and other measurable            |
|      |         | outcomes.                                                                                                                            |
| 3-9  |         | Support policy that protects school district employees and students from discrimination including on the basis of sexual orientation |
|      |         | and gender identity.                                                                                                                 |
| 3-10 |         | Support legislation and access to funding that would allow school districts to offer school meals to all students free of charge.    |

| ID  | Ranking | Policy Area: Require Public Accountability for Taxpayer Dollars Spent on Education                                                |
|-----|---------|-----------------------------------------------------------------------------------------------------------------------------------|
| 4-1 |         | Establish financial and academic transparency for all institutions and individuals that accept public funds. Enforce financial    |
|     |         | requirements and seek recovery of improperly received and/or expended funds by individuals, charter and public schools, private   |
|     |         | schools, and organizations.                                                                                                       |
| 4-2 |         | Repeal any program that gives public funds for private schools, vouchers (Empowerment Scholarship Accounts) and private school    |
|     |         | subsidies (School Tuition Organizations) and prevent any future expansion.                                                        |
| 4-3 |         | Require comparative classroom spending audits for school districts and all other institutions that accept public funds and define |
|     |         | "classroom spending" as both instructional spending and student support spending.                                                 |
| 4-4 |         | Support policy that encourages all eligible voters to exercise their right to participate in elections.                           |

| ID  | Ranking | Policy Area: Arizona's Rural and Remote Schools                                                                                  |
|-----|---------|----------------------------------------------------------------------------------------------------------------------------------|
| 5-1 |         | Ensure that students in Arizona's small, rural and remote schools are considered by policymakers alongside students in large     |
|     |         | metropolitan schools.                                                                                                            |
| 5-2 |         | Equitably invest in technology modernization, reliable internet broadband access, technology support capability and professional |
|     |         | development.                                                                                                                     |
| 5-3 |         | Protect rural and remote school districts from inequitable impact due to formula adjustments, including transportation.          |

| ID  | Ranking | Policy Area: School Safety and Security                                                                                                  |
|-----|---------|------------------------------------------------------------------------------------------------------------------------------------------|
| 6-1 |         | Provide funding to individual districts to implement locally directed research-based school safety programs and mental health and        |
|     |         | wellbeing initiatives.                                                                                                                   |
| 6-2 |         | Support policy that promotes social-emotional wellness as a critical component of improving social climate, safety and learning for      |
|     |         | all students and staff.                                                                                                                  |
| 6-3 |         | Arizona's school boards call upon all state, federal, tribal and local officials to address the causes and impact of increased self-harm |
|     |         | and violence at K-12 schools.                                                                                                            |
| 6-4 |         | Arizona's school boards call upon all state, federal, tribal and local officials to address the causes and impact of increased gun       |
|     |         | violence directed at K-12 schools.                                                                                                       |
| 6-5 |         | Advocate for funding and programming to engage and support families and caregivers in culturally relevant and appropriate ways.          |

| ID  | Ranking | Policy Area: Federal Advocacy                                                                                                     |
|-----|---------|-----------------------------------------------------------------------------------------------------------------------------------|
| 7-1 |         | Advocate for federal and tribal assistance for bus routes on tribal land and federal land.                                        |
| 7-2 |         | Advocate for full funding of the individuals with disabilities education act (idea)                                               |
| 7-3 |         | Oppose efforts that would reduce or interrupt impact aid funding and the secure rural schools program to Arizona school districts |
|     |         | that receive it.                                                                                                                  |

| ID  | Ranking | Board Member Suggestions |
|-----|---------|--------------------------|
| 8-1 |         |                          |
| 8-2 |         |                          |
| 8-3 |         |                          |
| 8-4 |         |                          |
| 8-5 |         |                          |
| 8-6 |         |                          |
| 8-7 |         |                          |

# OSBORN SCHOOL DISTRICT NO. 8 May 13, 2025 Board Meeting

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

Agenda Item Number - IX-F

| Agenda Item                                                               |                                                      |                                                                                                                |          |
|---------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------|
| Approval of Revision to the                                               | 2024/25 School Distric                               | ct Expenditure Budget                                                                                          |          |
| For Board: X Action                                                       | Discussion                                           | Information                                                                                                    |          |
| current year student counts, re                                           | e-align line item amount:<br>those of ADE. The attac | e district to adjust budget capacit<br>is and correct any calculation err<br>ched worksheet provides a listing | rors to  |
| <u>Legal</u><br>A.R.S. §15-905.E                                          |                                                      |                                                                                                                |          |
| <u>Financial</u>                                                          |                                                      |                                                                                                                |          |
| Governing Board Goals  □Community Connectedness and I                     | ncreased Enrollment                                  |                                                                                                                |          |
| ☐Maximize Student Learning & Ach                                          | nievement from PreK to High                          | School                                                                                                         |          |
| ☐Stewardship and Boardmanship                                             |                                                      |                                                                                                                |          |
| □ Equity & Excellence for Opportuni                                       | ity and Outcomes                                     |                                                                                                                |          |
| Recommendation It is recommended that the Go Annual Expenditure Budget as | •                                                    | Revision of the 2024/25 School                                                                                 | District |
| Moved                                                                     | Seconded                                             | P/F                                                                                                            |          |

LISA NYE

CTD number Version 070408000 Revised #2

I certify that the budget of OSBORN SCHOOL DISTRICT District, MARICOPA County for fiscal year 2025 was officially revised by the Governing Board on, May 13, 2025, and that the complete Revised Expenditure Budget may be reviewed by contacting

at the District Office, telephone 602-707-2002 during normal business hours.

### President of the Governing Board

| 1. Average Daily Membership:           |               | Prior year   | Budget year         | 4. Average teacher salaries (A.R.S. §15-903.E)                                        |        |
|----------------------------------------|---------------|--------------|---------------------|---------------------------------------------------------------------------------------|--------|
|                                        | 2023 ADM      | 2024 ADM     | 2025 ADM            | Average salary of all teachers employed in FY 2025 (budget year)                      | 61,375 |
| A 44 om dim o                          |               |              |                     | Average salary of all teachers employed in FY 2024 (prior year)                       | 60,193 |
| Attending                              | 2,271.5784    | 2,185.4320   | 2,236.5044          | Increase in average teacher salary from the prior year                                | 1,182  |
| 2. Tax Rates:                          |               | Prior FY     | Est. Budget FY      | 4. Percentage increase                                                                | 2%     |
| Primary rate (equalization formula     | a funding     |              |                     |                                                                                       |        |
| and budget add-ons not required to     | be in         |              |                     | Comments on average salary calculation (Optional): All returning staff in the Distric | t      |
| secondary rate)                        |               | 1.7962       | 1.6481              | (classified, certified and administrative) received a 2% increase for the 24/25sy.    |        |
| Secondary rate (voter-approved ov      | verrides,     |              |                     |                                                                                       |        |
| bonds, and Career Technical Educa      | ntion         |              |                     |                                                                                       |        |
| Districts, and desegregation, if app   | licable)      | 1.9393       | 2.2356              |                                                                                       |        |
| 3. Budgeted expenditures and bu        | ıdget limits: | Budgeted     |                     |                                                                                       |        |
|                                        | _             | Expenditures | <b>Budget Limit</b> |                                                                                       |        |
| Maintenance & Operation Fund           |               | 24,243,760   | 24,243,760          |                                                                                       |        |
| Classroom Site Fund                    |               | 5,002,721    | 5,002,721           |                                                                                       |        |
| <b>Unrestricted Capital Outlay Fun</b> | d             | 6,315,445    | 6,315,445           |                                                                                       |        |

|                                           | Maintenance and Operation Expenditures |            |           |           |            |            |                        |
|-------------------------------------------|----------------------------------------|------------|-----------|-----------|------------|------------|------------------------|
|                                           | Salaries and Benefits                  |            | Other     |           | TOTAL      |            | % Inc./(Decr.)<br>from |
|                                           | Prior FY                               | Budget FY  | Prior FY  | Budget FY | Prior FY   | Budget FY  | Prior FY               |
| 100 Regular education                     |                                        |            |           |           |            |            |                        |
| 1000 Instruction                          | 9,532,591                              | 9,358,670  | 262,144   | 734,000   | 9,794,735  | 10,092,670 | 3.0%                   |
| 2000 Support services                     |                                        |            |           |           |            |            |                        |
| 2100 Students                             | 479,300                                | 501,000    | 15,000    | 35,000    | 494,300    | 536,000    | 8.4%                   |
| 2200 Instructional staff                  | 589,402                                | 843,000    | 23,500    | 48,500    | 612,902    | 891,500    | 45.5%                  |
| 2300, 2400, 2500 Administration           | 2,080,713                              | 2,470,000  | 303,500   | 250,500   | 2,384,213  | 2,720,500  | 14.1%                  |
| 2600 Oper./Maint. of plant                | 1,100,426                              | 1,576,000  | 1,395,000 | 1,524,000 | 2,495,426  | 3,100,000  | 24.2%                  |
| 2900 Other                                | 0                                      | 0          | 0         | 0         | 0          | 0          | 0.0%                   |
| 3000 Oper. of noninstructional services   | 0                                      | 0          | 75,000    | 75,000    | 75,000     | 75,000     | 0.0%                   |
| 610 School-sponsored cocurric. activities | 0                                      | 0          | 0         | 0         | 0          | 0          | 0.0%                   |
| 620 School-sponsored athletics            | 15,500                                 | 15,500     | 6,100     | 6,100     | 21,600     | 21,600     | 0.0%                   |
| 630, 700, 800, 900 Other programs         | 0                                      | 0          | 0         | 0         | 0          | 0          | 0.0%                   |
| Regular education subsection subtotal     | 13,797,932                             | 14,764,170 | 2,080,244 | 2,673,100 | 15,878,176 | 17,437,270 | 9.8%                   |
| 200 and 300 Special education             |                                        |            |           |           |            |            |                        |
| 1000 Instruction                          | 3,768,589                              | 2,400,000  | 269,433   | 1,033,000 | 4,038,022  | 3,433,000  | -15.0%                 |
| 2000 Support services                     |                                        |            |           |           |            |            |                        |
| 2100 Students                             | 1,230,635                              | 889,000    | 209,492   | 361,000   | 1,440,127  | 1,250,000  | -13.2%                 |
| 2200 Instructional staff                  | 246,348                                | 249,000    | 7,000     | 7,000     | 253,348    | 256,000    | 1.0%                   |
| 2300, 2400, 2500 Administration           | 0                                      | 0          | 2,500     | 2,500     | 2,500      | 2,500      | 0.0%                   |
| 2600 Oper./Maint. of plant                | 0                                      | 0          | 500       | 500       | 500        | 500        | 0.0%                   |
| 2900 Other                                | 0                                      | 0          | 0         | 0         | 0          | 0          | 0.0%                   |
| 3000 Oper. of noninstructional services   | 0                                      | 0          | 0         | 0         | 0          | 0          | 0.0%                   |
| Special education subsection subtotal     | 5,245,572                              | 3,538,000  | 488,925   | 1,404,000 | 5,734,497  | 4,942,000  | -13.8%                 |
| 400 Pupil transportation                  | 1,159,412                              | 1,229,000  | 110,000   | 433,000   | 1,269,412  | 1,662,000  | 30.9%                  |
| 510 Desegregation                         | 0                                      | 0          | 0         | 0         | 0          | 0          | 0.0%                   |
| 530 Dropout prevention programs           | 0                                      | 0          | 0         | 0         | 0          | 0          | 0.0%                   |
| 540 Joint career and technical education  |                                        |            |           |           |            |            | -                      |
| and Vocational education center           | 0                                      | 0          | 0         | 0         | 0          | 0          | 0.0%                   |
| 550 K-3 Reading program                   | 197,904                                | 202,490    | 0         | 0         | 197,904    | 202,490    | 2.3%                   |
| Total Expenditures                        | 20,400,820                             | 19,733,660 | 2,679,169 | 4,510,100 | 23,079,989 | 24,243,760 | 5.0%                   |

| Total expenditures by fund  |             |            |                        |                       |  |  |
|-----------------------------|-------------|------------|------------------------|-----------------------|--|--|
|                             | Budgeted Ex | penditures | \$ Increase/(Decrease) | % Increase/(Decrease) |  |  |
| Fund                        |             |            | from                   | from                  |  |  |
|                             | Prior FY    | Budget FY  | Prior FY               | Prior FY              |  |  |
| Maintenance & Operation     | 23,079,989  | 24,243,760 | 1,163,771              | 5.0%                  |  |  |
| Instructional Improvement   | 130,000     | 170,000    | 40,000                 | 30.8%                 |  |  |
| English Language Learner    | 0           | 45,000     | 45,000                 |                       |  |  |
| Compensatory Instruction    | 0           | 0          | 0                      | 0.0%                  |  |  |
| Classroom Site              | 4,677,531   | 5,002,721  | 325,190                | 7.0%                  |  |  |
| Federal Projects            | 10,642,000  | 10,139,045 | (502,955)              | -4.7%                 |  |  |
| State Projects              | 2,600,000   | 1,260,000  | (1,340,000)            | -51.5%                |  |  |
| Unrestricted Capital Outlay | 5,521,755   | 6,315,445  | 793,690                | 14.4%                 |  |  |
| New School Facilities       | 0           | 0          | 0                      | 0.0%                  |  |  |
| Adjacent Ways               | 0           | 0          | 0                      | 0.0%                  |  |  |
| Debt Service                | 6,952,950   | 7,822,813  | 869,863                | 12.5%                 |  |  |
| School Plant Fund           | 575,000     | 766,000    | 191,000                | 33.2%                 |  |  |
| Auxiliary Operations        | 30,000      | 30,000     | 0                      | 0.0%                  |  |  |
| Bond Building               | 1,500,000   | 30,000,000 | 28,500,000             | 1900.0%               |  |  |
| Food Service                | 2,750,000   | 2,750,000  | 0                      | 0.0%                  |  |  |
| Other                       | 4,121,000   | 5,576,500  | 1,455,500              | 35.3%                 |  |  |

| M&O Fund Special Education Programs by type   |           |           |  |  |  |  |
|-----------------------------------------------|-----------|-----------|--|--|--|--|
| Program (A.R.S. §§15-761 and 15-903)          | Prior FY  | Budget FY |  |  |  |  |
| Total All Disability Classifications          | 5,321,503 | 4,442,000 |  |  |  |  |
| Gifted Education                              | 412,994   | 500,000   |  |  |  |  |
| Remedial Education                            | 0         | 0         |  |  |  |  |
| ELL Incremental Costs                         | 0         | 0         |  |  |  |  |
| ELL Compensatory Instruction                  | 0         | 0         |  |  |  |  |
| Vocational and Technical Education (non-CTED) | 0         | 0         |  |  |  |  |
| Career Education (non-CTED)                   | 0         | 0         |  |  |  |  |
| Career Technical Education (CTED)             | 0         | 0         |  |  |  |  |
| TOTAL                                         | 5,734,497 | 4,942,000 |  |  |  |  |

| Proposed staffing summary                        |                                     |              |           |           |           |  |  |
|--------------------------------------------------|-------------------------------------|--------------|-----------|-----------|-----------|--|--|
| Staff Type                                       | Purchased Services<br>Personnel FTE | Employee FTE | Total FTE | Staff-Puj | oil Ratio |  |  |
| Certified                                        |                                     |              |           |           |           |  |  |
| Superintendent, principals, other administrators |                                     | 13           | 13        | 1 to      | 172.0     |  |  |
| Teachers                                         | 2                                   | 170          | 172       | 1 to      | 13.0      |  |  |
| Other                                            |                                     | 19           | 19        | 1 to      | 117.7     |  |  |
| Subtotal                                         | 2                                   | 202          | 204       | 1 to      | 11.0      |  |  |
| Classified                                       |                                     |              |           |           |           |  |  |
| Managers, supervisors, directors                 |                                     | 8            | 8         | 1 to      | 279.6     |  |  |
| Teachers aides                                   |                                     | 40           | 40        | 1 to      | 55.9      |  |  |
| Other                                            |                                     | 110          | 110       | 1 to      | 20.3      |  |  |
| Subtotal                                         | 0                                   | 158          | 158       | 1 to      | 14.2      |  |  |
| TOTAL                                            | 2                                   | 360          | 362       | 1 to      | 6.2       |  |  |
| Special education                                |                                     |              |           |           |           |  |  |
| Teacher                                          | 2                                   | 22           | 24        | 1 to      | 14.0      |  |  |
| Staff                                            | 4                                   | 44           | 48        | 1 to      | 7.0       |  |  |

# OSBORN SCHOOL DISTRICT NO. 8 May 13, 2025 Board Meeting

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

Agenda Item Number - IX-G

| A 1- 14                                                                                |                                                                                                                           |                                                                                                                                                                                        | 79                                                                                             | chaa kem Hamber                                                                                            | 1/1               |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------|
| Agenda Item<br>Approval to e                                                           | xceed 2024/25                                                                                                             | M&O Budget Subsect                                                                                                                                                                     | ions                                                                                           |                                                                                                            |                   |
| For Board:                                                                             | X Action                                                                                                                  | Discussion                                                                                                                                                                             | Informat                                                                                       | ion                                                                                                        |                   |
| maintenance a<br>of amounts spe<br>governing boa                                       | g Board may autlend operation second<br>ecified in the add<br>rd and if the exp                                           | norize the expenditure of<br>ction of the budget for a<br>opted budget only by ac<br>enditures for all subsect<br>by A.R.S. §15-905.                                                   | any subsection vection taken at the                                                            | vithin the section in $\epsilon$ public meeting of the                                                     | he                |
| is regular educ<br>respectively); program 550 is<br>made to reflec<br>the year. If the | cation, also includorogram 200 is so K-3 Reading. Note that the actual, to do e estimates are controllers this scenario a | nance and operations be<br>des Programs 610 and<br>special education; progration when the budget is reviate, expenditures and a<br>off a subsection may be<br>s long as the total expe | 620 (co-curricul<br>ram 400 is pupil<br>ised each May, i<br>an estimated am<br>e exceeded. A.R | ar and athletics<br>transportation; and<br>numerous adjustment<br>ount for the remaind<br>U.S. §15-905 (G) | nts are<br>ler of |
| This is an annusituation and a                                                         | •                                                                                                                         | ng" agenda item, prese                                                                                                                                                                 | ented in order to                                                                              | prevent a non-comp                                                                                         | oliance           |
| <b>Legal</b><br>A.R.S. §15-905                                                         | (G)                                                                                                                       |                                                                                                                                                                                        |                                                                                                |                                                                                                            |                   |
| <u>Financial</u>                                                                       |                                                                                                                           |                                                                                                                                                                                        |                                                                                                |                                                                                                            |                   |
| Governing Bo  ☐Community Co                                                            |                                                                                                                           | creased Enrollment                                                                                                                                                                     |                                                                                                |                                                                                                            |                   |
| <i>□</i> Maximize Stud                                                                 | ent Learning & Achi                                                                                                       | ievement from PreK to High                                                                                                                                                             | School                                                                                         |                                                                                                            |                   |
| <i>□</i> Stewardship an                                                                | nd Boardmanship                                                                                                           |                                                                                                                                                                                        |                                                                                                |                                                                                                            |                   |
| □Equity & Excell                                                                       | lence for Opportunit                                                                                                      | y and Outcomes                                                                                                                                                                         |                                                                                                |                                                                                                            |                   |
|                                                                                        | nded that the Goramounts specifie                                                                                         | verning Board approve<br>ed in the 2024/25 budge                                                                                                                                       | •                                                                                              |                                                                                                            |                   |
| Moved                                                                                  |                                                                                                                           | Seconded                                                                                                                                                                               |                                                                                                | P/F                                                                                                        |                   |

# OSBORN SCHOOL DISTRICT NO. 8 May 13, 2025 Board Meeting

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

Agenda Item Number – IX-H

| Agenda Item  EV2026 Budget Committee Becommendations                                                                                                           |                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| FY2026 Budget Committee Recommendations                                                                                                                        |                                         |
| For Board: X Action Discussion                                                                                                                                 | Information                             |
| Background -                                                                                                                                                   |                                         |
| The Budget Committee has been working this spring on dethe Governing Board for FY26.                                                                           | veloping a M&O budget recommendation to |
| The attached projection for FY26 revenues is built using the KG enrollment is the same. The current projection includes                                        |                                         |
| Attached is a summary of the Budget Committee recommen                                                                                                         | ndations for 2025/26.                   |
| The recommendations present a balanced M&O budget for                                                                                                          | FY26.                                   |
| <u>Legal</u>                                                                                                                                                   |                                         |
| Financial FY26 M&O Budget Projections = \$23 million                                                                                                           |                                         |
| 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 2 including 2% salary increases for all employee groups as provided in the commendation. |                                         |
| Moved Seconded                                                                                                                                                 | P/F                                     |

### **4.30.25 Budget Committee Recommendations**

### **Celebrations & Highlights!!**

The Budget Committee's recommendation for a balanced budget includes funding for new leave policy items, provides Salary increases for all employees, continues to provide free medical insurance premiums for employees, increases sped supports and teacher allocations district wide. Budget Committee's recommendation also allocates funds to retain 3 classified positions that were potentially impacted by the federal funding reductions to the Title 1 & NIET grants.

### **Balanced Budget Recommendation:**

The district is projecting the base funding level per pupil will increase by 2%, or approx. \$100 per pupil. This is \$328,000 in new revenue and increases the projected revenues to just over \$1 million.

### **M&O Savings & Expenditure Increases**

| Budget Committee Working Pape        | r - 2025/26sy        |            |           |  |
|--------------------------------------|----------------------|------------|-----------|--|
| Revenues Increase / (Decrease)       | \$ 758,072           |            |           |  |
| 2% Inflation Increase                | 328,324              |            |           |  |
| Budget Line Description              |                      | Increase / | (Savings) |  |
| Staffing Recomendations:             |                      |            |           |  |
| Classroom Teachers +6 F              | ГЕ                   |            | 345,000   |  |
| Retaining 3 Classified pos           | sitions              |            | 150,000   |  |
| Special Education Teache             | rs +1 FTE            | 57,500     |           |  |
| Special Education EAs ( -            | 1.0FTE)              | (40,000)   |           |  |
| Special Education Bus Driver + 1 FTE |                      | 55,000     |           |  |
| Special Education Bus Att            | endant +1 FTE        |            | 37,000    |  |
| Retirement Decrease - 12.27% to 1    | 2.00%                |            | (34,046)  |  |
| Health Insurance Costs- 10% increa   | se                   |            | 133,300   |  |
| Professional Growth / Movement or    | n Salary Schedule    |            | 66,143    |  |
| (23 teachers)                        |                      |            |           |  |
| Hourly Work Calendars - 1 addition   | al day (January 5th) |            | 6,500     |  |
| Utility- Rate Increases              |                      |            | 48,000    |  |

### **Policy Items**

### Annual Leave Payouts - \$40,000 from M&O + \$100,000 from one-time dollars

Recommend funding a phase in of a tiered payout policy (starting at tier IV) based on vested years, as presented by the policy committee in spring 2024.

(note-vested years are not the same as cumulative years of service in Osborn. Vested years, similar to longevity pay, start over after a break/separation from the district):

- Tier I 6-10 years at 33% of sub daily rate currently \$50/day.
- Tier II- 11-15 years at 33% of sub daily rate currently \$50/day.
- Tier III 16-20 years at 33% of sub daily rate currently \$50/day.
- Tier IV 21+ yrs at 100% of sub daily rate currently \$150/day.

### Paid parental leave - \$34,000

Recommend funding 1 week of paid parental leave. This is just a starting point; the goal is to increase the number of weeks as funding allows in future years.

Next steps are to begin drafting the policies for Governing Board adoption. The policies would have a July 1, 2025 effective date.

### **Salary Recommendations**

The combined M&O savings and expenditure increases leave a balance of \$188,000 for staff compensation increases. With the remaining \$188,000, the committee is proposing a 2% increase to base pay for all employee groups. This aligns with the state inflationary funding cap of 2%.

- Classified Staff, Support Professionals, Administrators 2% increase, from M&O
- Certified Teachers 2% increase, from Prop 301 funds

The committee recommends using the increase in Prop 301 funds for the Teacher's 2% increase. Prop 301 revenue PPA (per pupil amounts) have been increasing in recent years. Funding per pupil this year was \$792 with funding increasing to \$842 per pupil for FY26.

\*\*Certified staff Endorsements, longevity and the performance pay enhancement are not included in base pay increases. Classified staff longevity of \$.20 / \$.40 is not included in base pay increases.\*\*

#### 25/26sy One Time Dollars -

### Shared Literacy Coach @ Encanto/Clarendon - \$67,500

The district received \$170,000 in one time funding from the state. Recommendation is to use these funds for a full-time Literacy Coach shared between Encanto & Clarendon Schools for the 25/26sy to provide coaching to teachers and support foundational literacy for students. Solano & Longview have both received grant funding which provides preK-3 Literacy Coaches for their school communities; unfortunately, Encanto & Clarendon were not eligible to apply for these grant funds. Recommend the use of these one-time dollars, to provide a Literacy Coach for Encanto & Clarendon school for the 25/26sy. Future years sustainability is not guaranteed as these are one-time dollars.

• Annual Leave Payouts- \$100,000 of remaining one-time dollars to begin implementing a tiered payout policy. The budgeted amount will be adjusted after actual utilization costs are determined.

## OSBORN SCHOOL DISTRICT 2025/26 M&O Budget Summary

|                                             | 23/24 Final Budget | 2024/25 Proposed<br>Budget | 2025/26<br>Projections | Compared to FY25<br>Projections |
|---------------------------------------------|--------------------|----------------------------|------------------------|---------------------------------|
| ADM                                         | 2184.776           | 2185.534                   | 2235.988               | 50.45                           |
| Weighted Count                              | 3075.931           | 3122.740                   | 3274.731               | 151.99                          |
| Base Level                                  | 4914.71            | 4914.71                    | 5013                   |                                 |
| Inflation FY26 2%                           |                    | 98.29                      | 100.26                 |                                 |
| Base Level per WSC X                        | 4914.71            | 5013.00                    | 5113.26                |                                 |
| Base Level =                                | 15,117,310         | 15,654,297                 | 16,744,552             |                                 |
| Audit Fees +                                | 33,000             | 32,000                     | 32,000                 |                                 |
| Base Support Level                          | 15,150,310         | 15,686,297                 | 16,776,552             | 1,090,254                       |
| TRCL (transp control limit)                 | 705,740.57         | 705,740.57                 | 705,740.57             |                                 |
| RCL (Revenue control limit)                 | 15,856,051         | 16,392,038                 | 17,482,292             | 1,090,254                       |
| M&O Override                                | 2,452,707          | 2,458,805                  | 2,458,805              |                                 |
| DAA Transfer*                               | 1,038,000          | 1,038,000                  | 1,038,000              |                                 |
| Tuition Revenue- ASDB                       | 7,000              | 7,000                      | 7,000                  |                                 |
| 5-Year \$75M allocation                     | 148,285            | 147,600                    | 143,742                | (3,858)                         |
| Total Revenues                              | 19,502,043         | 20,043,443                 | 21,129,839             | 1,086,396                       |
|                                             |                    |                            |                        |                                 |
| One Time \$300M state aid                   | 593,140            |                            |                        |                                 |
| ADM / Audit adjustment- one time \$         | 173,275            |                            |                        |                                 |
| Budget Carryover- \$ Reserved Fund Balance  | 2,811,531          | 1,681,785                  | 1,713,256              |                                 |
| Budget Carryover- One time exp CSR Teachers |                    | 750,000                    |                        |                                 |
| FRPL & DAA - One Time FY25 Funding          |                    |                            | 170,723                |                                 |
| Total Budget                                | 23,079,989         | 22,475,228                 | 23,013,818             | 538,590                         |

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

Agenda Item Number - IX-I

| Agenda Item Approve the Salary Plac Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | cement Schedules for all en                                                                | nployee groups for the 25-26 School                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| For Board: X Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | on Discussion                                                                              | Information                                                                                                                                                                                          |
| Governing Board to ensu with applicable state and compensation structures staff for the upcoming according to the state of | re alignment with budgetary prederal regulations. The salator certified, classified hourly | must be reviewed and approved by the priorities, staffing needs, and compliance ry placement schedules outline and exempt, administrative, and support as are critical in supporting recruitment, s. |
| The classified hourly place                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | cement schedule has been ful                                                               | ly enhanced by 2%.                                                                                                                                                                                   |
| <u>Legal</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                            |                                                                                                                                                                                                      |
| <u>Financial</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                            |                                                                                                                                                                                                      |
| Governing Board Goals  ☐Community Connectedness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                            |                                                                                                                                                                                                      |
| ☐Maximize Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | & Achievement from PreK to High                                                            | School                                                                                                                                                                                               |
| ☐Stewardship and Boardman                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ship                                                                                       |                                                                                                                                                                                                      |
| ☐ Equity & Excellence for Opp                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | portunity and Outcomes                                                                     |                                                                                                                                                                                                      |
| Recommendation It is recommended that the 25-26 school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ne Governing Board approve                                                                 | the salary placement schedules for the                                                                                                                                                               |
| Moved                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Seconded                                                                                   | P/F                                                                                                                                                                                                  |

# OSBORN SCHOOL DISTRICT #8 2025/26 CERTIFIED TEACHER SALARY PLACEMENT SCHEDULE (STEPLESS) at time of hire

| Proposed Funding Source*         | Level**                  | BA                    | MA                               |            |
|----------------------------------|--------------------------|-----------------------|----------------------------------|------------|
| M&O/P301                         | 0                        | 50000                 | 54000                            |            |
| M&O/P301                         | 1                        | 51000                 | 55000                            |            |
| M&O/P301                         | 2                        | 52000                 | 56000                            |            |
| M&O/P301                         | 3                        | 53000                 | 57000                            |            |
| M&O/P301                         | 4                        | 54000                 | 58000                            |            |
| M&O/P301                         | 5                        | 55000                 | 59000                            |            |
| District-approved college cours  | sework (from accredit    | ed college/university | only):                           |            |
| M&O/P301                         | + 6 credits              | 250                   | 250                              |            |
| M&O/P301                         | + 12 credits             | 500                   | 500                              |            |
| M&O/P301                         | + 18 credits             | 750                   | 750                              |            |
| M&O/P301                         | + 24 credits             | 1000                  | 1000                             |            |
| M&O/P301                         | + 30 credits             | 1250                  | 1250                             |            |
| M&O/P301                         | + 36 credits             |                       | 1500                             |            |
| Add for Endorsements/Certific    | ates                     |                       |                                  |            |
| IIF                              | Reading Endorse          | ment                  | 500                              |            |
| IIF                              | Gifted Endorsem          | ent                   | 500                              |            |
| IIF                              | K-8 Mathematics          | Endorsement           | 500                              |            |
| IIF                              | MS Math AEPA             |                       | 500                              |            |
| IIF                              | MS Science AEPA          |                       | 500                              |            |
| IIF                              | MS Social Studies        | S AEPA                | 500                              |            |
| IIF                              | MS Language Art          | s AEPA                | 500                              |            |
| IIF                              | ESL                      |                       | 500                              |            |
| IIF                              | BLE                      |                       | 500                              |            |
| IIF                              | National Board C         | ertification          | 2000                             |            |
| Add for Endorsement/Certificates | s attached to teaching a | ssignment (includes M | aster Teachers servicing these a | areas):    |
| IIF                              | Early Childhood E        | Indorsement           | 500 Only if te                   | ach kinder |
|                                  |                          |                       |                                  |            |

| IIF | Early Childhood Endorsement | 500 Only if teach kinder |
|-----|-----------------------------|--------------------------|
| IIF | Special Ed Class            | 1500                     |
| IIF | Montessori Certificate      | 1500                     |

### **Each level for placement represents two years of certified teaching experience: Education**:

| <b>0</b> = 0-1 years of exp. | <b>2</b> = 4-5 years | <b>4</b> = 8-9 years | <b>BA</b> = Bachelors obtained |
|------------------------------|----------------------|----------------------|--------------------------------|
| <b>1</b> = 2-3 years         | <b>3</b> = 6-7 years | <b>5</b> = 10+ years | MA = Masters obtained          |

### NOTE:

**EdD** = Annual Stipend of \$2,500

Longevity Pay = \$500 annually at beginning of 6th year; additional \$500 at beginning of 11th year

\*Positions written into grants must be supported by that grant for salary and benefits

Assignment addendums also available for dual-language classroom teachers.

#### **SUBSTITUTE PAY RATES**

| Day 1- thru Day 19 =     | \$150/day |
|--------------------------|-----------|
| Day 20+, (Longterm Sub)= | \$175/day |

# OSBORN SCHOOL DISTRICT 2025/26 PLACEMENT SCHEDULE - HOURLY (STEPLESS AT TIME OF HIRE)

|          | GR4   | GR5   | GR6   | GR7   | GR8   | GR9   | GR10  | GR11  | GR12  | GR13  | GR14  | GR15  | GR16  | GR17  | GR18  | MECH  | COTA/SLPA |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------|
| Level 2  |       |       | 15.56 | 16.16 | 16.74 | 17.33 | 17.94 | 18.52 | 19.12 | 19.70 | 20.30 | 20.88 | 21.46 | 22.10 | 22.77 | 24.75 | 26.63     |
| Level 3  |       | 15.41 | 16.05 | 16.65 | 17.30 | 17.93 | 18.54 | 19.13 | 19.76 | 20.39 | 21.00 | 21.58 | 22.19 | 22.85 | 23.54 | 25.37 | 27.43     |
| Level 4  | 15.26 | 15.89 | 16.54 | 17.18 | 17.85 | 18.46 | 19.13 | 19.75 | 20.43 | 21.06 | 21.67 | 22.32 | 22.90 | 23.59 | 24.30 | 26.00 | 28.22     |
| Level 5  | 15.71 | 16.35 | 17.06 | 17.67 | 18.39 | 19.05 | 19.73 | 20.39 | 21.09 | 21.73 | 22.40 | 22.98 | 23.62 | 24.33 | 25.06 | 26.65 | 29.02     |
| Level 6  | 16.17 | 16.84 | 17.54 | 18.20 | 18.97 | 19.61 | 20.36 | 21.01 | 21.74 | 22.43 | 23.07 | 23.69 | 24.36 | 25.10 | 25.85 | 27.32 | 29.81     |
| Level 7  | 16.60 | 17.29 | 18.06 | 18.70 | 19.49 | 20.18 | 20.95 | 21.61 | 22.43 | 23.08 | 23.75 | 24.41 | 25.05 | 25.80 | 26.58 | 28.01 | 30.53     |
| Level 8  | 17.06 | 17.75 | 18.57 | 19.27 | 20.07 | 20.76 | 21.55 | 22.25 | 23.07 | 23.75 | 24.44 | 25.08 | 25.81 | 26.58 | 27.38 | 28.70 | 31.24     |
| Level 9  | 17.48 | 18.20 | 19.06 | 19.75 | 20.59 | 21.31 | 22.16 | 22.86 | 23.69 | 24.41 | 25.08 | 25.84 | 26.52 | 27.32 | 28.14 | 29.42 | 31.96     |
| Level 10 | 17.96 | 18.67 | 19.54 | 20.28 | 21.18 | 21.85 | 22.76 | 23.49 | 24.36 | 25.05 | 25.81 | 26.52 | 27.25 | 28.07 | 28.91 | 30.16 | 32.67     |
| Level 11 | 18.39 | 19.13 | 20.07 | 20.80 | 21.70 | 22.47 | 23.35 | 24.13 | 24.98 | 25.75 | 26.48 | 27.24 | 27.98 | 28.82 | 29.69 | 30.91 | 33.38     |

|                                    |              |                                       |              | _                        |              |
|------------------------------------|--------------|---------------------------------------|--------------|--------------------------|--------------|
| <u>Schools</u>                     | <u>Grade</u> | District Office                       | <u>Grade</u> | Maint/Transportation     | <u>Grade</u> |
| Behavioral Technician- EDP         | 10           | Administrative Assistant              | 14           | Bus Attendant            | 4            |
| Extracurricular Instructor         | 7            | COTA / SLPA                           | COTA/SLPA    | Bus Driver               | 13           |
| Extracurricular Assistant          | 5            | ELL Data Support Specialist           | 13           | Courier                  | 10           |
| Certified Nurse Assistant (C.N.A.) | 10           | Language Acquisition Clerk            | 10           | Crossing Guard           | 4            |
| Community Preschool Instructor     | 14           | Special Ed Admin Asst                 | 14           | Custodian                | 8            |
| Educational Assistant              | 7            | McKinney-Vento Clerk                  | 13           | District Maintenance II  | 14           |
| Educational Assistant, Library     | 11           | Receptionist/Student Records          | 9            | District Maintenance III | 16           |
| ELL Paraprofessional               | 9            |                                       |              | Lead Custodian (Night)   | 14           |
| Emergency Medical Tech (E.M.T.)    | 11           | <b>Child Nutrition</b>                |              | Lead Maintenance         | 18           |
| Instructional Tutor                | 11           | Child Nutrition Baker/Cook            | 8            | Lead Mechanic            | MECH         |
| Licensed Practical Nurse (L.P.N.)  | 17           | Child Nutrition Cashier               | 7            | Lead Yard Crew           | 14           |
| Parent Liaison                     | 7            | Child Nutrition Courier               | 10           | Maint/Trans Dispatcher   | 13           |
| PBIS Assistant                     | 10           | Child Nutrition Food II               | 5            | Maint/Trans Clerk        | 8            |
| School Clerk                       | 9            | Child Nutrition Manager               | 14           | Mechanic                 | 16           |
| School Administrative Asst.        | 14           | Child Nutrition Mgr in Training       | 9            | Security Guard           | 6            |
|                                    |              | Child Nutrition Program Asst          | 13           | Site Maintenance II      | 14           |
| Human Resources                    |              |                                       |              | Site Maintenance III     | 16           |
| Human Resource Technician          | 14           | <b>Business Services</b>              |              | Van Driver               | 9            |
| Sub Caller/Clerk                   | 11           | Technician Accounting                 | 14           | Yard Crew                | 10           |
|                                    |              | Warehouse Clerk                       | 9            |                          |              |
|                                    |              | Student Data Coordinator              | 18*          | Information Systems      |              |
|                                    |              | *Initial Placement on Grade 18, level | 6-11         | Computer Technician      | 16           |
|                                    |              | Ed Applications Technician            | 16           |                          |              |

# OSBORN SCHOOL DISTRICT STUDENT SUPPORT PROFESSIONALS

### 2025/26 PLACEMENT SCHEDULE

|     |        | Montessori Teacher / Preschool Coordinator | SW MA  | OT   PT   SLP  RN | <u>PSYCH</u> |
|-----|--------|--------------------------------------------|--------|-------------------|--------------|
| min | 40,728 | 50,000                                     | 50,716 | 60,654            | 68,217       |
| mid | 45,607 | 55,000                                     | 62,000 | 67,708            | 75,153       |
| max | 51,040 | 60,500                                     | 73,153 | 74,760            | 80,934       |

#### Applies to All (Except Montessori Teachers & Preschool Coordinator)

Bilingual: \$2500 Doctorate: \$2500

#### **SLP**

MA level with National Certificate of Clinical Competence: \$2500 yearly stipend (Speech only)

Up to \$400.00 continuing education registration fee (Speech only)

Up to \$325.00 license fees- State/ASHA

### **Social Workers**

Licensed Clinical Social Workers (LCSW): \$2500

#### **Psychologists**

National Certificate of School Psychology: \$2500

#### **Montessori Teachers**

Montessori Certificate: \$1500

Longevity Pay = \$500 annually at beginning of 6th year; additional \$500 at beginning of 11th year

Effective 7.1.25

# OSBORN SCHOOL DISTRICT 2025/26 CLASSIFIED EXEMPT PLACEMENT SCHEDULE

|          | Position                                     | Min      | Mid      | Max      |
|----------|----------------------------------------------|----------|----------|----------|
| Group B1 |                                              | \$55,563 | \$57,806 | \$62,572 |
|          |                                              |          |          |          |
|          | 21st Century Coordinator                     |          |          |          |
|          | Child Nutrition Program Coordinator          |          |          |          |
|          | Executive Assistant to the Governing Board & |          |          |          |
|          | Superintendent                               |          |          |          |
|          | Human Resources Coordinator                  |          |          |          |
|          |                                              |          |          |          |
|          | Payroll Coordinator                          |          |          |          |
|          | Transportation Supervisor                    |          |          |          |
| Group B2 |                                              | \$62,000 | \$68,500 | \$75,000 |
|          | Accounting / Payroll Manager                 |          |          |          |
|          |                                              |          |          |          |
| Group C  |                                              | \$70,000 | \$77,500 | \$85,000 |
|          |                                              |          |          |          |
|          | Network Engineer                             |          |          |          |

Effective 7.1.25

# OSBORN SCHOOL DISTRICT 2025/26 ADMINISTRATIVE PLACEMENT SCHEDULE

|         | Position                    | Min                    | Mid         |           | Max |           |
|---------|-----------------------------|------------------------|-------------|-----------|-----|-----------|
| Group B | Curriculum Specialist       | \$73,2                 | 237         | \$77,719  |     | \$82,475  |
| Group C | Assistant Principal         | \$79,2                 | 273         | \$84,125  |     | \$89,547  |
|         | Business Services Administr | rator                  |             |           |     |           |
|         | Administrator of Federal &  | Community Progr        | ams         |           |     |           |
| Group D | Director Child Nutrition    | \$86,0                 | 72          | \$95,029  |     | \$102,863 |
|         | Director Maintenance/Tran   | sportation             |             |           |     |           |
| Group E | School Principal            | \$91,3                 | 841         | \$100,846 |     | \$109,159 |
|         | Director Human Resources    | —<br>* (range begins a | t \$95,000) |           |     |           |
|         | Director Student Services   |                        |             |           |     |           |
|         | Director Technology         |                        |             |           |     |           |
|         |                             |                        |             |           |     |           |
| Group F | Chief Officers              | \$109,1                | .59         | \$120,520 | ,   | \$130,455 |

<sup>\*</sup> Doctorate Annual Stipend of \$2500

Effective 7.1.25

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

Agenda Item Number - IX-J

| Agenda Item<br>First Reading                   | of Paid Parenta                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | al Leave Policy- GCC                                                                                                             | AC                                                                                                                                                                                                            |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| For Board:                                     | X Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Discussion                                                                                                                       | Information                                                                                                                                                                                                   |
| including the beevolving employees with        | chool District is control or adoption of adoption of a control of the control of | of a child. In alignment of a child. In alignment of the contractions in public afted a Paid Parental Leays of paid leave within | g employees through significant life events, with this commitment, and in response to sector human resources, the Human eave Policy. This policy provides eligible in a rolling 12-month period following the |
| Medical Leave<br>and document                  | Act (FMLA) whe ation requirement prove retention, a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | en applicable and outlin<br>its. By offering this ben                                                                            | re runs concurrently with the Family and nes clear eligibility criteria, responsibilities, nefit, the District aims to promote employee setitive position in attracting and supporting                        |
| <u>Legal</u>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                  |                                                                                                                                                                                                               |
| <u>Financial</u>                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                  |                                                                                                                                                                                                               |
| Governing Be                                   | oard Goals<br>onnectedness and Ind                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | creased Enrollment                                                                                                               |                                                                                                                                                                                                               |
| ☐Maximize Stud                                 | lent Learning & Achie                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | evement from PreK to High                                                                                                        | n School                                                                                                                                                                                                      |
| ☐Stewardship ar                                | nd Boardmanship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                  |                                                                                                                                                                                                               |
| □Equity & Excel                                | lence for Opportunity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | and Outcomes                                                                                                                     |                                                                                                                                                                                                               |
| Recommenda<br>It is recommer<br>Parental Leave | nded that the Gov                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | erning Board approve                                                                                                             | the first reading of Policy GCCAC Paid                                                                                                                                                                        |
| Moved                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Seconded                                                                                                                         | P/F                                                                                                                                                                                                           |

# GCCAC PROFESSIONAL/SUPPORT STAFF PARENTAL LEAVE

The District may grant an eligible employee Paid Parental Leave when the employee takes leave for one (1) or more of the following reasons:

- A. The birth of a child or the new placement of a child with the employee for adoption, provided the leave concludes within twelve (12) months beginning on the date of the birth or placement involved.
- B. Within these twelve (12) months, paid parental leave is available as long as an employee has a continuing parental role with the child whose birth or placement was the basis for the leave entitlement.

#### **Amount of Paid Parental Leave**

Leave amounts are based on full-time employment and shall be pro-rated for part-time employees. Temporary employees do not earn leave and are not eligible for this program.

- A. An employee may take a maximum of five days (5) of paid Parental Leave during any rolling twelve (12)-month period, measured backward from the first day of each approved period.
- B. If both spouses are district employees, and both meet eligibility requirements, each spouse may take five days (5) of paid Parental Leave. Spouses are expected to coordinate leave time through their respective areas and supervisors, and follow the applicable leave policies of their area.

### Designation and applicability of FMLA leave

For an employee who is approved for Family and Medical Leave Act (FMLA) and takes paid Parental Leave, the paid Parental Leave shall count towards the employee's available FMLA leave entitlement (i.e., the leaves run concurrently).

## Use of other paid leave and leave without pay

Employees who request and are approved for and take paid Parental Leave may use this leave prior to using their own paid leave balances or leave without pay. If approved for Paid Parental Leave, an employee will use Paid Parental Leave concurrently with FMLA.

### Leave prior to the birth or placement of a new child

Employees who need time off work prior to the birth or placement of a new child to attend medical and/or legal appointments may use their paid leave balances as appropriate or take leave without pay. This time off is not eligible for Paid Parental

Leave and is subject to all the provisions of the type(s) of leave that are used and the District's policies that apply to the use of that leave.

# **Employee Responsibilities**

When it is feasible, an employee is required to give the District thirty (30) days' notice in the event of a foreseeable parental leave and provide supporting documentation as requested by the District.

An employee requesting paid parental leave shall, when practicable, agree in writing to continue employment with the District for at least twelve (12) weeks past the completion of the leave timeframe. This twelve (12)-week work obligation begins on the employee's first scheduled workday after such paid parental leave concludes and is a twelve (12)-week obligation regardless of the amount of leave used by an employee. When the paid parental leave is taken intermittently, an employee must work a minimum of twelve (12) weeks total during the twelve (12)-month leave period.

## **District Rights**

Nothing in this policy should be construed as limiting the District's right to manage, discipline, or terminate an employee, including an employee's failure to comply with the District's request for appropriate documentation to substantiate the employee's need for the leave.

Paid Parental Leave approvals may be based on the District's operational requirements to meet the District's mission as determined by the Department director or Superintendent.

After consultation with the employee, the District may defer Paid Parental Leave for an otherwise eligible employee based on operational requirements to meet the District's mission and as determined by the department Director. The District may allow the employee to defer the use of Paid Parental Leave for up to six (6) months depending on the operational circumstances.

A department head may waive the work obligation if an employee is unable to return to work because of the continuation, recurrence, or onset of a serious health condition (including mental health) of the employee or the newly born/placed child—but only if the condition is related to the applicable birth or placement. If the employee is unable to return to work due to other circumstances, the return-to-work date and twelve (12)-week obligation may be postponed until the employee is able to return to work.

If an employee fails to return to work for the required twelve (12) weeks, the District may, after consultation with the Human Resources Director or designee, recover from the employee an amount equal to the total amount of contributions paid by the District on behalf of the employee to maintain the employee's health insurance coverage during the period of paid parental leave and for the hours of paid parental leave granted to the employee. This reimbursement provision may not be applied if the employee is unable to return to work based on the conditions that qualify for waiver described in the preceding paragraph. Also, this provision may not be applied if the

employee fails to meet the twelve (12)-week work obligation for any other circumstance beyond the employee's control.

#### **Definitions**

"New placement" means that the child is new to the household of the employee. It excludes the adoption of a stepchild or a foster child who has already been a member of the employee's household and has an existing parent-child relationship with an adopting parent.

"Supporting documentation" means written documentation from a medical or legal authority justifying the need for the leaves provided under this policy. "Supporting documentation" is separate from the Certification of Healthcare Provider (CHCP) that is required for Family Medical Leave Act (FMLA) leave, although a CHCP submitted for FMLA leave may serve as supporting documentation for the purposes of this policy. Other, appropriate documentation may include, but is not limited to, a birth certificate or a document from an adoption or foster care agency regarding the placement.

### Eligible employee:

- A. An eligible employee for the purposes of Paid Parental Leave is an employee who, upon the birth or new placement of an adopted child, is an employee of the District, at the commencement of taking paid Parental Leave:
- 1. Has been employed by the District for at least twelve (12) months during the past three (3) years; and
- 2. Has worked a minimum of one thousand two hundred fifty (1250) hours during the past year (paid leave does not count towards this requirement, with the exception of hours that an employee would have worked but for his or her military service).
- B. A department head shall not extend paid leave under this Program to an ineligible employee.

**Note:** An employee who is initially ineligible for Paid Parental Leave at the time of a qualifying birth or placement of a child may later establish leave eligibility during the twelve (12)-month period following the birth or placement and use Paid Parental Leave during that time period. Generally, this circumstance would apply when an employee becomes eligible upon completing the required twelve (12) months of service and working the minimum of one thousand two hundred fifty (1250) hours. Once eligibility is established and Paid Parental Leave is requested, an employee may use Paid Parental Leave in connection with a qualifying birth or placement within the twelve (12)-month period following the birth or placement.

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

Agenda Item Number – IX-K

| Agenda Item First Readin                                                     |                                                                                                                                                                                                                 | ıl/Support Staff Undiff                                                                                                                                                                                | erentiated Leave Policy GCCA                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| For Board:                                                                   | X Action                                                                                                                                                                                                        | Discussion                                                                                                                                                                                             | Information                                                                                                                                                                                                                                        |
| <ul><li>policy back w</li><li>Sectio</li><li>Sectio</li><li>Sectio</li></ul> | ne Policy Committed in a few further run on the process in on disciplinary and on payment for This section delivership payment for unus vesting period of added to policy we budget committed taken by the boar | evisions: to be used for requestinaction that may occur as unused annual leave vers on the work begun sed annual leave upon s 5 years. The board exp when the funding mechale e was able to fund the h | last year with establishing a tiered separation from the district after the pressed an interest in seeing this section anism existed to make it happen. The highest level (Tier IV) through action just tee will seek additional funding in future |
| <u>Legal</u><br><u>Financial</u>                                             |                                                                                                                                                                                                                 |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                    |
| Governing E                                                                  | Board Goals Connectedness and In                                                                                                                                                                                | ncreased Enrollment                                                                                                                                                                                    |                                                                                                                                                                                                                                                    |
| ☐Maximize Stu                                                                | ıdent Learning & Ach                                                                                                                                                                                            | ievement from PreK to High                                                                                                                                                                             | School                                                                                                                                                                                                                                             |
| ☐Stewardship a                                                               | and Boardmanship                                                                                                                                                                                                |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                    |
| □Equity & Exce                                                               | ellence for Opportunit                                                                                                                                                                                          | ty and Outcomes                                                                                                                                                                                        |                                                                                                                                                                                                                                                    |
| Recommend<br>It is recomme<br>Parental Leav                                  | ended that the Go                                                                                                                                                                                               | verning Board approve                                                                                                                                                                                  | the first reading of Policy GCCAC Paid                                                                                                                                                                                                             |
| Moved                                                                        |                                                                                                                                                                                                                 | Seconded                                                                                                                                                                                               | P/F                                                                                                                                                                                                                                                |

# GCCA PROFESSIONAL / SUPPORT STAFF UNDIFFERENTIATED LEAVE

## (Annual Leave)

Each eligible staff member shall accrue annual leave determined by the employee's work schedule. Two (2) days shall be advanced to certified teachers at the end of the first pay period of the school year with the rest accrued on a prorata basis.

Work Schedule Annual Leave

Twelve (12) months Twelve (12) days Nine/Ten (9/10) months Nine (9) days

A day shall be defined as eight (8) hours for fulltime employees. Employees scheduled for less fewer than eight (8) hours, shall have their annual leave advancement and accrual rate prorated based on their scheduled hours per day.

Annual leave may be used for personal illness or injury, family illness or injury, parental obligations, personal business, religious/cultural beliefs, and family bereavement. No more than 4 (four) days of annual leave may be taken consecutively.

Annual leave may not be used on the day before or the day after a holiday for the purpose of extending the holiday or during the first two (2) or last two (2) weeks of school. Exceptions to this policy must be addressed in writing to the Superintendent a minimum of two (2) weeks prior to the leave. The Superintendent will provide a response within two (2) days to the request. Requests for exceptions during designated black-out days not placed two weeks prior will not be approved for pay. Any unapproved leave beyond the blackout period will remain unpaid until the employee returns to work. Emergency cases require a phone call to the Superintendent or the administrator in charge. If annual leave is used on the day before or the day after a holiday, the Superintendent or the administrator in charge may require a physician's excuse when appropriate.

The unused portion of annual leave may be accumulated to two hundred (200) days.

If a staff member does not have any days of accumulated annual leave, a salary deduction of one (1) day will be made for each day of annual leave used unless the staff member is eligible to use an alternative paid leave (such as sick leave).

The annual leave of any staff member who does not serve a full school year shall be prorated.

### **Requesting Use of Annual Leave**

It shall be the responsibility of the employee to report an absence to his or her immediate supervisor in an accurate and timely manner.

An employee must record the absence on the required electronic System. Staff members requiring a substitute teacher must also request coverage on the required substitute system.

Annual leave will be requested in writing at least three (3) working days in advance to the principal or supervisor except in the case of illness or emergency. The principal or supervisor may approve annual leave, subject to the needs of the District and the availability of substitutes, as applicable. All absences must be documented using the appropriate reporting system.

The District reserves the right to require written explanation and/or verification by a physician for any absence charged to "illness."

#### **Excessive Use of Annual Leave**

Employees who are excessively absent may be subject to disciplinary action:

- A. Excessive absence shall be defined as absences during a contract year which exceed the total number of annual leave days which the employee can earn on an annual basis.
- B. Excessive absences for hourly employees shall be defined as absences in excess of annual leave days which the employee can earn in an academic year.
- C. Supervisors shall inform an employee whose absences are adversely affecting their job performance.
- D. Supervisors shall give written notification of possible disciplinary action should an employee's absences continue. The employee shall be given an opportunity to explain the reasons for the absences and to improve their attendance before disciplinary action is initiated.

#### No Call / No Show Exclusion

This section of the policy does not pertain to employees who are subject to job abandonment disciplinary action.

## **Payment for Unused Annual Leave**

A full-time professional or support staff member who has been employed by the District for more than three (3) five (5) years will receive, upon leaving the District, fifty dollars (\$50) a tiered day reimbursement for up to a maximum of two hundred (200) annual leave days. The tiers will be structured as follows:

- Tier I -- years 6-10 @ 33.3% substitute daily rate
- Tier II years 11-15 @ 33.3% of substitute daily rate
- Tier III years 16-20 @ 33.3% of substitute daily rate
- Tier IV -- years 21+ @ 100% substitute daily rate

A part-time professional staff member who has been employed by the District for more than five (5) years will receive, upon leaving the District, a prorated tiered amount for up to a maximum of two hundred (200) annual leave days. Movement through the tiers is based on the anniversary date of hire or rehire. A part-time staff member who works less than eight (8) hours per day and has been employed by the District for more than three (3) years will receive, upon leaving the District, an amount equal to half (1/2) of the daily rate of pay, not to exceed twenty-five dollars (\$25), for up to a maximum of two hundred (200) annual leave days.

Employees nearing retirement may apply to the Superintendent to receive an extended pay out of their accumulated annual leave for a period of up to three (3) years as specified in Regulation GCQE-R.

Certificated and support staff members who have worked three (3) five (5) years or less fewer may accumulate days but will not be vested as applicable until reaching the fourth (4th) sixth (6<sup>th</sup>) year of continuous employment status.

## Sick Leave (Sick Time)

Sick leave for District personnel is a designated amount of compensated leave that is to be granted to a staff member who, through personal or family illness, injury, or quarantine, is unable to perform the duties assigned.

When a staff member exhausts all hours of accumulated sick leave and additional sick leave is needed, an additional leave of absence must be requested pursuant to District policy. If an employee does not wish to return to her duties following childbirth, an extended leave of absence must be requested, consistent with existing District policy.

Upon request, the staff member shall inform the Superintendent of the following:

- A. Purpose for which sick leave is being taken.
- B. Expected date of return from sick leave.
- C. Where the staff member may be contacted during the leave.

#### Use of Earned Paid Sick Time

Earned paid sick time shall be provided to an employee by the District for:

- A. An employee's mental or physical illness, injury or health condition; an employee's need for medical diagnosis, care, or treatment of a mental or physical illness, injury or health condition; an employee's need for preventive medical care:
- B. Care of a family member with a mental or physical illness, injury or health condition; care of a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury or health condition; care of a family member who needs preventive medical care;
- C. Reasons related to child care, domestic violence, sexual violence, abuse or stalking, and legal services as described in A.R.S. § <u>23-373</u>.

Earned paid sick time shall be provided upon the request of an employee. Such request may be made orally, in writing, by electronic means or by any other means acceptable to the District. District staff are required to report their absences via the District's attendance system and to request a substitute (if required) in the substitute management system. When possible, the request shall include the expected duration of the absence. The District reserves the right to deny the use of earned paid sick time if the employee fails to report the need for the use of the sick leave as required by this policy.

When the use of earned paid sick time is foreseeable, the employee shall make a good faith effort to provide notice of the need for such time to the District in advance of the use of the earned paid sick time and shall make a reasonable effort to schedule the use of earned paid sick time in a manner that does not unduly disrupt the operations of the District.

The District will not require, as a condition of an employee's taking earned paid sick time, that the employee search for or find a replacement worker to cover the hours during which the employee is using earned paid sick time.

Earned paid sick time may be used in one-quarter (.25) hourly increments.

For earned paid sick time of three (3) or more consecutive work days, the District may require reasonable documentation that the earned paid sick time has been used for a purpose covered by A, B, or C, above. Documentation signed by a heath care professional indicating that earned paid sick time is necessary shall be considered reasonable documentation for purposes of this section.

As defined in statute (A.R.S. § 23-371), "family member" means:

A. Regardless of age, a biological, adopted or foster child, stepchild or legal ward, a child of a domestic partner, a child to whom the employee stands in

loco parentis, or an individual to whom the employee stood in loco parentis when the individual was a minor;

- B. A biological, foster, stepparent or adoptive parent or legal guardian of an employee or an employee's spouse or domestic partner or a person who stood in loco parentis when the employee or employee's spouse or domestic partner was a minor child;
- C. A person to whom the employee is legally married under the laws of any state, or a domestic partner of an employee as registered under the laws of any state or political subdivision;
- D. A grandparent, grandchild or sibling (whether of a biological, foster, adoptive or step relationship) of the employee or the employee's spouse or domestic partner; or
- E. Any other individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship.

#### **Notice**

The amount of sick leave available to an employee, the amount of sick leave taken by an employee to date during the year, and the amount of pay an employee has received as sick leave will be recorded in or attached to the employee's paycheck.

#### Accrual:

- A. Employees of the District shall accrue a minimum of one (1) hour of earned paid sick time for every thirty (30) hours worked, but employees shall not be entitled to accrue or use more than forty (40) hours of earned paid sick time per year. A "year" is defined as the twelve (12) month period beginning on July 1 of each fiscal year.
- B. Earned paid sick time shall begin to accrue at the commencement of employment or on July 1, 2017, whichever is later.
- C. An employee may use earned paid sick time as it is accrued, except that an employee hired after July 1, 2017 must wait until the ninetieth calendar day after commencing employment before using accrued earned paid sick time.
- D. Employees who are exempt from overtime requirements under the Fair Labor Standards Act of 1938 (29 United States Code section 213(A)(1)) will be assumed to work forty (40) hours in each work week for purposes of earned paid sick time accrual unless their normal work week is less than forty (40) hours, in which case earned paid sick time accrues based upon that normal work week.

- E. Earned paid sick time shall be carried over to the following year, subject to the limitations on usage of forty (40) hours per year. In no event shall an employee carry over more than eighty (80) hours of sick time into the next fiscal year.
- F. If an employee is transferred, but remains employed by the District, the employee is entitled to all earned paid sick time accrued and is entitled to use all earned paid sick time as provided in this section.
- G. When there is a separation from employment and the employee is rehired within nine (9) months of separation by the District, previously accrued earned paid time that had not been used shall be reinstated. Further, the employee shall be entitled to use accrued earned paid sick time and accrue additional earned paid sick time at the re-commencement of employment. The District does not offer as a benefit of employment payment for accrued but unused sick time upon separation of employment.
- H. When a different District succeeds or takes the place of an existing District, all employees of the original District who remain employed by the successor District are entitled to all earned paid sick time they accrued when employed by the original District, and are entitled to use earned paid sick time previously accrued.

#### **Retaliation Prohibited**

The District will not interfere with, restrain, or deny the exercise of, or the attempt to exercise, any right protected in this policy or the Arizona Fair Wages and Healthy Families Act.

The District will not retaliate or discriminate against an employee because the employee has exercised protected rights, including but are not limited to the right to request or use sick leave; the right to file a complaint with the Industrial Commission of Arizona or courts or inform any person about the District's alleged violation; the right to participate in an investigation, hearing or proceeding or cooperate with or assist the Industrial Commission in its investigations of alleged violations; and the right to inform any person of his or her potential rights.

The District's absence policy will not count sick leave as an absence that may lead to or result in discipline, discharge, demotion, suspension, or any other adverse action.

Protections of this section shall apply to any person who mistakenly but in good faith alleges violations of this policy or the applicable law.

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         |                           | Agenda item   | Number A |
|---------------------------------------|---------------------------|---------------|----------|
| Board Development                     |                           |               |          |
| For Board: Action                     | X Discussion              | X Information |          |
| Background -                          |                           |               |          |
|                                       |                           |               |          |
|                                       |                           |               |          |
| <u>Legal</u>                          |                           |               |          |
| <u>Financial</u>                      |                           |               |          |
| <b>Governing Board Goals</b>          |                           |               |          |
| □Community Connectedness and Inc      | creased Enrollment        |               |          |
| ☐ Maximize Student Learning & Achie   | evement from PreK to High | School        |          |
| ☐Stewardship and Boardmanship         |                           |               |          |
| ☐ Equity & Excellence for Opportunity | and Outcomes              |               |          |
| Recommendation                        |                           |               |          |
| Moved                                 | Seconded                  |               | P/F      |

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Agenda Item Number -XI

| Agenda Item Reflections/Feedback on Meetin          | g                      | J                                    |  |  |
|-----------------------------------------------------|------------------------|--------------------------------------|--|--|
| For Board: Action                                   | X Discussion           | X Information                        |  |  |
| Background – Reflect on the business of tonight's m | າeeting. You may con   | nment on how it aligns to our goals. |  |  |
| <u>Legal</u>                                        |                        |                                      |  |  |
| <u>Financial</u>                                    |                        |                                      |  |  |
| Governing Board Goals                               |                        |                                      |  |  |
| □Community Connectedness and Increa                 | sed Enrollment         |                                      |  |  |
| ☐ Maximize Student Learning & Achiever              | ment from PreK to High | School                               |  |  |
| □Stewardship and Boardmanship                       |                        |                                      |  |  |
| □ Equity & Excellence for Opportunity and Outcomes  |                        |                                      |  |  |
| Recommendation                                      |                        |                                      |  |  |
| Moved                                               | Seconded               | P/F                                  |  |  |

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

Agenda Item Number – XII

| Agenda Item<br>Future Agen |                    |                                                 |                                               |
|----------------------------|--------------------|-------------------------------------------------|-----------------------------------------------|
| For Board:                 | Action             | X Discussion                                    | X Information                                 |
| <u>Future</u>              |                    |                                                 |                                               |
|                            | nd Confer update o | r representative to join erlock at tonight's me | committees (Update from Dr. Robert and eting) |
| Mrs. Ramos • Revisit       | liquidated damages | s conversation (to be r                         | revisited by the Policy Committee)            |
|                            |                    |                                                 | Agenda Item Number – XII                      |
| <u>Adjournment</u>         |                    |                                                 |                                               |
| Moved                      |                    | Seconded                                        | P/F                                           |