

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

**Amended to revise item V-J removing inaccurate verbiage, revision to V-D and removing the Executive Session previously listed as item XIII**

**Public Hearing 5:30 PM**

A public hearing will be held for the purpose of discussion of Instructional Time Models in accordance with HB 2862

**Regular Meeting – Immediately Following the Public Hearing**

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

*Members of the public may attend by calling the following number (US)+1 802-348-1270 PIN: 603 501 375# or viewing in a Google Meets Meeting ID [meet.google.com/vin-rkzt-zvx](https://meet.google.com/vin-rkzt-zvx) if you have an Osborn Google account*

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

**AGENDA**

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- I. **Call to Order**
  - II. **Pledge of Allegiance and Land Acknowledgment**
  - III. **District Celebrations and Announcements**
  - IV. **Call to the Public**
  - V. **Consent Agenda – Approval of Items since May Meeting**
    - A. Ratification of Accounts Payable Vouchers
    - B. Ratification of Payroll Vouchers
    - C. Board Minutes
      - 1. May 13, 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 Maricopa County Payroll Services
- J. *Authorization to Issue Request for Proposals (RFP's), Bids and Request for Qualifications (RFQ's)*
- K. Resolution to Ratify Vouchers
- L. Renewal of BIDs, RFPs, RFQs
- M. Sole Source Listing FY25 – Revision
- N. Sole Source Listing FY26
- O. Approval of extension of MOU with Native Health 25-26 SY
- P. Approval of renewal of Data Sharing Agreement with ASU/Helios Decision Theater year 2 of 5
- Q. Approval of the Renewal of the Host School Agreement with International TeachAlliance, a program of ESI
- R. Approval of renewal of Agreement with ASBA year 4 of 4 year agreement
- S. Approval of updated job description for Clinical Fellow Speech Language Pathologist
- T. Approval of the recommended job description for Lead Social Worker – Emotional & Behavioral Programs
- U. Approval of the recommended job description for Lead School Psychologist
- V. Renewal of Agreement with Phoenix Indian Center for 2025-2026
- W. Out-of-State Professional Development Opportunities for Operations Officer C. McCabe for the 2025-2026 school year.
- X. Approval of renewal of MOU and lease with Amazing Arts

**VI. Board Presentation**

**VII. Administrative Reports since May Meeting**

- A. Administrative Reports—During summer months, principals and directors submit reports on work completed in their school/department if needed. Board members may comment.
- B. Suspension Report for the month of May
- C. Student Absence Report for the month of May
- D. Substitute Teacher Report for month of May
- E. Enrollment Report

**VIII. Information/Discussion Items-**

**IX. Action Items**

- A. Propose 2025/26 Expenditure Budget, Set Public Hearing Date for Adoption of the 25/26 Budget and Approval to Spend Funds from Insurance Proceeds
- B. Second Reading and Approval of Paid Parental Leave Policy- GCCAC
- C. Second Reading and Approval 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. Adjournment**

OSBORN SCHOOL DISTRICT NO. 8

June 16, 2025

Board Meeting

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

Agenda Item Number – Public Hearing

**Agenda Item**

**Public Hearing Instructional Time Models**

For Board:  Action  Discussion  Information

**Background –**

[HB 2862](#) requires school districts to have two public hearings on alternative models of instruction for online schools.

HB 2682 allows a school, in its adopted instructional time model, to deliver the annual required instructional time or hours to students through any combination of:

- a) **Direct instruction** (presentation of academic content to students by teachers, such as in a lecture or demonstration)
- b) **Project-based learning** (engages students in solving a real-world problem or answering a complex question and demonstrating their knowledge and skills by creating a public product or presentation for a real audience)
- c) **Independent learning time** (when students are working without direct teacher input and includes work on educational programs, independent reading, homework, etc.)
- d) **Mastery-based learning** (a system in which students advance to higher learning levels upon demonstration of concept and skill mastery, regardless of time, place or pace)

HB 2682 also instructs a school to align its attendance policies to reflect the instructional time and hours under its adopted instructional time model.

The district is recommending the governing board adopt instruction time models for Clarendon, Encanto, OMS, Longview, Montecito and Solano Schools for the 25-26 school year. [Attached](#) are the developed attendance procedures for those students who complete their instructional minutes through the instructional time models.

**Legal –**

HB 2862

**Financial-**

**Governing Board Goals**

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

**Recommendation**

Presentation

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – I/II**

**Agenda Item**

**Call to Order**

**Pledge of Allegiance/ Land Acknowledgement**

For Board:     Action                       Discussion                       Information

**Osborn School District Land Acknowledgement**

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

[Osborn Land Acknowledgement Video](#)

**Background**

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

Information Only

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

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – III**

**Agenda Item**

**District Celebrations and Announcements**

For Board:  Action  Discussion  Information

**Background –**

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

Information Only

OSBORN SCHOOL DISTRICT NO. 8

June 16, 2025

Board Meeting

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

Agenda Item Number – IV

**Agenda Item**

**Call to the Public**

For Board:  Action  Discussion  Information

**Background –**

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

*An individual wishing to address the Governing Board using technological access must email their message or request to speak live to [lnye@osbornsd.org](mailto:lnye@osbornsd.org) by 12:00pm on Monday, June 16, 2025.*

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

For Information Only

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

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-A**

**Agenda Item**

**Ratification of Accounts Payable Vouchers**

For Board:  Action       Discussion       Information

**Background –**

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

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

**Legal**

A.R.S. §15-321.G

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board ratify payment of FY25 Accounts Payable Vouchers from May 1 through May 31, 2025.

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

**Osborn School District No. 8**  
**Summary of FY25 Accounts Payable Vouchers Processed**  
**5/1/25 through 5/31/25**

<b>Fund Title</b>	<b>Fund #</b>	<b>Total</b>
M & O	1	337,635.07
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	3,127.50
Title I Targeted Support & Improvement	115	0.00
Title I Targeted Support & Improvement	116	0.00
Title IIA - Improving Teacher Quality	140	0.00
Title IIA - Improving Teacher Quality	141	2,436.00
TITLE IV-SAFE & DRUG FREE BASIC	160	0.00
Title IV- Safe & Drug free basic	161	13,494.34
21st Century (Enc, Sol)	162	2,981.27
21st Century (CL, LV, OMS)	163	4,001.97
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	16,718.96
Idea - Preschool Grant	222	0.00
Idea Edisa	223	0.00
Idea Edisa-1 Implementation	224	0.00
ARP-Idea Preschool	227	0.00
ARP- IDEA BASIC	228	0.00
JOHNSON-O'MALLEY	230	0.00
JOHNSON-O'MALLEY	231	0.00
Education for Homeless Children	280	0.00
Education for Homeless Children	281	0.00
ARRA-ED For Homeless	283	0.00
ARP-Homeless I	284	0.00
Medicaid Reimb	290	546.66
EPACLEAN BUSES GRANT	308	0.00
AZ NURSES WORKFORCE GRANT	310	0.00
PRE School Dev GRANT	320	165.23
AZ PRIME GRANT	321	0.00
Pre School Dev - Start - Up	322	0.00
ESSER CARES	326	0.00
Acceleration Academy Grant	327	0.00
ENROLLMENT STABILIZATION GRANT	328	0.00
HQEL	333	2,641.15
ESSER/CARES ROUND II	336	0.00
ACCELERATION ACADEMIES	337	0.00
ESSER ROUND III	346	0.00
TIF GRANT - ASU	352	0.00

FED ED INNOVATION RESEARCH GRANT	364	0.00
Scoppes - Counseling Grant	376	0.00
Arts in Education	377	0.00
ARP - HOMELESS II ENTITLEMENT	383	0.00
ARP - Homeless I Grant	384	0.00
Race To The Top	396	0.00
GIFTED	450	0.00
RESULT BASED FUNDING	457	0.00
AZ Transportation Modernization	465	0.00
EARLY LITERACY GRANT	472	0.00
OIE RISE GRANT	475	0.00
VW BUS SETTLEMENT	476	0.00
FEMININE HYGIENE	478	0.00
Safe Schools	480	0.00
School Emergency Readiness	485	0.00
Arts ED GRANT	492	0.00
TREES FOR SCHOOL GRANT	494	0.00
Sch PI-Sales/Leas Over 1 YR	500	0.00
School Plant Sales	502	0.00
School Plant 1 Year/Less	505	0.00
Food Service	510	70,364.01
Civic Center	515	0.00
Community School	520	14.24
Community School Montessori	521	0.00
Auxiliary Operations	525	523.29
Extra Curr Tax Fees CR	526	2,516.00
Gift and Donations	530	19,165.88
Fingerprint	540	0.00
Insurance Proceeds	550	0.00
Textbooks	555	0.00
LITIGATION RECOVERY	565	0.00
Indirect Costs	570	0.00
Unemployment Insurance	575	0.00
Insurance Refund	585	0.00
Unrestrict Capital Outlay	610	19,005.21
Bond Building funds	630	646,697.86
Energy & Water Savings	665	0.00
SFB BUILDING RENEWAL	691	0.00
Student Activities	850	9,952.08
Employee Insurance Fund	855	198,538.96
		<u>1,350,525.68</u>

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-B**

**Agenda Item**

**Ratification of Payroll Vouchers**

For Board:  Action       Discussion       Information

**Background –**

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

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

**Legal**

A.R.S. §15-321.G

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board ratify payment of 2024/25 Payroll Vouchers processed from May 1 through May 31, 2025.

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

# Osborn School District No. 8

## Summary of Payroll Vouchers 5/01/25 thru 5/31/25

**Voucher number**

<u>Fund Title</u>	<u>Fund</u>	<u>Total</u>
Maintenance & Operation	001	1,397,815.45
Proposition 301	011	148,285.40
Proposition 301	012	202.51
Instructional Improvement Fund	020	5,656.80
Structured English Emersion	71	3,965.10
Title I Disadvantaged Grant	101	86,639.22
Title IIA	141	352.60
	160	0.00
Title IV	161	1,537.40
21st CCLC Grant	162	17,019.26
21st CCLC Grant	163	29,324.03
Title III	191	4,085.67
Title VII-Indian Ed	200	3,739.18
IDEA - General Entitlement Grant	220	0.00
IDEA - BASIC	221	61,010.78
IDEA-Preschol Grant	222	0.00
IDEA EDISA - 3 TRAININ	223	2,956.84
ARP- IDEA PRESCHOOL	227	0.00
ARP- IDEA BASIC	228	0.00
Johnson O'Malley	231	3,739.21
Medicaid Reimbursement Fund	290	24,919.76
Preschool Developmental Year 1	320	7,089.57
AZ Prime Grant	321	0.00
PDG - CONTINUATION GRANT	323	19,510.54
HQEL Grant	333	0.00
ESSER ROUND III	346	0.00
FED ED INNOVATION RESEARCH	364	3,273.60
RESULTS BASED FUNDING	457	14,026.19
na	472	18,884.31
FOUNDATIONAL LITERACY GRANT	473	14,429.38
OIE RISE GRANT	475	4,694.93
SCHOOL SAFETY GRANT	480	34,532.84
STATE TUTORING	483	0.00
Food Service Fund	510	112,882.20
Civic Center	515	10,264.84
Community Schools	520	13,947.77
Community Schools-Montessori	521	37,936.05
Extra Curr Tax Fees	526	2,881.85
Gifts & Donations	530	5,443.98
Indirect Costs Fund	570	28,195.78
UNRESTRICT CAPITAL OUTLAY	610	0.00
		<u>\$ 2,119,243.04</u>

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

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

**Agenda Item Number – V-C-1**

**Agenda Item**

**Approval of Governing Board Minutes**

For Board:     Action                       Discussion                       Information

**Background –**

Approval is requested for the minutes of the following meetings:

1. May 13, 2025 Regular Meeting

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

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

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

The Regular Meeting of the Osborn School District Governing Board was called to order at 5:49 p.m. by Board President Violeta Ramos.

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

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

Dr. Robert led the pledge. Mrs. Ramos read the land acknowledgement.

**District Celebrations**

Dr. Robert shared upcoming events including the City of Phoenix Bike to Work and the Community Blue Zone events and OMS promotions.

Site and District Administration awarded staff with 20, 25 and 30 years of service as well as awards to the You Make the Difference recipients.

A recess was called at 6:37 PM  
Meeting resumed at 6:51 PM

**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

Mrs. Ford motioned to pull item IV-M from the consent agenda for further discussion. Mr. Hermes seconded. Motion carried 5-0.

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

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

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

**Item IV-M- Approval of MOU with American Intercontinental University**

Mrs. Ford shared concerns about entering into a partnership with the American Intercontinental University noting the company does not share the same values as Osborn.

Dr. Robert shared that the agreement would provide an opportunity for the district to pay for staff to earn their masters or bachelors degrees through a grant with students not incurring debt. There are currently no staff who have expressed interest in the program.

Mrs. Greenberg motioned to approve. Mrs. Ford seconded. Motion did not pass 0-5.

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

**Call to the Public**

Ms. Nye read a statement submitted from Kirsten Callisen. Although the three minute time limit did not allow for the statement to be read in its entirety, Ms. Callisen outlined concerns with the district's process around staff transfers.

**Board Presentation**

Meet & Confer Committees Update

Dr. Robert reviewed that in response to member requests for Meet and Confer, committee work began this year with both Budget and Policy committees noting that the process is the same but

Open Meeting Law is now also part of the process. Policy Committee began looking at policies in the spring that will be in place prior to the start of the new school year.

Ms. Gerlock said that the makeup of Policy Committee was agreed upon by both OEA and administration and will continue work on policy and a working agreement.

Members said they were glad to see the progress but there is still work to do to ensure processes are in place in the future for future leaders.

President Ramos called for a recess at 6:45 PM.

The meeting resumed at 7:06 PM. **Future Agenda Items**

**Admin Reports**

No comments

**Information/ Discussion**

**Bond Update**

Don Brubaker provided background on the Montecito site built in the 90's adding that the building has found its identity. The growing Montessori program that now occupies the building presents the opportunity for upgrade. Mr. Brubaker was accompanied by Carolina and Emma who shared floor and site plans and a video of what the upgrades will look like. Mr. Brubaker stated that relocating students to another area of the building while renovations are underway will also be a cost savings.

A short discussion took place around the renovations and timelines with members sharing their enthusiasm for the project.

**Action Items**

**Approval of adoption of i-Ready Math for Osborn Middle School**

Mrs. Potter-Davis said that after a few teachers utilized the i-Ready materials it was determined last spring to support all OMS teachers. Ms. Tikovitsch also shared benefits of the materials and a short discussion around cost and digital subscription took place.

Mr. Hermes motioned to approve with the recommendations noted on the spreadsheet. Mrs. Greenberg seconded. Motion passed 5-0

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

**Recommendation of RFQ 2025.02 Award for Construction Manager at Risk**

Ms. McCabe introduced Missy Mudry who provided an overview of the RFQ process makeup of the committee. She said that anyone interested could learn more about the project and submit their bid.

Mr. Hermes noted the half percent difference in the CMAR fees and Missy Mudry explained that these fees will be different based on the project but both are well within reason.

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

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

**Recommendation of RFQ 2025.03 Award for Construction Manager at Risk**

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

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

**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

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

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BED	Meeting Procedures/ <del>Bylaws</del>
BED-R	Meeting Procedures/ <del>Bylaws</del>
BED-EA	Meeting Procedures/ <del>Bylaws</del>
BED-EB	Meeting Procedures/ <del>Bylaws</del>
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 stated that this was a second review of the polices.

Mrs. Ford motioned for approval. Mr. Hermes seconded. Motion passed 5-0

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

**Discussion/Approval reaffirming or revision of priorities from the 2025 ASBA Political Agenda for the 2026 political agenda**

Dr. Robert explained that members could reaffirm the same five priorities or submit a revision.

Following discussion Mrs. Greenberg stated her preference to support the following:

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.
- Replace current year funding with a system that provides districts appropriate stable annual budgeting ability and technical reliability.
- Fully fund full-day kindergarten and include kindergarten students in the override calculations.
- Ensure local control and flexibility in managing funds and programs, within the Arizona constitutional requirements of a general and uniform public school system.
- 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

And 2 additional items:

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

Mrs. Greenberg motioned to approve with stated revisions. Mr. Thompson seconded. Motion carried 4-1

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

**Approval of Revision to the 2024/25 School District Expenditure Budget**

Ms. McCabe stated this was the information shared during the Public Hearing and provided clarification around curriculum adoption costs and expenditures from capitol override funds.

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

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

**Approval to exceed 2024/25 M&O Budget Subsections**

Mrs. Mc Cabe explained this is an annual housekeeping item noting that expenditures will continue through August.

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

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

**FY2026 Budget Committee Recommendations**

Ms. McCabe said the committee this year had lots of rich conversation and considered both staffing and policy pieces. The recommendations include a 2% pay increase for all staff, funding for a new paid parental leave, free insurance and retention of classified positions that had not already been reduced.

Mr. Hermes left the meeting at 8:51 PM

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

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

Mr. Hermes returned to the meeting at 8:53 PM

**Approve the Salary Placement Schedules for all employee groups for the 25-26 School Year**

Dr. Woodland shared that the request was for approval of the salary placement schedules as attached noting the classified hourly schedule included a 2% enhancement.

Mrs. Greenberg expressed concern with transparency of using stepless placement schedules.

Referring to psychologist positions, Dr. Woodland and Dr. Boyle provided clarification to Mr. Hermes' questions around direct hires for those positions.

Dr. Robert commended Dr. Woodland for her work around attracting and retention of staff noting that the district is a number of years away from doing another compensation study. The last compensation study, completed a few years ago ensured salaries were in the mid range for staff.

Mrs. Ford motioned to approve. Mr. Hermes seconded. Motion passed 4-1

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

**First Reading of Paid Parental Leave Policy- GCCAC**

Dr. Woodland explained that this policy would allow for a starting rate of 5 days for families either birthing or adopting a child.

Mrs. Greenberg requested clarifying language of what a staff member would be required to pay back to the district should they decide not to return to work. Dr. Robert will consult with district counsel and will bring back for the second reading of the policy.

President Ramos stated that this is just the beginning to implement this policy and work will continue to extend the number of days.

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

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

**First Reading of Professional/Support Staff Undifferentiated Leave Policy GCCA**

Storm Gerlock completed a call to the public form to speak to this item. She indicated that OEA supports the changes to the policy providing transparency, consistency and clarity. Noting concerns with capping the amount used on sub pay she said she looks forward to looking at whether it will be sustainable.

Dr. Robert reviewed recommended revisions explaining that a committee looked at the policy last year and was brought back for committee review this year. Payout of annual leave will follow the new tiered system with staff that have been with the district the longest receiving the highest payouts. He said that all staff will be educated on the changes at the start of the school year.

Mr. Hermes motioned to approve with the recommendations noted on the spreadsheet. Mrs. Greenberg seconded. Motion passed 5-0

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

**Board Development**

None.

### **Reflections**

Mr. Thompson said he was wowed by the You Make the Difference Award winners. He also enjoyed the 100 year celebration of Longview and a field trip he recently attended.

Mrs. Ford thanked staff and families who continue working and attending schools in the district. She then congratulated Clarendon for receiving their A+ recognition and Solano for “knocking it out of the park” with their data.

Mr. Hermes expressed appreciation for the district staying focused on providing a high quality education and the team's focus on students thanking staff for another great year.

Mrs. Greenberg said she is thankful to be a part for the community and feels that raises, paid parental leave and leave payouts to staff are things that set the district apart. She then thanked Dr. Woodland for helping to bring the items forward. Noting that every educator makes a difference, she hopes teachers recognize the accomplishments they had over the course of the year.

President Ramos said that we are in a space allowed to dream big and appreciates that there are partners that share the district values noting that ASU has some great opportunities for STEM teachers. After attending a recent conference she would like to look at opportunities for districts in the area to unite.

Dr. Robert expressed pride in the collaborative work that resulted in new benefit offerings. He is also proud of the great school management, planning and the great advocacy.

### **Future**

#### **Mr. Thompson**

- Would like to scheduling Jan thru June meeting dates

#### **Mrs. Ford**

- Would like to have a presentation reach out to hear about what the Native American Program has done this year.

#### **Mr. Hermes**

- A check in/follow up on the caps set for subs to see how it's going
- Review policies related to lockdowns and invite Phoenix Police Department to discuss lockdowns

#### **Mrs. Greenberg**

- emergency response committee and share communication with the Board that is shared with staff
- Review policies related to staff transfers and emergency certification renewals

#### **Mrs. Ramos**

- Plan for strategic plan
- Summer retreat.

**Adjournment**

President Ramos declared the meeting adjourned at 9:43 PM.

Minutes submitted by:

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Lisa Nye, Executive Assistant  
to the Superintendent and Governing Board

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Leanne Greenberg, Board Clerk

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-D-1-8**

**Agenda Item**

**Approval of Personnel Items**

For Board:  Action       Discussion       Information

**Background –**

Per attached list.

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

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

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

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

**NEW EMPLOYEES: CERTIFIED**

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE HIRED</u>	<u>RATE OF PAY</u>
Aphaisuwan, Jennifer	Teacher SC/CC	LNV	<u>7/21/2025</u>	<u>\$52,000.00</u>
Ellison, Brianne	Teacher SC/CC	LNV	<u>7/28/2025</u>	<u>\$53,500</u>
Hinton, Donald	PE Teacher	SOL	<u>7/21/2025</u>	<u>\$54,000</u>
Regenold, Tracey	Teacher SC/CC	<u>SOL</u>	<u>7/21/2025</u>	<u>\$56,500.00</u>
Stein, Bethany	Preschool Coordinator	DO	<u>7/21/2025</u>	<u>\$55,000.00</u>
Witherspoon, Brandon	Assistant Principal	SOL	<u>7/1/2025</u>	<u>\$79,273.00</u>

**NEW EMPLOYEES: CLASSIFIED**

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE HIRED</u>	<u>RATE OF PAY</u>
Blanco, Veronica	Preschool Teacher	ENC	<u>7/29/2025</u>	<u>\$25.96</u>
Hallock, Karin	Educational Assistant- Resource	LNV	<u>7/31/2025</u>	<u>\$20.40</u>
Herrera Silva, Katherine	Educational Assistant- SC/CC	LNV	<u>7/31/2025</u>	<u>\$18.66</u>
Munza, Ashley	1-on-1 Nurse for Student	OMS	<u>7/30/2025</u>	<u>\$28.26</u>
Sawyer, Anthony	Educational Assistant- Montessori	MCS	<u>7/31/2025</u>	<u>\$18.70</u>
Velasco- Jackson, Melinda	School Clerk	SOL	<u>7/9/2025</u>	<u>\$20.76</u>

ADDITIONAL ASSIGNMENTS				
NAME	POSITION	LOCATION	DATE	RATE OF PAY
Amado, Nayra	XD- Summer Feeding Program	CN	6/2/2025	\$32.34
Brodth, Matthew	XD- Native American Program Close Out	DO	5/23/2025	\$21.01
Cabanillas, Yuleica	XD- Licensing Training for Community Preschool	ENC	6/2/2025	\$16.65
Carranza, Maria Lupe	XD- Dual Language Planning & Curriculum Developmen	ENC	1/1/2025	\$22.40
Casillas, Luz	XD- Summer School Custodian	MT	6/2/2025	\$20.00
Castro, Maria	XD- Summer Cleaning Crew	MT	6/2/2025	\$20.00
Dagnino, Lina	XD- Summer Cleaning Crew	MT	6/2/2025	\$20.00
De Leon, Cintia	XD- Summer Cleaning Crew	MT	6/2/2025	\$20.00
De Leon, Cintia	XD- Rentals	M&T	4/20/2025	\$18.39
Delgado Noriega, Maria	XD- Summer School Van Driver	M&T	6/4/2025	\$20.00
Escobedo, Rosario	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20.00
Flaherty, Jennifer	XD- Library Closeout at Clarendon	CLA	5/23/2025	\$21.80
Flores, Rebeca	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20.00
Gerlock, Storm	XD- Library Closeout at Encanto	ENC	5/23/2025	\$22.45
Gerlock, Storm	XD- Computer Tech Summer Coverage	IT	5/27/2025	\$22.45
Gonzalez Hernandez, Lida	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20.00
Gray, Gentry	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20.00
Gray, Gentry	XD- Summer School Crossing Guard	M&T	6/2/2025	\$20.00
Michel de Garcia, Manuela	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20.00
Montoya, Dorinda	XD- Computer Tech Summer Coverage	IT	5/27/2025	\$24.99
Montoya, Dorinda	XD- Library Closeout at Longview	LNV	5/23/2025	\$24.99
Morris, Annette	XD- Licensing Training for Community Preschool	LNV	6/2/2025	\$22.00
Munera Palacio, Julian	XD- Courier Duties	CN	5/28/2025	\$19.17
Munera Palacio, Julian	XD- Summer Feeding Program	CN	6/2/2025	\$19.17
Naylor, Danielle	XD- Computer Tech Summer Coverage	IT	5/27/2025	\$23.88
Naylor, Danielle	XD- Library Closeout at Osborn Middle School	OMS	5/27/2025	\$23.88
Norzagaray, Minerva	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20.00
Pinon, Luz	XD- Summer School Custodian	M&T	6/2/2025	\$20.00
Prather, Santoi	XD- Summer School Bus Attendant	M&T	6/4/2025	\$20.00
Rael, Josque	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20.00
Rios, Rosa	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20.00
Rios Rodriguez, Guadalupe	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20.00
Rocha, Aurelia	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20.00
Rodriguez, Luis	XD- Rentals	M&T	6/2/2025	\$20.00
Thomas, Charity	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20.00
Torres, Salvador	XD- Rentals	M&T	4/20/2025	\$23.83
Torres, Salvador	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20.00
Valencia, Ana	XD- Licensing Training for Community Preschool	DO	6/2/2025	\$25.00
Winters Gemueden, Mary Jo	XD- Licensing Training for Community Preschool	DO	6/2/2025	\$19.11
Zazueta, Maria	XD- Summer Feeding Program	CN	6/2/2025	\$28.60
Zuniga, Maria	XD- Summer Cleaning Crew	M&T	6/2/2025	\$20

CHANGE OF ASSIGNMENT						
NAME	FROM POSITION	TO POSITION	LOCATION	DATE	RATE OF PAY	
Begay, Cassandra	Educational Asst	Educational Asst	OMS	7/31/2025	\$16.48	
Bianco, Madal	Educational Asst Montessori (1.0 FTE)	Educational Asst Montessori (.5 FTE)	MCS	7/31/2025	\$17.67	
Borghaus, Sara	Educational Asst	Educational Asst- Resource	CLA	7/31/2025	\$21.23	
Bucklew, Joan	Master Teacher	Master Teacher	OMS	7/28/2025	\$67,479.00	
Carrillo, Sandra	Educational Asst SC/CC	Educational Asst SC/CC	SOL	7/31/2025	\$22.25	
Chhim, Sokunthea	6th Grade Teacher	Kindergarten Teacher	SOL	7/28/2025	\$50,960.00	
Cobb, Cecily	Classroom Teacher	Performing Arts Teacher	SOL	7/28/2025	\$61,620.00	
Cole, Meredith	Behavior Technician	Educational Asst SC/CC	OMS	7/31/2025	\$23.30	
Duran, Jessica	PBIS Assistant	Educational Asst- Library	SOL	7/29/2025	\$21.01	
Enriquez, Jodi	Educational Asst SC/CC	Educational Asst SC/CC	ENC	7/31/2025	\$19.48	
Esperecuetta, Andrea	Educational Asst- DD Preschool	Educational Asst- SC/CC	SOL	7/31/2025	\$21.97	
Formanek, John	1st Grade Teacher	Kindergarten Teacher	SOL	7/28/2025	\$86,778.00	
Frederick, Macklin	8th Grade Social Studies	7th Grade Social Studies	OMS	7/28/2025	\$62,749.00	
Gaxiola, Ana	Educational Asst SC/CC	Educational Asst SC/CC	LNV	7/31/2025	\$21.77	
Gerrard, Desiree	Kindergarten Teacher	5th Grade Teacher	SOL	7/28/2025	\$63,639.00	
Hasenstab, Stephanie	Kindergarten Teacher	5th Grade Teacher	SOL	7/28/2025	\$56,600.00	
Jauregui, Mae	Educational Asst SC/CC	Educational Asst SC/CC	ENC	7/31/2025	\$19.48	
Jordan Yassan, Maria Isabel	Educational Asst- Resource	PBIS Assistant	ENC	7/30/2025	\$22.89	
Linn, Jennifer	Master Teacher	8th Grade Language Arts	OMS	7/28/2025	\$63,180.00	
Linton-Brown, Teola	3rd Grade Teacher	6th Grade Teacher	SOL	7/28/2025	\$55,061.00	
Marshall, Brittany	Educational Asst SC/CC	Educational Asst- SC/CC	ENC	7/31/2025	\$20.84	
Maynard, Clare	Master Teacher	Master Teacher	ENC	7/28/2025	\$65,799.00	
Merrill, Amanda	Master Teacher	Master Teacher	SOL	7/28/2025	\$62,249.00	
Palache Leon, Hilda	Master Teacher	6th Grade Teacher	CLA	7/28/2025	\$73,301.00	
Perez, Andres	Educational Asst	Educational Asst SC/CC	LNV	7/31/2025	\$23.93	
Quiroz Tovar, Nallely	School Clerk	PBIS Assistant	SOL	7/29/2025	\$18.46	
Ramirez Granado, Vanessa	Educational Asst DD Preschool	Educational Asst- SC/CC	ENC	7/31/2025	\$20.84	
Reyes, Vidalia	PBIS Assistant	Educational Asst SC/CC	ENC	7/31/2025	\$19.15	
Schillito, Alexandra	Kindergarten Teacher	1st Grade Teacher	SOL	7/28/2025	\$51,940.00	
Shaw, Beatrice	Educational Asst-SC/CC	Educational Asst-DD Preschool	SOL	7/31/2025	\$21.10	
Thompson-Hunter, Angella	5th Grade Teacher	3rd Grade Teacher	SOL	7/28/2025	\$62,343.00	
Tikovitsch, Erin	Master Teacher	8th Grade Math	OMS	7/28/2025	\$71,425.00	

**NEW YEAR CLASSIFIED ASSIGNMENTS**

NAME	POSITION	LOCATION	DATE	RATE OF PAY
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**NEW YEAR SUBSTITUTES ASSIGNMENTS**

NAME	POSITION	LOCATION	DATE	RATE OF PAY
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**RESIGNATIONS**

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE</u>
Bailon, Magdalena	Teacher- Resource	ENC	5/23/2025
Blanck, Brian	Master Teacher	SOL	5/23/2025
Borkoski, Mary	Teacher	CLA	7/21/2025
Brodt, Matthew	Native American Program Liaison	DO	5/23/2025
Caraballo Alvarez, Neudys	Kinder Spanish Teacher	ENC	5/23/2025
Coffelt, Ryan	6th Grade Teacher	LNV	5/23/2025
Hernandez, Matthew	3rd Grade Teacher	ENC	5/23/2025
MacDonald, Kira	Educational Asst- Montessori	MCS	5/22/2025
Marcoff, Gloria	Educational Asst- Resource	ENC	5/22/2025
Marshall, Nolan	4th Grade Teacher	CLA	5/23/2025
McKay, Caitlyn	7th Math Teacher	OMS	5/23/2025
Rahman, Nadira	Educational Asst SC/CC	ENC	5/22/2025
Roldan Palacio, Alejandro	Cashier	CN	5/22/2025
Scialdone, Ariana	Educational Asst SC/CC	SOL	5/22/2025
Walker, Eleshia	Custodian	SOL	5/22/2025

**TERMINATIONS**

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

<u>NAME</u>	<u>REASON</u>	<u>LOCATION</u>	<u>DATE</u>
Vivas, Ricardo	Child Nutrition Courier	CN	6/13/2025
Wood, Ethel	Educational Asst- SC/CC	SOL	5/22/2025

**LEAVE OF ABSENCES:**

<u>NAME</u>	<u>REASON</u>	<u>LOCATION</u>	<u>DATE</u>
Blanco, Madai	LOA	MCS	7/31-11/17/25
Gully, Emma	LOA	ENC	7/28/25- 5/21/26

**MILITARY LEAVE:**

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

<u>NAME</u>	<u>PROGRAM</u>	<u>AMOUNT</u>
Aken, Ann	Con't. Improvement Team School 5/12-5/23/25	\$500.00
Anderson, Beth	Summer School Coordinator 5/29-6/26/25	\$2,700.00
Arebalo, Cynthia	Con't. Improvement Team School 5/12-5/23/25	\$500.00
Barnett, Linda	EL/DL Advisor 8/5/24-5/22/25	\$750.00
Barnett, Linda	Curriculum Planning/Data Analysis 5/27-6/30/25	\$800.00
Blanck, Brian	EL/DL Advisor 8/5/24-5/22/25	\$250.00
Borghaus, Sara	Con't. Improvement Team School 5/12-5/23/25	\$500.00
Bucklew, Joan	EL/DL Advisor 8/5/24-5/22/25	\$250.00
Bucklew, Joan	Summer School Coordinator 5/29-6/26/25	\$350.00
Campbell, Amelia	Curriculum Planning/Data Analysis 5/27-6/30/25	\$750.00
Cecena, Araceli	Summer School Coordinator 5/29-6/26/25	\$6,250.00
Colledge, Abbey	Con't. Improvement Team School 5/12-5/23/25	\$500.00
Crompton, Carrie	Curriculum Planning/Data Analysis 5/27-6/30/25	\$750.00
Elias Ulloa, Rosaisela	Curriculum Planning/Data Analysis 5/27-6/30/25	\$750.00
Frederick, Mack	Curriculum Planning/Data Analysis 5/27-6/30/25	\$750.00
Garcia, Maria	Curriculum Planning/Data Analysis 5/27-6/30/25	\$625.00
Goetter, Ashley	Curriculum Planning/Data Analysis 5/27-6/30/25	\$800.00
Guzman, Jose	Curriculum Planning/Data Analysis 5/27-6/30/25	\$750.00
Hess, James	Curriculum Planning/Data Analysis 5/27-6/30/25	\$750.00
Hoffman, Katarina	Curriculum Planning/Data Analysis 5/27-6/30/25	\$750.00
Hunt, Lisa	Curriculum Planning/Data Analysis 5/27-6/30/25	\$800.00
Kahl, Kayce	Curriculum Planning/Data Analysis 5/27-6/30/25	\$750.00
Kesterson-Walker, Kelly	Curriculum Planning/Data Analysis 5/27-6/30/25	\$625.00
Kesterson-Walker, Kelly	Curriculum Planning/Data Analysis 5/27-6/30/25	\$625.00
Kohrs McDonagh, Denise	NCCC- Speech Pathologist 8/5/24-5/22/25	\$2,500.00
Linn, Jennifer	Curriculum Planning/Data Analysis 5/27-6/30/25	\$625.00
Lundstedt, Melissa	Summer Child Find Evaluation Team 6/2-6/30/25	\$1,000.00
Maynard, Clare	EL/DL Advisor 8/5/24-5/22/25	\$750.00
Maynard, Clare	Curriculum Planning/Data Analysis 5/27-6/30/25	\$1,000.00
McHale, Meghan	Homebound Services 3/17-5/22/25	\$2,800.00
Merrill, Amanda	Curriculum Planning/Data Analysis 5/27-6/30/25	\$1,000.00
Palache-Leon, Hilda	Curriculum Planning/Data Analysis 5/27-6/30/25	\$1,250.00
Pendall-Castro, Emily	IEP Writing 11/14/24-5/9/25	\$635.84
Pendall-Castro, Emily	Homebound Services 3/17-5/22/25	\$1,380.00
Prendall-Castro, Emily	Summer Child Find Evaluation Team 6/2-6/30/25	\$556.36
Ramirez, Rocio	Curriculum Planning/Data Analysis 5/27-6/30/25	\$1,000.00
Renning, Amanda	EL/DL Advisor 8/5/24-5/22/25	\$250.00
Renning, Amanda	Curriculum Planning/Data Analysis 5/27-6/30/25	\$800.00
Smith, Alexis	Summer Child Find Evaluation Team 6/2-6/30/25	\$3,328.00
Stacey, Bendan	Teacher on Special Assignment 6/1-6/30/25	\$5,000.00
Staron, Jennifer	Con't. Improvement Team School 5/12-5/23/25	\$500.00
Staron, Jennifer	Curriculum Planning/Data Analysis 5/27-6/30/25	\$750.00
Stevens, Amber	Summer School Substitute 6/2-6/26/25	\$600.00
Terriciano, Molly	Curriculum Planning/Data Analysis 5/27-6/30/25	\$750.00

Terriciano, Molly	Curriculum Planning/Data Analysis 5/27-6/30/25	\$375.00
Tikovitsch, Erin	Curriculum Planning/Data Analysis 5/27-6/30/25	\$1,000.00
Valles, Guillermina	Curriculum Planning/Data Analysis 5/27-6/30/25	\$1,000.00
Villaeal, Frank	Con't. Improvement Team School 5/12-5/23/25	\$500.00
Wharton, Patricia	EL/DL Advisor 8/5/24-5/22/25	\$750.00
Wilhelmy, Danielle	Curriculum Planning/Data Analysis 5/27-6/30/25	\$750.00

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-E**

**Agenda Item**

**Donations**

For Board:  Action       Discussion       Information

**Background –**

<b>Donor</b>	<b>Donation</b>	<b>Location</b>	<b>Estimated Value</b>
Glen K and Mary Van Peski	Cash	OMS	\$5000.

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

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

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

OSBORN SCHOOL DISTRICT #8

REQUEST FOR ACCEPTANCE OF DONATIONS AND GIFTS

NAME OF INDIVIDUAL MAKING DONATION: Glen K and Mary F Van Peski  
(PLEASE PRINT)

REPRESENTING (FIRM, CORPORATION): N/A

SIGNATURE Glen K. Van Peski

ADDRESS [REDACTED]

CITY [REDACTED] STATE [REDACTED] ZIP [REDACTED]

PHONE NUMBER (HOME) [REDACTED] (OFFICE) N/A

SCHOOL REQUESTING ACCEPTANCE Osborn Middle School

PRINCIPAL SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

DONATED ITEM:

DESCRIPTION Check  
[REDACTED]

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

ESTIMATED VALUE \$5,000.00

ROOM #/LOCATION OF ITEM \_\_\_\_\_

BUSINESS OFFICE/PROPERTY CONTROL

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

DATE OF BOARD APPROVAL \_\_\_\_\_

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-F**

**Agenda Item**

**Expenditure and Revenue Report**

For Board:     Action             Discussion             Information

**Background –**

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

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

**Legal**

A.R.S. 15-905

**Financial**

**Governing Board Goals**

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

**Recommendation**

For information only

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

# Osborn School District

## Board Exp & Revenue Report

From Date: 5/1/2025

To Date: 5/31/2025

Fiscal Year: 2024-2025

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

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
001.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	(\$1,877,670.71)	(\$11,142,487.19)	\$11,142,487.19	\$0.00	\$11,142,487.19	0.00%
001.000.0000.2000.000.000.0000	Undesignated	\$0.00	(\$1.62)	\$28,380.37	(\$28,380.37)	\$0.00	(\$28,380.37)	0.00%
001.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$877,628.29)	(\$9,244,460.00)	\$9,244,460.00	\$0.00	\$9,244,460.00	0.00%
001.000.0000.6000.000.000.0000	DO NOT USE	\$23,615,710.13	\$1,692,748.52	\$18,188,574.84	\$5,427,135.29	\$3,303,473.57	\$2,123,661.72	8.99%
	FUND: MAINTENANCE AND OPERATION - 001	\$23,615,710.13	(\$1,062,552.10)	(\$2,169,991.98)	\$25,785,702.11	\$3,303,473.57	\$22,482,228.54	95.20%
010.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$166,710.39)	(\$1,833,814.29)	\$1,833,814.29	\$0.00	\$1,833,814.29	0.00%
	FUND: CLASSROOM SITE FUND - 010	\$0.00	(\$166,710.39)	(\$1,833,814.29)	\$1,833,814.29	\$0.00	\$1,833,814.29	0.00%
011.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$93,426.59)	\$93,426.59	\$0.00	\$93,426.59	0.00%
011.000.0000.6000.000.000.0000	DO NOT USE	\$2,739,037.00	\$148,285.40	\$1,533,970.65	\$1,205,066.35	\$273,349.55	\$931,716.80	34.02%
	FUND: P301 BASE PAY - 011	\$2,739,037.00	\$148,285.40	\$1,440,544.06	\$1,298,492.94	\$273,349.55	\$1,025,143.39	37.43%
012.000.0000.6000.000.000.0000	DO NOT USE	\$2,263,684.00	\$202.51	\$3,032.70	\$2,260,651.30	\$479.07	\$2,260,172.23	99.84%
	FUND: P301 PERFORMANCE PAY - 012	\$2,263,684.00	\$202.51	\$3,032.70	\$2,260,651.30	\$479.07	\$2,260,172.23	99.84%
020.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$4,773.52)	\$4,773.52	\$0.00	\$4,773.52	0.00%
020.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$87,404.37)	\$87,404.37	\$0.00	\$87,404.37	0.00%
020.000.0000.6000.000.000.0000	DO NOT USE	\$170,000.00	\$5,656.80	\$58,049.62	\$111,950.38	\$10,495.76	\$101,454.62	59.68%
	FUND: INSTRUCTIONAL IMPROVEMENT FUND - 020	\$170,000.00	\$5,656.80	(\$34,128.27)	\$204,128.27	\$10,495.76	\$193,632.51	113.90%
071.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$7,419.25)	\$7,419.25	\$0.00	\$7,419.25	0.00%
071.000.0000.6000.000.000.0000	DO NOT USE	\$54,377.31	\$3,965.10	\$16,456.45	\$37,920.86	\$2,492.31	\$35,428.55	65.15%
	FUND: STRUCTURED ENGLISH IMMERSION - 071	\$54,377.31	\$3,965.10	\$9,037.20	\$45,340.11	\$2,492.31	\$42,847.80	78.80%
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	DO NOT USE	\$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	DO NOT USE	\$1,703,273.54	\$93,828.23	\$946,434.44	\$756,839.10	\$216,051.76	\$540,787.34	31.75%
	FUND: TITLE I - 101	\$1,703,273.54	\$93,828.23	\$280,076.89	\$1,423,196.65	\$216,051.76	\$1,207,144.89	70.87%
110.000.0000.6000.000.000.0000	DO NOT USE	\$1,707.92	\$0.00	\$0.00	\$1,707.92	\$0.00	\$1,707.92	100.00%
	FUND: TITLE ID - NEGLECTED OR DELINQUENT - 110	\$1,707.92	\$0.00	\$0.00	\$1,707.92	\$0.00	\$1,707.92	100.00%
115.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$6,010.37)	\$6,010.37	\$0.00	\$6,010.37	0.00%
115.000.0000.6000.000.000.0000	DO NOT USE	\$40,000.00	\$0.00	\$6,010.37	\$33,989.63	\$2,397.00	\$31,592.63	78.98%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 115	\$40,000.00	\$0.00	\$0.00	\$40,000.00	\$2,397.00	\$37,603.00	94.01%
116.000.0000.6000.000.000.0000	DO NOT USE	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 116	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00	100.00%
140.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$119,194.62)	\$119,194.62	\$0.00	\$119,194.62	0.00%
140.000.0000.6000.000.000.0000	DO NOT USE	\$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	DO NOT USE	\$247,975.36	\$2,788.60	\$99,035.32	\$148,940.04	\$16,910.71	\$132,029.33	53.24%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 141	\$247,975.36	\$2,788.60	\$25,265.84	\$222,709.52	\$16,910.71	\$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%

# Osborn School District

## Board Exp & Revenue Report

From Date: 5/1/2025

To Date: 5/31/2025

Fiscal Year: 2024-2025

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

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
160.000.0000.6000.000.000.0000	DO NOT USE	\$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	DO NOT USE	\$169,731.00	\$15,031.74	\$51,254.92	\$118,476.08	\$20,545.12	\$97,930.96	57.70%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161	\$169,731.00	\$15,031.74	\$34,578.43	\$135,152.57	\$20,545.12	\$114,607.45	67.52%
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	DO NOT USE	\$240,000.00	\$20,029.63	\$161,546.33	\$78,453.67	\$15,342.67	\$63,111.00	26.30%
	FUND: 21ST CENTURY (ENC, SOL) - 162	\$240,000.00	\$20,029.63	(\$53,849.81)	\$293,849.81	\$15,342.67	\$278,507.14	116.04%
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	DO NOT USE	\$330,000.00	\$33,443.09	\$189,107.69	\$140,892.31	\$10,093.35	\$130,798.96	39.64%
	FUND: 21ST CENTURY (CL, LV, OMS) - 163	\$330,000.00	\$33,443.09	(\$146,178.92)	\$476,178.92	\$10,093.35	\$466,085.57	141.24%
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	DO NOT USE	\$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	DO NOT USE	\$110,951.69	\$4,085.67	\$43,444.11	\$67,507.58	\$12,024.15	\$55,483.43	50.01%
	FUND: TITLE III - 191	\$110,951.69	\$4,085.67	\$12,133.04	\$98,818.65	\$12,024.15	\$86,794.50	78.23%
200.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$31,938.66)	\$31,938.66	\$0.00	\$31,938.66	0.00%
200.000.0000.6000.000.000.0000	DO NOT USE	\$35,595.00	\$3,739.18	\$38,411.70	(\$2,816.70)	\$8,840.84	(\$11,657.54)	-32.75%
	FUND: TITLE VII - INDIAN ED - 200	\$35,595.00	\$3,739.18	\$6,473.04	\$29,121.96	\$8,840.84	\$20,281.12	56.98%
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	DO NOT USE	\$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	DO NOT USE	\$878,104.07	\$77,729.74	\$651,339.24	\$226,764.83	\$72,607.73	\$154,157.10	17.56%
	FUND: IDEA BASIC - 221	\$878,104.07	\$77,729.74	\$202,806.71	\$675,297.36	\$72,607.73	\$602,689.63	68.64%
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	DO NOT USE	\$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	DO NOT USE	\$27,795.87	\$2,956.84	\$26,622.88	\$1,172.99	\$1,327.88	(\$154.89)	-0.56%
	FUND: IDEA EDISA - 2 Training - 223	\$27,795.87	\$2,956.84	\$12,254.19	\$15,541.68	\$1,327.88	\$14,213.80	51.14%
226.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$47,104.75)	\$47,104.75	\$0.00	\$47,104.75	0.00%
	FUND: ESS- High Cost Claims - 226	\$0.00	\$0.00	(\$47,104.75)	\$47,104.75	\$0.00	\$47,104.75	0.00%
227.000.0000.6000.000.000.0000	DO NOT USE	\$11,872.68	\$0.00	\$0.00	\$11,872.68	\$0.00	\$11,872.68	100.00%
	FUND: ARP- IDEA PRESCHOOL - 227	\$11,872.68	\$0.00	\$0.00	\$11,872.68	\$0.00	\$11,872.68	100.00%
228.000.0000.6000.000.000.0000	DO NOT USE	\$110,067.72	\$0.00	\$0.00	\$110,067.72	\$0.00	\$110,067.72	100.00%
	FUND: ARP- IDEA BASIC - 228	\$110,067.72	\$0.00	\$0.00	\$110,067.72	\$0.00	\$110,067.72	100.00%

# Osborn School District

## Board Exp & Revenue Report

From Date: 5/1/2025

To Date: 5/31/2025

Fiscal Year: 2024-2025

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

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
230.000.0000.4000.000.0000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$10,245.67)	\$10,245.67	\$0.00	\$10,245.67	0.00%
230.000.0000.6000.000.0000.0000	DO NOT USE	\$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%
231.000.0000.4000.000.0000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$22,184.28)	\$22,184.28	\$0.00	\$22,184.28	0.00%
231.000.0000.6000.000.0000.0000	DO NOT USE	\$28,238.78	\$3,739.21	\$39,012.07	(\$10,773.29)	\$8,840.90	(\$19,614.19)	-69.46%
	FUND: JOHNSON-O'MALLEY - 231	\$28,238.78	\$3,739.21	\$16,827.79	\$11,410.99	\$8,840.90	\$2,570.09	9.10%
280.000.0000.6000.000.0000.0000	DO NOT USE	\$29,828.93	\$0.00	\$0.00	\$29,828.93	\$0.00	\$29,828.93	100.00%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 280	\$29,828.93	\$0.00	\$0.00	\$29,828.93	\$0.00	\$29,828.93	100.00%
281.000.0000.6000.000.0000.0000	DO NOT USE	\$31,676.78	\$0.00	\$0.00	\$31,676.78	\$0.00	\$31,676.78	100.00%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 281	\$31,676.78	\$0.00	\$0.00	\$31,676.78	\$0.00	\$31,676.78	100.00%
283.000.0000.6000.000.0000.0000	DO NOT USE	\$60,261.77	\$0.00	\$0.00	\$60,261.77	\$0.00	\$60,261.77	100.00%
	FUND: ARRA - EDUCATION FOR HOMELESS CHILDREN - 283	\$60,261.77	\$0.00	\$0.00	\$60,261.77	\$0.00	\$60,261.77	100.00%
284.000.0000.6000.000.0000.0000	DO NOT USE	\$41,072.80	\$0.00	\$0.00	\$41,072.80	\$0.00	\$41,072.80	100.00%
	FUND: ARP - HOMELESS I - 284	\$41,072.80	\$0.00	\$0.00	\$41,072.80	\$0.00	\$41,072.80	100.00%
290.000.0000.1000.000.0000.0000	DO NOT USE	\$0.00	\$0.00	\$37,961.53	(\$37,961.53)	\$0.00	(\$37,961.53)	0.00%
290.000.0000.4000.000.0000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$291,076.98)	\$291,076.98	\$0.00	\$291,076.98	0.00%
290.000.0000.6000.000.0000.0000	DO NOT USE	\$0.00	\$25,466.42	\$247,027.88	(\$247,027.88)	\$36,332.09	(\$283,359.97)	0.00%
	FUND: MEDICAID REIMB - 290	\$0.00	\$25,466.42	(\$6,087.57)	\$6,087.57	\$36,332.09	(\$30,244.52)	0.00%
308.000.0000.6000.000.0000.0000	DO NOT USE	\$0.00	\$0.00	\$299,304.18	(\$299,304.18)	\$2,684,883.14	(\$2,984,187.32)	0.00%
	FUND: EPA CLEAN BUSES GRANT - 308	\$0.00	\$0.00	\$299,304.18	(\$299,304.18)	\$2,684,883.14	(\$2,984,187.32)	0.00%
310.000.0000.4000.000.0000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$6,946.00)	\$6,946.00	\$0.00	\$6,946.00	0.00%
310.000.0000.6000.000.0000.0000	DO NOT USE	\$8,690.00	\$0.00	\$8,302.96	\$387.04	\$1,177.04	(\$790.00)	-9.09%
	FUND: AZ NURSES WORKFORCE GRANT - 310	\$8,690.00	\$0.00	\$1,356.96	\$7,333.04	\$1,177.04	\$6,156.00	70.84%
320.000.0000.6000.000.0000.0000	DO NOT USE	\$708,000.00	(\$228,797.82)	\$512.34	\$707,487.66	\$444.31	\$707,043.35	99.86%
	FUND: PRESCHOOL DEVELOPMENT GRANT - 320	\$708,000.00	(\$228,797.82)	\$512.34	\$707,487.66	\$444.31	\$707,043.35	99.86%
321.000.0000.1000.000.0000.0000	DO NOT USE	\$0.00	\$0.00	(\$950.00)	\$950.00	\$0.00	\$950.00	0.00%
321.000.0000.4000.000.0000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$41,395.51)	(\$782,496.61)	\$782,496.61	\$0.00	\$782,496.61	0.00%
321.000.0000.6000.000.0000.0000	DO NOT USE	\$0.00	\$0.00	\$809,990.86	(\$809,990.86)	\$0.00	(\$809,990.86)	0.00%
	FUND: AZ PRIME grant - 321	\$0.00	(\$41,395.51)	\$26,544.25	(\$26,544.25)	\$0.00	(\$26,544.25)	0.00%
322.000.0000.6000.000.0000.0000	DO NOT USE	\$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%
323.000.0000.4000.000.0000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$228,797.82)	(\$228,797.82)	\$228,797.82	\$0.00	\$228,797.82	0.00%
323.000.0000.6000.000.0000.0000	DO NOT USE	\$0.00	\$255,563.16	\$255,563.16	(\$255,563.16)	\$36,348.45	(\$291,911.61)	0.00%
	FUND: PDG- CONTINUATION GRANT - 323	\$0.00	\$26,765.34	\$26,765.34	(\$26,765.34)	\$36,348.45	(\$63,113.79)	0.00%
326.000.0000.6000.000.0000.0000	DO NOT USE	\$102,163.82	\$0.00	\$0.00	\$102,163.82	\$0.00	\$102,163.82	100.00%
	FUND: ESSER CARES - 326	\$102,163.82	\$0.00	\$0.00	\$102,163.82	\$0.00	\$102,163.82	100.00%
333.000.0000.6000.000.0000.0000	DO NOT USE	\$0.00	\$2,641.15	\$159,305.49	(\$159,305.49)	\$174.84	(\$159,480.33)	0.00%
	FUND: HQEL - 333	\$0.00	\$2,641.15	\$159,305.49	(\$159,305.49)	\$174.84	(\$159,480.33)	0.00%

# Osborn School District

## Board Exp & Revenue Report

From Date: 5/1/2025

To Date: 5/31/2025

Fiscal Year: 2024-2025

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

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
336.000.0000.6000.000.000.0000	DO NOT USE	\$4,751,065.08	\$0.00	\$0.00	\$4,751,065.08	\$0.00	\$4,751,065.08	100.00%
	FUND: ESSER / CARES ROUND II - 336	\$4,751,065.08	\$0.00	\$0.00	\$4,751,065.08	\$0.00	\$4,751,065.08	100.00%
337.000.0000.6000.000.000.0000	DO NOT USE	\$54,291.14	\$0.00	\$0.00	\$54,291.14	\$0.00	\$54,291.14	100.00%
	FUND: ACCELERATION ACADEMIES GRANT - 337	\$54,291.14	\$0.00	\$0.00	\$54,291.14	\$0.00	\$54,291.14	100.00%
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	DO NOT USE	\$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	\$0.00	(\$331,994.70)	\$331,994.70	\$0.00	\$331,994.70	0.00%
364.000.0000.6000.000.000.0000	DO NOT USE	\$0.00	\$3,273.60	\$335,268.30	(\$335,268.30)	\$251,675.24	(\$586,943.54)	0.00%
	FUND: FED ED INNOVATION RESEARCH GRANT - 364	\$0.00	\$3,273.60	\$3,273.60	(\$3,273.60)	\$251,675.24	(\$254,948.84)	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	DO NOT USE	\$74,142.66	\$0.00	\$4,130.69	\$70,011.97	\$0.00	\$70,011.97	94.43%
	FUND: ARP - HOMELESS II ENTITLEMENT GRANT (FOR FUND 283) - 383	\$74,142.66	\$0.00	(\$25,927.69)	\$100,070.35	\$0.00	\$100,070.35	134.97%
384.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$299.88)	\$299.88	\$0.00	\$299.88	0.00%
384.000.0000.6000.000.000.0000	DO NOT USE	\$41,072.80	\$0.00	\$0.00	\$41,072.80	\$0.00	\$41,072.80	100.00%
	FUND: ARP - HOMELESS I GRANT (FORMELY FUND 284) - 384	\$41,072.80	\$0.00	(\$299.88)	\$41,372.68	\$0.00	\$41,372.68	100.73%
387.000.0000.6000.000.000.0000	DO NOT USE	\$17,244.00	\$0.00	\$0.00	\$17,244.00	\$0.00	\$17,244.00	100.00%
	FUND: Dyslexia Grant - 387	\$17,244.00	\$0.00	\$0.00	\$17,244.00	\$0.00	\$17,244.00	100.00%
450.000.0000.6000.000.000.0000	DO NOT USE	\$2,064.28	\$0.00	\$0.00	\$2,064.28	\$0.00	\$2,064.28	100.00%
	FUND: GIFTED - 450	\$2,064.28	\$0.00	\$0.00	\$2,064.28	\$0.00	\$2,064.28	100.00%
457.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$5,263.01)	\$5,263.01	\$0.00	\$5,263.01	0.00%
457.000.0000.6000.000.000.0000	DO NOT USE	\$0.00	\$14,026.19	\$156,858.63	(\$156,858.63)	\$25,409.37	(\$182,268.00)	0.00%
	FUND: RESULTS BASED FUNDING - 457	\$0.00	\$14,026.19	\$151,595.62	(\$151,595.62)	\$25,409.37	(\$177,004.99)	0.00%
465.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$8,616.17)	\$8,616.17	\$0.00	\$8,616.17	0.00%
465.000.0000.6000.000.000.0000	DO NOT USE	\$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	\$232,295.08	(\$232,295.08)	\$0.00	(\$232,295.08)	0.00%
472.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$8,465.18)	\$8,465.18	\$0.00	\$8,465.18	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	DO NOT USE	\$0.00	\$18,884.31	\$176,651.35	(\$176,651.35)	\$22,139.71	(\$198,791.06)	0.00%
	FUND: EARLY LITERACY GRANT - 472	\$0.00	\$18,884.31	\$92,450.26	(\$92,450.26)	\$22,139.71	(\$114,589.97)	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	DO NOT USE	\$185,820.00	\$14,429.38	\$148,299.60	\$37,520.40	\$33,622.06	\$3,898.34	2.10%
	FUND: FOUNDATIONAL LITERACY GRANT - 473	\$185,820.00	\$14,429.38	\$43,281.20	\$142,538.80	\$33,622.06	\$108,916.74	58.61%
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	DO NOT USE	\$45,000.00	\$4,694.93	\$43,578.75	\$1,421.25	\$2,622.58	(\$1,201.33)	-2.67%
	FUND: OIE RISE GRANT - 475	\$45,000.00	\$4,694.93	\$636.61	\$44,363.39	\$2,622.58	\$41,740.81	92.76%
478.000.0000.6000.000.000.0000	DO NOT USE	\$7,180.00	\$0.00	\$0.00	\$7,180.00	\$0.00	\$7,180.00	100.00%
	FUND: FEMININE HYGIENE GRANT - 478	\$7,180.00	\$0.00	\$0.00	\$7,180.00	\$0.00	\$7,180.00	100.00%

# Osborn School District

## Board Exp & Revenue Report

From Date: 5/1/2025

To Date: 5/31/2025

Fiscal Year: 2024-2025

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

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
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	DO NOT USE	\$407,053.00	\$34,532.84	\$353,615.13	\$53,437.87	\$54,361.15	(\$923.28)	-0.23%
	FUND: SAFE SCHOOLS - 480	\$407,053.00	\$34,532.84	(\$144,975.02)	\$552,028.02	\$54,361.15	\$497,666.87	122.26%
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	DO NOT USE	\$0.00	\$0.00	(\$93,671.38)	\$93,671.38	\$0.00	\$93,671.38	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	DO NOT USE	\$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	\$0.00	(\$93,801.18)	\$588,801.18	\$0.00	\$588,801.18	118.95%
502.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$2,091.32)	\$2,091.32	\$0.00	\$2,091.32	0.00%
502.000.0000.6000.000.000.0000	DO NOT USE	\$80,000.00	\$0.00	\$0.00	\$80,000.00	\$0.00	\$80,000.00	100.00%
	FUND: SCHOOL PLANT SALES - 502	\$80,000.00	\$0.00	(\$2,091.32)	\$82,091.32	\$0.00	\$82,091.32	102.61%
510.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$56,555.87)	\$56,555.87	\$0.00	\$56,555.87	0.00%
510.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$3,261.46)	(\$1,822,750.53)	\$1,822,750.53	\$0.00	\$1,822,750.53	0.00%
510.000.0000.6000.000.000.0000	DO NOT USE	\$2,750,000.00	\$184,913.13	\$1,994,098.90	\$755,901.10	\$192,637.53	\$563,263.57	20.48%
	FUND: FOOD SERVICE - 510	\$2,750,000.00	\$181,651.67	\$114,792.50	\$2,635,207.50	\$192,637.53	\$2,442,569.97	88.82%
515.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	(\$8,593.25)	(\$93,980.01)	\$93,980.01	\$0.00	\$93,980.01	0.00%
515.000.0000.6000.000.000.0000	DO NOT USE	\$120,000.00	\$10,264.84	\$86,009.98	\$33,990.02	\$14,040.73	\$19,949.29	16.62%
	FUND: CIVIC CENTER - 515	\$120,000.00	\$1,671.59	(\$7,970.03)	\$127,970.03	\$14,040.73	\$113,929.30	94.94%
520.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	(\$407.50)	(\$147,537.01)	\$147,537.01	\$0.00	\$147,537.01	0.00%
520.000.0000.6000.000.000.0000	DO NOT USE	\$206,393.60	\$16,985.98	\$207,528.00	(\$1,134.40)	\$13,336.84	(\$14,471.24)	-7.01%
	FUND: COMMUNITY SCHOOL - 520	\$206,393.60	\$16,578.48	\$59,990.99	\$146,402.61	\$13,336.84	\$133,065.77	64.47%
521.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	(\$1,600.00)	(\$271,182.60)	\$271,182.60	\$0.00	\$271,182.60	0.00%
521.000.0000.6000.000.000.0000	DO NOT USE	\$235,899.64	\$37,936.05	\$357,107.61	(\$121,207.97)	\$29,295.05	(\$150,503.02)	-63.80%
	FUND: COMMUNITY SCHOOL - MONTESSORI - 521	\$235,899.64	\$36,336.05	\$85,925.01	\$149,974.63	\$29,295.05	\$120,679.58	51.16%
525.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	(\$2,826.00)	(\$9,081.87)	\$9,081.87	\$0.00	\$9,081.87	0.00%
525.000.0000.6000.000.000.0000	DO NOT USE	\$30,000.00	\$523.29	\$4,218.15	\$25,781.85	\$9,800.34	\$15,981.51	53.27%
	FUND: AUXILIARY OPERATIONS - 525	\$30,000.00	(\$2,302.71)	(\$4,863.72)	\$34,863.72	\$9,800.34	\$25,063.38	83.54%
526.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$53,916.38)	\$53,916.38	\$0.00	\$53,916.38	0.00%
526.000.0000.6000.000.000.0000	DO NOT USE	\$300,000.00	\$5,397.85	\$18,826.98	\$281,173.02	\$13,487.06	\$267,685.96	89.23%
	FUND: EXTRA CURR TAX FEES CR - 526	\$300,000.00	\$5,397.85	(\$35,089.40)	\$335,089.40	\$13,487.06	\$321,602.34	107.20%
530.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	(\$5,900.00)	(\$107,061.34)	\$107,061.34	\$0.00	\$107,061.34	0.00%
530.000.0000.6000.000.000.0000	DO NOT USE	\$250,000.00	\$22,529.86	\$115,572.85	\$134,427.15	\$66,384.64	\$68,042.51	27.22%
	FUND: GIFTS AND DONATIONS - 530	\$250,000.00	\$16,629.86	\$8,511.51	\$241,488.49	\$66,384.64	\$175,103.85	70.04%
540.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	(\$12.00)	(\$728.28)	\$728.28	\$0.00	\$728.28	0.00%
540.000.0000.6000.000.000.0000	DO NOT USE	\$10,500.00	\$0.00	\$564.00	\$9,936.00	\$1,886.00	\$8,050.00	76.67%
	FUND: FINGERPRINT - 540	\$10,500.00	(\$12.00)	(\$164.28)	\$10,664.28	\$1,886.00	\$8,778.28	83.60%
550.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$834.20)	\$834.20	\$0.00	\$834.20	0.00%
550.000.0000.6000.000.000.0000	DO NOT USE	\$30,500.00	\$0.00	\$0.00	\$30,500.00	\$0.00	\$30,500.00	100.00%

# Osborn School District

## Board Exp & Revenue Report

From Date: 5/1/2025

To Date: 5/31/2025

Fiscal Year: 2024-2025

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

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	FUND: INSURANCE PROCEEDS - 550	\$30,500.00	\$0.00	(\$834.20)	\$31,334.20	\$0.00	\$31,334.20	102.74%
555.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$467.29)	\$467.29	\$0.00	\$467.29	0.00%
555.000.0000.6000.000.000.0000	DO NOT USE	\$16,500.00	\$0.00	\$0.00	\$16,500.00	\$0.00	\$16,500.00	100.00%
	FUND: TEXTBOOKS - 555	\$16,500.00	\$0.00	(\$467.29)	\$16,967.29	\$0.00	\$16,967.29	102.83%
565.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$0.70)	\$0.70	\$0.00	\$0.70	0.00%
	FUND: LITIGATION RECOVERY - 565	\$0.00	\$0.00	(\$0.70)	\$0.70	\$0.00	\$0.70	0.00%
570.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	(\$1,313.76)	(\$24,974.05)	\$24,974.05	\$0.00	\$24,974.05	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	DO NOT USE	\$560,000.00	\$27,515.78	\$330,418.51	\$229,581.49	\$193,008.97	\$36,572.52	6.53%
	FUND: INDIRECT COSTS - 570	\$560,000.00	\$26,202.02	\$287,240.65	\$272,759.35	\$193,008.97	\$79,750.38	14.24%
575.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$662.51)	\$662.51	\$0.00	\$662.51	0.00%
575.000.0000.6000.000.000.0000	DO NOT USE	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$24,515.13	\$5,484.87	18.28%
	FUND: UNEMPLOYMENT INSURANCE - 575	\$30,000.00	\$0.00	(\$662.51)	\$30,662.51	\$24,515.13	\$6,147.38	20.49%
585.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	\$0.00	(\$201.01)	\$201.01	\$0.00	\$201.01	0.00%
585.000.0000.6000.000.000.0000	DO NOT USE	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
	FUND: INSURANCE REFUND - 585	\$3,000.00	\$0.00	(\$201.01)	\$3,201.01	\$0.00	\$3,201.01	106.70%
610.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	(\$247,473.67)	(\$1,643,093.98)	\$1,643,093.98	\$0.00	\$1,643,093.98	0.00%
610.000.0000.2000.000.000.0000	Undesignated	\$0.00	(\$0.30)	\$5,277.76	(\$5,277.76)	\$0.00	(\$5,277.76)	0.00%
610.000.0000.6000.000.000.0000	DO NOT USE	\$6,315,445.00	\$19,005.21	\$1,034,147.00	\$5,281,298.00	\$113,034.42	\$5,168,263.58	81.84%
	FUND: UNRESTRICT CAPITAL OUTLAY - 610	\$6,315,445.00	(\$228,468.76)	(\$603,669.22)	\$6,919,114.22	\$113,034.42	\$6,806,079.80	107.77%
630.000.0000.6000.000.000.0000	DO NOT USE	\$30,000,000.00	\$646,697.86	\$1,958,479.22	\$28,041,520.78	\$2,990,259.80	\$25,051,260.98	83.50%
	FUND: BOND BUILDING - 630	\$30,000,000.00	\$646,697.86	\$1,958,479.22	\$28,041,520.78	\$2,990,259.80	\$25,051,260.98	83.50%
665.000.0000.6000.000.000.0000	DO NOT USE	\$70,000.00	\$0.00	\$0.00	\$70,000.00	\$0.00	\$70,000.00	100.00%
	FUND: ENERGY & WATER SAVINGS - 665	\$70,000.00	\$0.00	\$0.00	\$70,000.00	\$0.00	\$70,000.00	100.00%
700.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	(\$1,359,321.49)	(\$7,257,778.30)	\$7,257,778.30	\$0.00	\$7,257,778.30	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	DO NOT USE	\$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	(\$1,359,321.49)	(\$7,256,778.30)	\$15,079,591.30	\$0.00	\$15,079,591.30	192.76%
850.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	(\$5,485.00)	(\$9,614.16)	\$9,614.16	\$0.00	\$9,614.16	0.00%
850.000.0000.6000.000.000.0000	DO NOT USE	\$30,500.00	\$9,952.08	\$11,086.53	\$19,413.47	\$513.82	\$18,899.65	61.97%
	FUND: STUDENT ACTIVITIES - 850	\$30,500.00	\$4,467.08	\$1,472.37	\$29,027.63	\$513.82	\$28,513.81	93.49%
855.000.0000.1000.000.000.0000	DO NOT USE	\$0.00	(\$235,955.70)	(\$2,386,165.04)	\$2,386,165.04	\$0.00	\$2,386,165.04	0.00%
855.000.0000.6000.000.000.0000	DO NOT USE	\$2,500,000.00	\$198,538.96	\$2,343,910.65	\$156,089.35	\$363,381.23	(\$207,291.88)	-8.29%
	FUND: EMPL INSUR PGM WITHHOLDNG - 855	\$2,500,000.00	(\$37,416.74)	(\$42,254.39)	\$2,542,254.39	\$363,381.23	\$2,178,873.16	87.15%
<b>Grand Total:</b>		<b>\$94,168,275.45</b>	<b>(\$1,631,149.16)</b>	<b>(\$9,190,050.10)</b>	<b>\$103,358,325.55</b>	<b>\$11,150,043.91</b>	<b>\$92,208,281.64</b>	<b>97.92%</b>

End of Report

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-G**

**Agenda Item**

**Student Activities Statement of Revenue and Expenditures**

For Board:  Action       Discussion       Information

**Background –**

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

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

**Legal**

A.R.S. §15-1123.A

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board ratify the 2024/25 Statement of Revenues and Expenditures for the Student Activities Fund from May 1 through May 31, 2025.

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

**OSBORN SCHOOL DISTRICT No. 8**  
**Statement of Revenues and Expenditures**  
**For Student Activities Fund**  
**Activity from May 1, 2025 to May 31, 2025**

<u>School</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenditures</u>	<u>Ending Balance</u>
Clarendon	4,834.21			4,834.21
OMS	12,201.70	5,485.00	9,928.92	7,757.78
Solano	10,136.15			10,136.15
Longview	12,853.22		23.16	12,830.06
	<u>\$ 40,025.28</u>	<u>\$ 5,485.00</u>	<u>\$ 9,952.08</u>	<u>35,558.20</u>

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-H**

**Agenda Item**

**Disposal of Equipment**

For Board:  Action       Discussion       Information

**Background –**

See attached

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

Recommend approval of disposal of equipment as listed.

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

**OSBORN SCHOOL DISTRICT #8**

**REQUEST FOR AUTHORIZATION TO  
DISPOSE OF EQUIPMENT**

SCHOOL District Wide DATE 12-4-24

DEPARTMENT Child Nutrition

**EQUIPMENT:**

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

DESCRIPTION See Attached

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

REASON FOR DISPOSITION Broken/Not repairable

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

**MAINTENANCE**

PICKED UP BY \_\_\_\_\_ DATE \_\_\_\_\_

**BUSINESS OFFICE**

DATE ACQUIRED \_\_\_\_\_

RECORDED VALUE \_\_\_\_\_

PRESENT ESTIMATED VALUE \_\_\_\_\_

DATE OF BOARD APPROVAL \_\_\_\_\_

SIGNATURE TO AUTHORIZE DISPOSAL \_\_\_\_\_  
BUSINESS MANAGER

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

# Request For Disposal Form

**School:** Osborn Middle School

---

**Date:** 5/28/25

---

**Department:** Science

---

**Reason For Disposal:** Outdated books no longer supported by curriculum

---

**Disposal Description:** Dispose of from DO Receiving

---

**Signature:** Carol 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 [lnye@osbornsd.org](mailto:lnye@osbornsd.org), Sam Garcia [ssgarcia@osbornsd.org](mailto:ssgarcia@osbornsd.org),

**List of Items to Dispose:**

13 Prentice Hall Science Explorer - Astronomy
14 Prentice Hall Science Explorer - Environmental Science
20 Prentice Hall Science Explorer - Earth's Changing Surface
6 Prentice Hall Science Explorer - Earth's Waters
21 Prentice Hall Science Explorer - Inside Earth
1 Prentice Hall Science Explorer - Sound & Light
1 Prentice Hall Science Explorer - Chemical Interactions
5 Prentice Hall Science Explorer - Earth Science
81 x \$1= \$81

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-I**

**Agenda Item**

**Approval of Maricopa County Payroll Services**

For Board:  Action       Discussion       Information

**Background –**

Maricopa County Superintendent’s Office is required by statute to provide certain services to the District. Among these services are the printing of checks and the balancing of our funds. In conjunction with the printing of our payroll checks, the County also offers garnishment and levy services for a one-time set-up fee of \$50.00 per incident. Garnishments are an involuntary court ordered deduction, while a levy is normally tax related.

**Legal**

A.R.S. §15-304

**Financial**

The fees would be paid through M&O, historically the fees have totaled less than \$250 per fiscal year.

**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 contracting of garnishment and levy services to be provided by Maricopa County Superintendent’s Office and the signing of the attached resolution for fiscal year 2025/26.

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

---

**RESOLUTION AUTHORIZING CONTRACT WITH MARICOPA  
COUNTY SUPERINTENDENT’S OFFICE FOR PAYROLL SERVICES**

WHEREAS, the District wishes to enter into a contractual agreement with the Maricopa County Superintendent’s Office for the administration of Osborn School District payroll garnishments and/or levies.

WHEREAS, Osborn School District agrees to pay Maricopa County Superintendent’s Office a one-time fee of \$50.00 per garnishment and/or levy as ordered for current District employees.

WHEREAS, Osborn School District agrees to annually reserve adequate funds for the payment of said services.

NOW, THEREFORE, BE IT RESOLVED, that Osborn School District shall enter into this contractual agreement with Maricopa County Superintendent’s Office. This agreement shall stand until revoked in writing by either party.

This resolution was moved, seconded, and passed at a meeting of the Osborn School District No. 8 Governing Board on June 16, 2025.

**ATTEST:**

\_\_\_\_\_Governing Board President

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-J**

**Agenda Item**

**Authorization to Issue Request for Proposals (RFP’s), Bids and Request for  
Qualifications (RFQ’s)**

For Board:  Action  Discussion  Information

**Background –**

State Procurement Regulations mandate that a formal bidding process be followed for purchases that we anticipate will exceed the annual proposal/bid threshold amount. The threshold amount is periodically reviewed and adjusted by the Auditor General’s Office. The current threshold amount is \$100,000.

RFP’s, RFQ’s and Bids are issued for one (1) year with the option of renewing each following year up to a total of five (5) years. An example of RFP’s, RFQ’s, Bids that may be required are:

- Architectural Services
- Audit Services
- Special Education-Private Services
- Attorney Services
- Food Services Food Products/Supplies/Services
- HVAC Parts/Service
- Custodial Supplies
- Office Supplies / Copiers
- Construction Services
- Furniture & Equipment

Awards of contracts as a result of these RFP’s/Bids will be brought to the Board for action.

**Legal**

Arizona Administrative Code Article 10. School District Procurement Rules R7-2-1002

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board authorize the Business Services Office to issue the necessary documents for RFP’s, RFQ’s and Bids as required to conduct the business of the District in compliance with the applicable procurement rules and regulations as presented. This authorization will cover RFP’s, RFQ’s and Bids prepared for fiscal year 2025/26.

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

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-K**

**Agenda Item**

**Resolution to Ratify Vouchers**

For Board:     Action                     Discussion                     Information

**Background –**

This is an annual renewal of the Governing Board’s resolution to ratify payroll and accounts payable warrants. This resolution allows the District to operate between board meetings, enabling the business service department to issue and release payroll and expenditure warrants prior to Governing Board approval.

**Legal**

A.R.S. §15-321

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve the renewal of the annual resolution for the ratification of payroll and expenditure warrants for fiscal year 2025/26.

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

# Osborn School District #8

## RESOLUTION

**FY 2025/26**

The Governing Board of the Osborn Elementary School District No. 8 approves the signing of Payroll and Expense Vouchers between Board meetings and Resolves to Ratify the expenditures as reported on the vouchers at the next regularly scheduled Board meeting as required by ARS 15-321.

Approved by the Governing Board on **June 16, 2025**

This Resolution will be updated each fiscal year or when there is any change in Board members.

### GOVERNING BOARD SIGNATURES

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President

---

Member

---

Member

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Member

---

Member

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-L**

**Agenda Item**

**Renewal of BIDs, RFPs, RFQs**

For Board:     Action                     Discussion                     Information

**Background –**

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

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

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board renew the BIDs, RFPs, RFQs for services and/or products as presented on the attached listing.

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

**OSBORN SCHOOL DISTRICT #8**  
 Ratify/Renewal Recommendation to Governing Board  
 2025/26

RFP #	Product/Service Description	Award to Vendor(s)	Original Contract Period		Year #	Renewal Contract Period		To G/B
			Beginning	Ending		Beginning	Ending	6/1/2025
								Administrator Recommendation
2021-01	Copying/Printing	Sharp	6/1/2021	6/30/2022	5	7/1/2025	5/31/2026	Yes
2024-01	Capital Project Management	H2 Group	2/20/2024	6/30/2024	2	7/1/2025	6/30/2026	Yes
2024-02	Audit Services	CWDL	6/11/2024	6/30/2025	2	7/1/2025	6/30/2026	Yes
2025-03	Architectural Services	SPS+	7/9/2024	6/30/2025	2	7/1/2025	6/30/2026	Yes
2025-04	Teacher Sub Services	ESI	8/20/2024	6/30/2025	2	7/1/2025	6/30/2026	Yes
		SCOOT	8/20/2024	6/30/2025	2	7/1/2025	6/30/2026	Yes

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-M**

**Agenda Item**

**Sole Source Listing FY25 – Revision**

For Board:     Action                       Discussion                       Information

**Background –**

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

**Curriculum products–**

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

**Legal**

R7-2-1053. Sole source procurements

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the board approve the sole source products/vendors for the 24/25sy, effective June 17th 2025.

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

**Sole Source 24-25**

<b>Product Type</b>	<b>Product Name (Vendor)</b>	<b>Sole Source Letter</b>	<b>Other Notes</b>	<b>Anticipated Total</b>
Online Software	Amplify	7/14/2022	Amplify Sole Source Letter	\$6,500.00
Teacher/Student Support Materials	Father Flanagan's Boys Home/ Boys Town	6/12/2023	Father Flanagan Boys Home	\$25,000.00
Teacher/Student Support 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- Present	IXL Learning Sole Source Letter	\$24,000.00
Online 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 /Teacher Support	NIET	4/14/2023- Present	NIET Sole Source Letter	\$82,000.00
Student Support Materials	Scholastic	5/12/2020- 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
Online Software	ST Math (Mind Research) now Mind Education	6/12/2023- Present	Mind Education Sole Source Letter	\$22,000.00
Teacher/Student Support Materials	Thinking Maps	6/12/2023- Present	Thinking Maps Sole Source Letter	\$30,000.00
Student Support Materials	BeBop Books/ Lee&Low Books	1/18/2018 - Present	BeBop Books Sole Source Letter	\$5,500.00
Provider of training programs and products	Crisis Prevention Institute	4/23/2024	crisis prevention institute sole source letter	\$18,000.00
Student Support Materials	Fountas & Pinnell Benchmark 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
Teacher/Student Support	SIPPS/ Center For The Collaborative Classroom	7/2/2024	Center For the Collaborative Sole Source Letter	\$10,000.00
Teacher Student Support	STAR	1/8/2024	STAR Autism Support Sole Source Letter	\$10,000.00

**Sole Source 24-25**

online software	Nearpod	1/2/2024	Nearpod Sole Source Letter	\$17,000.00
Student Support Materials	Houghton Mifflin Harcourt	6/21/2023-Pres	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
Professional Development /Teacher Support	Kagan Professional Development	5/22/2025	Kagan Sole Source Letter	\$60,000

To Whom It May Concern:

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Kagan Structures integrate the most powerful principles from decades of research. Among the many positive findings of this field or research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations, and increased liking for self, others, and school. Kagan provides professional development for the whole school community that integrates curriculum, instruction, and coaching. Kagan Structures are backed by classroom evidence from districts, schools, and teachers who are experiencing success with Kagan.

We look forward to working with you.

Your partner in education,



Lori Allnutt  
Operations Manager  
Kagan Professional Development  
949.545.6388  
Lori@KaganOnline.com

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-N**

**Agenda Item**

**Sole Source Listing FY26**

For Board:     Action                       Discussion                       Information

**Background –**

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

Curriculum products–

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

**Legal**

R7-2-1053. Sole source procurements

**Financial**

**Governing Board Goals**

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

**Recommendation**

The District is recommending the Governing Board approve the sole source products/vendors for the 25/26sy, effective June 17th 2025.

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

**Sole Source 25-26**

<b>Product Type</b>	<b>Product Name (Vendor)</b>	<b>Sole Source Letter</b>	<b>Other Notes</b>	<b>Anticipated Total</b>
Online Software	Amplify	7/14/2022	Amplify Sole Source Letter	\$6,500.00
Teacher/Student Support Materials	Father Flanagan's Boys Home/ Boys Town	6/12/2023	Father Flanagan Boys Home	\$25,000.00
Teacher/Student Support Materials	GreatMinds PBC	1/2/2024	GreatMinds Sole Source Letter	\$182,000.00
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Online Software	iStation	1/1/2024	iStation Sole Source Letter	\$20,000.00
Online Software	IXL	6/13/23-Present	IXL Learning Sole Source Letter	\$24,000.00
Online Software	Lexia(lexia Learning Systems)	1/1/2024	Lexia Sole Source Letter	\$85,000.00
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 /Teacher Support	NIET	4/14/2023-Present	NIET Sole Source Letter	\$82,000.00
Student Support Materials	Scholastic	5/12/2020-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
Online Software	ST Math (Mind Research) now Mind Education	6/12/2023-Present	Mind Education Sole Source Letter	\$22,000.00
Teacher/Student Support Materials	Thinking Maps	6/12/2023-Present	Thinking Maps Sole Source Letter	\$30,000.00
Provider of training programs and products	Crisis Prevention Institute	4/23/2024	crisis prevention institute sole source letter	\$18,000.00
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Teacher/Student Support	SIPPS/ Center For The Collaborative Classroom	7/2/2024	Center For the Collaborative Sole Source Letter	\$10,000.00
Teacher Student Support	STAR	1/8/2024	STAR Autism Support Sole Source 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-Present	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

**Sole Source 25-26**

Professional Development /Teacher Support	Kagan Professional Development	5/22/2025	Kagan Sole Source Letter	\$60,000



every child  
is capable  
of greatness

January 2, 2024

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Sincerely,

Lynne Munson  
President & CEO

Great Minds PBC  
55 M Street, SE, Suite 340  
Washington, DC 20003  
202.223.1854

[greatminds.org](http://greatminds.org)



January 1, 2024

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The Lexia Student Records Privacy Statement and Security Plan, found here:

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Sincerely,

DocuSigned by:  
  
4C1C4333FB5D4AE...

Nick Gaehde  
President, Lexia Learning Systems LLC / Lexia Voyager Sopris Inc.

March 18, 2024

Loving Guidance, LLC, dba Conscious Discipline, exclusively holds the copyrights and serves as the sole authority, provider, and distributor of all on-site training workshops conducted by our Conscious Discipline Certified Instructors and the following products:

### **Books**

Conscious Discipline: 7 Basic Skills for Brain Smart Classroom Management

The NEW Conscious Discipline Book-Expanded and Updated

Conscious Discipline: Formando Aulas Resilientes

Creating the School Family: Bully-Proofing Classrooms Through Emotional Intelligence

Easy to Love, Difficult to Discipline (Audio version only)

Edúquelos con Amor: 7 Habilidades Básicas Para Convertir Los Conflictos en Cooperación

Rituales Amorosos

Baby Doll Circle Time

El Círculo de los Bebés

I Can Calm

When I Feel

Managing Emotional Mayhem: The Five Steps for Self-Regulation

There's Got to Be a Better Way: Discipline That Works

Shubert's Big Voice (English and Spanish)

Shubert's Helpful Day (English and Spanish)

Shubert is a S.T.A.R. (English and Spanish)

Shubert's See's the Best (English and Spanish)

Shubert's Choice (English and Spanish)

Shubert Rants and Raves (English and Spanish)

Shubert's New Friend (English and Spanish)

Sophie Makes a Choice (English and Spanish)

Sophie Rants and Raves (English and Spanish)

Sophie is a S.T.A.R. (English and Spanish)

Sophie's Helpful Day (English and Spanish)

Sophie Wants a Turn (English and Spanish)

Sophie's Big Voice (English and Spanish)

Sophie's New Sibling (English and Spanish)

Helping My Feeling Buddies

Ayudando a mis Feeling Buddies

Fill-In Routine Book

Parent Education Curriculum

Our Time Together - Home Visit Routine Book eCourse Participant Handbook

The Feeling is Bright: Self-Regulation through Rhythm and Rhyme

Potty Mastery: A Child-Centered Approach to Toileting

## **Music: Digital Downloads**

Listen to Your Feelings

Songs for I Love You Rituals Vol. I

Songs for I Love You Rituals Vol. II

The Feeling is Bright: Self-Regulation through Rhythm and Rhyme Digital Music

## **Teaching Tools**

Active Calming Center

Bailey Bear

Brain Smart Choice Cubes for Connection and Calming

Brain State Poster Set

Calming Pillow Set

Conflict Resolution Time Machine

Conscious Discipline Seven Skills Pencil

Conscious Discipline Skills on a String

Conflict Resolution Time Machine Desktop Mat

Feeling Faces Sticker Sheets

Greeting Apron

I Am Safe Breathing Cards

I Am Upset Smock

I Choose Self-Control Board

I Love You Ritual Poster Set

I Love You Ritual Skills on a String

I Love You Ritual Changing Table Poster Set

Kindness Tree

Routine & Responsibility Cards

Safe Place Mat

Safe Place Poster Set

School Family Job Set & Replacement Cards

Seven Skills Poster Set

S.T.A.R. Breathing Tool

S.T.A.R. Hot/ Cold Pack Stress S.T.A.R.

365 Days of Conscious Discipline Perpetual Flip Calendar

Wish Well Board

## **eCourses**

Conscious Discipline: Building Resilient Schools & Families - Individual and Site License

Powers of Resilience: Social Emotional Learning for Adults - Individual and Site License

Building Resiliency in Uncertain Times - Individual and Site License

Premium Toolkit

Start Strong: SEL Foundations and Resiliency in Infants and Toddlers - Individual and Site License

Understanding Trauma - 3 Part Webinar

Handling Upset: The Adult-First Mindset Shift - Individual and Site License

Powers of Resilience - SEL for Adults - Individual and Site License

Engage with Equity - Individual and Site License

Stress to Success for Elementary Leadership - Individual and Site License

Responding to Anger and Rage - Individual and Site License

## **Packs**

Home Edition: Feeling Buddies for Families Toolkit  
I Love You Ritual Pack  
I Love You Rituals Music Pack  
I Love You Ritual Deluxe Pack  
Shubert Pack  
Sophie's Super Splendid Box of Books  
La Gran Caja de Libros de Sophie  
Music pack  
El Círculo de los Bebés Paquete Especial  
Baby Doll Circle Time pack  
Feeling Buddy Self-Regulation Toolkit - Classroom Edition (English and Spanish)  
I Love You Ritual Digital Pack  
Basic Parent Education Pack  
Standard Parent Education Pack  
Premium Parent Education Pack  
School Family™ Deluxe Pack  
Self-Regulation Pack  
Conscious Discipline Pencil Packs (50)  
Feeling Face Stickers (Pack of 12)  
One (1) dozen Stress Stars  
Conscious Discipline 7 Skills Wristbands (35 pack)  
Basic Feeling Buddy Toolkit - Classroom Edition  
The Feeling is Bright: Self-Regulation through Rhythm and Rhyme Pack  
Mini Feeling Buddies with Book (English and Spanish)

If we can be of any further assistance, please contact Customer Care at 407-366-0233 or [CustomerCare@consciousdiscipline.com](mailto:CustomerCare@consciousdiscipline.com). Please see our terms of use on our website, [ConsciousDiscipline.com](http://ConsciousDiscipline.com).



55 Washington Street, Suite 800  
Brooklyn, NY 11201-1071  
T: 800.886.9126 F: 646.403.4700  
[www.amplify.com](http://www.amplify.com)

February 14, 2022

Ms. Jennifer Page  
Osborn School District  
1226 W Osborn Rd  
Phoenix, AZ 85013

**RE: Sole Source Information – Amplify Science™**

Dear Ms. Page:

Through a license agreement with the Regents of the University of California, Amplify Education, Inc. is the sole publisher and distributor of the **Amplify Science™** family of products. Amplify is the only organization that delivers the curriculum, training, materials, and professional development services for this product. The products and services are comprised of content and methodologies that are protected by copyrights held by or exclusively licensed to Amplify.

Please contact your Amplify sales representative if you have further questions regarding our products and services.

Sincerely,



Steven Zavari  
*SVP and General Manager, Science  
Amplify Education, Inc.*



June 12, 2023

Osborn School District  
1226 W Osborn Rd  
Phoenix, AZ 85013

To Whom It May Concern:

We have been advised by your agency that a search for providers must be completed. In order to assist you in your efforts to find providers, we thought you might wish to know the Father Flanagan's Boys' Home is the only one who provides consulting and training services based on the Father Flanagan's Boys' Home Model.

Father Flanagan's Boys' Home is a sole source provider of these services.

Thank you for your interest in our training. We look forward to working with your agency.

Sincerely,

*Tara S Hill*

Tara Hill  
Business Office Manager – Youth Care



**Houghton  
Mifflin  
Harcourt**

Osborn School District  
1226 W Osborn Rd  
Phoenix AZ 85013

Dear Frances Staron,

Please be advised that Houghton Mifflin Harcourt Publishing Company is the sole source for the materials subject to this request.

Notwithstanding the foregoing, in the event that Houghton Mifflin Harcourt Publishing Company authorizes or uses a distributor or reseller to sell some or all of the products covered by this procurement, no distributor or reseller is authorized to sell the full range of products available from or offered by Houghton Mifflin Harcourt Publishing Company for the procurement. In addition, Houghton Mifflin Harcourt Publishing Company is the only source for complimentary products and/or in-service training or other services where specifically agreed with the district or the state. Houghton Mifflin Harcourt Publishing Company confirms that school, district, and state customers in the United States that purchase our products will receive the catalog wholesale school price that is effective at the time of purchase.

Thank you for your interest in HMH products. If you need additional information please contact me at 800-225-5425, or by email at [k12inquiries@hnhco.com](mailto:k12inquiries@hnhco.com).

Sincerely,

Holly Carr  
**Customer Service**  
**Houghton Mifflin Harcourt**  
255 38<sup>th</sup> Ave.  
St. Charles, IL 60174  
Phone: 800.225.5425  
Fax: 800-269-5232  
[hnhco.com](http://hnhco.com)

01/01/2024

To Whom It May Concern:

Imagination Station, Inc. dba Istation, is the copyright holder for the following computer-delivered Istation products (Copyright 1998-2024): Istation assessments (Istation Reading Formative Assessment, Istation Spanish Literacy Formative Assessment, and Istation Math Formative Assessment) and Istation curriculum programs including teacher-directed resources (Istation Reading, Istation Spanish Literacy, and Istation Math).

These computer-based education assessments and programs are protected by the U. S. copyright law based on a proprietary technology developed and owned by Istation. The source code, techniques for delivering service reliably over low bandwidth intermittent Internet connections and web connections, as well as specifics of how the programs adapt to individual children, are Istation's trade secrets. Further, the characters, storylines, and programming "best practices" scope and sequences were developed and are owned by the company. Developed since 1998, Istation's products are state-of-the-art surpassing any computer-based education program in sophistication and effectiveness. No other product delivers the same benefits to children and teachers as these Istation products.

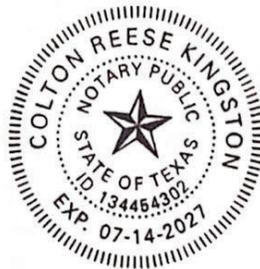
Istation's Assessments and Programs are unique and interactive intervention solutions for at-risk and ESL students that individualize instruction for each child. Based on best practices, it teaches children all the skills required to become a fluent learner, at their own pace, and provides ongoing assessment that enables the teacher to better organize group instruction. Istation does this by delivering instruction that models what a teacher would do if they could work one-on-one with a child. When a teacher can do this, they become aware of exactly what the child knows and doesn't know. Using that understanding of the child, they can tailor their instruction to that child. This is exactly what Istation Products do. For example, the Istation Reading program has been developed to take a non-reader who doesn't know an A from a Z and teach them to read with or without a qualified teacher. The same can be said for the Istation Math program, which focuses on taking a child who doesn't know a 1 from a 9 and teach them math skills with or without a qualified teacher. As a child interacts with the lessons in Istation, they are constantly monitored and assessed by the system. Based upon the child's interaction, they are taught new concepts, provided guided practice, and independent practice, and assessed on each skill that leads to fluency, thus providing an unlimited Response to Intervention (RTI) model.

Istation's exclusive copyright of the above-named Istation products precludes competition for these products.

Sincerely,

*Monika Flood*

Monika Flood  
Chief Executive Officer



County of: Dallas

This instrument was acknowledged before me on:

January 12, 2024 by Monika Flood, Chief

Financial Officer of Istation, a Delaware

corporation on behalf of said corporation.

*Colton Reese Kingston*

Notary Public's Signature

**SOLE SOURCE AFFIDAVIT**

Before me, on this date of 01.12.2024, the undersigned official, personally appeared, a person known to me to be the person whose signature appears below, whom after being duly sworn upon his oath deposed and said:

1. My name is Monika Flood, I am over the age of 18, have never been convicted of a crime and being competent to make the affidavit.
2. I am an authorized representative of the following company or firm:  
Imagination Station, Inc. (dba Istation)
3. The above named company or firm is the sole source of the following item(s) or product(s), and no other company or firm in the United States of America sells or distributes the product(s) listed below:  
Istation Reading Formative Assessment, Istation Reading, Istation Spanish Literacy Formative Assessment, Istation Spanish Literacy, Istation Math Formative Assessment, and Istation Math
4. Competition in providing the above named item(s) or product(s) is precluded by the existence of a  
 patent  copyright  secret process  monopoly  not applicable
5. The product is a  film  manuscript  book  utility service (including electricity, gas, or water)  a captive replacement part or component for equipment  none of the above
6. There is/are no other like item(s) or product(s) available for purchase that would serve the same purpose or function and there is only one price for the above named item(s) or product(s) because of exclusive distribution or marketing rights.

*Monika Flood*

Signature of Authorized Vendor Official

Chief Financial Officer

Title of Authorized Vendor Official

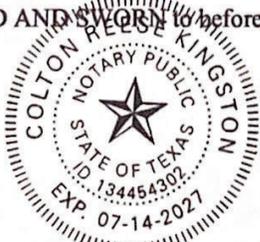
Company: Imagination Station, Inc. (dba Istation) Contact Person: Monika Flood

Address: 8150 N. Central Expressway Suite 2000 Email: proposals@istation.com

City, State, and Zip: Dallas, TX 75206

Telephone Number: 214-237-9300 Fax: 972-643-3441

*Affidavit will be valid for two (2) years from date subscribed and sworn.*

SUBSCRIBED AND SWORN to before me on this <u>January</u> day of <u>12th</u> , 20 <u>24</u> .	
	<p style="text-align: center;"><u><i>Colton Reese Kingston</i></u> Notary Public Signature</p> <p style="text-align: center;"><u>Colton Reese Kingston</u> Printed Name</p> <p style="text-align: center;"><u>07-14-2027</u> Date Commission Expires</p>



June 13, 2023

To Whom It May Concern:

This letter is to confirm that IXL as well as all of its associated components is a single source product, sold by IXL Learning of San Mateo, California. No other company makes a similar or competing product. This program must be purchased directly by institutions from IXL Learning. There are no agents or dealers authorized to represent this product.

IXL is the leading online program for mathematics, language arts, science, and social studies. The program features unlimited, algorithmically generated questions in thousands of topics, as well as insightful reporting and data analysis through IXL Analytics. It is available at the published price of \$299.00 for a single subject per classroom of 25 or fewer students, which includes student access from school, home, or any other Internet-enabled location. Discounts are available when purchasing multiple subjects, or for schools and districts ordering site licenses. These prices are in effect for 30 days from the date of this letter.

If you desire additional information, please contact IXL at 855-255-8800 or visit our website at [www.ixl.com](http://www.ixl.com).

Thank you for your interest in IXL.

Sincerely,

*Carah Dawkins*

Account Manager

---

**IXL Learning**

777 Mariners Island Blvd., Suite 600, San Mateo, CA 94404

Fax: 650-372-4301

# 2024 Sole Source



January 8, 2024

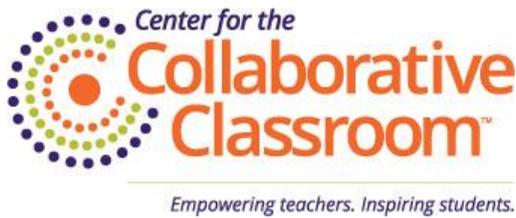
To Whom It May Concern,

Currently, STAR Autism Support, LLC is the sole developer and producer of the following products:

STAR Program/Media Center Combo  
STAR Online Learning System Primary (SOLS)  
STAR Online Learning System Secondary (SOLS)  
Links Curriculum  
STAR Media Center  
SOLER Curriculum – Social Learning and Emotional Regulation  
STAR General Education Courses  
STAR Autism Support Hands-on Training  
STAR Autism Support Comprehensive Workshop  
STAR Autism Support Advanced Workshop  
STAR Autism Support Early Childhood Training  
STAR Autism Support General Education Training  
STAR Autism Support Caregiver Training  
Links Curriculum Hands-on Training  
Links Curriculum Comprehensive Workshop  
SOLER Curriculum Comprehensive Workshop  
SOLER Curriculum Hands-on Training  
DT Essentials Kit  
DT Essentials II  
SOLER Toolkit  
Sunshine Literacy Kit  
STAR Training DVD: Level 1  
Implementing the Token Board System DVD  
STAR Data Collection & Summary Notebook  
STAR Instructional Apron

If you have further questions, please contact Maureen Jones at 503-716-8203.





Tuesday, July 2, 2024

To Whom It May Concern:

This is to confirm that the Center for the Collaborative Classroom (CCC, formerly Developmental Studies Center) is the sole source for the following materials:

- *AfterSchool KidzLit*®
- *AfterSchool KidzMath*™
- *AfterSchool KidzScience*™
- *Being a Reader*™
- *Being a Writer*™
- *Caring School Community*®
- *Guided Spelling*™
- *Making Meaning*®
- *Making Meaning Vocabulary*
- *SIPPS*®
- *Learning Lesson Study*™
- *Words in Action*™

These materials are not available through any other entities.

Although CCC is not the sole proprietor of the individual trade book titles in the *Making Meaning* Individualized Daily Reading Libraries Grades K–8, the Comprehension Strategies Libraries Grades K–8, the *Caring School Community* Read-aloud Values Library Grades K–6, and the *SIPPS* Fluency Practice Library Grades 1–12, each library is a unique arrangement of privately published books specially chosen by a select group of CCC program developers, librarians, book consultants, and educators.

You may be able to purchase the individual titles, but you will not find these targeted and well-designed collections and sets anywhere else. If you have questions about these libraries or would like more information, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink, appearing to read "Kelly Stuart", written in a cursive style.

Kelly Stuart  
Vice President, Dissemination & Implementation

Center for the Collaborative Classroom  
Employee Identification Number: 94-2311291



April 23, 2024

To Whom it may Concern:

The Crisis Prevention Institute, Inc. (CPI), is the worldwide leader in evidence-based de-escalation and crisis prevention training. We have extensive experience working in the sectors of education, health care, human services, and retail. CPI has developed unique training programs in these sectors addressing:

- *Verbal Intervention*<sup>™</sup>
- *Nonviolent Crisis Intervention*<sup>®</sup>
- NCI<sup>™</sup> With Advanced Physical Skills
- *Dementia Capable Care*
- *Prevention First*<sup>™</sup> Online Training, and
- Classroom Culture
- Reframing Behavior

In each of these training programs, CPI uses unique training materials and methods for which it has obtained copyright and/or trademark protection. Based on our experience and our intellectual property rights in our training materials and methods, we do not believe our training and services are subject to meaningful competitive bidding.

Sincerely,

A handwritten signature in blue ink, appearing to read "John E. Murray".

John E. Murray  
General Counsel  
Crisis Prevention Institute, Inc.

Date: Jan 4, 2023  
Re: Sole Source Vendor Status

To Whom It May Concern:

Thank you for your interest in Committee for Children's education materials for early learning thru 8th grade.

This is to assure that Committee for Children is the sole provider of its published materials, including:

Second Step  
Bullying Prevention Unit  
Child Protection Unit  
Mind Yeti  
Out of School Time  
SEL for Adults

In addition, video and training materials which are components to the published materials are sold only by Committee for Children.

Committee for Children's tax ID number is 91-1188127.

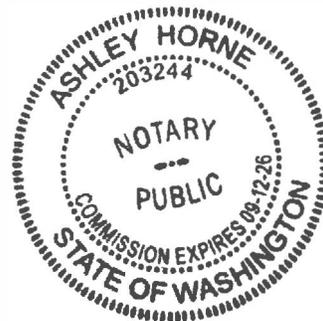
Thank you again for your commitment to prevention education.

Loretta Corwin

Loretta Corwin

Signature:   
Loretta Corwin (Jan 31, 2023 15:23 PST)

Email: [lcorwin@cfchildren.org](mailto:lcorwin@cfchildren.org)



cfchildren.org  
P: 800-634-4449  
F: 206-438-6765

2815 Second Avenue  
Suite 400  
Seattle, WA 98121

Grow Kinder™



To Whom It May Concern:

Thinking Maps, Inc. is the sole source and exclusive producer/distributor of the following publications and materials:

<u>Thinking Maps®: A Language for Learning</u>	<u>Write from the Beginning...and Beyond Setting the Stage</u>	<u>Write from the Beginning...and Beyond Response to Text Trainer's Guide</u>
<u>Thinking Maps®: A Language for Learning Trainer's Guide</u>	<u>Write from the Beginning...and Beyond Setting the Stage Trainer's Guide</u>	<u>Write from the Beginning...and Beyond 9-12</u>
<u>Thinking Maps®: Tools for Learning</u>	<u>Write from the Beginning...and Beyond Narrative</u>	<u>Write from the Beginning...and Beyond 9-12 Trainer's Guide</u>
<u>Thinking Maps®: Training of Trainers Resource Manual</u>	<u>Write from the Beginning...and Beyond Narrative Trainer's Guide</u>	<u>Thinking Maps®: A Language for Leadership, 2<sup>nd</sup> Ed.</u>
<u>Draw Your Thinking</u>	<u>Write from the Beginning...and Beyond Response to Literature</u>	<u>Thinking Maps®: Path to Proficiency for English Language Learners</u>
<u>Show Your Thinking</u>	<u>Write from the Beginning...and Beyond Response to Literature Trainer's Guide</u>	<u>Thinking Maps®: Path to Proficiency for English Language Learners Facilitator's Guide</u>
<u>Map Your Thinking</u>	<u>Write from the Beginning...and Beyond Expository/Informative</u>	<u>Thinking Maps®: Critical Reading and Writing for PSAT/NMSQT, SAT I, ACT Instructor's Guide</u>
Thinking Maps® Poster Set	<u>Write from the Beginning...and Beyond Expository/Informative Trainer's Guide</u>	<u>Thinking Maps®: Critical Reading and Writing for PSAT/NMSQT Student Guide</u>
Thinking Maps® Cooperative Workspace Desk Maps	<u>Write from the Beginning...and Beyond Argumentative</u>	<u>Thinking Maps®: Critical Reading and Writing for SAT I Student Guide</u>
Thinking Maps® Learning Community	<u>Write from the Beginning...and Beyond Argumentative Trainer's Guide</u>	<u>Thinking Maps®: Critical Reading and Writing for ACT Student Guide</u>
<u>Write From the Beginning: Training of Trainers Guide (2001 Edition)</u>	<u>Write from the Beginning...and Beyond Response to Text</u>	<u>Thinking Maps®: Comprehension Strategies for Constructing Meaning</u>
<u>Analytical Reading and Reasoning, 3<sup>rd</sup> Ed. and Solution Key</u>	<u>Mastering Reading Through Reasoning, 2<sup>nd</sup> Ed. and Teacher's Guide</u>	

Thinking Maps, Inc. also owns the copyright to each of the works listed above. Thinking Maps, Inc. full time consultants and Thinking Maps, Inc. approved per diem consultants are the sole source for fee based Professional Development for the aforementioned materials. Please contact our main office at 1-800-243-9169 if you have any questions or concerns regarding this matter.

Harry Aurora,  
CEO



Frances Staron  
Purchasing  
Osborn School District 8  
1226 W Osborn Rd  
Phoenix, AZ 85013  
[fstaron@osbornsd.org](mailto:fstaron@osbornsd.org)

April 24, 2025

Frances,

Radio Engineering Industries, Inc. (REI®) is the exclusive, ISO 9001:2015 certified manufacturer and sole source provider of the HD Series proprietary camera system and ARMOR Cloud software. Only REI's HD Series camera systems can deliver the fully functional and compatible system Osborn School District 8 requires, as no alternative products meet REI's proprietary standards or integrate with the REI ARMOR Cloud Software Suite.

Thank you,

A handwritten signature in blue ink, reading 'Riley Hays', is written over the typed name.

Riley Hays, Sales Operations Manager

To Whom It May Concern:

The purpose of this letter is to inform you that Kagan Publishing and Professional Development is the sole source and publisher of cooperative learning materials written by or in conjunction with Dr. Spencer Kagan. Kagan Publishing and Professional Development is also the sole source for all Kagan Professional Development training services which include copyrighted Kagan Structures and course materials. Kagan holds all copyrights to all Kagan Structures and materials related to these cooperative learning workshops.

Kagan Structures integrate the most powerful principles from decades of research. Among the many positive findings of this field or research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations, and increased liking for self, others, and school. Kagan provides professional development for the whole school community that integrates curriculum, instruction, and coaching. Kagan Structures are backed by classroom evidence from districts, schools, and teachers who are experiencing success with Kagan.

We look forward to working with you.

Your partner in education,



Lori Allnutt  
Operations Manager  
Kagan Professional Development  
949.545.6388  
Lori@KaganOnline.com



**Scholastic Inc. owns copyright in and is the sole source publisher of the following programs.**

For early childhood, professional learning, and everything in between, Scholastic has a proprietary solution to fit your educational needs.

- 7 Strengths Libraries
- Big Book Collections (with Teaching Guide)
- Big Book Unit (with Teaching Guide)
- BookFlix®
- Byron V. Garrett Life & Literacy Skills Library
- Core Knowledge Sequence
- Cozy Corner™
- Cuentos fonéticos de Scholastic
- Culturally Responsive Collections
- Dr. Karen L. Mapp Presents Scholastic Literacy Events
- Early Learning Libraries
- Family Book Bundle
- Four Pillars Classroom Library
- Grab and Go Take-Home Book Packs (various themes)
- Lexile® Collections
- My Books Every Day
- My Books Summer
- The Next Generation Science Standards Collections™\*
- Our Community: Haitian Heritage Collection
- Phonics Chapter Books
- PreK On My Way™
- Read and Rise®
- Ready-To-Go Classroom Libraries
- Ready-To-Go 2 Classroom Libraries
- RISE™/RISE Up
- Rising Voices Libraries
- Scholastic Bookroom
- Scholastic Early Learning Library Bundle
- Scholastic Family and Community Engagement™
- Scholastic F.I.R.S.T.™
- Scholastic GO!®
- Scholastic LitCamp
- Scholastic Literacy™
- Scholastic Literacy Partnerships™
- Scholastic Literacy Pro®
- Scholastic LitLeague
- Scholastic Magazines+ (print & digital):  
My Big World with Clifford, Let's Find Out, Let's Find Out Spanish, Scholastic News, Storyworks, SuperSTEM, Scholastic Scope, Scholastic Action, Choices, Science World, Scholastic MATH, Scholastic Art, Junior Scholastic, The New York Times Upfront
- Scholastic MathCamp
- Scholastic Our Stories Decodables
- Scholastic Phonics Readers
- Scholastic Professional Learning Services
  - A2i Professional Support System
  - Professional books (10 & 30 packs)
  - Scholastic Exchange
- Scholastic Ready4Reading™
- Scholastic Ready4Reading™ Phonics Booster Kits
- Scholastic R.E.A.L.®
- Scholastic Scholar Zone™ Extended Learning Powered by BellXcel
- Scholastic Scholar Zone™ Summer Powered by BellXcel
- Scholastic ScienceFlix®
- Scholastic Teachables
- Scholastic Text Sets
- Scholastic TrueFlix®
- Scholastic W.O.R.D.™
- School Readiness Kit
- School Success Kit
- Traits Writing™
- Ultimate Read-Aloud Resource Collection
- Watch & Learn Library™

**For more information or assistance, please email us at [rfp-scholastic@scholastic.com](mailto:rfp-scholastic@scholastic.com).**

\*Next Generation Science Standards is a registered trademark of Achieve. Neither Achieve nor the lead states and partners that developed the Next Generation Science Standards was involved in the production of, and does not endorse, this product.

# Renaissance

See Every Student.

PO Box 8036  
Wisconsin Rapids, WI  
54495-8036

P: (715) 424-3636  
www.renaissance.com

July 30, 2024

Osborn School District  
Frances Staron  
Purchasing Department  
1226 W Osborn Rd  
Phoenix, AZ 85013

RE: Sole Source Letter for Renaissance solutions

As a global leader in educational technology for pre-K-12 students, Renaissance is committed to giving educators insights and resources to accelerate growth and help all students build a strong foundation for success. Our portfolio includes assessments, skills practice programs, data analytics, and teacher-facilitated instructional delivery that are sole-sourced products created, sold, and distributed exclusively by Renaissance Learning, Inc., 2911 Peach Street, Wisconsin Rapids, Wisconsin (“Renaissance”).

## Assessment

### DnA

**DnA** is a K-12 standards-based assessment creation and administration platform providing instant scoring, formative feedback, and interactive reporting. Districts can use DnA’s high-quality, standards-based assessment content to build assessments tightly aligned to their scope and sequence or choose to customize DnA’s prebuilt assessments to gain information-rich data on student learning. Prebuilt reports give instant visibility into standards mastery, and custom reporting offers a holistic view of performance across assessments. As a complete solution to accelerate standards proficiency, DnA also offers content authoring, live proctoring, and built-in distractor rationales to guide in-the-moment feedback.

### FastBridge

**FastBridge** provides K-12 research-based universal screening and progress monitoring for academics and social-emotional behavior (SEB) with intervention recommendations. It provides valid, reliable, and accurate information about students’ risk levels and growth, and it offers prescriptive instruction and intervention recommendations to target skill gaps for students, groups, and the whole class. As a result, educators can identify students’ academic and SEB needs faster, align with the right interventions at the right time, and measure whether interventions are helping students catch up – all in one platform.

### Inspect

The **Inspect** item bank is a library of thousands of assessment items aligned to math, English language arts, history, and Next Generation Science Standards (NGSS) that can be paired with DnA and/or SchoolCity assessments. Inspect’s pre-built assessments may be used in any capacity to support instruction. Pre-built assessments may be used as-is, or they may be modified by educators to fit their specific formative assessment needs. These assessments are available in online and paper formats.

## myIGDIs

**myIGDIs for Preschool** curriculum-based measures assess the developing literacy, numeracy, and social-emotional skills of pre-K children. myIGDIs help early childhood educators identify learners who may need additional support to reach kindergarten-readiness benchmarks and gauge the effectiveness of the support they provide. With both paper and electronic administration options, myIGDIs provides clear instructions for delivery and scoring, as well as detailed analytics to support screening and progress monitoring within Response to Intervention (RTI) and Multi-Tiered Systems of Supports (MTSS) models.

## Renaissance Fundamentals

**Renaissance Fundamentals** provides a K-12 universal screener that helps to uncover non-academic barriers to student learning, like lack of confidence, motivation, or connectedness. Students can complete a survey in 15 minutes are less on their feelings about school and themselves as learners, with actionable reports immediately available for educators. Renaissance Fundamentals can be used as a critical component of a Multi-Tiered System of Supports (MTSS) process or other whole-child initiatives, allowing educators to identify at-risk students and areas of concern before they manifest as chronic issues.

## SchoolCity

**SchoolCity** is a deeply customizable K-12 assessment solution designed to help large districts achieve their unique vision for standards-based assessment creation, administration, and reporting. It supports development of new online testing tools, accommodations, item types, and more for districts that seek to invest in their standards-based platform to ensure it is shaped around their specific needs. Start with the current SchoolCity platform as a base, and partner with our team to make the right developments and platform-level customizations needed to truly support your team in accelerating standards mastery for all learners. GradeCam assessment scanning and scoring software also is available to support SchoolCity.

## Star Assessments

**Star Assessments** are award-winning tests for reading, math, and early literacy. Trusted by more than 30,000 schools and highly rated by the National Center on Intensive Intervention, Star Assessments help educators quickly gain accurate insights into student learning, growth, and achievement so they can help all learners reach their full potential. Star Assessments may be purchased in packaged suites or as individual measures, including:

- The computer-adaptive **Star Reading** (K-12), **Star Math** (K-12) and **Star Early Literacy** (PK-3) assessments in English and Spanish
- The curriculum-based measures **Star CBM Reading** (K-6), **Star CBM Lectura** (K-6), and **Star CBM Math** (K-3)
- The **Star Custom** formative assessment tool (K-12) with pre-loaded items, authoring tools, and ready-to-administer skill probes

## Star Phonics

**Star Phonics** is the first and only web-based assessment that screens and diagnoses 12 phonics categories and 102 essential skills. Designed for grades 1-6, Star Phonics can be administered either in person or remotely and provides immediate reporting aligned to your district's reading curriculum. Build on Science of Reading research, Star Phonics gives educators specific information about students' development of essential phonics components, including which students are struggling, which phonics skills are secure, and which need more attention. With this information, educators can plan targeted, appropriate instruction to meet every student's needs.

## Star Preschool Literacy

**Star Preschool Literacy** measures foundational literacy skills of preschool students (1 and 2 years prior to kindergarten) to give educators the data and insight to inform instructional decisions and jumpstart every student's learning journey. Educators deliver this computer-adaptive assessment one on one.

## Practice

### Accelerated Reader

**Accelerated Reader** is an independent reading practice program that helps students to become confident, lifelong readers. Feature more than 210,000 quizzes for fiction and nonfiction books at a wide range of levels, Accelerated Reader gives students extensive choice in what they read and keeps them engaged in independent reading practice as they work toward personalized goals. Quizzes for Spanish titles help meet the needs of emergent bilingual learners, while in-depth reporting supports regular teacher-student conversations about reading time, reading comprehension, and reading growth.

## Freckle

**Freckle Math** offers standards-aligned, interactive math practice activities for K-12 students, including Algebra 1, Geometry, and Algebra 2. It adjusts the difficulty of practice based on what students know, which allows them to grow and learn in practice that represents a productive level of struggle. Freckle Math includes more than 70,000 unique math problems; number basics, number facts, and fact practice assignments; targeted practice assignments teachers can assign to the entire class or selected students; instructional supports including conceptual videos, walk-through videos, and skill-based videos that help students understand standards, walk through problems, and practice specific skills; inquiry-based lessons that help students build conceptual understanding of math topics and provide real-world learning experiences. Freckle Math also provides supports for Spanish-speaking students.

**Freckle ELA** helps to equitably accelerate student literacy with differentiated resources. More than 1,000 nonfiction and fiction passages are available that adapt to each student's level. Instructional supports include ELA skills practice, articles and stories that focus on vocabulary in context, word study, Teachers can assign specific standards for some or all students to practice, and assignments may include comprehension questions or writing prompts.

**Freckle Science** and **Freckle Social Studies** offer literacy-focused units that are available as supplemental purchases to Freckle ELA. Both Social Studies and Science units are built around a curated list of articles - each available at various reading levels - that include resources. Freckle Social Studies features engaging activities interspersed throughout each unit, including role-plays, gallery walks, Socratic seminars, and diary entries. Freckle Science units align to the Next Generation Science Standards and include diverse mediums including experiments, and simulations.

## Lalilo

**Lalilo** is an innovative, visually engaging, standards-aligned literacy software program for grades K-2. It supports literacy learning and instruction through interactive and developmentally appropriate exercises for students and extensive data-tracking and planning tools for teachers. Lalilo supports learning and instruction across all components of literacy, including phonological and phonemic awareness, letter and word recognition, comprehension and fluency, vocabulary, writing, and social literacy. Lalilo strives to provide students with a comprehensive, supportive, engaging, and fun learning environment to promote independence, proficiency, and a love for literacy.

## myON

**myON** is a digital reading platform that provides students with 24/7 concurrent access to thousands of fiction and nonfiction books and news articles in English, Spanish, and additional languages. Students can download up to 20 books at a time to read offline. myON provides an engaging, immersive, multimedia reading experience with professionally recorded audio, annotation tools, built-in close-reading tools, customizable literacy projects, and tools that allow students to record themselves reading aloud. myON features a large collection of standards-aligned titles to support English language arts, math, science, and social studies lesson plans centered on reading and writing skills. **myON News** provides daily, age-appropriate news articles that enrich content-area classes and expand opportunities for reading in the school day. Add-on publisher collections also are available for schools to purchase to address specific curriculum needs and increase student choice.

## Data Analytics

### eduCLIMBER

**eduCLIMBER** provides interactive data management — from district-level to whole child — that strengthens implementations of multi-tiered systems of support (MTSS), including student need identification, intervention, effectiveness, and school improvement practices. eduCLIMBER gives every educator access to the right whole-child data at the right time in a single location. Collaborative workflow tools help teams make efficient and effective data-driven decisions and put next steps into action without leaving the platform. As a result, educators have a central hub to drive their MTSS implementations, meet whole-child needs, and evaluate equity and effectiveness.

### Schoolzilla

**Schoolzilla** provides data-driven dashboards that give educators actionable insights into trends in student attendance and achievement, helping them to identify opportunities to improve outcomes for all learners. These near real-time dashboards can integrate more than 135 education data sources, including student information systems, interim and state tests, Star Assessments, behavior management systems, and more. By combining learning data from Renaissance's solutions with these sources, the dashboards enable education leaders to get a true, full-circle view of their students' schools, and district, so they can better track daily progress toward goals around chronic absence, grades, student growth, and college readiness.

## Professional Services

### Custom Data Integration

Renaissance offers **Custom Data Integration** (CDI) services to streamline school year setup, student roster auditing, new class creation, and other tasks. Districts can extract student information system (SIS) data and set up a process for Renaissance to retrieve data as often as nightly to identify any transfers, additions, changes, or deletions in student information data and process it directly in the district's Renaissance hosted site. An assigned data integration specialist from Renaissance works directly with the district to manage the overall data integration process.

### Professional Development, Project Management, and Expanded Support

Renaissance provides a variety of professional development services to help educators and administrators use our software effectively. These include:

- **Custom on-site learning days**, which provide face-to-face, interactive sessions tailored to meet local needs.
- **Champions' Academies**, a training-of-trainers program that helps students and districts strengthen their internal expertise with Renaissance solutions.
- **Virtual learning sessions**, which provide highly-focused content in an interactive, affordable, and flexible format to fit busy schedules and address specific needs.
- **Renaissance-U** online training sessions, videos, and tutorials, which detail specific features of Renaissance solutions, demonstrate effective classroom strategies, and provide sustained professional development.
- **FASTflix** elearning content (for FastBridge only).
- **Project Management** services to support districts as they implement Renaissance solutions, facilitate project planning, provide a single point of contact for district personnel as questions, needs or challenges arise; address day-to-day issues; and escalate and resolve issues that affect district users.

# Renaissance

See Every Student.

PO Box 8036  
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54495-8036

P: (715) 424-3636  
[www.renaissance.com](http://www.renaissance.com)

- **Silver and Platinum expanded customer support** for districts comprised of 40 or more schools.

For more information about Renaissance software and services, please contact Janey Bricker, Director of Proposal Solutions, at (800) 338-4204 or [askproposals@renaissance.com](mailto:askproposals@renaissance.com) for more information.

Sincerely,



Ted Wolf  
Senior Vice President and Global Controller  
**Renaissance Learning, Inc.**



# Pearson

To Whom It May Concern,

This letter is a formal confirmation that NCS Pearson, Inc. ("Pearson") is the sole source/ single supplier within the United States of America for the below listed products from its Clinical and Classroom Assessment catalogs.

As the Sole Source/ Single Supplier, Pearson has been granted copyright or exclusive rights to the following products, and these products and related materials, are not available from any other source by lawful means:

- ACES Academic Competence Evaluation Scales
- ACS for WAIS®-IV and WMS®-IV Advanced Clinical Solutions for WAIS®-IV and WMS®-IV
- Agora Agora: The Marketplace of Ideas™
- AIMS Academic Intervention Monitoring System
- AIMSweb®
- aimswebPlus
- ASA™ Auditory Skills Assessment
- ASSIST™ Automated System for Scoring and Interpreting Standardized Tests
- Attemo™ Attemo™ Attention & Motion Test
- BASC™-3 Behavior Assessment System for Children, Third Edition
- BASC™-3 Behavior Intervention Guide BASC™-3 Behavior Intervention Guide
- BASC™-3 BESS BASC™-3 Behavioral and Emotional Screening System
- BASC™-3 CCPT BASC™-3 Comprehensive Continuous Performance Test
- BASC™-3 Flex Monitor BASC™-3 Flex Monitor
- BASC™-3 PRQ BASC™-3 Parenting Relationship Questionnaire
- BASC™-3 SDH BASC™-3 Structured Developmental History
- BASC™-3 SOS BASC™-3 Student Observation System
- BASIS Basic Achievement Skills Individual Screener
- Bayley-II Bayley Scales of Infant and Toddler Development, Second Edition
- Bayley-III Bayley Scales of Infant and Toddler Development®, Third Edition
- BBCS™:E Bracken™ Basic Concept Scale: Expressive
- BBCS™-3:R Bracken™ Basic Concept Scale, Third Edition: Receptive

- BCDP Bracken Concept Development Program
- BCSE Brief Cognitive Status Exam 2009 (stand-alone subtest of WMS-IV)
- BDI® FastScreen BDI® FastScreen for Medical Patients
- BDI®-II Beck Depression Inventory®, Second Edition
- Benton Visual Retention Test® Benton Visual Retention Test®, Fifth Edition
- Beta III Beta III
- Beta-4 Beta-4
- BHI™ 2 Battery for Health Improvement 2
- BHS® Beck Hopelessness Scale®
- Bilingual Syntax Measures I and II
- BINS™ Bayley Infant Neurodevelopment Screener®
- BITSEA™ Brief Infant-Toddler Social and Emotional Assessment
- BMAT™ Bruininks Motor Ability Test
- Boehm-3 Boehm Test of Basic Concepts, Third Edition
- Boehm-3 Preschool Boehm Test of Basic Concepts, Third Edition Preschool
- BOSS™ Behavioral Observation of Students in Schools™
- BOT™-2 Brief Bruininks-Oseretsky Test of Motor Proficiency, Second Edition Brief Form
- BOT™-2 Bruininks-Oseretsky Test of Motor Proficiency, Second Edition
- Bridge of Vocabulary (The) The Bridge of Vocabulary: Evidence-Based Activities for Academic Success
- Brown ADD Scales™ Brown Attention-Deficit Disorder Scales®
- BSRA™-3 Bracken™ School Readiness Assessment, Third Edition
- BSS® Beck Scale for Suicide Ideation®
- Burns Inventory Burns Brief Inventory of Communication and Cognition
- BYI-II Beck Youth Inventories for Children and Adolescents, Second Edition
- CAPE/PAC Children's Assessment of Participation and Enjoyment and Preferences for Activities of Children
- Career Assessment Inventory™ - Enhanced Version Career Assessment Inventory™ - Enhanced Version
- Career Assessment Inventory™ - Vocational
- Career Assessment Inventory™ - Vocational Version
- CBOCI Clark-Beck Obsessive-Compulsive Inventory™
- CCC-2 Children's Communication Checklist-2, U.S. Edition
- CCT® Children's Category Test®
- CDM® Internet CDM® Internet
- CDM®-R The Harrington-O'Shea Career Decision-Making® System Revised
- CELF® Preschool-2 Clinical Evaluation of Language Fundamentals Preschool, Second Edition
- CELF® Preschool-2 Spanish Clinical Evaluation of Language Fundamentals Preschool, Second Edition Spanish
- CELF®-4 Clinical Evaluation of Language Fundamentals, Fourth Edition
- CELF®-4 Screening Test Clinical Evaluation of Language Fundamentals, Fourth Edition Screening Test
- CELF®-4 Spanish Clinical Evaluation of Language Fundamentals, Fourth Edition Spanish
- CELF®-5 Clinical Evaluation of Language Fundamentals, Fifth Edition
- CELF®-5 Metalinguistics Clinical Evaluation of Language Fundamentals, Fifth Edition

## Metalinguistics

- CELF®-5 Screening Test Clinical Evaluation of Language Fundamentals, Fifth Edition Screening Test
- Central Auditory Processing Disorder Strategies for
- Central Auditory Processing Disorder Strategies for Use with Children and Adolescents
- Children's PTSD Inventory™ Children's PTSD Inventory™
- CISS® Campbell™ Interest and Skill Survey
- CLQT Cognitive Linguistic Quick Test
- CLQT+ Cognitive Linguistic Quick Test - Plus
- CMS Children's Memory Scale™
- Contextual Memory Test Contextual Memory Test
- CTQ Childhood Trauma Questionnaire: A Retrospective Self-Report
- CVLT®-3 California Verbal Learning Test®, Third Edition
- CVLT®-C California Verbal Learning Test®, Children's Version
- CVLT®-II California Verbal Learning Test®, Second Edition
- DAL - Digital Assessment Library
- DAS™-II Differential Ability Scales™, Second Edition
- DAS™-II Early Years Spanish Supplement DAS-II™-II Early Years Spanish Supplement
- DAT® Differential Aptitude Tests®, Fifth Edition
- DATA Dynamic Assessment of Test Accommodations™
- DEAP™ Diagnostic Evaluation of Articulation and Phonology, U.S. Edition
- Devereux Behavior Rating Scale, School Form Devereux Behavior Rating Scale, School Form
- DIAL-3 Developmental Indicators for the Assessment of Learning, Third Edition
- DIAL™-4 Developmental Indicators for the Assessment of Learning™, Fourth Edition
- DPRS® Derogatis Psychiatric Rating Scale
- DRA2+ Developmental Reading Assessment®, 2nd Edition PLUS
- D-REF Delis Rating of Executive Functions
- DSI Dyslexia Screening Instrument
- Dybuster Calcularis Dybuster Calcularis
- Dysphagia Evaluation Protocol Dysphagia Evaluation Protocol
- Eating Inventory Eating Inventory
- EDL™2 Evaluación del desarrollo de la lectura® 2
- EIWA®-III Escala de Intelligencia de Wechsler para Adultos®, Tercera Edición
- EMDA™ Early Math Diagnostic Assessment™
- ERDA™ Second Edition Early Reading Diagnostic Assessment®, Second Edition
- ESI-3™ Early Screening Inventory-Third Edition™
- ESI-R™ Early Screening Inventory-Revised™
- EVT™ Expressive Vocabulary Test
- EVT™-2 Expressive Vocabulary Test, Second Edition
- EVT™-3 Expressive Vocabulary Test, Third Edition
- FAIS™ Functional Assessment and Intervention System™: Improving School Behavior
- Get Ready to Read! Get Ready to Read!
- Get Ready to Read! Revised Get Ready to Read! Revised
- GFTA™-2 Goldman-Fristoe Test of Articulation, Second Edition
- GFTA™-3 Goldman-Fristoe Test of Articulation, Third Edition

- GFTA™-3 Spanish Goldman-Fristoe Test of Articulation, Third Edition Spanish
- GMADE™ - Group Mathematics Assessments and Diagnostic Evaluation
- GRADE™ - Group Reading Assessment and Diagnostic Evaluation
- Greenspan Social-Emotional Growth Chart Greenspan Social-Emotional Growth Chart, A Screening Questionnaire for Infants and
- GRS™ Gifted Rating Scales™
- HIT Holtzman Inkblot Technique
- IDEAS™ IDEAS: Interest Determination, Exploration, and Assessment System®
- ILS® Independent Living Scales®
- Infab (The) The Infanib: A Reliable Method for the Neuromotor Assessment of Infants
- Infant/Toddler Symptom Checklist Infant/Toddler Symptom Checklist, A Screening Tool for Parents
- Innerview® Innerview®
- Interpretive Report
- ISO-30™ Inventory of Suicide Orientation-30
- ITSEA™ Infant-Toddler Social and Emotional Assessment
- KBNA™ Kaplan Baycrest Neurocognitive Assessment™
- KeyMath™-3 DA KeyMath™-3 Diagnostic Assessment
- KeyMath™-3 ER KeyMath™-3 Essential Resources
- KLPA™-2 Khan-Lewis Phonological Analysis, Second Edition
- KLPA™-3 Khan-Lewis Phonological Analysis, Third Edition
- K-SNAP Kaufman Short Neuropsychological Assessment Procedure
- KTEA-II Kaufman Test of Educational Achievement, Second Edition
- KTEA™-3 Brief Kaufman Test of Educational Achievement™, Third Edition Brief Form
- KTEA™-3 Kaufman Test of Educational Achievement™, Third Edition
- Learning Through the Senses
- Learning Through the Senses Resource Manual-The Impact of Sensory Processing in the
- MACI® Millon® Adolescent Clinical Inventory
- MAPI® Millon® Adolescent Personality Inventory
- MAT Miller Analogies Test
- MBMD® Millon® Behavioral Medicine Diagnostic
- MCCI® Millon® College Counseling Inventory
- MCMI®-III Millon® Clinical Multiaxial Inventory, Third Edition
- MCMI®-IIV Millon® Clinical Multiaxial Inventory, Fourth Edition
- Medida de Sintaxis Bilingue, Bilingual Syntax Measures I and II
- M-FUN Miller Function and Participation Scales
- Minnesota Handwriting Assessment Minnesota Handwriting Assessment
- MIPS® Revised Millon™ Index of Personality Styles Revised
- MMPI®-2 Minnesota Multiphasic Personality Inventory®-2
- MMPI®-A Minnesota Multiphasic Personality Inventory®-Adolescent
- MMPI®-A-RF Minnesota Multiphasic Personality Inventory®-Adolescent-Restructured Form
- MMPI-2-RF® Minnesota Multiphasic Personality Inventory-2-Restructured Form™
- MMPI-2-RF® PCIR Minnesota Multiphasic Personality Inventory-2-Restructured Form™ Police Candidate
- Mooney Problem Check Lists (The) The Mooney Problem Check Lists

- Motor Skills Acquisition in the First Year Motor Skills Acquisition in the First Year: An Illustrated Guide to Normal Development
- M-PACI™ Millon™ Pre-Adolescent Clinical Inventory
- MSCA McCarthy Scales of Children's Abilities
- MST McCarthy Screening Test
- NEPSY®-II NEPSY®, Second Edition
- NFI™ Neurobehavioral Functioning Inventory™
- NNAT®3 Naglieri Nonverbal Ability Test®, Third Edition
- NNAT®-Individual Naglieri Nonverbal Ability Test®-Individual Administration
- OLAI The Oral Language Acquisition Inventory & The Oracy Instructional Guide
- OLAI-2 The Oral Language Acquisition Inventory, Second Edition
- Oral-Motor Feeding Rating Scale Oral-Motor Feeding Rating Scale
- Ounce Online™ Ounce Online™
- Ounce Scale, The The Ounce Scale™
- P-3® Pain Patient Profile
- PAD Peabody Articulation Decks
- PAL™-II Math Process Assessment of the Learner, Second Edition: Diagnostic Assessment of Math
- PAL™-II Reading and Writing Process Assessment of the Learner, Second Edition: Diagnostic Assessment of Reading
- PCAT® Pharmacy College Admissions Test
- PDDST-II™ Pervasive Developmental Disorders Screening Test-II
- PIAT-R/NU Peabody Individual Achievement Test-Revised/Normative Update
- Picture File (The) The Picture File
- PIPA™ Pre-Reading Inventory of Phonological Awareness™
- PLS-4 Preschool Language Scale, Fourth Edition
- PLS-4 Screening Test Preschool Language Scale, Fourth Edition Screening Test
- PLS™-5 Preschool Language Scale, Fifth Edition
- PLS™-5 Screening Test Preschool Language Scale, Fifth Edition Screening Test
- PLS™-5 Screening Test Spanish Preschool Language Scale, Fifth Edition Screening Test Spanish
- PLS™-5 Spanish Preschool Language Scale, Fifth Edition Spanish
- Porteus Maze Porteus Maze
- Posture and Fine Motor Assessments of Infants Posture and Fine Motor Assessments of Infants
- PPVT™-5 Peabody Picture Vocabulary Test, Fifth Edition
- PPVT™-4 Peabody Picture Vocabulary Test, Fourth Edition
- PPVT™-III Peabody Picture Vocabulary Test, Third Edition
- PRQ™ Parenting Relationship Questionnaire
- PSS Parenting Satisfaction Scale
- Q Local™ Q Local™ Scoring and Reporting Software
- Q-global® Q-global®
- Q-interactive® Q-interactive®
- QOLI® Quality of Life Inventory
- Quickview® Social History Quickview® Social History
- Quotient® Quotient® ADHD System
- RBANS® Repeatable Battery for the Assessment of Neuropsychological Status

- RBANS® Update Repeatable Battery for the Assessment of Neuropsychological Status Update
- RBVS Reynolds Bully Victimization Scales for Schools
- Ready to Learn Ready to Learn
- REAL, The Roll Evaluation of Activities of Life
- RehaCom® RehaCom® for Cognitive Therapy After Stroke or TBI
- Review360® Explore Review360® Explore - Single School Edition
- Review360® Review360® Behavior Matters
- RISB®-2 Rotter Incomplete Sentences Blank®, Second Edition
- RSCA Resiliency Scales for Children and Adolescents™
- Sensory Profile Sensory Profile Suite of Assessments
- Sensory Profile™ 2 Sensory Profile™ 2
- Shaywitz DyslexiaScreen Shaywitz DyslexiaScreen
- SHS Shore Handwriting Screening: For Early Handwriting Development
- Sounds & Symbols Sounds & Symbols Early Reading Program
- SSCS Student Self-Concept Scale
- SSIG Social Skills Intervention Guide
- SSIS™ SEL SSIS Social-Emotional Learning Edition
- SSIS™ Social Skills Improvement System
- SSPO Sigma Survey for Police Officers
- SSQ Students Styles Questionnaire™
- SSRS Social Skills Rating System
- SSSO Sigma Survey for Security Officers
- TELL Test of English Language Learning
- TFLS Texas Functional Living Scale
- TLC-Expanded Test of Language Competence-Expanded Edition
- T-MAC Test of Minimal Articulation Competence
- TOPF Test of Premorbid Functioning
- TOWK Test of Word Knowledge
- TPC Phonetic Font TPC Phonetic Font
- Use with Children and Adolescents
- VADS Visual Aural Digit Span Test
- Vigil Vigil Continuous Performance Test
- Vineland™-3 Vineland Adaptive Behavior Scales, Third Edition
- Vineland™-II Vineland Adaptive Behavior Scales, Second Edition
- VIP® Validity Indicator Profile
- WAB-R™ Western Aphasia Battery™, Revised
- WAIS®-IV Wechsler Adult Intelligence Scale®, Fourth Edition
- WASI® Wechsler Abbreviated Scale of Intelligence®
- WASI®-II Wechsler Abbreviated Scale of Intelligence®-Second Edition
- WIAT®-III Wechsler Individual Achievement Test®, Third Edition
- WISC®-IV Spanish Wechsler Intelligence Scale for Children®, Fourth Edition-Spanish
- WISC®-IV Wechsler Intelligence Scale for Children®, Fourth Edition
- WISC®-V Integrated Wechsler Intelligence Scale for Children®, Fifth Edition Integrated
- WISC®-V Spanish Wechsler Intelligence Scale for Children®, Fifth Edition Spanish
- WISC®-V Wechsler Intelligence Scale for Children®, Fifth Edition

- WMS®-IV Wechsler Memory Scale®, Fourth Edition
- WNV™ Wechsler Nonverbal Scale of Ability
- Work Sampling for Head Start™ Work Sampling System for Head Start™
- WPPSI™-III Wechsler Preschool and Primary Scale of Intelligence™, Third Edition
- WPPSI™-IV Wechsler Preschool and Primary Scale of Intelligence™, Fourth Edition
- WriteToLearn™ WriteToLearn™
- WRMT-III Woodcock Reading Mastery Tests Third Edition
- WSO Work Sampling Online®
- WSS The Work Sampling System®
- WTAR™ Wechsler Test of Adult Reading

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NATIONAL INSTITUTE FOR  
EXCELLENCE IN TEACHING

April 14, 2023

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In addition, NIET is the developer, sole source provider, and has exclusive capabilities for the NIET Training Portal and Educator Effectiveness Best Practices Portal (collectively known as the Educator Effectiveness Preparation and Support System, or EE PASS) and the NIET Portal for Raising Educator Preparation (NIET PREP). These training resources are specifically for schools that are implementing NIET's model of School Improvement Solutions, the TAP System or NIET's Educator Effectiveness Best Practices and have licensed agreements to use the NIET Teaching Standards and/or NIET's Evaluation System. This provision includes copyrighted trainings, materials and tools that were developed solely for the use by schools implementing School Improvement Solutions, TAP System or Educator Effectiveness Best Practices, the NIET Teaching Standards or the NIET Evaluation System.

For more information, please contact NIET at [info@niet.org](mailto:info@niet.org).

Sincerely,

A handwritten signature in black ink that reads "Joshua H. Barnett". The signature is fluid and cursive.

Dr. Josh Barnett | Chief Executive Officer  
NIET | National Institute for Excellence in Teaching  
7333 East Doubletree Ranch Road | Scottsdale, AZ 85258



5281 California Avenue, Suite 300  
Irvine, California 92617

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949.345.8700  
Toll Free: 888.751.5443  
Fax: 949.572.2680  
info@mindeducation.org  
mindeducation.org

## Sole Source Affidavit

To Whom it May Concern:

This letter is to confirm that the MIND Education is the only authorized seller for our curriculum product: ST Math K-8, ST Math Early Learning (Pre-Kindergarten and Transitional Kindergarten) and that the MIND Institute is the sole source and publisher of the curriculum product: ST Math K-8, ST Math Early Learning (Pre-Kindergarten and Transitional Kindergarten). These products consist of mathematics software programs, and mathematics curriculum materials.

Additionally, the methodology of training through visual reasoning environments and games is proprietary and protected by various patents (listed below).

Patent #	Patent Name	Issue Date
10,304,346	System and Method for Training with a Virtual Apparatus	5/28/2019
9,852,649	Method and System for Teaching Vocabulary	12/26/2017
9,633,570	Systems & Methods Incorporating Animated Widgets in a Virtual Learning Environment	7/23/2013
9,449,415	Method and System for Presenting Educational Materials	9/20/2016
8,491,311	System and Method for Analysis and Feedback of Student Performance	7/23/2013
7,653,931	System and Method for User Login and Tracking	2/27/2007
D845,393	Drawing Tool	4/9/2019
9,848,816	Devices and Method for Hands-on Learning Of Mathematical Concepts	12/26/2017

Additional details for the patents listed above may be found at [www.mindresearch.org/patents](http://www.mindresearch.org/patents). Please call us at (949) 345-8700 if you have any questions.

Kind Regards,

*Michael Sell*

Michael Sell, Director, Revenue Operations



8/15/2024

Osborn School District,  
1226 W Osborn Rd  
Phoenix, Arizona 85013  
United States

Dear Jamal Dana:

Pursuant to your request, please allow this letter to confirm that, as of the date of this letter, Kaseya US LLC is the sole manufacturer of the IT management software solution that Osborn School District purchased in December 26, 2023, which includes ITGlue and Network Glue.

Please feel free to contact me should you have any questions regarding this letter.

Regards,

*Rob McCarthy*  
Rob McCarthy  
VP GTM Operations  
Kaseya US, LLC



January 2, 2024

Re: Sole Source Confirmation Letter

To Whom It May Concern:

Nearpod, LLC, a subsidiary of Renaissance Learning, Inc., is the sole source provider for Nearpod, Flocabulary, and Boardworks Education products in the United States. Any other companies or resellers that attempt to quote or sell licenses for our products is not authorized by Nearpod or Renaissance Learning.

The Nearpod platform is an instructional tool that provides real-time insights into student understanding through interactive lessons, videos, formative assessment, and other activities.

The Flocabulary platform provides standards-aligned and sequenced content to help students build vocabulary and comprehension through rigorous and authentically engaging instructional experiences.

The Boardworks platform includes a turn-key library of resources to enrich K-12 instruction, allowing educators to integrate interactive and customizable activities into their classroom and online lessons.

If you have any questions regarding our products or require additional information, please call 1-855-632-7763 or email [vendorforms@nearpod.com](mailto:vendorforms@nearpod.com).

Best regards,

  
Ted Wolf (Jan 2, 2024 16:53 CST)

Ted Wolf  
Global Controller and Interim Chief Financial Officer  
[ted.wolf@renaissance.com](mailto:ted.wolf@renaissance.com)

# 2024 Nearpod Sole Source Letter

Final Audit Report

2024-01-02

Created:	2024-01-02
By:	Amy Rickels (amy.rickels@renaissance.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAARg_KPcPcLHOrOBqBw634RGGwx6ELOg87

## "2024 Nearpod Sole Source Letter" History

-  Document created by Amy Rickels (amy.rickels@renaissance.com)  
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-  Signer ted.wolf@renaissance.com entered name at signing as Ted Wolf  
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-  Document e-signed by Ted Wolf (ted.wolf@renaissance.com)  
Signature Date: 2024-01-02 - 10:53:45 PM GMT - Time Source: server
-  Agreement completed.  
2024-01-02 - 10:53:45 PM GMT

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-O**

**Agenda Item**

**Approval of extension of MOU with Native Health 25-26 SY**

For Board:     Action                       Discussion                       Information

**Background –**

Native Health has held a partnership with Osborn School District (OSD) for the last several years by providing a variety of learning experiences to a range of students and families at elementary and middle schools.

Native Health and OSD leadership and staff seek to continue the partnership through a memorandum of understanding extension for the upcoming academic year focused on celebration of culture and identity through various student and family workshops facilitated by trained Native Health staff and in collaboration with OSD staff.

**Legal**

All facilitators have proper training and hold valid fingerprint clearance cards.

**Financial**

No cost to the district.

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Board approve the continued partnership between Native Health and Osborn School District.

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

**EXTENSION AGREEMENT**

**Between**

**NATIVE HEALTH**

**And Osborn School District**

This Extension Agreement ("Agreement") is made part of the MEMORADUM OF UNDERSTANDING ("MOU") entered between NATIVE HEALTH and the OSBORN School District which commenced on February 18, 2020. This Agreement is made and effective on 08/12/2023.

**BETWEEN:**

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

**AND**

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

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

WHEREIN said MOU expired on 5/22/2021, and the parties desire to extend and continue said MOU, it is provided that said Agreement shall extend said MOU for an additional school year with an expiration date of May 26, 2026.

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

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

**FOR NATIVE HEATHLH:**

**DISTRICT:**

Walter Murillo Date 5/27/2025  
Signature

Walter Murillo

Walter Murillo, CEO

**FOR OSBORN SCHOOL**

\_\_\_\_\_  
Date \_\_\_\_\_  
Signature

\_\_\_\_\_  
Michael Robert, Ed.D., Superintendent

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-P**

**Agenda Item**

**Approval of renewal of Data Sharing Agreement with ASU/Helios Decision Theater**

For Board:     Action                     Discussion                     Information

**Background –**

In order to creatively utilize data to improve academic achievement, the Osborn School District in partnership with ASU and the Helios Foundation, will be granted access to utilize the Helios Decision Making Center for Educational Excellence. This dynamic platform will enhance our understanding of our district’s academic and demographic data points to compare data and other pertinent information with the Phoenix Union High School District and its feeder elementary districts in order to improve and support decisions to increase and enhance academic achievement and programming for our students, staff, and families.

Due to the involvement of so many governmental agencies (districts, ASU, Helios, etc.), there are bound to be small revisions that may be particular to needs, that are not substantive in the collective agreement. The Governing Board delegates authority to the superintendent to approve any final, non-substantive to Osborn revisions moving forward.

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve renewal of the Data Sharing Agreement with ASU/Helios Decision Theater

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

## Data Sharing Agreement

This Data Sharing Agreement ("Agreement"), effective as of the \_\_\_\_ day of \_\_\_\_\_, 2024, is entered into by and between the Arizona Board of Regents ("ABOR") for and on behalf of Arizona State University's ASU Helios Decision Center for Educational Excellence ("Decision Center"), (collectively, "ASU") and the Osborn Elementary School District ("District").

### RECITALS

- A. ASU is an institution of scientific research and undergraduate and graduate studies devoted to education, research and public service.
- B. Decision Center seeks to empower all Arizona students to maximize their potential, experience an excellent quality of life and contribute to healthy and vibrant communities. Decision Center also facilitates evaluations, research, and visualizations ("Projects"), which directly support Arizona's public schools, teachers and students.
- C. District is a political subdivision of the state of Arizona.
- D. The purpose of this agreement is to allow the District and ASU to share data with one another so ASU may conduct Impact Projects as requested by the District, which will be set forth in Statements of Work ("SOW") signed by both parties and governed by this Agreement. These Impact Projects will assist the District in evaluating the effectiveness of its educational practices, pedagogy, and interventions, and allow the parties to study longitudinal achievement patterns. The parties anticipate there will a series of Impact Projects on student outcomes from pre-K through grade 8 and beyond (high school and college) as data allows.

NOW, THEREFORE, the parties acknowledge and agree as follows:

#### 1. Definitions.

- a. Confidential Data means student data, Personally Identifiable Information (as defined herein), and any data protected under FERPA.
- b. Personally Identifiable Information ("PII") for education records is a FERPA term referring to identifiable information that is maintained in education records and includes direct identifiers, such as a student's name or identification number, indirect identifiers, such as a student's date of birth, or other information which can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information. PII also means sensitive data, personal data, or personally identifiable data, as those terms may be defined in applicable laws, rules and regulations.
- c. Intellectual Property means all data, any and all inventions, designs, original works of authorship, formulas, processes, compositions, programs, databases, data, technologies, discoveries, ideas, writings, improvements, procedures, techniques, know-how, and all patent, trademark, service mark, trade secret, copyright and other intellectual property rights (and goodwill) relating to the foregoing.

2. Term. The Term of this Agreement shall be five (5) years from the Effective Date.
3. Extension, Termination, or Amendment.
  - a. Each Party shall have the right to terminate this Agreement by mailing to the other Party written notice of termination by certified mail, return receipt requested, at the address listed herein at least thirty (30) days prior to the termination date.
  - b. This Agreement may be modified at any time by mutual written Amendment in order to accommodate unforeseen circumstances by the authorized representative of the respective Parties.
  - c. This Agreement, including any amendments or modifications approved thereto during the period of the Agreement, may be extended for up to an additional five (5) year period by mutual written extension of the Parties' authorized representatives. Any such extension must be executed prior to the expiration of the current Agreement.
4. Statements of Work ("SOW"s). The Parties may agree to conduct Impact Projects or other projects as defined in Statements of Work, signed by authorized representatives for each party and governed by this Agreement. To the extent that there are any conflicts between the provisions of any SOW and this Agreement the terms of this Agreement will control. SOWs may be in a form similar to the format attached hereto as Exhibit A. ASU will use reasonable efforts to provide the services requested by the client from time to time. The services will be provided under the direction and supervision of the ASU contact named in the Statement of Work. ASU's performance of the services and its obligations under this agreement are subject to and governed by the regulations and policies of ABOR. Each specific Impact Project, study, or other project conducted using the Confidential Data will be described in detail and approved by the District Superintendent or designee.
5. Confidentiality. The Confidential Data is confidential information and shall be used only for the purposes stated in this Agreement. Any information that may be exchanged through this Agreement shall not be used for purposes other than those covered by this Agreement or a Statement of Work governed by this Agreement.
6. FERPA. The U.S. Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g and its implementing regulations ("FERPA") requires the Parties not disclose personally identifiable information ("PII") from a student's education records without written consent from the student, except as otherwise provided by law.
  - a. FERPA permits educational institutions to disclose personally identifiable information from education records without parental or student consent to "organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests". 20 U.S.C.A. § 1232g(b)(1)(F); see 34 C.F.R. § 99.31(a)(6)(i)(A).

- b. For those circumstances under which a Party appropriately fills the role of a school official as that term is defined under FERPA, the other Party may designate that Party as a school official and may disclose PII from education records in accordance with 34 C.F.R. § 99.31(a)(1)(i)(B). The Parties agree to comply with all FERPA criteria applicable to school officials, including by remaining under the disclosing Party's direct control with regard to the use and maintenance of the education records. District hereby designates ABOR as a school official with a legitimate educational interest in certain student data related to the educational programs offered to District students.
  - c. In the event that a Party does not meet the definition of a school official, the disclosing Party will disclose to the receiving Party the appropriate PII from a student's education records only upon proof, to be furnished by the receiving Party or its representative that the parent or eligible student has consented to the disclosure. Such consent must satisfy the requirements of 34 C.F.R. § 99.30. If a Party violates the terms of this section, that Party shall immediately provide notice of the violation to the other Party. The Parties agree to act in accordance with the requirements of FERPA, including 34 C.F.R. 99.33(a), which governs the use and re-disclosure of PII from education records, and District's FERPA Policy and/or ASU's FERPA Policy, SSM 107-01: Release of Student Information, available at <https://www.asu.edu/aad/manuals/ssm/ssm107-01.html>, as applicable.
7. Data Privacy Laws. Each Party shall comply with all data privacy laws, rules, and regulations applicable to it in its performance under this Agreement (collectively "Data Privacy Laws"), which may include, but are not limited to, FERPA and Arizona State law, and shall, upon mutual agreement of the Parties, execute any amendments to this Agreement necessary for each of the Parties to maintain compliance with the Data Privacy Laws.
8. Personally Identifiable Information. The Parties represent that any information relating to an identified or identifiable natural person ("Personally Identifiable Information" or "PII") that ENTITY uses, collects, retains, stores, secures, discloses, transfers, disposes of, or otherwise processes in relation and subject to this Agreement will be processed in compliance with any applicable laws, regulations, and other legal requirements relating to: (a) Privacy and information security; and (b) the use, collection, retention, storage, security, disclosure, transfer, disposal, and other processing of PII ("PII Protection Requirements"). Upon request of a Party, the other Party will make available reasonable information necessary to demonstrate compliance with the obligations of any PII Protection Requirements.
9. Each Party is, and at all prior times was, and for all times during the term of this Agreement, will remain, in material compliance with all PII Protection Requirements. To ensure compliance with the PII Protection Requirements, each Party has in place, complies with, and takes appropriate steps reasonably designed to ensure compliance in all material respects with their policies and procedures relating to data privacy and security and the collection, storage, use, processing, disclosure, handling, and analysis of Personal Information (the "Policies"). The Parties each further certify that neither it nor any subsidiary: (i) has received notice of any actual or potential liability under or relating to, or actual or potential violation of, any of the PII Protection Requirements, and has no knowledge of any event or condition that

would reasonably be expected to result in any such notice; (ii) is currently conducting or paying for, in whole or in part, any investigation, remediation, or other corrective action pursuant to any PII Protection Requirements; or (iii) is a party to any order, decree, or agreement that imposes any obligation or liability under any PII Protection Requirements.

10. Information Security. The Parties shall comply with all applicable laws regarding security of the Confidential Data. All systems, software, services, and devices that store, transmit, or otherwise process Confidential Data (each, a System) must be designed, managed, and operated in accordance with information security best practices and in compliance with all applicable laws, rules, and regulations.
  - a. With respect to each System, the Parties and any of their contractors at all tiers (directly and through their third party service providers) will meet the following requirements:
    - i. Access Control. Control access to ASU's resources, including ASU Data, limiting access to legitimate business need based on an individual's job-related assignment, approve and track access to ensure proper usage and accountability, and make such information available to ASU for review, upon ASU's request.
    - ii. Incident Reporting. Report information security incidents that affect ASU Data immediately to ASU (including those that involve information disclosure incidents, unauthorized disclosure of ASU Data, successful network intrusions, malware infection, and unauthorized access or modifications). ASU shall promptly report incidents in which PII may have been disclosed to District.
    - iii. Patch Management. Carry out updates and patch management for all Systems in a timely manner and to the satisfaction of the District. Updates and patch management must be deployed using an auditable process that can be reviewed by the District upon District's request.
    - iv. Encryption. Ensure all Systems use an industry standard encryption protocol for sensitive data, personal data, or personally identifiable data, as those terms may be defined in applicable laws, rules and regulations (PII), in transit and at rest (as documented in NIST 800-57, or equivalent).
    - v. Notifications. Notify the other Party immediately if a Party receives any kind of subpoena for or involving Confidential Data, if any third party requests Confidential Data, or if the Party has a change in the location or transmission of Confidential Data.
    - vi. Backup and Restoration. Ensure that all Confidential Data is available and accessible, and that adequate systems are in place to restore the availability and accessibility of all Confidential Data in a timely manner in the event of a physical or technical threat.

- vii. Privacy by Design. When developing, designing, selecting, and using Systems for processing sensitive data, personal data, or personally identifiable data, as those terms may be defined in applicable laws, rules and regulations (PII), ASU will, with due regard to the state of the art, incorporate and implement data privacy best practices.

## 11. Intellectual Property.

- a. Ownership. Each Party will retain ownership of its pre-existing intellectual property, including any that may be incorporated into the services or deliverables under this Agreement. The parties understand and agree that ASU owns any and all right, titles and interest for all intellectual property developed, created or invented by ASU in its performance under this agreement including the services or any deliverables. ASU will have the exclusive right to patent, copyright, publish, distribute, disclose, use or disseminate in whole or part any such intellectual property.
- b. No Work for Hire. In no event is any ASU intellectual property considered a “work for hire” and except for this section, in no way does this provision of services under this agreement confer any license, right, title or interest in any of ASU’s intellectual property to the District.
- c. License Grant. Solely to the extent to allow the District to make use of any deliverable for its intended purpose as contemplated by this Agreement, ASU hereby grants the District a fully paid up, perpetual, irrevocable, royalty-free, worldwide right and license to ASU’s pre-existing intellectual property incorporated into the deliverables, if any.
- d. Contract IP. All Intellectual Property that ASU makes, conceives, discovers, develops or creates, either solely or jointly with any other person or persons including the District in connection with the Agreement (“Contract IP”), will be owned by ASU. The District will, and will cause its employees, representatives, affiliates, successors and assigns, to, as and when requested by ASU, do such acts, and sign such instruments to vest in ASU the entire right, title and interest to the Contract IP, and to enable ASU to prepare, file, and prosecute applications for, and to obtain patents and/or copyrights on, the Contract IP, and, at ASU’s expense, to cooperate with ASU in the protection and/or defense of the Contract IP.

12. Insurance. Each Party agrees to maintain, at its own expense, insurance coverage that is adequate and reasonable considering the nature and extent of its obligations and liabilities under this Agreement, specifically regarding data sharing activities. Such insurance shall include, but not be limited to, comprehensive general liability insurance and, if applicable, professional liability (errors and omissions) insurance, cyber liability insurance, and data breach insurance. The limits of such insurance shall be commensurate with the scale of the Party’s operations and the potential risks involved in the data sharing contemplated by this Agreement.

- a. Each Party agrees to furnish upon request to the other Party a certificate of insurance evidencing such coverage, including the policy limits, the policy number, and the expiration date. Each Party shall ensure that its insurance policies are with reputable insurers licensed to do business in the State of Arizona.
  - b. Each Party shall notify the other Party in writing at least thirty (30) days prior to the cancellation, non-renewal, or material change of any insurance policy required by this clause. Failure to maintain the required insurance may constitute a material breach of this Agreement, entitling the other Party to exercise any of its rights under this Agreement, including but not limited to termination of the Agreement.
  - c. This clause shall survive the termination or expiration of this Agreement for a period of two (2) years.
13. Data to be Provided. District agrees to provide to ABOR the data identified in Exhibit A. ABOR agrees to destroy any and all personally identifiable information of students provided by the District no later than the expiration date of this agreement or when the data is no longer needed by ABOR. ABOR shall provide confirmation of the destruction of student data if requested by the District.
14. Governing Law. Any dispute regarding or arising under this agreement or the interpretation of this agreement shall be subjected to and resolved following the state of Arizona laws, without regard to its conflict of laws and principles
15. No Assignment. Neither party will assign or transfer any interest in this Agreement without the prior written approval of the other Party. Any attempted assignment in violation of this section shall be null and void. Subject to the foregoing, this Agreement shall be binding upon the permitted successors, assigns and other transferees of the parties.
16. Entire Agreement. This Agreement contains the entire understanding between the parties concerning the subject matter and supersedes any and all prior understandings, agreements, representations and warranties, express, implied, written or oral, between the parties concerning the subject matter of the Agreement.
17. Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed an original. Altogether, they will constitute the same instrument, and photocopy, facsimile, electronic, and other copies will have the same effect for all purposes as an ink-signed original.
18. Conflict of Interest. If within three years after the execution of this agreement, a Party hires an employee, agent or any representative of the other Party who was significantly involved in negotiating, securing, drafting or creating this agreement, then the non-hiring Party may cancel this agreement per ARS §38- 511.
19. Dispute Resolution. If any dispute, claim, question or disagreement between Parties arises from or relating to the agreement or the breach thereof, the Parties will first

attempt to resolve the matter over a period of at least thirty (30) days before resorting to formal dispute resolution, except that equitable remedies may be sought immediately. They will consult and negotiate with each other in good faith, recognize their mutual efforts and attempt to reach a just and equitable solution satisfactory to both Parties. The Parties agree to arbitrate disputes filed in the Arizona Superior Court that are subject to mandatory arbitration pursuant to ARS 12-133 and ARS 12-1518 required in this provision and all ASU contracts.

20. Failure of Legislature to appropriate. Pursuant to ARS §35-154 if either Party's performance under the agreement depends upon the appropriation of funds by the Arizona legislature, and if the legislature fails to appropriate the funds necessary, that Party may provide written notice of this to the client and cancel the agreement without any further obligation. Appropriation is a legislative act and is beyond the control of the Parties.
21. Force Majeure. Neither party will be liable for the delay in performance caused by force majeure or circumstances beyond the reasonable control of the Party affected. A force majeure event means an event or circumstance that is beyond the reasonable control and not the fault or negligence of the Party impacted and could not have been prevented by the reasonable diligence of the Party. Force majeure includes but is not limited to: accident; acts of God; embargo; failure or delay in transportation, power or communications system; fire; flood; strike, labor dispute or labor trouble; substantial snowstorm; terrorism; U.S. or foreign government regulation, direction or request; war. The Party prevented from performing will give prompt notice to the other of such an event of force majeure, the expected duration and the steps being taken to correct the condition. Either Party may terminate this agreement by written notice upon force majeure, which results in a delay of performance exceeding sixty (60) days.
22. Independent Contractor. Each Party is an independent contractor and is independent of the other Party. Under no circumstances should any employees of one Party be deemed employees of the other Party for any purpose. The agreement does not create a partnership, joint venture or agency relationship between the parties of any kind or nature. This agreement does not create any fiduciary or other obligation between the Parties, except for those obligations expressed and expressly set forth herein. Neither Party has any right, power or authority under this agreement to act as a legal representative of the other Party. Neither Party has the power to obligate or bind the other or make representations, express or implied, on behalf or in the name of the other. Each Party acknowledges that the relationship of the parties hereunder is non-exclusive.
23. No University Endorsement. In no event should the District, its successors, employees, agents and contractors state or imply in any publication, advertisement or another medium that ASU has approved, endorsed or tested any product or service. In no event will ASU's performance of any services be considered a test of the effectiveness or the basis for any endorsement of a product or service.
24. No Warranty. ASU neither makes nor will be deemed to have made any representation or warranty whatsoever, express or implied, regarding any outcome obtained or deliverable delivered hereunder, including any outcome desired by the

District. Any decision regarding the safety, applicability, marketability, effectiveness for any purpose or other use or disposition of said outcome will be the sole responsibility of the District or its permitted assigns and licensees.

25. No Third Party Beneficiaries. Nothing in this Agreement, express or implied, is intended or shall be construed to confer any person or entity other than the parties and their respective successors and assigns permitted by this Agreement proper remedy or claim under or because of this Agreement.
  26. Nondiscrimination. The Parties agree to comply with all applicable state and federal laws, rules, regulations and executive orders governing equal employment opportunity, immigration and nondiscrimination, including the Americans with Disabilities Act. If applicable, the Parties will abide by the requirements of 41 CFR § 60-1.4a, 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities. ADA prohibits discrimination against all individuals regardless of their: color; disability; national origin; protected veteran status; race; religion; sex. These regulations require that covered prime contractors and subcontractors take affirmative action to employ and promote individuals regardless of their race, color, religion, sex, national origin, protected veteran status or disability.
  27. Notices. All notices, requests, demands and other communications hereunder will be deemed to have been duly given if the same shall be in writing. They shall be delivered by one of the following methods:
    - a. Registered or certified mail with the postage prepaid.
    - b. Personally.
    - c. Via overnight delivery service and addressed to the recipient's address set forth in the Statement of Work.
- Either party may change its address for notices or other contact details by giving written notice to the other party in accordance with this section. The parties agree to acknowledge in writing the receipt of any written demand, notice, report, request or other communication under this section that is delivered in person.
28. Recitals and Exhibits. All recitals herein and all exhibits hereto, including each Statement of Work hereunder, are integral and material parts of this Agreement.
  29. Responsibility. Each Party is responsible for the negligent or willful acts or omissions of its employees and agents when acting under such party's discretion and supervision. ASU recognizes an obligation to pay attorneys' fees or costs only when assessed by a court of competent jurisdiction. Notwithstanding the terms of this agreement or any other document, other than for employees and agents acting under ASU's discretion and supervision, ASU is not responsible for any actions of third parties, including its students. No person may bind ASU unless they are an authorized signatory per PUR 107.
  30. Scheduling services. The scheduling of the services will be arranged to avoid conflict with ASU's educational and research programs. ASU will control the scheduling of such services but will try to meet the timelines established by the District.

31. Severability. If any provision of the agreement shall for any reason be found invalid, illegal, unenforceable or in conflict with any valid controlling law, such provision shall be separated from this agreement. This agreement shall be interpreted and construed as if the provision shall have held invalid, illegal, unenforceable, or the conflict had never been contained herein. Such invalidity, illegality, unenforceability or conflict shall not affect any other provision.
32. Similar research. Nothing in the agreement will be construed to limit the freedom of ASU or its researchers from engaging in similar services made under other grants, contracts or agreements with parties other than the District.
33. Use of names or logos. Neither Party will use any names, service marks, trademarks, trade names, logos or other identifying names, domain names or identifying marks of the other Party. Neither Party will use the name of representatives or employees of the other Party in any sales promotion work, advertising or form of publicity without written permission of the Party that owns the marks. A Party may withhold such consent at that Party's absolute discretion. Use of any Party's marks must comply with the owning Party's requirements, including using a registered trademarked indicator where applicable. Regarding the use of ASU's marks, all requests for approval pursuant to this section must be submitted to ASU Enterprise Brand Strategy and Management at least ten (10) business days before the date on which a response is needed. Regarding any sales promotion work or advertising, press release or any form of publicity, all requests for approval pursuant to this section must be submitted to ASU Media Relations at least ten (10) business days before the date on which a response is needed. Each Party acknowledges and agrees that violation of this section is a material breach of contract. In the event of any breach or threatened breach of this section, the Parties agree that the non-breaching Party will suffer irreparable harm for which there is no adequate remedy and shall be entitled to seek immediate injunctive relief in addition to other remedies available under this agreement, at law or in equity. If the non-breaching Party is successful in obtaining an injunction, the breaching Party will pay all costs, including all reasonable attorneys' fees and costs, court costs incurred by the non-breaching Party in prosecuting the injunction, together with all costs necessary to cure the breach, which was the subject of the proceeding, to the reasonable satisfaction of the non-breaching Party.
34. Waiver. The waiver of a breach hereunder may be affected only by a writing signed by the waiving Party and shall not constitute or be held as a waiver of any other or subsequent breach or to impact the effectiveness or enforceability of the provision in question.

**Signatures on following page.**

**Osborn Elementary School District**



Date: 6 / 13 / 24

Dr. Michael Robert  
Superintendent  
1226 W. Osborn Road  
Phoenix, AZ 85013

**The Arizona Board of Regents, for and on behalf of  
Arizona State University**

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

\_\_\_\_\_  
James Rund  
Senior Vice President  
Educational Outreach and Student Services

## Exhibit A

### Statement of Work (SOW) No. 1 (And Template for Subsequent SOWs)

#### Purpose

The ASU Helios Decision Center for Educational Excellence (“Decision Center”), and the Osborn Elementary School District (“District”) created an ongoing data sharing agreement executed on or about the \_\_\_\_ day of \_\_\_\_\_, 2024 (“Agreement”). This agreement describes a data sharing agreement and this SOW is a specific project governed by Data Sharing Agreement dated the \_\_\_\_ day of \_\_\_\_\_, 2024.

For purposes of this SOW No. 1, the District designates Decision Center and Helios as its school officials, as that term is defined in FERPA. The research conducted by these researchers is invaluable in the District’s ability to evaluate the effectiveness of the District’s educational effectiveness and to study longitudinal achievement patterns. For the avoidance of doubt, Decision Center shall be permitted to share deidentified data with Helios for the purpose of producing visualizations.

The purpose of this SOW is to describe a specific project and study using the data under the above data sharing agreement.

#### *Study: Longitudinal Student Performance*

This study will focus on student performance as students move through middle school, high school and beyond. This will serve to evaluate current educational programs and identify successful practices. The District will be able to compare their performance to other similar participating districts. ASU researchers will also identify gateway and gatekeeper points in student progressions that can inform district efforts. Decision Center shall be permitted to share aggregated data with other participating districts for the purpose of comparison.

The research questions are:

- How do middle school students perform in high school?
- What are the academic trajectories of students based on their performance in the District?
- How do groups of students differ in their trajectories? What factors impact those trajectories?
- How does the performance of students in the district compare to the performance of other students from similar districts or schools?
- Are students being prepared for rigorous high school classes and eventually for college or other education needed for their future?
- How effective are the districts educational programs in producing successful student outcomes?

Decision Center staff will analyze data used in this study to produce visualizations and reports that will inform District staff and to identify patterns that areas of improvement and effectiveness.

## Exhibit A

The results will be shared through visualizations that can be accessed at the Decision Theater and virtually. Presentations will be made at professional meetings and it is anticipated that the research and evaluation work will be published.

### **B. Methodology**

The data will be stored on secure ASU servers. All data reported will be aggregated and counts under 11, below 2% and above 98% will be repressed for public reports. Reports and data presentations for districts that educated the students in the report will not be redacted because it is important information that will be useful to the district. Results will be reported as frequencies and percentages.

### **C. Confidential Data to Be Disclosed:**

The specific confidential data, including PII protected under FERPA (“the Confidential Data”), that will be disclosed under this SOW are:

- Student characteristics including, but not limited to, ID number, date of birth, school, district, grade, gender, ethnicity, poverty indicator, special education status, EL status and other characteristics that the district approves for use as filters or variables in an analysis or evaluation.
- Attendance data.
- Transference data, including entry and withdrawal codes and dates and the sending and receiving schools (if available).
- Test results for state assessments and related assessments (e.g., kindergarten readiness) required by the state. Results for any district assessments that the district chooses to include for use in this project. Data includes name, school, ID, test name, test date, test performance levels and scores.
- The N size rule of less than 11, less than 2% or greater than 98% will be applied in any publicly released reports. Districts will receive unredacted data for the students of the district, but will not be able to see unredacted data for any specific district or school not part of their district.

The data to be shared includes data from 2015 or when valid data are available and any subsequent years for the duration of the project. Data will be provided for each school year.

Decision Center and the district hereby acknowledge that the privacy, confidentiality, and security of the Confidential Data must be protected in accordance with the regulations and state and federal law. The group further represents and warrants that it is aware of the regulations and laws and the privacy requirements and undertakes to train and supervise all staff that has access to the Data on the procedures to be taken to protect the privacy of the Confidential Data in accordance with stated law(s).

### **D. Data Transmission Process and Protocols**

The district will provide DC Ed EX and the project researcher(s) with access to the data requested. The data provided by the district will be used for no other purposes than those described in the Agreement. No student level data will leave ASU.

### **E. Schedule & Frequency of Data Exchange**

Data will be provided at least annually for updates, with the frequency dependent on the projects the district has chosen to participate in and the data needs of the specific project(s).

## Exhibit A

### F. **Description of Audit or Evaluation**

The Confidential Data is necessary for this research because we need to match students across years and track their performance. This will require matching records over years on name, data of birth, SAIS ID and high school. Once merged, an encrypted student study ID will be created and added to the file. A file without the name, date of birth and SAIS ID PII will be created for use in running any analysis. Neither the original file nor the analysis file will be copied or removed from ASU servers.

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-Q**

**Agenda Item**

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

For Board:     Action                       Discussion                       Information

**Background –**

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

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve the Host School Agreement with International TeachAlliance, a Program of ESI.

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



## IAG Host School Agreement Addendum

This Addendum ("Addendum") is made effective as of 04/11/2025, by and between International Alliance Group, located at 99 E Virginia Ave, Suite #120 Phoenix, AZ 85004, and Osborn School District #8 located at 1226 W. Osborn Rd. Phoenix, AZ 85013 collectively referred to as the "Parties".

### Background

Whereas the Parties have entered into an Agreement entitled, IAG Host School Agreement (referred to as the "Agreement") and desire to Amend the Terms of the Agreement here in accordance with the Agreement's Section 7.i.

### Amendments

For consideration as agreed to in the Agreement and continuing upon execution of this Amendment, the Parties wish to amend the terms of Exhibit C regarding Administrative Fees and Exhibit D regarding Insurance. Exhibit C and D as amended, is attached to this Amendment, and named Exhibit C – Amendment and Exhibit D – Amendment.

### Effect on Original Agreement

This Addendum shall modify and supplement the original agreement dated 05/19/2021 ("Original Agreement") between the Parties. Except as expressly modified by this Addendum, all terms and conditions of the Original Agreement shall remain in full force and effect. All capitalized terms used in this Amendment and not otherwise defined in this Amendment have the same meanings as set forth in the Agreement. By signing this Amendment, I agree that IAG is not in default of the Agreement, and that the Agreement, as modified by this Amendment, is a valid agreement that remains in full force and effect as a binding agreement between the Parties.

### Miscellaneous

Counterparts: This Addendum may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument.

### Governing Law

This Addendum shall be governed by and construed in accordance with the laws of Maricopa County, Arizona, without regard to its conflicts of laws principles.

IN WITNESS WHEREOF, the Parties have executed this Addendum as of the Effective Date first above written.

**International Alliance Group, LLC**

**Osborn School District #8**

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

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

Name: Jason D. Hammond Garcia

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

Title: President

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

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

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

## Exhibit C - Amendment

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

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

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

Invoices outstanding for over 30 days are subject to an added fee of 12% annually calculated daily.

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

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

Example: Exchange Teachers arriving in School Year 2022 are exempt from FICA Deductions for the first two calendar years:

January-December 2022 is Calendar Year 1.

January-December 2023 is Calendar Year 2.

Starting January 1, 2024, they are in Calendar Year 3 and are no longer exempt from FICA deductions. The employer portion of FICA also begins when the FICA deductions commence for the Exchange Teachers.

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

#### **Contract Requirement**

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

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

The Host understands that in the event of the Exchange Teacher's (or designated employee's) termination or resignation, IAG will issue a refund that is prorated based on the duration of the Exchange Teacher's (or designated employee's) stay in the United States, less a \$1,000 non-refundable fee.

#### **Insurance Requirement Fees**

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

under the IAG plan. However, if the Host elects to provide alternative insurance coverage for all Exchange Teachers, then the Host must notify and provide IAG with a certificate of insurance coverage for all Exchange Teachers within 7 days of employment with the Host.

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

## Exhibit D - Amendment

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

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

Minimum coverage must provide ALL the following:

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

Failure by the Exchange Teacher to maintain continuous insurance coverage that meets above stated U.S. Department of State requirements is a violation of program regulations and may result in the termination of my Exchange Teacher's program. Host will be required to pay costs associated with repatriation in the event Exchange Teacher is not fully covered in accordance with 22 C.F.R. §62.14.

To meet this requirement, IAG offers the Host a choice on how to procure the necessary coverage required by law.

**Option 1: Full Coverage provided by IAG for all Exchange Teachers.** IAG will provide medical, dental, vision, life insurance and Employee Assistance Program (EAP) services as a package. IAG insurance-meets the coverage requirements of the State Department regulation 22 C.F.R. §62.14. Host will be notified of the cost prior to the Exchange Teacher(s) arriving in the United States. If the Host elects to have the Exchange Teacher(s) insured under the IAG policy, then IAG will invoice Host for the annual cost of the policy and Host will pay that cost. IAG will invoice annually following the Exchange Teacher's (or other designated employee's) first day of reported duty.

**Option 2: Supplemental Coverage provided by IAG for all Exchange Teachers.** In addition to any Host insurance policies, IAG provides supplemental coverage that will allow the Exchange Teacher to meet the minimum requirements as set forth in 22 C.F.R. §62.14. The Host will be required to pay for this supplemental coverage, Host provides alternative insurance coverage to the Exchange Teacher, and provides IAG with a certificate of medical insurance coverage for the Exchange Teacher within 7 days of employment with the Host.

An IAG representative will reach out after the issuance of the teacher's DS-2019 to confirm the Host's coverage selection. Per this Agreement, the Host will pay the cost of Insurance. Host may not charge, seek reimbursement from, or cause the Exchange Teacher to pay for Full or Supplemental Coverage.

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-R**

**Agenda Item**

**Approval of renewal of Agreement with ASBA year 4 of the 4 year agreement**

For Board:     Action                       Discussion                       Information

**Background –**

The Osborn School District has worked with the Arizona School Boards Association for many years for policy services. The policy services include: policy advisories, policy amendment assistance, on-call policy information, policy manual reviews, policy reference manual, and district policies. We request renewal of the four-year ASBA Policy Service Agreement.

**Legal**

**Financial**

\$4,800.00

**Governing Board Goals**

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

**Recommendation**

It is recommended the Governing Board approve the renewal of the Agreement with ASBA Policy Services for the 2025-26 school year

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



## Policy Services Subscription Agreement

### Parties:

Arizona School Boards Association  
2100 N. Central Ave., Ste. 200  
Phoenix, AZ 85004

Osborn Elementary District  
Superintendent - Michael Robert  
1226 W Osborn Rd  
Phoenix, AZ 85013

**Effective Date:** July 01, 2022

The purpose of ASBA Policy Services is to ensure Member District compliance with state and federal laws and regulations.

### Agreement:

The Arizona School Boards Association (ASBA) and the Member District mutually agree as follows:

**1. Policy Services.** ASBA will provide the following policy services:

**1.1 ASBA Model Policy Manual®.** All ASBA original policy content, including Policy Advisories and ASBA's policy classification system, are compiled into an ASBA Model Policy Manual® and intended to be used as the basis of creating a derivative District Policy Manual for each Member District. The Policy Advisories, ASBA Model Policy Manual and ASBA copyrighted material in the District Policy Manual are licensed to the Member District by the ASBA solely during the period of this subscription agreement.

**1.2 Policy Advisories.** The Member District will receive ASBA Policy Advisories that contain model policies, regulations and exhibits developed by ASBA in response to changes to or new interpretations of state and federal laws and regulations.

**1.3 Policy Manual Reviews.** ASBA advises that the Member District undertake a policy manual review every four years to ensure that no lapses in compliance exist. ASBA Policy Services will meet with the District's Superintendent and any other individuals deemed necessary by the Member District to review and update the District Policy Manual upon the Member District's request. The review will be conducted at the office of either ASBA or the Member District or virtually. Upon completion of the review, ASBA will provide the Member District with electronic District Policy Manual draft documents. The Member District acknowledges that ASBA Policy Services must have adequate advance notice to schedule a periodic policy review; while Policy Services will coordinate the advance scheduling with the Member District, ASBA assumes no waiver of periodic review required under this section should the Member District be unable to schedule the periodic review when given advance notice by Policy Services and multiple opportunities for scheduling the review. Failure by the Member District to provide a two (2)-week advance notification to Policy Services of a postponement or cancellation of a scheduled policy review shall result in the fee for a review being charged, contingent on the amount of preparation completed by the analyst at the time of the notification and/or the inability to schedule another member district manual review during the vacated review period.



**1.4 District Policies.** The Member District acknowledges that when a draft District Policy Manual is adopted by the Member District Governing Board and implemented by the District administration, such District-specific policies, regulations, and exhibits remain the copyright of the ASBA and are licensed to the District solely during the period of this subscription agreement. Notwithstanding ASBA's copyright to the content of a specific District Policy Manual, if the ASBA, in its sole discretion, determines that certain content of the District Policy Manual should not remain a copyright of the ASBA, the ASBA will remove its copyright notice of certain content from the District Policy Manual and otherwise disclaim any rights or obligations arising from said content.

**1.5 Policy Amendment Assistance.** ASBA Policy Services staff will assist the Member District with the revision of the Member District's policies, whether developed in response to a Policy Advisory or at the initiative of the Member District at no additional cost. However, provision of such service will not constitute legal advice.

**1.6 On-Call Policy Information.** The Member District may contact ASBA Policy Services at any time at no additional cost for information or assistance concerning specific policy matters, however, provision of such service will not constitute legal advice.

**1.7 Online Hosting of the District Policy Manual.** The most current version of the District Policy Manual for public access will be hosted by ASBA through the PolicyBridge® platform at no additional charge. The District also will have access to the editing functions of PolicyBridge® for the submission of documents to ASBA Policy Services for publishing.

**2. Reimbursement of Costs.** All costs incurred by ASBA will be borne by ASBA, except for the following:

**2.1 Policy Manual Reviews.** In connection with a Member District policy manual review, the Member District is responsible for the policy manual review fee, which is not included in the monthly fee for Policy Services. Additionally, the Member District will reimburse ASBA for all travel, meals, and lodging should the Member District elect to have the review in-person at the Member District office or other location, rather than virtually or at the ASBA office.

**3. Policy Development Procedures.** The Member District will use ASBA's policy classification system. In order to maintain continuity and consistency throughout the Manual and to optimize research and retrieval capabilities, Policy Services determines the titles, subtitles, naming conventions, indexing, codification, and format, including the Introduction Section, pagination, fonts, style and layout, and Manual documents. Other technical aspects of Manual setup, production, maintenance, and updating not specified but related to policy development procedures are determined and approved by Policy Services.

**4. Electronic Services Provision.** Electronic copies of all ASBA materials delineated herein are made available to the Member District for the duration of this subscription agreement.

**4.1 Equipment Requirements.** The Member District will provide its own access to the Internet for viewing the digital files.



**4.2 Policy Maintenance Procedures.** The Member District acknowledges that new amendments to a policy or policies will not be produced for access as a digital file until the digital file has been updated by ASBA.

**4.3 Access to Future Electronic Services.** ASBA may from time to time develop additional electronic services not identified herein as enhancements to or replacement of electronic services available to the Member District.

**5. Proprietary Rights and Obligations.** ASBA grants to the Member District a non-exclusive license to use the Policy Advisories, ASBA Model Policy Manual, the derivative District Policy Manual, and PolicyBridge® solely during the duration of this subscription agreement.

**5.1 License Rights Terminate.** Once the subscription agreement expires, the Member District may not continue to use any ASBA copyrighted materials, including but not limited to the District Policy Manual, without the express written consent of the ASBA.

**5.2 Licensing Restrictions.** The Member District will not make—or permit to be made—copies of the policy manuals or digital files or portions thereof, except as necessary for its own operations during the period of this subscription agreement. Software and security codes for access to the policy manuals and digital files, other than the Member District’s policy manual, will be made available only to the Member District’s administrative officers and governing board members.

**5.3 Limited Warranty and Liability.** The Policy Advisories, ASBA Model Policy Manual, District Policy Manuals and attendant digital files are provided “as is” without warranty of any kind, either express or implied, including but not limited to the implied warranties of merchantability and fitness for a particular purpose. ASBA does not warrant that functions contained in said digital files will meet the Member District’s requirements or that the operation of the policy manuals and digital files will be uninterrupted or error free. In no event shall ASBA be liable for any damages whatsoever (including, without limitation, damages for loss of savings, business interruption, loss of business information, or other pecuniary losses) arising from use or inability to use digital files.

**6. Payment for Policy Services.** The Member District will pay ASBA the sum of **\$4,800.00** per year for this Agreement. Payment is due thirty (30) days after the receipt of invoice. Member Districts may request to make Subscription payments on a monthly, quarterly, or semi-annual basis.

The Policy Services fee is established as follows:

<b>Student Enrollment</b>	<b>Monthly Fee</b>	<b>Yearly fee</b>
0-9 students	\$ 216.00	\$ 2,592.00
10-20 students	\$ 261.00	\$ 3,132.00
21-49 students	\$ 281.00	\$ 3,372.00
50-99 students	\$ 291.00	\$ 3,492.00
100-199 students	\$ 301.00	\$ 3,612.00
200-399 students	\$ 311.00	\$ 3,732.00
400-499 students	\$ 341.00	\$ 4,092.00



500-699 students	\$	361.00	\$ 4,332.00
700-999 students	\$	386.00	\$ 4,632.00
1,000-1,999 students	\$	393.00	\$ 4,716.00
2,000 - 2,999 students	\$	400.00	\$ 4,800.00
3,000 - 3,999 students	\$	407.00	\$ 4,884.00
4,000 - 5,999 students	\$	414.00	\$ 4,968.00
6,000 - 9,999 students	\$	421.00	\$ 5,052.00
10,000 - 14,999 students	\$	428.00	\$ 5,136.00
15,000 + students	\$	435.00	\$ 5,220.00

An additional fee applies to the performance of a comprehensive manual review described in paragraph 1.3 and subject to paragraph 2.

**7. Term.** The term of this agreement is for forty-eight (48) months, commencing as of the date set forth above.

**8. Termination.** The Member District may terminate this Agreement at any time by delivering written notice to ASBA and paying the early termination fee computed as follows:

$$\begin{aligned}
 & \text{The amortized subscription fee} \\
 & \text{(forty-eight (48) months times the monthly rate)} \\
 & \text{minus the total subscription payments received by ASBA} \\
 & \text{equals the early termination fee.}
 \end{aligned}$$

**9. Condition Precedent.** ASBA's obligation to provide services pursuant to this Agreement is subject to the condition that the Member District is at all times a member in good standing of ASBA and the Member District is otherwise not in breach of this subscription agreement.

**10. General.**

**10.1 Entire Agreement.** This agreement contains the entire understanding of the parties and supersedes any previous subscription agreements and any other prior understandings and agreements, written or oral, respecting the subjects discussed herein.

**10.2 Governing Law.** This agreement shall be governed by the laws of the state of Arizona. The venue for any litigation arising out of this agreement shall lie exclusively in a state or federal court of competent jurisdiction within Maricopa County Arizona.

**10.3 Attorney's Fees.** The prevailing party in any litigation, arbitration or other proceedings arising out of this subscription agreement shall be reimbursed by the other party for all costs and expenses incurred in such proceedings, including reasonable attorney's fees.

**10.4 Authorization.** ASBA and the Member District represent that the signatories below are fully authorized to execute this Agreement.



**Acceptance:**

Arizona School Boards Association	Member District - Superintendent
Director, Legal & Policy Services, Name	Michael Robert Superintendent Name
Director, Legal & Policy Services, Signature	 Superintendent Signature
Date	Date 7-13-22

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-S**

**Agenda Item**

**Approval of the recommended job description for Clinical Fellow Speech Language Pathologist**

For Board:  Action       Discussion       Information

**Background –**

The Clinical Fellow Speech and Language Pathologist (SLP - CF) job description offers another option for our district to fulfill the speech and language needs for our students with IEPs. We currently have job descriptions for an SLP who is a fully certified Speech and Language Pathologist and one for an SLPA who is a Speech and Language Pathologist Assistant, but we are still lacking in applications for open positions. The SLP-CF position provides an option for filling positions with SLPs in their last 6-9 months of certification which helps us provide the necessary speech and language services for our students on IEPs. Some oversight is required by a fully certified SLP as they complete their last few months of their programs.

**Legal**

**Financial**

This position would utilize the same pay structure as a Speech and Language Pathologist.

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve the job description for Clinical Fellow Speech Language Pathologist.

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

# Clinical Fellow Speech Language Pathologist (CFSLP)

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Department:	Special Education	Date Created:	05/2025
Salary Schedule:	Oc/Phy/Spch/SW	Date(s) Modified:	
FLSA Status:	Exempt		

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## Position Summary

Under general supervision, the Clinical Fellow Speech Language Pathologist (CFSLP) evaluates, diagnoses, and provides direct therapy and instruction for students to address articulation deficits, voice quality, fluency, and language disorders. The CFSLP serves as an instructional leader in the areas of speech, language, and oral communication while fulfilling responsibilities under the mentorship of a certified Speech Language Pathologist in accordance with ASHA guidelines.

## Job Responsibilities

**Essential Functions:** -- Essential functions, as defined under the Americans with Disabilities Act, may include any of the following representative duties, knowledge, and skills. Essential duties and responsibilities may include, but are not limited to, the following:

- Provide screening protocols to identify students with speech/language deficits.
  - Administer informal and formal diagnostic assessments to evaluate articulation, voice, fluency, and language disorders.
  - Assist and guide teachers in observing and referring students with suspected communication disorders.
  - Analyze and interpret test results to determine the need for speech-language services.
  - Develop and implement individualized treatment plans including goals, objectives, methods, and service schedules.
  - Provide therapy to meet the unique needs of students with speech and language impairments.
  - Consult with teachers and staff to determine appropriate interventions and classroom accommodations.
  - Maintain accurate, legible, and confidential documentation of services and progress.
  - Provide parents with information, support, and updates on student progress as requested.
  - Collaborate with multidisciplinary teams in the development and review of Individualized Education Plans (IEPs).
  - Attend IEP and MET meetings to provide input and coordinate goals.
  - Document and submit service logs for Medicaid reimbursement as required.
  - Supervise and collaborate with Speech Language Pathology Assistants as experience allows per Arizona statute.
  - Participate in transition planning from Arizona Early Intervention Program.
  - Engage in professional development and complete the clinical fellowship experience under ASHA guidelines.
  - Perform other related duties as assigned by administration.
-

## **Job Requirements**

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### **Knowledge of –**

- Federal, state, and local laws and regulations pertaining to speech-language pathology services.
- Child development and communication disorders.
- Diagnostic procedures and therapy methodologies for speech and language.
- IEP documentation, Medicaid billing, and confidentiality policies.
- Principles of consultation and collaboration in educational settings.

### **Skill in –**

- Identifying and evaluating speech and language needs.
- Developing and implementing effective treatment plans.
- Organizing time and maintaining detailed records.
- Communicating clearly and professionally with staff, students, and families.
- Using assessment tools and instructional strategies.
- Working collaboratively as part of a multidisciplinary team.
- Operating computer systems and software relevant to speech services and IEP development.

### **Education and Experience:**

- Master's Degree in Speech Language Pathology.
- Pediatric/school based experience preferred

### **Licenses, Certifications, and Equipment:**

- Certificate of Clinical Competence or current ASHA-recognized Clinical Fellow status required.
- Temporary Arizona Department of Health Services Speech-Language Pathology License.
- Valid Arizona Department of Education Certificate.
- Valid Arizona IVP Fingerprint Clearance Card.
- Valid State driver's license may be required.

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –V-T**

**Agenda Item**

**Approval of the recommended job description for Lead Social Worker - Emotional & Behavioral Programs**

For Board:  Action  Discussion  Information

**Background –**

The Private Day Emotional Disabilities Program (EDP) at Longview currently has a Social Worker who provides support to the program on a daily basis which is a requirement of having the program on our campuses. The difference between the Social Worker for a campus and the Lead Social Worker - Emotional & Behavioral Programs is that they are attached to the special education programs with students who have behavioral and social emotional needs. She supports the teachers, educational assistants, students, and families of these students with training and hands-on support. This position also leads training in the district for non-violent crisis intervention (CPI) and our social emotional curriculum for special education programs (ex: Boys Town). This position is already in place as a “Social Worker” but since they require not only additional training themselves, but to train staff across the district, it is proposed to update the job description to honor the level of work needed to support our staff, students, and families. This includes training to ensure staff and student safety.

**Legal**

**Financial**

This position has the same base salary as all Social Workers and a \$5,000 annual stipend from Special Education M&O funds.

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve the job description for Lead Social Worker - Emotional & Behavioral Programs

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

## OSBORN SCHOOL DISTRICT

**Job Title:** Lead Social Worker – Emotional & Behavioral Support Programs

**Salary Schedule:** OCC/PTA/ST/SOC Pay Schedule

**Work Year:** 10 Months

**FLSA:** Exempt

### Position Summary

Under the direction of the Director of Student Services, the Lead Social Worker supports districtwide emotional and behavioral programming. This position leads Nonviolent Crisis Prevention and Intervention (CPI) training for all staff, coordinates the implementation of social-emotional learning (SEL) curricula across behavior programs, and serves as the primary point of contact for Osborn School District's Emotional Disability (ED) Program. The Lead Social Worker also acts as the liaison between Osborn and external districts for student transitions and ongoing communication, ensuring high-quality support for students with emotional and behavioral needs.

### Job Responsibilities

**Essential Functions** – Duties and responsibilities may include, but are not limited to, the following:

- Serve as the districtwide lead trainer for Nonviolent Crisis Prevention and Intervention (CPI).
- Plan, coordinate, and implement social-emotional learning (SEL) curriculum for all behavior-based programs across the district.
- Serve as the primary contact for the Emotional Disability (ED) Program, supporting placement decisions, program development, and family communication.
- Collaborate with site-based staff to support students with emotional and behavioral disabilities, including consultation, classroom observations, and behavior planning.
- Act as liaison between Osborn School District and other districts, coordinating student transitions and daily communications related to shared student services.
- Attend IEP meetings to support students with emotional needs and contribute to individualized planning.
- Provide direct services to students as needed, including crisis intervention, short-term counseling, and group support.
- Conduct home visits and partner with families to address external barriers to student success.
- Support school teams in developing and implementing trauma-informed behavior plans, interventions, and conducting threat assessments.
- Facilitate professional development for staff on mental health, trauma, behavior, and restorative practices.
- Maintain accurate documentation and comply with local, state, and federal requirements related to student services.
- Perform other duties as assigned.

### Job Requirements

**Knowledge of –**

- Nonviolent Crisis Prevention and Intervention (CPI) strategies and certification requirements
- Social-emotional learning frameworks and trauma-informed practices
- Restorative and inclusive approaches to student discipline and engagement
- IDEA and IEP processes for students with emotional and behavioral disabilities
- Multi-agency coordination and inter-district collaboration strategies
- Cultural responsiveness and equity in student services

**Skill in –**

- Planning and facilitating professional training
- Developing SEL curriculum and programming
- Navigating complex student cases with multiple stakeholders
- Working collaboratively with school staff, families, and outside districts
- Supporting students in crisis with empathy and evidence-based practices
- Communicating effectively across diverse populations
- Managing multiple projects and responsibilities with independence and accountability

**Education and Experience**

- Master's Degree in Social Work from an accredited institution required
- Licensed or license-eligible School Social Worker in the State of Arizona
- Experience in school-based social work and working with students with emotional disabilities required
- Bilingual (Spanish/English) preferred

**Additional Requirements**

- Must maintain CPI Trainer certification or obtain certification within 90 days of hire
- May occasionally be required to work evenings and/or weekends

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-U**

**Agenda Item**

**Approval of the recommended job description for Lead School Psychologist**

For Board:  Action       Discussion       Information

**Background –**

The Department of Student Services includes 6 School Psychologists. The National Association of School Psychologists (NASP), ADE, and IDEA standards guiding our School Psychologists through evaluations and school functions require specialty handling. The Lead School Psychologist will have the opportunity to receive additional professional development to stay abreast of laws and regulations surrounding NASP, ADE, and IDEA guidelines. They will also assist in handling special or complex evaluation situations guiding the other School Psychologists, assist in the evaluation of Osborn School Psychologists, oversee Intern School Psychologists for an additional stipend as the need arises, and more as listed in the new job description. This position provides more oversight to ensure we are using current and legal evaluation strategies to ensure the best possible support for students.

**Legal**

**Financial**

This position has the same base salary as all School Psychologists and a \$5,000 annual stipend from Special Education M&O funds.

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve the job description for Lead School Psychologist.

# Lead School Psychologist

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Department:	Special Education	Date Created:	05/2025
Salary Schedule:	Psychologist	Date(s) Modified:	
FLSA Status:	Exempt		

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## Position Summary

Under the direction of the Director of Special Education, the Lead School Psychologist implements, coordinates, and supervises the provision of psychological services within the District. This role includes mentoring school psychologists, facilitating professional development, ensuring compliance with applicable laws, and serving as a liaison between school-based psychologists and district leadership.

## Job Responsibilities

**Essential Functions:** -- Essential functions, as defined under the Americans with Disabilities Act, may include any of the following representative duties, knowledge, and skills. Essential duties and responsibilities may include, but are not limited to, the following:

- Perform all essential functions outlined in the district's School Psychologist job description.
- Ensure that all psychological services are delivered in accordance with District policy and applicable federal and state laws.
- Provide leadership and supervision in the implementation and coordination of psychological services.
- Assist Special Education teams in resolving conflicts related to student evaluation and placement.
- Mentor and support School Psychologists in skill development and procedural compliance.
- Assist in the development, revision, and implementation of District special education procedures.
- Plan and coordinate responses to legal, programmatic, and procedural trends in school psychology.
- Support audits, investigations, and compliance reviews by external agencies.
- Assist in organizing and facilitating professional development and staff meetings.
- Participate in the hiring, onboarding, and evaluation of School Psychologists.
- Maintain and manage the inventory of psychological testing materials.
- Provide in-service training and workshops for staff on mental health issues and identification/referral procedures.
- Represent the District in professional and community settings regarding school psychological services.
- Plan and facilitate regular meetings with School Psychologists for coordination and ongoing training.
- Originate or contribute to research and grant writing activities that benefit the District.
- Perform other duties as assigned by the Director of Special Education.

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## Job Requirements

**Knowledge of –**

- Federal and state regulations governing special education and psychological services.
- District policies, procedures, and best practices in educational psychology.
- Psychological assessment tools, data interpretation, and case management.
- Conflict resolution and staff supervision strategies.

**Skill in –**

- Serving as a collaborative and supportive team leader.
- Demonstrating empathy and professionalism in student and family interactions.
- Providing excellent customer service to internal and external stakeholders.
- Managing multiple priorities with efficiency and accuracy.
- Communicating effectively, both verbally and in writing.
- Establishing positive working relationships with staff, students, and parents.

**Education and Experience:****Required:**

- Master's degree or higher from an accredited institution.
- Completion of all requirements to obtain Arizona Department of Education Professional Non-Teaching Certificate as a School Psychologist.
- Valid IVP Fingerprint Clearance Card.
- Certification and training required to serve as a Direct Service Claim (DSC) provider.

**Preferred:**

- Doctorate in Psychology or a related field.
- Previous leadership experience in educational psychology or related roles.

**Licenses, Certifications, and Equipment:**

- A valid State driver's license is required.
- A valid IVP fingerprint clearance card is required.

Operates standard office equipment such as personal computer and related software, fax machine, and copy machine.

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-V**

**Agenda Item**

**Continued partnership and MOU with Phoenix Indian Center**

For Board:  Action  Discussion  Information

**Background –**

Phoenix Indian Center has held a partnership with Osborn School District (OSD) for the last several years by providing a variety of learning experiences to a range of students at both elementary and middle schools.

Phoenix Indian Center and OSD leadership and staff seek to continue the partnership for the 2025-26 academic year which includes facilitation by trained Phoenix Indian Center staff of the organization’s Living in Two Worlds curriculum to OSD students in grades six through eight and family engagement workshops.

**Legal**

All facilitators have proper training and hold valid fingerprint clearance cards.

**Financial**

No cost to the district.

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Board approve the continued partnership between Phoenix Indian Center and Osborn School District .

Moved \_\_\_\_\_

Seconded \_\_\_\_\_

P/F



## **MEMORANDUM OF UNDERSTANDING**

### **PHOENIX INDIAN CENTER AND OSBORN ELEMENTARY SCHOOL DISTRICT**

The Phoenix Indian Center and the Osborn Elementary School District No. 8 of Maricopa County (on behalf of all its' Elementary School and Middle School Campuses "School" or "District" signatories) enter into this Memorandum of Understanding in consideration of the following:

(1) Osborn Elementary School District will collaborate with the Phoenix Indian Center for Phoenix Indian Center's implementation of their Living in 2 Worlds (L2W)/"keepin' it REAL" program during the Fall 2025 semester through Summer 2026 activities.

(2) The program will be administered by the Phoenix Indian Center on the District's school property in a face-to-face method. If the two parties agree face-to-face is not the best method, it will be administered via distance learning/virtual means as determined by both parties.

(3) Both parties agree the program will be provided by the Phoenix Indian Center with no fee to the District, the participants or their family members.

(4) American Indian/Native American/Alaskan Native and Pacific Islander students in the sixth through eighth grades will be invited to attend the sessions with all participation being voluntary. The District will assist in the outreach to these targeted students and parents for participation in the program.

(5) Participants will attend twelve+ weekly sessions (exact number of days is determined by the length of each session) of the Living in 2 Worlds (L2W)/keepin' it REAL program. The number of necessary sessions is determined by the length of time agreed upon by both parties for each session.

(6) The program may be offered during one or more sessions a week for 45-60 minutes each session during a mutually agreed upon time by both parties.

(7) The District agrees to provide a private weekly meeting space for the program implementation session with no charge for use of physical space.

(8) The Phoenix Indian Center agrees to obtain informed consent forms from all participating students' parents/guardians. The signed consent form authorizes participation in the program and participation in the L2W pre/post surveys. No participant will be allowed to participate in the sessions without signed authorized consent by their parent/guardian. However, youth participants can, at any time, refuse to participate in the survey and it WILL NOT affect their participation in the program sessions

(9) The Phoenix Indian Center will provide a trained Indigenous facilitator for the sessions. All facilitators have been trained in group dynamics in the Living in 2 Worlds (L2W)/keepin' it REAL program. The Phoenix Indian Center program administrators will provide fidelity checks on the administration of the program. The facilitator shall obtain a fingerprint clearance card issued by the Arizona Department of Public Safety.

(10) The program facilitator will serve as the liaison with the school, keeping in close contact with the school's designated person/contact. The program facilitator will ensure that school staff are informed of progress, issues, and concerns.

(11) All Living in 2 Worlds (L2W) special events will be discussed, organized collectively and be pre-approved by school personnel. This may include recruitment and other activities.

(12) Both parties agree that, at the end of the 2025-2026 School year or Summer 2026, they will meet to discuss any necessary changes in this agreement and assure a new agreement is in place for the 2026-2027 school year or give notice of non-renewal.

(13) This Agreement may be cancelled at any time with thirty (30) days written notice to the other party.

#### About the Program

*Living in 2 Worlds (L2W)* is a well-researched, evidence-based, cultural/academic program that provides culture specific substance abuse prevention program for American Indian/Alaskan Native (Indigenous) youth in the fourth/fifth through eighth grades. The program was developed by educators specializing in substance abuse, cultural knowledge and is entirely cross walked with state educational standards. The program goal is to increase knowledge of substance abuse prevention with an emphasis on increasing protective factors by using a culturally appropriate response to Refuse | Explain | Avoid | Leave risky situations.

The program is designed with strong parent/caretaker involvement through take home assignments and activities to be completed by the next scheduled session. Parents/guardians will also be included through communication with Phoenix Indian Center for ongoing student support. Phoenix Indian Center also commits to provide information to all youth families about our wrap around services should that family be in need or want to access other services we provide.

The program was developed with Arizona State University, Southwest Interdisciplinary Research Center (SIRC) involvement. SIRC/PIC collaborated on the development and evaluation of the *Living in 2 Worlds (L2W)/keepin' it Real* program development. SIRC served as the local evaluator for the Living in 2 Worlds program, determining the program sessions as being effective and following all Arizona State Standards as determined by the Arizona State Department of Education.

The program is appropriate for student grade levels, thereby augmenting and reinforcing the school's academic programming. Facilitators are Indigenous trained professionals, experienced in group processes, tradition, and the American Indian learning experience. The facilitator assigned to each school maintains a close relationship with the staff the school assigns for oversight, to jointly assure the program operates at its highest level.

(14). Arbitration. The parties acknowledge that, to the extent required by A.R.S. § 12-1518 (concerning claims for monetary damages not exceeding \$50,000), all disputes arising out of, or relating to, this Agreement shall not be subject to court-mandated arbitration, except as may be required by other applicable statutes.

(15). Appropriation of Funds. The parties recognize that the performance by District may be dependent upon the appropriation and allocation of funds by the State Legislature of Arizona. Should the Legislature fail to appropriate, allocate, or make available the necessary funds or if the District's appropriation is reduced during the fiscal year, the District may reduce the scope of this Agreement if appropriate or cancel this Agreement without further duty or obligation. No liability shall accrue to the District in the event this provision is exercised and neither the District nor the State of Arizona shall be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

(16). Conflict of Interest. The District may cancel this Agreement pursuant to A.R.S. § 38-511.

(17). Compliance A.R.S. § 41-4401 – Immigration Laws and E-Verify:

1. To the extent applicable under A.R.S. § 41-4401, each party warrants its and its subcontractors' compliance with all Federal immigration laws and regulations relating to employees and warrants their compliance with the E-Verify requirements under A.R.S. § 23-214(A).
2. A breach of a warranty regarding compliance with immigration laws and regulations shall be deemed a material breach of the Agreement and the breaching party may be subject to penalties up to and including termination of the Agreement.
3. The District retains the legal right to inspect the documents of any employee who works on the Agreement to ensure that the other party or its subcontractors is complying with the warranty under subparagraph 1 above.

(18). FERPA. The parties, their employees, and agents shall comply with applicable Federal and state laws pertaining to the maintenance and disclosure of student records, including the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA"), and A.R.S. §§ 15-141 and 15-142.

(19). Governing Law. This Agreement shall be governed by, construed, and interpreted in accordance with the law of the State of Arizona. Any judicial proceeding shall be in a court of proper jurisdiction in the County of Maricopa.

(20). Indemnification. To the fullest extent permitted by law, each party (the "Indemnifying Party") shall indemnify, defend, and hold harmless the other party (the "Indemnified Party") from and against any and all losses, damages, claims, or liabilities of any nature, including but not limited to, costs, expenses, and reasonable attorneys' fees, which are threatened, brought against, or incurred by Indemnified Party arising from any actions or omissions of Indemnifying Party or its employees, representatives, or agents under this Agreement, including without limitation, a material breach by any of them of this Agreement.

(21). Nondiscrimination. Both parties shall comply with Executive Order 2009-09, which mandates that all persons, regardless of race, color, religion, sex, age, national origin, or disability shall have equal access to employment opportunities, and all other applicable state and Federal employment laws, rules, and regulations, including the Americans with Disabilities Act. Both parties shall take affirmative action to ensure that applicants for employment and employees are not discriminated against due to race, creed, color, religion, sex, age, national origin, or disability.

(22). No Partnership or Joint Venture. Each party is an independent contractor and is independent of the other party. Under no circumstances shall any employees of one party be deemed the employees of the other party for any purpose. This Agreement does not create a partnership, joint venture, or agency relationship between the parties of any kind or nature.

(23). Records and Audits. Pursuant to A.R.S. §§ 35-214, 35-215, and 41-2548, all books, accounts, reports, files, and other records relating to this Agreement shall be subject, at all reasonable times, to inspection and audit by the State during the term of this Agreement and for five years after the termination of this Agreement.

(24). No Israel Boycott. To the extent applicable, the Parties agree that they are not currently engaged in and agree that for the duration of the Agreement they will not engage in, a boycott of Israel, as that term is defined in A.R.S. § 35-393.

(25). No Forced Labor of Ethnic Uyghurs. To the extent A.R.S. § 35-394 is applicable, the Phoenix Indian Center hereby certifies it does not currently, and for the duration of this Contract shall not use: (A) the forced labor of ethnic Uyghurs in the People's Republic of China, (B) any good or services produced by the forced labor of ethnic Uyghurs in the People's Republic of China, and (C) any contractors, subcontractors, or suppliers that use the forced labor or any good or services produced by the forced labor of ethnic Uyghurs in the People's Republic of China.

Memorandum of Understanding Approved Signatories:

**Osborn Elementary School District**

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

Name: Dr. Michael Robert

Title: Superintendent of Osborn School District

**Phoenix Indian Center**

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

Name: Jolyana Begay-Kroupa

Title: Chief Executive Officer, Phoenix Indian Center

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-W**

**Agenda Item**

**Out-of-State Professional Development Opportunities for Operations Officer C. McCabe  
for the 2025-2026 school year.**

For Board:     Action             Discussion             Information

**Background –**

Below are potential out-of-state professional development opportunities for the operations officer for the 2025-26 school year. This does not mean that the operations officer will or should go to every conference. It merely allows the district to begin making reservations and placing registrations for best pricing while following all procurement requirements for approval before encumbrance. Any additional out of state events will be brought for approval at future meetings.

Association School Business Officials (ASBO International) Annual Conference  
Fort Worth, TX October 20-23, 2025

Association School Business Officials (ASBO International) Leadership Forum  
New Orleans, LA January 29-31, 2026

Government Finance Officers Association (GFOA) Annual Conference  
Chicago, IL June 27- July 1, 2026

Association School Business Officials (ASBO International) Eagle Institute  
Location TBD, Dates TBD

Arizona Association School Business Officials (AASBO) Spring Conference  
Laughlin, NV, April 2026

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended the Board approve Out-of-State Professional Development Opportunities for Operations Officer C. McCabe for the 2025-26 school year.

Moved \_\_\_\_\_

Seconded \_\_\_\_\_

P/F

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – V-X**

**Agenda Item**

**Approval of renewal of MOU and lease agreement with Amazing Arts**

For Board:  Action  Discussion  Information

**Background –**

The attached outlines the MOU and lease agreement with Amazing Arts for July 1, 2025 – June 30, 2026. Amazing Arts will occupy a classroom at Encanto & Montecito Schools for after school art programs.

**Legal**

The attached MOU and lease agreement has been reviewed by the District attorney.

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve the MOU and Lease Agreement with Amazing Arts for the 25/26sy as presented.

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

# MEMORANDUM OF UNDERSTANDING

Between

**Amazing Arts  
4750 N Central Ave. Unit 6H  
Phoenix AZ 85013**

and

**Osborn Elementary School District No. 8 "OSD"  
1226 W. Osborn Road  
Phoenix, AZ 85013**

This document defines the responsibilities of Amazing Arts and the Osborn Elementary School District No. 8 ("Osborn" or "District") related to the delivery of an after school arts program to Osborn students.

Amazing Arts is an extracurricular program that focuses on instructing children in fine arts and exposing them to various artistic techniques that will improve and increase students appreciations for the arts. Amazing Arts creates change by providing an after school care program to for students and families. The goals of the Amazing Arts after school arts program program are: (1) provide after school child care with an art focus; (2) expose students to fine arts; (3) help develop an appreciation for the arts (4) increase students self esteem via artistic expression..

This agreement is based on the following terms agreed upon by both parties:

**Amazing Arts will:**

1. Provide an after school child care art program;
2. Provide students and families with art based curriculum;
3. Implement art program programming according to a pre-arranged timetable with school administration;
4. Provide site coordinators and staff to facilitate the program after school. All site coordinators and staff will be in possession of a current fingerprint clearance card, allowing them to work in a school setting;
5. Provide supervision for students for the duration of the program and until students are picked up by a parent/guardian;
6. Measure impact of the program by analyzing student and parent survey;

7. Ensure compliance with applicable Department of Health Services licensing requirements;
8. Ensure compliance with applicable Department of Economic Security requirements;
9. Ensure programs are appropriately staffed with licensed employees where appropriate;
10. Ensure programs meet all safety requirements.

**The Osborn Elementary School District No. 8 will:**

1. Provide classroom(s) in which after school care instruction can occur;
2. Provide custodial services;
3. Provide safe storage for Amazing Arts materials at school site;
4. Monitor sessions to ensure safety and learning of students involved.

**Duration**

The initial term of this MOU shall be from July 1, 2025 until June 30, 2026. The parties may agree to renew the MOU for up to two additional one-year terms.

**Compensation**

The cost of Amazing Arts lease space will be \$2000.00 per month- lease agreement for space/rental fees attached. Amazing Arts assumes the majority of the responsibility for raising the funds needed to operate the after school program. The participating school is not asked to make a monetary contribution.

**TERMS AND CONDITIONS**

**1. COMPLIANCE WITH APPLICABLE LAWS:**

Each party shall comply with all applicable laws, ordinances, Executive Orders, rules, regulations, standards, and codes of the Federal, State, and Local governments whether or not specifically referenced herein. Specifically, the following apply:

**1.1 NON-DISCRIMINATION:** The parties agree to comply with all provisions of applicable federal, state, and local laws relating to non-discrimination, equal employment opportunity, the Americans with Disabilities Act, and Arizona Governor's Executive Order 2009-09 (superseding Executive Order 99-4) (dated January 29, 1999), as may be amended from time to time.

**1.2 SMOKING POLLUTION CONTROL ORDINANCE:** Amazing Arts and District shall be subject to the provisions of City Ordinance No. G-2865, as amended, "the Smoking Pollution Control Ordinance," effective July 1, 1986. This ordinance regulates smoking in places of employment and enclosed public spaces located within the City of Phoenix.

**1.3 DRUG-FREE WORKPLACE:** Amazing Arts and District agree to comply with the Drug-Free Workplace Act of 1988 (P.L. 100-690). This law requires contractors and subcontractors of federal funds to certify they will provide drug-free workplaces. This certification is a precondition to receiving a contract or grant.

**1.4 IMMIGRATION AND EMPLOYMENT LAWS:** Amazing Arts and District acknowledge the applicability of the Immigration Reform and Control Act of 1986 (IRCA) and agrees to comply with IRCA and permit District inspection of personnel records to verify such compliance. Amazing Arts and on behalf of any subcontractor, warrants, to the extent applicable under A.R.S. § 41-4401, compliance with all federal immigration law and regulations that relate to their employees, as well as compliance with A.R.S. § 23-214 (A) which requires registration and participation with the E-Verify Program. Amazing arts shall ensure that all school-based staff meet all state and federal requirements for working with students.

## **2. LICENSES AND PERMITS:**

District shall be responsible for obtaining any and all licenses and permits from the state of Arizona, any country or city therein, or any other government agency necessary for the Program.

## **3. INDEMNIFICATION:**

To the extent allowed by law, each party (as "Indemnitor") agrees to indemnify, defend, and hold harmless the other party, its principals, members and employees (as "Indemnitee") from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "Claims") brought against, incurred by or paid by such other party at any time, in any way arising out of or relating to this agreement, except to the extent finally judicially determined to have resulted from the fault of the indemnified party. This indemnification provision shall apply regardless of the form or action, damage, claim, liability, cost, expense, or loss, whether in contract, statute, tort (including, without limitation, negligence) or otherwise.

## **4. INSURANCE**

Each party, at its cost, shall maintain comprehensive general liability insurance with limits of not less than \$1,000,000 per occurrence, insuring against all liability of said party and its authorized representatives arising out of and in connection with said party's use or occupancy of the facilities. Said insurance shall include broad form contractual liability covering, without

limitation, the liability assumed under this Indemnification provisions of this Agreement. If the policy is to be written with an annual aggregate limit, that limit shall be not less than \$2,000,000. All insurance policies shall provide that the policies cannot be cancelled, not renewed, nor limited in scope of coverage or limits until and unless thirty (30) calendar days prior notice is given to the other party.

## **5. RELATIONSHIP OF PARTIES/EMPLOYMENT DISCLAIMER**

Each of the parties hereto is an independent contractor and neither party is, nor shall be considered to be, an agency, distributor or representative of the other. Neither party shall act or represent itself directly or by implication, as an agent of the other or in any manner assume or create any obligation on behalf of, or in the name of, the other. In addition, the Agreement is not intended to constitute, create, give rise to, or otherwise recognize a joint venture agreement, partnership, or other formal business association or organization of any kind.

## **6. APPLICABLE LAW**

This Agreement is made in the State of Arizona and shall be interpreted by the laws of the State of Arizona. Any dispute arising out of or relating to this Agreement shall be brought in the Maricopa County Superior Court or the United States District Court, District of Arizona.

## **7. OWNERSHIP**

District recognizes that Amazing Arts is the owner of all right, title, and interests in and to all Amazing Arts trademarks, logos, and names (Amazing Arts Property). Any use of the Amazing Arts property by District requires the written approval of Amazing Arts. Amazing Arts recognizes that District is the owner of all right, title, and interests in and to all District trademarks, logos, and names ("District Property"). Any use of the District Property by Amazing Arts requires the written approval of District.

## **8. CONFIDENTIALITY AND DATA SHARING**

**8.1 DATA PROTECTION:** The District is authorized to collect and maintain student educational records consistent with applicable state and federal laws and subject to the federal Family Educational Rights and Privacy Act (FERPA), as authorized by 20 U.S.C. § 1232g(b) and 34 CFR Part 99. Consistent with FERPA, the may disclose Personally Identifiable Information (PII), as that term is defined by FERPA, from students' education records without prior parental or student consent to school officials for the aforementioned purposes . 34 CFR 99.31(a)(1) and 99.7(a)(3)(iii). The District designates Amazing Arts as a "school official", as that term is defined in FERPA for purposes of conducting the after school literacy program at the District. The District may provide additional data elements upon the written request of Amazing Arts subject to the same terms and conditions as stated in this Agreement, and for the purposes stated in this Agreement.

The parties to this Agreement acknowledge that the District has provided Amazing Arts with certain in PII data and that will protect such data according to the terms of this agreement. This Agreement is intended to follow U.S. of Education initiatives on Safeguarding Student Privacy (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/safeguarding-student-privacy.pdf>).

To affect the transfer of data and information that is subject to state and federal confidentiality laws and to ensure that the required confidentiality of personally identifiable information shall always be maintained, Amazing Arts agrees that, for the purposes of carrying out its duties, it will:

- a. Comply with the provisions of FERPA, 20 U.S.C. § 1232g, and 34 C.F.R. Part 99 and all applicable state laws regarding confidentiality of student data;
- b. Use the data provided under this Agreement for no other purpose than those described herein;
- c. Use reasonable technical, administrative and physical controls to protect the data provided under this Agreement from further disclosures and other uses, except as provided in 34 C.F.R. 99.35.
- d. Destroy the PII provided under this Agreement when the information is no longer needed for the purposes specified and in no event later than June 30, 2022.
- e. Not to redisclose to a third party any data provided by the District or without prior written consent from the District.
- f. Establish and follow procedures consistent with FERPA and Arizona law to ensure the protection of any and all PII provided under this Agreement. To effectuate the provision and solely to protect PII data, agrees to:
  - i. Limit access to the PII data provided under this Agreement only to those authorized persons who have a legitimate interest in the data;
  - ii. Require all employees, contractors and agents who have access of any kind to comply with this Agreement, and FERPA, and applicable Arizona law;
  - iii. Maintain all PII data received pursuant to this Agreement in a secure manner, separate from all other data files, and not copy, reproduce, or transmit data obtained pursuant to this Agreement except to its own agents acting for or on behalf of the Amazing Arts and as necessary to fulfill the purposes described herein;
  - iv. Not disclose PII data contained under the Agreement or addenda to it in any manner that could identify any individual student, except as authorized by FERPA;
  - v. Not report data of a group of students of less than 10.

## **9. NON-APPROPRIATION.**

All parties acknowledge that the District is a government entity, and the contract validity is based upon the availability of public funding under its

authority. In the event that the public funds are unavailable and not appropriate for the performance of either's obligations under this contract, then this contract shall automatically expire without penalty to either party after written notice to of the unavailability and non-appropriations of public funds. It is expressly agreed that neither party shall not activate this non-appropriation provision for its convenience or to circumvent the requirements of the contract, but only as an emergency fiscal measure.

**10. FINGERPRINTING**

All parties shall comply with fingerprinting requirements of A.R.S. § 15-512, where applicable.

**11. TERMINATION OF AGREEMENT:**

Should circumstances arise which necessitate termination of this Agreement, either party may terminate this Agreement at any time, with or without cause, by giving 30 days' prior written notice. The District reserves all rights that it may have to cancel this Agreement for possible conflicts of interest under A.R.S. § 38-511, as amended.

This memorandum may be amended, in writing, at any time with the concurrence of all parties.

\_\_\_\_\_  
Superintendent Michael Robert,  
Osborn Elementary School District No. 8

\_\_\_\_\_  
Date

\_\_\_\_\_  
Nicholas Murray  
Owner/Director, Amazing Arts

\_\_\_\_\_  
Date

## **LEASE**

**THIS LEASE** (this "Lease") is made and entered into this as of the "Effective Date" by and between **OSBORN ELEMENTARY SCHOOL DISTRICT NO. 8**, a political subdivision of the State of Arizona ("Landlord") and **AMAZING ARTS**, ("Tenant"). The "Effective Date" shall be the date upon which the last of the Landlord and Tenant executes this Lease, as indicated on the signature page hereof.

1. **PREMISES.** Landlord hereby leases to Tenant and Tenant hereby leases from Landlord, subject to the provisions of this Lease, that portion of Landlord's Encanto and Montecito School sites as described on Exhibit A attached hereto (the "Premises").

2. **TERM; RENEWALS.**

(a) The term of this Lease shall commence on July 1, 2025, and terminate on June 30, 2026 (the "Term"), unless sooner terminated pursuant to the terms of this Lease.

(b) This Lease may be extended for two additional one-year extension terms upon the mutual agreement of the Landlord and the Tenant. In the event that either party wishes to extend the Term of this Lease, then said party shall provide written notice (each an "Extension Notice") of said fact to the other party not less than 30 days prior to the expiration of the then current term. In the event that an extension notice is given, the party receiving the Extension Notice shall have 30 days to elect to accept the extension of the Term. In the event that the party receiving the Extension Notice wishes to extend the Term pursuant to the terms hereof, then said party shall provide written notice of said fact and the Term of this Lease shall be so extended. In the event that the Party receiving the Extension Notice does not wish to extend the Term pursuant to the terms hereof, then said party shall provide written notice of said fact and this Lease shall terminate at the end of the then current Term. Failure on the part of the party receiving the Extension Notice to respond shall be deemed to be an election not to extend.

3. **RENT; SECURITY DEPOSIT.**

(a) Tenant agrees to pay Landlord rent for the Premises per the attached rates in Exhibit B per month. Landlord will invoice Tenant monthly in equal installments. Rent shall be due and payable on the first day of each month in equal installments. Rent for any partial months shall be prorated accordingly.

(b) On the Effective Date, the Tenant shall pay to the Landlord a security deposit in the amount of **\$500.00**, which amount shall be held by the Landlord during the Term as security for the performance of the Tenant's obligations detailed herein.

(c) Payments not received within five business days of the date when due hereunder shall be considered delinquent and shall bear interest at a rate of 12% per annum.

4. **USE OF PREMISES.** Tenant shall use the Premises solely as administration offices, storage, and classroom instruction which is to be used in accordance with

and consistently with the Tenant's educational purposes. Said use shall also be undertaken in a lawful manner that complies with the policies of Landlord (as promulgated and changed from time to time), Ariz. Rev. Stat. § 15-1105 and all statutes, codes, ordinances and conditions applicable to the use, operation and improvement of the Premises. Landlord is under no obligation to consent to additional or alternative uses.

5. **UTILITIES; MAINTENANCE; TAXES.**

(a) Landlord shall pay all costs for water, sewer and electrical utilities (the "Utilities") during the entire Term of this Lease. Landlord shall have no obligation to provide any other utility services to the Premises. Landlord will not be liable for any reason for any loss or damage resulting from an interruption of any of the Utilities. Landlord is not obligated to upgrade the type or extent of Utilities provided to the Premises. Tenant shall pay Landlord the rates set forth on Exhibit B for custodial and trash disposal charges ("Custodial Charges"). Tenant shall pay Custodial Charges monthly as and when Rent is due and such charges shall be deemed to be additional Rent. In the event Tenant fails to pay any invoice for Custodial Charges when due, the delinquent amount shall bear interest at a rate of 12% per annum. Tenant shall be responsible for its own internet and telephone connections and charges.

(b) Landlord shall maintain the structural portions of the Premises throughout the Term. Tenant shall send written notice to Landlord regarding requested repairs and maintenance items, which notices shall be sent to Landlord's Maintenance Department.

(c) Commencing on the Effective Date and continuing throughout the Term, Tenant agrees to maintain the non-structural portions of the Premises in good condition and repair as reasonably determined by Landlord (the "Minimum Standard"). Should the maintenance of the Premises fall below the Minimum Standard, Tenant agrees to reimburse Landlord for any maintenance costs expended by Landlord to return the non-structural portions of the Premises to the Minimum Standard. In the event Tenant fails to pay any invoice for the maintenance costs when due, the delinquent amount shall bear interest at a rate of 12% per annum.

(d) Commencing on the Effective Date and continuing throughout the Term, Tenant agrees to pay any and all taxes and special assessments assessed against any activities conducted by the Tenant on the Premises and personal property, equipment or inventory obtained or used by the Tenant. Tenant shall pay any and all rental tax and similar charges which become due as a result of this Lease.

6. **IMPROVEMENTS.**

(a) Except as provided herein, Tenant shall not construct or install any improvements on the Premises ("Improvements"). Tenant may not make changes or alterations to the Premises or the Improvements without the prior written consent of the Landlord, which approval may be withheld in Landlord's sole discretion.

(b) With Landlord's prior written consent, which consent may be withheld in Landlord's sole and absolute discretion, Tenant may, at its sole cost and expense, make

non-structural Improvements to the Premises in accordance with the terms of this Section 6. All plans and specification for construction of the Improvements shall be approved by the Landlord prior to commencement of construction in accordance with this Agreement, and the Improvements shall thereafter be constructed in strict accordance with any and all such pre-approved plans and specifications. Tenant shall certify that it has sufficient funds on deposit to cover the costs of the construction of the Improvements and that such funds are dedicated for such use prior to commencing such construction. –Tenant shall comply with the provisions of any and all procurement codes, building codes, development fees (if applicable), engineering and plan review codes, infrastructure guidelines, utility codes, development rules and the terms of this Agreement with respect to the construction of the Improvements.

(c) In the event that Tenant makes any non-structural Improvements, Tenant shall hire a contractor who is licensed, bonded and in good standing in connection with the construction of the Improvements. Tenant will require its contractor to confine said contractor's construction activity to the Premises and to no other portion of the Landlord's property. Tenant's contractor must secure the construction site in accordance with sound construction practices. All currently existing Landlord facilities must remain open for their intended purposes during the construction of the Improvements, and the contractor shall be required to minimize disruption of the educational activities occurring on the school site. The contractor and all staff must agree to observe all Landlord policies and procedures and state laws while on the campus, including but not limited to the use of personnel who have received background checks and fingerprint clearance. Tenant will cause any and all contractors performing work at the Premises to agree in writing to look solely to Tenant, and not to the Landlord, for payment in connection with such work, and Tenant will provide the Landlord with all such agreements prior to the commencement of any such work by the applicable contractors. Representatives of the Parties and the contractor shall meet upon request of either party during construction to address any issues arising out of the construction on the Leases Premises.

(d) If constructed, the non-structural Improvements shall be constructed in strict accordance with all applicable laws, including without limitation, health codes, applicable design standards and specifications provided by Tenant and approved in writing by the Landlord. No less than 90 days prior to Tenant's planned commencement of any non-structural Improvements, Tenant shall provide the Landlord with copies of all plans and specifications for construction of all Improvements for approval. The Landlord shall notify Tenant in writing of its approval thereof within 10 business days, or of any items reasonably disapproved by the Landlord, prior to the commencement of any construction activity by or on behalf of Tenant at the Leased Premises. Tenant shall cause the plans and specification to be revised to address the items reasonably disapproved by the Landlord and shall submit revised plans and specifications to the Landlord within 20 days of receipt of its disapproval. The process shall be repeated until the plans and specifications are approved; provided, however, that the Landlord shall not unreasonably withhold or delay its approval thereof. Once the plans and specifications are approved by the Landlord, Tenant will commence construction of the Improvements in strict accordance with said plans and specifications. Any change orders shall be reasonably preapproved by the Landlord prior to incorporation thereof into the Improvements and shall be paid for by Tenant at its sole cost and expense.

(e) Upon termination or expiration of this Lease, title to all Improvements constructed by Tenant shall vest in the Landlord.

7. **COMPLIANCE WITH GOVERNING BOARD POLICIES AND APPLICABLE LAWS.** Tenant, its staff members, and its participants shall at all times comply with all Governing Board policies of the Landlord, in effect at the time of the execution of this Lease or as adopted from time to time by Landlord's Governing Board. Failure to comply constitutes cause for the termination of this Lease. Tenant also agrees to comply with all applicable state, federal and local laws, rules, regulations and executive orders.

8. **VISITORS.** In accordance with Arizona Revised Statute (A.R.S.) § 15-512, any volunteers who will be working with Landlord's students must complete a background check and be fingerprinted before beginning work. Landlord may require any employee of Tenant or any visitor of Tenant to complete a fingerprint and background check at its discretion and at Tenant's expense.

9. **TOBACCO, DRUGS AND ALCOHOL.** Except as permitted by law and subject to Section 7 above, Tenant shall not keep, permit or allow any illegal drugs, marijuana or any derivative thereof, or any liquors or beverages of any intoxicating nature or tendency to be sold, used or possessed on the Premises. Smoking of tobacco products of any kind is prohibited on the Premises or any property located near or adjacent to the Premises which is owned by Landlord.

10. **INSURANCE.**

(a) At all times during the term of this Lease, and during any renewal thereof, Tenant shall maintain comprehensive general liability insurance, at its expense, with coverage limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate limit for bodily injury and property damage, issued by an insurance carrier approved by Landlord and naming Landlord as an additional insured. Said policy of insurance shall provide liability insurance coverage of all of Tenant's activities on the Premises. Tenant shall also carry comprehensive liability insurance for owned, non-owned and hired vehicles with combined single limit per accident for property damage, bodily injury of not less than \$1,000,000. Tenant shall maintain, at its expense, personal property insurance covering its personal property.

(b) Tenant shall require its contractors who construct future improvements to carry insurance equivalent to that required in Section 10(a) and Tenant and its contractors shall maintain a Builders All Risk policy during the course of construction of Improvements in an amount equal to the full amount of the cost of Improvements. Future improvements made by Tenant shall require the same insurance requirements.

(c) Certificates evidencing all of such insurance required of Tenant hereunder shall be provided to Landlord by Tenant and shall guarantee 30 days' advance written notice to Landlord of cancellation, non-renewal or material change. Tenant shall provide Landlord with evidence of statutorily required workers' compensation insurance for all employees working on the Premises. All insurance provided hereunder shall be provided by a company authorized to

do business in the State of Arizona and, with regard to Tenant's insurance obligations, approved by Landlord. All such insurance shall name the Landlord, its officials, agents, employees and volunteers, as additional insureds.

(d) Landlord shall maintain, at its expense, comprehensive general liability insurance or self-insurance covering the Premises and its activities on the Premises.

11. **INDEMNIFICATION.** Tenant shall defend, indemnify, and hold harmless Landlord, its officers, agents and employees, from and against any and all claims, liabilities, losses, damages, cost and expense, including but not limited to reasonable fees and/or litigation expenses, arising out of or resulting from the Tenant's use of the Premises, or any accident, injury or damage whatsoever occurring in or at the Premises allegedly caused in whole or part by any act or omission of the Tenant or anyone directly or indirectly employed by it, its agents, invitees or anyone for whose acts it may be liable, except to the extent caused in whole or in part by the negligent or intentionally wrongful act or omission of Landlord or any of its officers, agents or employees.

12. **ASSIGNMENT AND SUBLETTING:** Tenant shall not have the right to assign or sublease this Lease or any part of the Premises or the Improvements. Upon any unapproved assignment or sublease by Tenant, Landlord has the right to immediately terminate this Lease upon written notice to Tenant.

13. **QUIET ENJOYMENT.** So long as Tenant complies with the terms and conditions under this Lease, Landlord covenants and warrants that Tenant shall peacefully have and enjoy possession of the Premises. Landlord will fully protect Tenant in the full, complete and absolute possession of the Premises and Tenant's rights of non-exclusive use of the common areas and common facilities, if applicable, subject, in all cases, to the terms and conditions of this Lease. Landlord agrees not to file or cause any zoning change to be made that would affect the Premises without the prior written approval of Tenant.

14. **DEFAULT.** If Tenant fails to make any payment required to be made by Tenant hereunder, as and when due, where such failure will continue for a period of 10 calendar days after notice from Landlord that such payment is due, Tenant will be in default hereunder. If Tenant fails to perform any non-monetary obligation pursuant to this Lease and fails to cure such nonperformance within 30 days after receipt of written notice from Landlord, Tenant will be in default. In the event of any default, Landlord may terminate this Lease immediately and shall further have the right to pursue all of its legal and equitable rights and remedies. If the nature of Tenant's non-monetary performance is such that it cannot reasonably be cured within 30 days, then the Tenant will have such additional periods of time as may be reasonably necessary under the circumstances, provided Tenant immediately (a) provides written notice to the Landlord and (b) commences to cure its nonperformance and thereafter diligently continues to completion the cure of its nonperformance. In no event shall any such cure period exceed 60 days.

15. **WAIVERS.** Neither party hereto shall be deemed to have waived any right hereunder for failure to complain of any act or omission of the other party.

16. **CANCELLATION.** Notice is hereby given that the provisions of ARIZ. REV. STAT. §38-511, are applicable to this Lease and are hereby incorporated herein as though set forth in its entirety.

17. **NON-APPROPRIATION OF FUNDS.** Landlord is obligated only to pay its obligations set forth in this Lease as may lawfully be made from funds appropriated and budgeted for that purpose during Landlord's then current fiscal year. The Landlord's obligations under this Lease are current expenses subject to the "budget law" and the unfettered legislative decision of the Landlord concerning budgeted purposes and appropriation of funds. Should Landlord elect not to appropriate and budget funds to pay its Lease obligations, this Lease shall be deemed terminated at the end of the then current fiscal year term for which such funds were appropriated and budgeted for such purpose and Landlord shall be relieved of any subsequent obligation under this Lease. The Parties agree that Landlord has no obligation or duty of good faith to budget or appropriate the payment of Landlord's obligations set forth in this Lease in any budget in any fiscal year other than the fiscal year in which this Lease is executed and delivered. Landlord shall be the sole judge and authority in determining the availability of funds for its obligations under this Lease. Landlord shall keep the Tenant informed as to the availability of funds for this Lease. The obligation of Landlord to make any payment pursuant to this Lease is not a general obligation or indebtedness of Landlord. The Tenant hereby waives any and all rights to bring any claim against the Landlord from or relating in any way to Landlord's termination of this Lease pursuant to this Section 17.

18. **HAZARDOUS MATERIALS.** During the Term of this Lease, Tenant shall not use generate, place, store, release or otherwise dispose of Hazardous Materials (as defined below) on the Premises, except in strict accordance with all Environmental Laws (as defined below). In the event of a breach of the foregoing, Tenant will undertake remediation or removal in accordance with all Environmental Laws. In addition, Tenant will indemnify, defend and hold Landlord harmless against and reimburse Landlord for all Hazardous Materials Liabilities (as defined below) asserted against or incurred by Landlord as a result of a breach of Tenant's obligations under this Section 18. As used herein, the term "Hazardous Materials" shall mean (a) any waste, material or substance (whether in the form of a liquid, a solid, or a gas and whether or not air-borne), which is or is deemed by governmental authority to be a pollutant or a contaminant, or which is or is deemed by governmental authority to be hazardous, toxic, ignitable, reactive, corrosive, dangerous, harmful or injurious, or which presents a risk, to public health or to the environment, or which is or may become regulated by or under the authority of any applicable local, state or federal laws, judgments, ordinances, orders, rules, regulations, codes or other governmental restrictions, guidelines or requirements, any amendments or successor(s) thereto, replacements thereof or publications promulgated pursuant thereto ("Environmental Laws"); (b) petroleum, including crude oil or any fraction thereof; (c) any asbestos or asbestos containing material, (d) any polychlorinated biphenyl; (e) any radioactive material; (f) radon gas; and (g) urea formaldehyde. The term "Hazardous Materials Liabilities" as used herein means all claims, damages, losses, forfeitures, expenses, or liabilities arising from or caused in whole or in part, directly or indirectly, by a breach by Tenant of its representations, warranties, or covenants under this Section 18, including, without limitation, all costs of defense (including reasonable attorneys' fees and other costs of litigation), all consultants' fees, and all costs of investigation,

repair, remediation, restoration, cleanup, detoxification or decontamination, and/or preparation and implementation of any closure, remedial action or other required plan.

19. **CONDEMNATION.** If the whole of the Premises shall be taken or condemned by any competent authority for any public use or purpose under any statute or by right of eminent domain, or by a private purchase in lieu thereof under threat of such eminent domain proceedings, then in either of such events, this Lease shall expire on the date when the Premises shall be so taken and the rent shall be prorated as of that date. In the event that part of the Premises shall be taken or condemned, and the part so taken shall include any portion of the Improvements on the Premises, then, and in any such event, Tenant may elect to terminate this Lease as of the date possession shall be taken by such authority. Such notice of election to terminate shall be given in writing to Landlord within 90 days after official notice to Tenant of the portion to be taken. All awards from the condemning authority, or all proceeds from a private purchase in lieu of eminent domain, shall be paid solely to Landlord.

20. **DAMAGE OR DESTRUCTION.** If the Premises are damaged or destroyed by any casualty, the Lease shall continue in full force, and Landlord shall repair such damage as soon as reasonably possible, as provided below. Notwithstanding the preceding sentence, if (i) the damage equals 25% or more of the replacement value of the Premises; (ii) the proceeds of Landlord's insurance are not sufficient to repair the damage; or (iii) the damage or casualty is not covered by Landlord's insurance policy, then Landlord may, at its option, either elect to repair the damage as soon as reasonably possible, in which event this Lease shall continue in full force, or, terminate this Lease by giving Tenant written notice of Landlord's election to do so within 60 days after the date of the occurrence of the damage. If Landlord elects to terminate, this Lease will terminate 60 days after Landlord's notice. In no event shall Landlord be required to insure, repair or replace any leasehold improvements, fixtures or other personal property of Tenant; such items being the sole responsibility of Tenant. Pending restoration, a just proportion of the rent due under this Lease shall abate, according to the nature and extent of the impairment to Tenant's ability to access and utilize the Premises, from the date of the destruction until the date upon which the Premises are again available for Tenant's occupancy.

21. **TENANT REPRESENTATIONS:** Tenant hereby represents and warrants that it is a duly formed and existing entity qualified to do business in the State and that it has the power and authority to execute and deliver this Lease and to comply with all of the provisions hereof.

22. **MISCELLANEOUS.**

(a) All notices and other communications required or permitted to be given hereunder shall be in writing and shall be deemed to have been duly given if: (i) delivered to the party at the address set forth below; (ii) deposited into the U.S. Mail, certified or registered mail, postage prepaid, return receipt requested to the address set forth below; or (iii) given to a recognized and reputable overnight delivery service to the address set forth below:

If to Landlord: Osborn Elementary School District No. 8  
1226 W. Osborn Road  
Phoenix, AZ 85013  
Attn: Business Support Services

With a copy to: Udall Shumway PLC  
1138 North Alma School Road, Suite 101  
Mesa, AZ 85201  
Attn: Jessica S. Sanchez, Esq.

If to Tenant: Amazing Arts  
4750 N. Central Ave, Unit 6H  
Phoenix, Arizona 85013  
Attn: Nicholas Murray

or at such other address, and to the attention of such other person, as any party may designate in writing by notice duly given pursuant to this subsection. Notice shall be deemed received (i) when delivered to the Party, (ii) three business days after being placed in the U.S. Mail, properly addressed, with sufficient postage or (iii) the following business day after being given to a recognized overnight delivery service, with the person giving notice paying all required charges and instructing the delivery service to deliver on the following business day.

(b) This Lease will be interpreted according to Arizona law, and will be construed as a whole and in accordance with its fair meaning and without regard to, or taking into account, any presumption or other rule of law requiring construction against the party preparing this Lease or any part hereof. Any dispute or controversy relating to this Lease, including the breach and enforcement thereof, may be brought only in courts in Maricopa County, Arizona.

(c) The provisions of this Lease are severable to the extent that any provision or application held to be invalid by a Court of competent jurisdiction shall not affect any other provision or application of the Lease which may remain in effect without the invalid provision or application.

(d) This Lease represents the entire agreement among the parties with respect to its subject matter, and all previous agreements, whether oral or written, entered into prior to this Lease are hereby revoked and superseded by this Lease. This Lease may be modified only by a written amendment signed by persons duly authorized to enter into contracts on behalf of the Parties.

(e) No third party shall be entitled to rely upon, benefit from or enforce the terms of this Lease. No provision in this Lease is intended to nor shall it in any way inure to the benefit of any third party so as to constitute a third party beneficiary under this Lease.

(f) Each party agrees that there are no commissions, brokerage fees, or any other similar fees arising as a result of, or because of the consummation of this Lease and each party agrees to indemnify and hold the other harmless from any such claim.

(g) Time is strictly of the essence of each and every provision of this Agreement.

(h) If any action is brought by any party in respect to its rights under this Lease, the prevailing party will be entitled to reasonable attorneys' fees and court costs as determined by the court, including attorneys' fees incurred prior to any court or enforcement action that relate to the enforcement hereof.

(i) Each party agrees in good faith to take such further actions and execute such further documents as may be necessary or appropriate to fully carry out the intent and purpose of this Lease.

(j) If the time for the performance of any obligation under this Lease expires on a Saturday, Sunday or legal holiday, the time for performance will be extended to the next succeeding day which is not a Saturday, Sunday or legal holiday.

(k) The headings of this Lease are for purposes of reference only and will not limit or define the meaning of any provision of this Lease.

(l) This Lease may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which, together, shall constitute one and the same instrument.

(m) The parties agree that they are not currently engaged in, and agree that for the duration of this Lease they will not engage in, a boycott of Israel, as that term is defined in A.R.S. Section 35-393.

(n) No Forced Labor of Ethnic Uyghurs. To the extent A.R.S. § 35-394 is applicable, the Tenant hereby certifies it does not currently, and for the duration of this Lease shall not use: (A) the forced labor of ethnic Uyghurs in the People's Republic of China, (B) any goods or services produced by the forced labor of ethnic Uyghurs in the People's Republic of China, and (C) any contractors, subcontractors or suppliers that use the forced labor or any goods or services produced by the forced labor of ethnic Uyghurs in the People's Republic of China.

SIGNATURES ON FOLLOWING PAGE

**IN WITNESS WHEREOF**, the parties hereto have entered into this Agreement as of the Effective Date.

**OSBORN ELEMENTARY SCHOOL  
DISTRICT NO. 8**

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

Its: \_\_\_\_\_

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

**AMAZING ARTS AZ**

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

Its: \_\_\_\_\_

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

**EXHIBIT A**

**Description of the Premises**

Encanto School, classroom #301.

Montecito School, Stage Classroom

**EXHIBIT B**  
**(as of 7/1/25)**

**ENCANTO SITE**  
**Rental Rates for Space, Utilities and Custodial Services**

	Rate/sq ft	Sq per room	# rooms	Total Monthly
Utilities	\$.50	1000 ft	1 classroom	\$500

**MONTECITO SITE**  
**Rental Rates for Space, Utilities and Custodial Services**

	Rate/sq ft	Sq per room	# rooms	Total Monthly
Utilities	\$.50	1650 ft	1 classroom	\$825
Custodial	\$6,750/year		10 months	\$675
<b>TOTAL Monthly</b>				<b>\$2000.00</b>

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

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

**Agenda Item Number –VI**

**Agenda Item**

**Board Presentation-** None this month

For Board:     Action             Discussion             Information

**Background –**

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

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

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –VII-A**

**Agenda Item**

**Administrative Reports**

For Board:     Action             Discussion             Information

**Background –**

During summer months, principals and directors submit reports on work completed in their school/department if needed. Board members may comment.

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

For update and information only

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



# OSBORN SCHOOL DISTRICT #8

1226 W Osborn Rd Phoenix, AZ 85013

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

www.osbornschools.org

## Human Resources Department Report – June 2025

*Submitted by: Emerald Woodland, Director of Human Resources*

### 2025–2026 School Year Classified Retention Update

We are pleased to report that of the 162 classified notices issued, we are retaining 161 classified hourly staff for the upcoming 2025–2026 school year. Our team remains focused on supporting and recognizing the essential contributions of these team members across campuses and departments. Their continued commitment plays a critical role in maintaining a positive, safe, and effective learning environment for all students.

### Recruitment Update

As we prepare for the upcoming school year, our recruitment efforts have resulted in the successful hiring of 24 candidates across all employee groups. We are excited about the high interest a variety of individuals have expressed in joining our district and look forward to continuing to fill remaining vacancies as we inch closer to the beginning of a new school year.

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*

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

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

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

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

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

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

# Technology Department Report

June 2025 - Jamal Dana

1. **Summer School:** We got all summer classrooms ready for summer school.
2. **Windows 11:** We are re-imaging 250 staff laptops with Windows 11 ready for August. We are also refreshing 200 older laptops for other uses.
3. **Inventory:** This summer, we are inventory all chromebooks, TVs, dock cameras, staff laptops district-wide
4. **E-rate Update:** Form #486 was filed to reserve **\$116,147.30** in the federal bank for our 2025-2026 school year Internet and connectivity charges with Cox.
5. **Marquees:** The marquee committee and I selected a marquee company and currently is working on a plan for purchase order and more details.
6. **Boardroom upgrade:** We got the new switch system installed in the boardroom. It 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. **Montecito construction plan:** Met with the bond committee and set initial plans to proceed with cabling the school. Also, consult our current phone company on the continuation of the phone service during construction. A solution is there to keep the phone and internet working.
8. **Helpdesk Services:** We had 160 service tickets in the month of May with an average response time of 1.7 hours or the same as April. 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 services.
9. **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.**

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – VII-B**

**Agenda Item**

**Suspension Report for month of May**

For Board:     Action             Discussion             Information

**Background –**

Following you will find the Suspension Report for May 2025.

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

Update and information only

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

**Suspensions: May 2025**

Date	School	Grade	Violation	Response	Reassigned Days
5/1/2025	Longview Elementary	3	Other Violations of School Policies: Defiance or Disrespect	Out-of-School Suspension	1
5/5/2025	Osborn Middle School	7	Harassment, Threat and Intimidation: Bullying	Out-of-School Suspension	4
5/5/2025	Osborn Middle School	7	Harassment, Threat and Intimidation: Bullying	In-School Suspension	1
5/6/2025	Osborn Middle School	7	Aggression: Minor Aggressive Act	In-School Suspension	1
5/6/2025	Osborn Middle School	7	Harassment, Threat and Intimidation	Out-of-School Suspension	1
5/6/2025	Osborn Middle School	7	Harassment, Threat and Intimidation	In-School Suspension	1
5/6/2025	Encanto Elementary	KG	Aggression: Minor Aggressive Act	Out-of-School Suspension	1
5/6/2025	Longview Elementary	3	Aggression: Disorderly Conduct	In-School Suspension	3
5/6/2025	Osborn Middle School	7	Aggression: Minor Aggressive Act	In-School Suspension	1
5/6/2025	Osborn Middle School	8	Harassment, Threat and Intimidation:	Out-of-School Suspension	1
5/6/2025	Osborn Middle School	8	Harassment, Threat and Intimidation:	In-School Suspension	1
5/6/2025	Encanto Elementary	KG	Aggression: Minor Aggressive Act	Out-of-School Suspension	1
5/7/2025	Longview Elementary	2	Aggression: Disorderly Conduct	Out-of-School Suspension	1
5/8/2025	Osborn Middle School	7	Vandalism: Vandalism of school property	In-School Suspension	1
5/8/2025	Osborn Middle School	8	Other Violations of School Policies: Defiance or Disrespect	In-School Suspension	1
5/8/2025	Longview Elementary	3	Aggression: Assault	Out-of-School Suspension	3
5/9/2025	Clarendon Elementary	4	Aggression: Fighting	In-School Suspension	1
5/9/2025	Clarendon Elementary	4	Aggression: Fighting	In-School Suspension	1
5/9/2025	Encanto Elementary	KG	Aggression: Minor Aggressive Act	Out-of-School Suspension	1
5/12/2025	Encanto Elementary	KG	Aggression: Minor Aggressive Act	Out-of-School Suspension	1
5/13/2025	Encanto Elementary	KG	Aggression: Minor Aggressive Act	Out-of-School Suspension	1
5/13/2025	Solano Elementary	3	Other Violations of School Policies: Disruption	In-School Suspension	1
5/13/2025	Encanto Elementary	2	Aggression: Minor Aggressive Act	Out-of-School Suspension	1
5/13/2025	Osborn Middle School	8	Vandalism: Vandalism of school property	Out-of-School Suspension	1
5/13/2025	Osborn Middle School	8	Vandalism: Vandalism of school property	In-School Suspension	1
5/13/2025	Osborn Middle School	7	Alcohol Tobacco and Other Drugs: Alcohol Violation	In-School Suspension	1
5/13/2025	Osborn Middle School	7	Alcohol Tobacco and Other Drugs: Alcohol Violation	Out-of-School Suspension	3
5/13/2025	Clarendon Elementary	6	Aggression: Fighting	Out-of-School Suspension	4
5/13/2025	Clarendon Elementary	6	Aggression: Fighting	Out-of-School Suspension	8
5/13/2025	Solano Elementary	3	Other Violations of School Policies: Disruption	Out-of-School Suspension	1
5/13/2025	Solano Elementary	3	Other Violations of School Policies: Disruption	Out-of-School Suspension	1
5/13/2025	Solano Elementary	3	Other Violations of School Policies: Disruption	Out-of-School Suspension	1
5/13/2025	Solano Elementary	3	Other Violations of School Policies: Disruption	Out-of-School Suspension	1
5/13/2025	Solano Elementary	3	Other Violations of School Policies: Disruption	Out-of-School Suspension	1
5/13/2025	Solano Elementary	3	Other Violations of School Policies: Disruption	Out-of-School Suspension	1
5/13/2025	Osborn Middle School	7	Other Violations of School Policies	In-School Suspension	1



**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – VII-C**

**Agenda Item**

**Student Absence Report for month of May**

For Board:     Action             Discussion             Information

**Background –**

School	% Attendance Jan. 24	% Absence	% Attendance Feb. 25	% Absence	% Attendance Mar. 25	% Absence	% Attendance Apr. 25	% Absence	% Attendance May 25	% Absence
Clarendon	87.77%	12.23%	89.19%	10.81%	90.26%	9.74%	89.51%	10.49%	88.24%	11.76%
Encanto	88.90%	11.10%	88.28%	11.72%	89.62%	10.38%	89.47%	10.53%	89.41%	10.59%
Longview	90.31%	9.69%	88.25%	11.75%	90.58%	9.42%	89.82%	10.18%	87.61%	12.39%
OMS	87.06%	12.94%	87.2%	12.8%	88.31%	11.69%	87.5%	12.5%	84.75%	15.25%
Solano	85.09%	14.10%	87.16%	12.84%	86.67%	13.33%	87.08%	12.92%	85.76%	14.24%
MCS	93.57%	6.43%	93.22%	6.78%	95.09%	4.91%	93.73%	6.27%	95.79%	4.21%

School	% Attendance Aug. 24	% Absence	% Attendance Sept. 24	% Absence	% Attendance Oct. 24	% Absence	% Attendance Nov. 24	% Absence	% Attendance Dec. 24	% Absence
Clarendon	92.42%	7.58%	90.28%	9.72%	88.31%	11.69%	89.04%	10.96%	88.02%	11.98%
Encanto	93.03%	6.97%	91.25%	8.75%	89.25%	10.75%	90.1%	9.9%	87.79%	12.21%
Longview	93.17%	6.83%	91.65%	8.35%	90.31%	9.69%	88.7%	11.3%	86.78%	13.22%
OMS	91.41%	8.59%	93.23%	6.77%	87.57%	12.43%	86.78%	13.22%	85.08%	14.92%
Solano	90.63%	9.37%	88.69%	11.31%	88.61%	11.39%	86.13%	13.87%	84.31%	15.69%
MCS	94.95%	5.05%	95.79%	4.21%	93.86%	6.14%	91.87%	8.13%	96.75%	3.25%

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

Approval of the student absence report as presented.

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

OSBORN SCHOOL DISTRICT NO. 8

June 16, 2025

Board Meeting

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

Agenda Item Number – VII-D

**Agenda Item**

**Substitute Teacher Report for the month of May**

For Board:  Action  Discussion  Information

**Background –**

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

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

For information only.

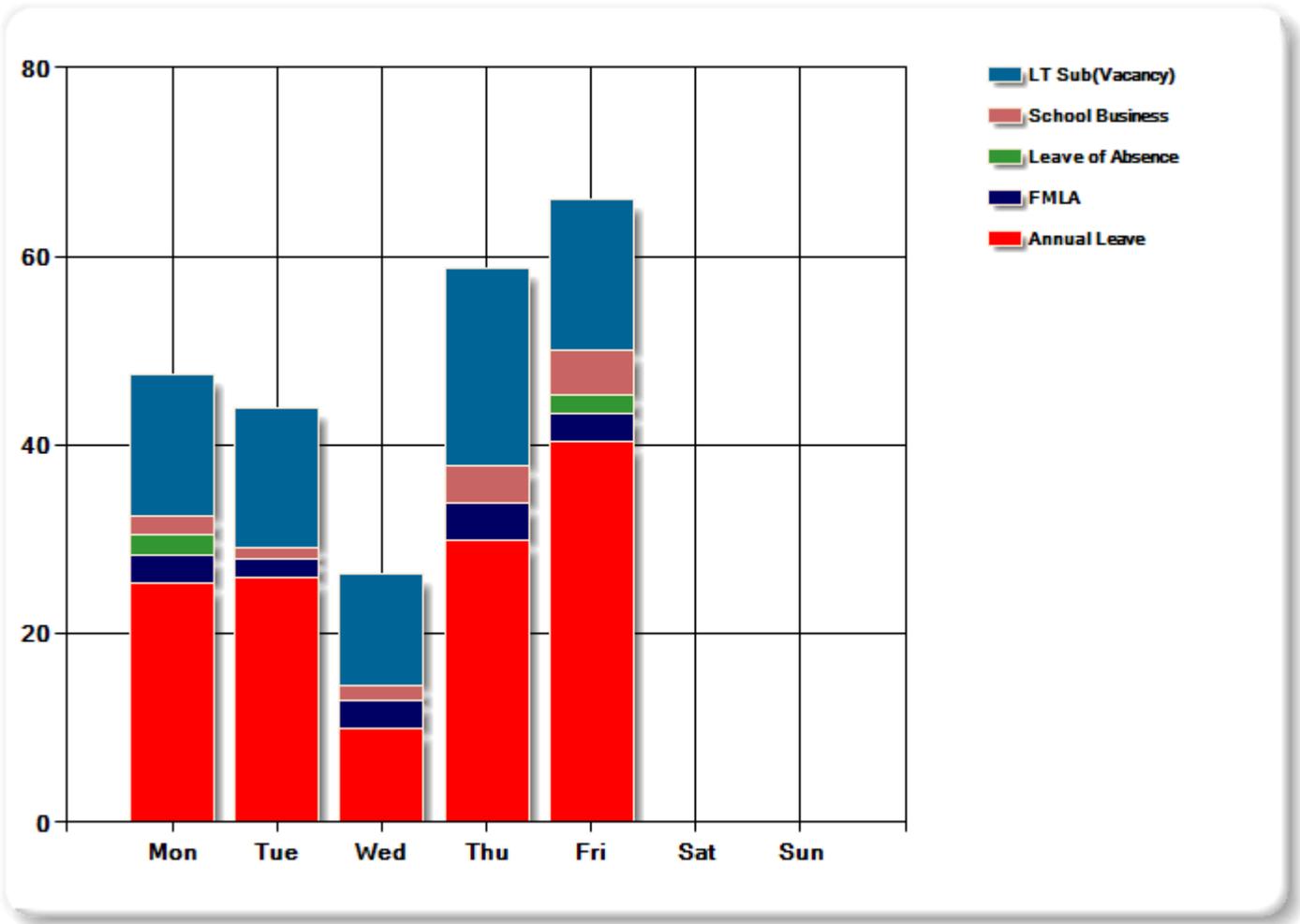
Moved \_\_\_\_\_ Seconded \_\_\_\_\_ P/F

# Day of Week Absence Analysis

[Return to Report Menu](#)

**Start Date:**  
**End Date:**  
**Type:** 
**Employee:**

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



Absence Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
<b>Annual Leave</b>	25.4	26	9.9	29.8	40.4	0	0	131.5
<b>FMLA</b>	3	2	3	4	3	0	0	15
<b>Leave of Absence</b>	2	0	0	0	1.9	0	0	3.9
<b>School Business</b>	2	1	1.5	4	4.8	0	0	13.3
Totals	32.4	29	14.4	37.8	50.1	0	0	163.7
Vacancy Reasons	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
<b>LT Sub(Vacancy)</b>	15	15	12	21	16	0	0	79
Totals	15	15	12	21	16	0	0	79

OSBORN SCHOOL DISTRICT NO. 8

June 16, 2025

Board Meeting

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

Agenda Item Number – VII-E

**Agenda Item**

**Enrollment Report**

For Board:  Action  Discussion  Information

**Background –**

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

School	Enrollment May 24, 2024	Enrollment May 22, 2025	Difference
Clarendon	376	395	+19
Encanto	588	544	-44
Longview	422	435	+13
Montecito	31	90	+59
Osborn Middle	442	406	-36
Solano	351	362	+11
Special Ed.*	69	91	+22
Preschool	38	51	+13
SEAS	4		-4
<b>Total</b>	<b>2321</b>	<b>2374</b>	<b>+53</b>

**Average Daily Membership**

	2023-24 100 <sup>th</sup> day ADM	2024-25 100 <sup>th</sup> day ADM	Difference
<b>Total</b>	2185.432	2236.3592	+50.9272

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

For Information

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

**OSBORN SCHOOL DISTRICT  
ENROLLMENT DATA FOR: May 22nd, 2025**

ENCANTO		CLARENDON	
<b>Kindergarten</b>		<b>Grade 4</b>	
Caraballo, Neudysmar	22	Aken, Ann D/L	28
Chavez, Cristina D/L	26	Butier, Lindsey	27
Davey, Jenny DL	23	Colledge, Abbey	26
Kleinz, Kelly	20	Corrales, Lorena	30
Lizarraga, Mackenzie D/L	23	Marshall, Nolan	27
Murray, Nikki	21		
<b>TOTAL KINDERGARTEN</b>	<b>135</b>	<b>TOTAL GRADE 4</b>	<b>138</b>
<b>Grade 1</b>		<b>Grade 5</b>	
Dewey, Allison	19	Etsitty, Alyscia	22
Goetter, Ashley DL	22	Hernandez, Mayra D/L	26
Guillen, Adriana DL	22	Kahl, Kayce D/L	26
Gully, Emma DI	23	Meza, Jorge	29
Klanke, Liana	24	Staron, Jennifer	28
Sanchez, Nayeli D/L	25		
<b>TOTAL GRADE 1</b>	<b>135</b>	<b>TOTAL GRADE 5</b>	<b>131</b>
<b>Grade 2</b>		<b>Grade 6</b>	
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	25
Vargas, Luis	24		
<b>TOTAL GRADE 2</b>	<b>142</b>	<b>TOTAL GRADE 6</b>	<b>126</b>
<b>Grade 3</b>			
Bejarano, Vanessa	24		
Callisen, Kristen DL	23		
Hernandez, Matthew	20		
Lopez Moreno, Cindy DL	26		
Palma, Vanessa	18		
Wilhelmy, Daniel	21		
<b>TOTAL GRADE 3</b>	<b>132</b>	<b>TOTAL SPED</b>	<b>14</b>
<b>SPED</b>			
Lawrence, Avianna	9		
McHale, Meghan (RISE)	12		
<b>TOTAL SPED</b>	<b>21</b>		
<b>ENCANTO TOTAL</b>	<b>565</b>	<b>CLARENDON TOTAL</b>	<b>409</b>

**OSBORN SCHOOL DISTRICT  
ENROLLMENT DATA FOR: MAY 22nd, 2025**

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

**OSBORN SCHOOL DISTRICT  
ENROLLMENT DATA FOR: May 22nd, 2025**

SOLANO		OMS	
<b>Kindergarten</b>		<b>Grade 7</b>	
Gerrard, Desiree	14	Adams, Kyle	26
Hasenstab, Stephanie	24	Georges, Julia	16
Shillito, Alexandra	27	Gomez, Vincent	20
		Heath, Liza	2
<b>TOTAL KINDERGARTEN</b>	<b>65</b>	Hess, James	25
<b>Grade 1</b>		Ladeira, Richard	21
Formanek, John	25	Quezada, Paula	20
Gerrard, Desiree	9	Smith, Dashaminique	21
Sandoval, Guadalupe	20	Trainor, Randy	5
		Urrutia, Beatriz	19
<b>TOTAL GRADE 1</b>	<b>54</b>	Wharton, Patricia	11
<b>Grade 2</b>			
Copelly, Rosalba D/L	24		
Dunn, Kylie	22		
		<b>TOTAL GRADE 7</b>	<b>186</b>
<b>TOTAL GRADE 2</b>	<b>46</b>	<b>Grade 8</b>	
<b>Grade 3</b>		Ahl, Allison	2
Fuentes, Mildred	27	Frederick, Mack	33
Perez, Katarina	28	Georges, Julia	11
		Gerstner, Doug	32
		Guzman, Jose	32
<b>TOTAL GRADE 3</b>	<b>55</b>	Heath, Liza	31
<b>Grade 4</b>		Kingsland, Mitchell	9
Campbell, Amelia	23	Lindberg, Karen	19
Schrey, Kaitlyn	22	McKay, Caitlyn	28
		Stachel, Allison	22
<b>TOTAL GRADE 4</b>	<b>45</b>		
<b>Grade 5</b>		<b>TOTAL GRADE 8</b>	<b>219</b>
Chacon, Gabriel	25	<b>Special Education-Self Contained Cross Cat.</b>	
Cobb, Cicely	25	Cooper, Cody	8
<b>TOTAL GRADE 5</b>	<b>50</b>	Parker, Sam	7
<b>Grade 6</b>		<b>TOTAL SPECIAL CLASSES</b>	<b>15</b>
Chhim, Soki	24		
Thompson-Hunter, Angela	23		
		<b>OMS TOTAL</b>	<b>420</b>
<b>TOTAL GRADE 6</b>	<b>47</b>		
<b>Special Education-Cross Cat</b>		<b>DISTRICT TOTAL:</b>	<b>2363</b>
Brady, Deborah	6		
Lintono, Teola	7		
Logrono, Renalyn	7		
Spalding, Savannah	8		
<b>TOTAL SPECIAL CLASSES</b>	<b>28</b>		
<b>SPED - PS</b>			
Ellison, Brianna	25		
<b>TOTAL PRESCHOOL</b>	<b>25</b>		
<b>SOLANO TOTAL</b>	<b>415</b>		

**ENROLLMENT BY GRADE AS OF: May 22nd, 2025**

<b>Grade</b>	<b>Encanto</b>	<b>Clarendon</b>	<b>Longview</b>	<b>Montecito</b>	<b>OMS</b>	<b>Solano</b>	<b>TOTAL</b>
<b>K</b>	135		71	30		65	<b>301</b>
<b>1</b>	135		47	15		54	<b>251</b>
<b>2</b>	142		80	18		46	<b>286</b>
<b>3</b>	132		63	6		55	<b>256</b>
<b>4</b>		138	56	7		45	<b>246</b>
<b>5</b>		131	59	4		50	<b>244</b>
<b>6</b>		126	59			47	<b>232</b>
<b>7</b>					188		<b>188</b>
<b>8</b>					218		<b>218</b>
<b>SpEd.</b>	21	14	13		15	28	<b>91</b>
<b>Presch.</b>			26			25	<b>51</b>
							<b>0</b>
<b>CURRENT MONTH'S TOTALS</b>	<b>565</b>	<b>409</b>	<b>474</b>	<b>80</b>	<b>421</b>	<b>415</b>	<b>2364</b>
Totals	<b>574</b>	<b>409</b>	<b>474</b>	<b>80</b>	<b>421</b>	<b>423</b>	<b>2381</b>
<b>Change</b>	-9	0	0	0	0	-8	-17

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

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	Last Day
<b>Encanto</b>										
K	137	140	137	135	137	134	140	139	135	
1	141	141	141	140	142	139	136	138	135	
2	148	145	145	144	143	140	143	142	142	
3	138	142	143	138	137	137	135	133	132	
Spec. Ed.	16	20	21	19	20	20	22	22	21	
Pre-Sch.	n/a	n/a								
<b>TOTAL</b>	<b>580</b>	<b>588</b>	<b>587</b>	<b>576</b>	<b>579</b>	<b>570</b>	<b>576</b>	<b>574</b>	<b>565</b>	<b>0</b>
<b>Clarendon</b>										
4	146	149	149	147	147	143	143	139	138	
5	128	130	131	131	130	130	133	131	131	
6	136	140	135	134	133	132	131	127	126	
Spec. Ed.	8	13	13	13	13	11	11	12	14	
<b>TOTAL</b>	<b>418</b>	<b>432</b>	<b>428</b>	<b>425</b>	<b>423</b>	<b>416</b>	<b>418</b>	<b>409</b>	<b>409</b>	<b>0</b>
<b>Longview</b>										
K	72	72	72	70	70	70	71	71	71	
1	52	53	51	50	52	50	48	47	47	
2	83	80	77	79	80	80	79	80	80	
3	61	61	63	63	64	65	68	63	63	
4	62	62	60	60	58	57	56	56	56	
5	60	59	56	55	53	56	60	59	59	
6	63	64	64	64	64	61	59	59	59	
Spec. Ed.	9	16	10	13	13	12	15	13	13	
Pre-Sch.	11	13	15	17	22	23	26	26	26	
<b>TOTAL</b>	<b>473</b>	<b>480</b>	<b>468</b>	<b>471</b>	<b>476</b>	<b>474</b>	<b>482</b>	<b>461</b>	<b>474</b>	<b>0</b>
<b>Montecito</b>										
K	31	30	30	31	30	30	30	30	30	
1	16	13	15	15	15	15	15	15	15	
2	18	18	18	18	18	18	18	18	18	
3	6	6	6	6	6	6	6	6	6	
4	6	6	7	7	7	7	7	7	7	
5	4	4	4	4	4	4	4	4	4	
<b>TOTAL</b>	<b>81</b>	<b>77</b>	<b>80</b>	<b>81</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>0</b>
<b>OMS</b>										
7	196	195	192	188	187	185	192	188	188	
8	222	218	219	216	211	212	214	218	218	
Spec. Ed.	5	12	13	14	15	15	15	15	15	
<b>TOTAL</b>	<b>423</b>	<b>425</b>	<b>424</b>	<b>418</b>	<b>413</b>	<b>412</b>	<b>421</b>	<b>421</b>	<b>421</b>	<b>0</b>
<b>Solano</b>										
K	67	65	67	67	68	67	66	66	65	
1	57	55	55	55	54	54	53	55	54	
2	60	61	58	58	54	51	48	47	46	
3	61	57	57	57	56	55	56	56	55	
4	57	55	54	54	49	49	48	46	45	
5	50	54	54	54	53	51	49	49	50	
6	52	55	55	55	49	49	49	48	47	
Spec. Ed.	30	30	29	28	30	31	30	30	28	
Pre-Sch.	12	15	19	18	19	20	23	26	25	
<b>TOTAL</b>	<b>446</b>	<b>447</b>	<b>448</b>	<b>446</b>	<b>432</b>	<b>427</b>	<b>422</b>	<b>423</b>	<b>415</b>	<b>0</b>
<b>Dist. Totals</b>	<b>2421</b>	<b>2449</b>	<b>2435</b>	<b>2417</b>	<b>2403</b>	<b>2379</b>	<b>2399</b>	<b>2368</b>	<b>2364</b>	<b>0</b>

**Attendance - Multiple Year Comparison Chart**

**Attendance - Multiple Year Comparison Chart**

Year	Sept. '21	Sept. '22	Sept. '23	Sept '24	Encanto	Oct. '21	Oct. '22	Oct. '23	Oct. '24	Encanto	Nov '21	Nov'22	Nov '23	Nov '24	Encanto	Dec. '21	Dec '22	Dec '23	Dec. '24	Encanto	Jan. '22	Jan. '22	Jan. '23	Jan. '24	Jan. '25
<b>K</b>	168	148	138	137	K	168	147	140	140	K	162	144	141	137	K	164	146	137	135	K	162	145	145	147	137
<b>1</b>	149	161	147	141	1	148	158	145	141	1	149	157	146	141	1	148	156	144	140	1	149	154	158	143	142
<b>2</b>	145	152	157	148	2	148	155	156	145	2	147	152	155	145	2	148	149	155	144	2	147	150	150	156	143
<b>3</b>	131	142	148	138	3	129	142	148	142	3	124	143	152	143	3	127	142	149	138	3	124	142	154	149	137
<b>TO</b>	<b>593</b>	<b>603</b>	<b>590</b>	<b>564</b>	<b>TOTAL</b>	<b>593</b>	<b>602</b>	<b>589</b>	<b>568</b>	<b>TOTAL</b>	<b>582</b>	<b>596</b>	<b>594</b>	<b>566</b>	<b>TOTAL</b>	<b>587</b>	<b>593</b>	<b>585</b>	<b>557</b>	<b>TOTAL</b>	<b>582</b>	<b>591</b>	<b>607</b>	<b>595</b>	<b>559</b>
<b>Clarendon</b>																									
<b>4</b>	104	136	135	146	4	109	136	133	149	4	107	133	134	149	4	102	131	134	147	4	107	132	134	131	147
<b>5</b>	122	108	136	128	5	119	108	138	130	5	114	108	139	131	5	112	108	136	131	5	114	105	107	139	130
<b>6</b>	102	120	118	136	6	103	121	118	140	6	101	118	113	135	6	100	119	113	134	6	101	119	124	114	133
<b>TO</b>	<b>328</b>	<b>364</b>	<b>389</b>	<b>410</b>	<b>TOTAL</b>	<b>331</b>	<b>365</b>	<b>389</b>	<b>419</b>	<b>TOTAL</b>	<b>322</b>	<b>359</b>	<b>386</b>	<b>415</b>	<b>TOTAL</b>	<b>314</b>	<b>358</b>	<b>383</b>	<b>412</b>	<b>TOTAL</b>	<b>322</b>	<b>356</b>	<b>365</b>	<b>384</b>	<b>410</b>
<b>Longview</b>																									
<b>K</b>	57	57	48	72	K	62	58	48	72	K	55	56	45	72	K	54	55	45	70	K	55	56	56	47	70
<b>1</b>	46	56	69	52	1	58	50	69	53	1	57	48	70	51	1	59	49	70	50	1	57	48	47	68	52
<b>2</b>	68	63	48	83	2	71	65	47	80	2	67	70	49	77	2	66	69	48	79	2	67	69	67	49	80
<b>3</b>	59	67	49	61	3	64	64	59	61	3	59	65	57	63	3	61	62	56	63	3	59	66	63	56	64
<b>4</b>	56	66	65	62	4	55	65	66	62	4	56	63	67	60	4	58	62	66	60	4	56	65	60	67	58
<b>5</b>	59	73	68	60	5	60	55	69	59	5	58	55	67	56	5	58	54	67	55	5	58	55	54	65	53
<b>6</b>	54	40	62	63	6	53	64	61	64	6	49	65	62	64	6	48	63	63	64	6	49	63	65	63	64
<b>TO</b>	<b>399</b>	<b>422</b>	<b>409</b>	<b>453</b>	<b>TOTAL</b>	<b>423</b>	<b>421</b>	<b>419</b>	<b>451</b>	<b>TOTAL</b>	<b>401</b>	<b>422</b>	<b>417</b>	<b>443</b>	<b>TOTAL</b>	<b>404</b>	<b>414</b>	<b>415</b>	<b>441</b>	<b>TOTAL</b>	<b>401</b>	<b>422</b>	<b>412</b>	<b>415</b>	<b>441</b>
<b>Montecito</b>																									
<b>K</b>	1	9	9	31	K	4	15	9	30	K	5	15	9	30	K	5	15	9	31	K	5	13	13	9	30
<b>1</b>	1	2	13	16	1	1	8	13	13	1	1	8	13	15	1	2	8	13	15	1	1	9	9	13	15
<b>2</b>	1	1	7	18	2	1	5	7	18	2	1	5	6	18	2	1	5	6	18	2	1	4	4	6	18
<b>3</b>	4	2	2	6	3	4	2	3	6	3	4	2	3	6	3	3	2	3	6	3	4	2	2	3	6
<b>4</b>	1	3		6	4	1	3	6	6	4	1	3	7	7	4	1	3	7	7	4	1	2	2	0	7
<b>5</b>	0	1		4	5	0	1	4	4	5	0	1	4	4	5	0	1	4	4	5	0	1	1	4	4
<b>6</b>	6	3			6	5	3	0		6	5	3			6	5	3	0		6	5	2	2	0	
<b>TO</b>	<b>14</b>	<b>21</b>	<b>31</b>	<b>81</b>	<b>TOTAL</b>	<b>16</b>	<b>37</b>	<b>42</b>	<b>77</b>	<b>TOTAL</b>	<b>17</b>	<b>37</b>	<b>31</b>	<b>80</b>	<b>TOTAL</b>	<b>17</b>	<b>37</b>	<b>42</b>	<b>81</b>	<b>TOTAL</b>	<b>17</b>	<b>33</b>	<b>33</b>	<b>35</b>	<b>80</b>
<b>OMS</b>																									
<b>7</b>	249	224	220	196	7	250	227	218	195	7	246	224	225	192	7	247	221	185	188	7	246	208	211	224	187
<b>8</b>	281	252	213	222	8	282	262	214	218	8	273	259	214	219	8	269	255	184	216	8	273	242	242	223	211
<b>TO</b>	<b>530</b>	<b>476</b>	<b>433</b>	<b>418</b>	<b>TOTAL</b>	<b>532</b>	<b>489</b>	<b>432</b>	<b>413</b>	<b>TOTAL</b>	<b>519</b>	<b>483</b>	<b>439</b>	<b>411</b>	<b>TOTAL</b>	<b>516</b>	<b>476</b>	<b>369</b>	<b>404</b>	<b>TOTAL</b>	<b>519</b>	<b>450</b>	<b>453</b>	<b>447</b>	<b>398</b>
<b>Solano</b>																									
<b>K</b>	71	59	66	67	K	73	63	69	65	K	74	64	62	67	K	70	65	60	67	K	74	60	61	63	68
<b>1</b>	67	61	58	57	1	67	62	59	55	1	66	56	56	55	1	65	56	57	55	1	66	56	57	55	54
<b>2</b>	71	61	64	60	2	69	61	62	61	2	72	63	59	58	2	71	62	59	58	2	72	62	62	57	54
<b>3</b>	60	67	50	61	3	64	67	51	57	3	62	65	53	57	3	56	65	50	57	3	62	62	59	51	56
<b>4</b>	49	49	51	57	4	50	51	53	55	4	52	54	58	54	4	50	54	56	54	4	52	53	50	56	49
<b>5</b>	59	50	41	50	5	63	52	39	54	5	57	53	42	54	5	56	52	39	54	5	57	50	47	37	53
<b>6</b>	53	50	48	52	6	57	48	48	55	6	59	50	48	55	6	60	48	47	55	6	59	46	48	43	49
<b>TO</b>	<b>430</b>	<b>397</b>	<b>378</b>	<b>404</b>	<b>TOTAL</b>	<b>443</b>	<b>404</b>	<b>381</b>	<b>402</b>	<b>TOTAL</b>	<b>442</b>	<b>405</b>	<b>378</b>	<b>400</b>	<b>TOTAL</b>	<b>428</b>	<b>402</b>	<b>368</b>	<b>400</b>	<b>TOTAL</b>	<b>442</b>	<b>389</b>	<b>384</b>	<b>362</b>	<b>383</b>
<b>iSchool</b>																									
<b>K</b>	13	0				16	0				12	0			K	14	0			K	12	0	0		
<b>1</b>	27	5				27	5				19	5			1	24	6			1	19	6	7		
<b>2</b>	24	8				23	8				21	7			2	24	6			2	21	6	7		
<b>3</b>	34	10				30	11				29	11			3	28	10			3	29	10	11		
<b>4</b>	31	9				26	9				25	10			4	28	11			4	25	12	10		
<b>5</b>	31	18				29	17				28	18			5	28	18			5	28	18	18		
<b>6</b>	40	14				42	13				42	13			6	44	13			6	42	12	13		
<b>Tot</b>	<b>200</b>	<b>64</b>				<b>193</b>	<b>63</b>				<b>176</b>	<b>64</b>			<b>190</b>	<b>64</b>			<b>TOTAL</b>	<b>176</b>	<b>64</b>	<b>66</b>			
<b>SEAS</b>																									
<b>e-S</b>	20	20	20	23	Pre-Sch.	19	21	23	28	Pre-Sch.	27	24	29	34	Pre-Sch.	32	24	32	35	Pre-Sch.	27	22	25	36	41
<b>ec.</b>	48	58	58	68	Spec. Ed.	69	53	66	86	Spec. Ed.	70	68	70	86	Spec. Ed.	69	68	73	87	Spec. Ed.	70	66	64	69	91
<b>Dis</b>	<b>2562</b>	<b>2425</b>	<b>2308</b>	<b>2421</b>	<b>Dist. Totals</b>	<b>2619</b>	<b>2455</b>	<b>2348</b>	<b>2449</b>	<b>Dist. Totals</b>	<b>2556</b>	<b>2458</b>	<b>2349</b>	<b>2435</b>	<b>Dist. Totals</b>	<b>2557</b>	<b>2436</b>	<b>2274</b>	<b>2417</b>	<b>Dist. Totals</b>	<b>2556</b>	<b>2393</b>	<b>2409</b>	<b>2351</b>	<b>2403</b>
	-86	-137	-117	113		-24	-66	-117	101		-210	-98	-109	86		-35	-121	-173	-143		-31	-163	-163	-62	+52

Feb. '22	Feb. '23	Feb. '24	Feb '25	Mar.'22	Mar.'23	Mar. '24	Mar. '25	Encanto	Apr. '22	Apr. '23	Apr. '24	April '25	Encanto	May '22	May '23	May '24	May '25	Encanto	Year End	Year End'21	Year End '22	Year End '24	Year End '25			
164	145	144	134	163	148	141	140	K	165	147	144	139	K	165	146	143	135	K			165	143	135			
148	158	143	139	149	156	144	136	1	149	156	143	138	1	149	156	142	135	1			149	142	135			
148	150	153	140	149	150	151	143	2	152	150	151	142	2	154	152	153	142	2			154	153	142			
127	154	149	137	129	146	148	135	3	132	146	148	133	3	130	146	150	132	3			130	150	132			
<b>587</b>	<b>607</b>	<b>589</b>	<b>550</b>	<b>590</b>	<b>600</b>	<b>584</b>	<b>554</b>	<b>TOTAL</b>	<b>598</b>	<b>599</b>	<b>586</b>	<b>552</b>	<b>TOTAL</b>	<b>598</b>	<b>600</b>	<b>588</b>	<b>544</b>	<b>TOTAL</b>			<b>598</b>	<b>588</b>	<b>544</b>			
Clarendon									Clarendon									Clarendon								
102	134	132	143	102	133	128	143	4	106	133	129	139	4	104	132	129	138	4			104	129	138			
112	107	138	130	109	110	136	133	5	111	109	134	131	5	112	108	134	131	5			112	134	131			
100	124	117	132	100	126	115	131	6	100	126	114	127	6	100	124	113	126	6			100	113	126			
<b>314</b>	<b>365</b>	<b>387</b>	<b>405</b>	<b>311</b>	<b>369</b>	<b>379</b>	<b>407</b>	<b>TOTAL</b>	<b>317</b>	<b>368</b>	<b>377</b>	<b>397</b>	<b>TOTAL</b>	<b>316</b>	<b>364</b>	<b>376</b>	<b>395</b>	<b>TOTAL</b>			<b>316</b>	<b>376</b>	<b>395</b>			
Longview									Longview									Longview								
54	56	48	70	51	55	47	71	K	51	54	47	71	K	50	54	47	71	K			50	47	71			
59	47	70	50	60	52	71	48	1	58	52	72	47	1	56	52	71	47	1			56	71	47			
66	67	50	80	66	66	49	79	2	67	66	51	80	2	66	69	51	80	2			66	51	80			
61	63	56	65	60	63	56	68	3	60	64	55	63	3	59	64	55	63	3			59	55	63			
58	60	68	57	57	61	67	56	4	57	61	67	56	4	55	64	68	56	4			55	68	56			
58	54	64	56	59	55	65	60	5	60	56	67	59	5	59	58	67	59	5			59	67	59			
48	65	63	61	48	64	62	59	6	48	63	61	59	6	48	61	63	59	6			48	63	59			
<b>404</b>	<b>412</b>	<b>419</b>	<b>439</b>	<b>401</b>	<b>416</b>	<b>417</b>	<b>441</b>	<b>TOTAL</b>	<b>401</b>	<b>416</b>	<b>420</b>	<b>435</b>	<b>TOTAL</b>	<b>393</b>	<b>422</b>	<b>422</b>	<b>435</b>	<b>TOTAL</b>			<b>393</b>	<b>422</b>	<b>435</b>			
Montecito									Montecito									Montecito								
5	13	9	30	6	13	9	30	K	6	13	9	30	K	5	13	9	30	K			5	9	30			
2	9	13	15	2	8	13	15	1	2	9	13	15	1	2	9	13	15	1			2	13	15			
1	4	6	18	1	4	6	18	2	0	4	6	18	2	1	4	6	18	2			1	6	18			
3	2	3	6	4	1	3	6	3	4	1	3	6	3	5	1	3	6	3			5	3	6			
1	2	7	7	1	1	7	7	4	1	1	7	7	4	1	1	7	7	4			1	7	7			
0	1	4	4	1	0	4	4	5	2	1	4	4	5	2	1	4	4	5			2	4	4			
5	2	0	0	5	2			6	4	2			6	4	2			6			4					
<b>17</b>	<b>33</b>	<b>42</b>	<b>80</b>	<b>20</b>	<b>29</b>	<b>31</b>	<b>80</b>	<b>TOTAL</b>	<b>19</b>	<b>31</b>	<b>31</b>	<b>80</b>	<b>TOTAL</b>	<b>20</b>	<b>31</b>	<b>31</b>	<b>90</b>	<b>TOTAL</b>			<b>20</b>	<b>31</b>	<b>90</b>			
OMS									OMS									OMS								
247	211	223	185	250	228	217	192	7	250	225	219	188	7	242	228	218	188	7			242	218	188			
269	242	223	212	266	258	223	214	8	268	258	223	218	8	266	254	224	218	8			266	224	218			
<b>516</b>	<b>453</b>	<b>446</b>	<b>397</b>	<b>516</b>	<b>486</b>	<b>440</b>	<b>406</b>	<b>TOTAL</b>	<b>518</b>	<b>483</b>	<b>442</b>	<b>406</b>	<b>TOTAL</b>	<b>508</b>	<b>482</b>	<b>442</b>	<b>406</b>	<b>TOTAL</b>			<b>508</b>	<b>442</b>	<b>406</b>			
Solano									Solano									Solano								
70	61	61	67	70	61	62	66	K	70	59	58	66	K	70	58	59	65	K			70	59	65			
65	57	51	54	65	60	54	53	1	66	61	55	55	1	61	61	53	54	1			61	53	54			
71	62	58	51	69	63	58	48	2	69	62	55	47	2	65	62	54	46	2			65	54	46			
56	59	49	55	55	57	48	56	3	55	57	48	56	3	53	56	47	55	3			53	47	55			
50	50	56	49	51	51	57	48	4	54	51	55	46	4	54	49	52	45	4			54	52	45			
56	47	37	51	57	45	41	49	5	56	46	42	49	5	58	47	42	50	5			58	42	50			
60	48	41	49	61	48	44	49	6	61	49	45	48	6	61	48	44	47	6			61	44	47			
<b>428</b>	<b>384</b>	<b>353</b>	<b>376</b>	<b>428</b>	<b>385</b>	<b>364</b>	<b>369</b>	<b>TOTAL</b>	<b>431</b>	<b>385</b>	<b>358</b>	<b>367</b>	<b>TOTAL</b>	<b>422</b>	<b>381</b>	<b>351</b>	<b>362</b>	<b>TOTAL</b>			<b>422</b>	<b>351</b>	<b>362</b>			
iSchool									iSchool									iSchool								
14	0			16	0			K	15	0			K	14	0			K			14					
24	7			23	7			1	23	7			1	21	7			1			21					
24	7			24	7			2	26	7			2	21	7			2			21					
28	11			27	11			3	28	11			3	24	11			3			24					
28	10			29	10			4	26	10			4	28	10			4			28					
28	18			27	17			5	27	17			5	26	17			5			26					
44	13			43	13			6	41	13			6	41	13			6			41					
										0																
<b>190</b>	<b>66</b>			<b>189</b>	<b>65</b>			<b>TOTAL</b>	<b>186</b>	<b>65</b>			<b>TOTAL</b>	<b>175</b>	<b>65</b>			<b>TOTAL</b>			<b>175</b>					
										0																
								SEAS					SEAS					SEAS								
								Pre-Sch.					Pre-Sch.					Pre-Sch.								
32	25	35	43	33	29	49	49		36	30	52	52		38	37	38	51				38	38	51			
69	64	69	89	68	58	93	93	Spec. Ed.	75	47	92	92	Spec. Ed.	68	48	69	91	Spec. Ed.			68	69	91			
<b>2557</b>	<b>2409</b>	<b>2347</b>	<b>2379</b>	<b>2556</b>	<b>2437</b>	<b>2364</b>	<b>2399</b>	<b>Dist. Totals</b>	<b>2581</b>	<b>2424</b>	<b>2358</b>	<b>2381</b>	<b>Dist. Totals</b>	<b>2538</b>	<b>2430</b>	<b>2321</b>	<b>2374</b>	<b>Dist. Totals</b>			<b>2538</b>	<b>2321</b>	<b>2374</b>			
-31	-148	-73	+32	+3	-119	-110	+35		+10	-157	-66	+23			-107	-109	+53				-217	+53				

**SpEd Monthly Enrollment Worksheet**

Date: 06/05/2025

Clarendon	Encanto	OMS	Solano	Longview	Montecito	Program	Total
1		1	3	1		Private Pl. (OSD Students)	6
	3		22	26		Pre-School (DD)	51
						Headstart	0
15	18	14	28	7		Self-Contained	82
				7		SEAS	7
42	26	44	22	33	3	Resource	170
11	7	10	10	10	0	Speech & Lang (w/add'l disability)	0
5	17	2	8	15	1	Speech & Lang	48
					1	Montessori SPED	1
			5			Community PS SPED	5
						Service Plans (Private Sch Stud)	19
						Homebound SPED	2
<b>63</b>	<b>64</b>	<b>61</b>	<b>88</b>	<b>89</b>	<b>5</b>	<b>Totals**</b>	<b>391</b>

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

		Self-Contained			
		SUB	9	Hearing	4
AZ Day Sch De	1	Allen	4	Vision	2
ACCEL		Roberts	11	Orthopedic Impairment	1
The Aces	5	McHale	10	Physical Therapy	10
Service Plans	19	Regis	6	Occupational Therapy	103
		Parker	7	Autism	64
		Cooper	8	MDSSI	3
		Logrono	7	MiID	12
Suspension Private Pl		Teola Linton Brov	8	MoID	2
		Brady	6	Voucher	6
		<b>SEAS</b>			
Home Bound Non-SPED		Scilley	7	Peer model Preschool	
				504 Non-SPED	48

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – IX-A**

**Agenda Item**

**Propose 2025/26 Expenditure Budget, Set Public Hearing Date for Adoption of the 25/26 Budget and Approval to Spend Funds from Insurance Proceeds**

For Board:  Action  Discussion  Information

**Background –**

A.R.S. §15-905 requires each district to annually prepare a proposed budget no later than July 5. The district must also publish a copy of the proposed Budget Summary, a Notice of Public Hearing and the board meeting date/time no later than 10 days prior to the date of the Adoption meeting, which must be held no later than July 15th. The budget will be published on the ADE web site.

A.R.S. §15-1103 stipulates that districts may use monies from the Insurance Proceeds Fund only after notice and a public hearing, each year, we combine this requirement with the adoption of the budget.

**Legal**

A.R.S. §15-905

**Financial**

Proposed budget sets forth the estimated parameters of District spending in 2025/26.

**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 2025/26 proposed expenditure budget as presented and call for a public hearing and board meeting at the District Office on July 15, 2025, at 5:30 P.M., for the purpose of hearing public comment, approving the expenditure of Insurance proceeds, and adopting the 2025/26 expenditure budget.

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

Summary of School District Proposed Expenditure Budget

CTD number 070408000  
Version Proposed

I certify that the budget of Osborn School District District, Maricopa County for fiscal year 2026 was officially proposed by the Governing Board on June 16, 2025, and that the complete Proposed Expenditure Budget may be reviewed by contacting Lisa Nye at the District Office, telephone 602-707-2002 during normal business hours.

\_\_\_\_\_  
President of the Governing Board

<b>1. Average Daily Membership:</b>		<b>Prior year</b>	<b>Budget year</b>	<b>4. Average teacher salaries (A.R.S. §15-903.E)</b>	
	<b>2024 ADM</b>	<b>2025 ADM</b>	<b>2026 ADM</b>	1. Average salary of all teachers employed in FY 2026 (budget year)	62,603
<b>Attending</b>	2,185,0000	432,0000	0,0000	2. Average salary of all teachers employed in FY 2025 (prior year)	61,375
				3. Increase in average teacher salary from the prior year	1,228
<b>2. Tax Rates:</b>		<b>Prior FY</b>	<b>Est. Budget FY</b>	4. Percentage increase	2%
<b>Primary rate</b> (equalization formula funding and budget add-ons not required to be in secondary rate)		1,6481	1,6400	Comments on average salary calculation (Optional): All returning staff in the District (classified, certified and administrative) received a 2% increase for the 25/26 sy.	
<b>Secondary rate</b> (voter-approved overrides, bonds, and Career Technical Education Districts, and desegregation, if applicable)		2,2356	2,2100		
<b>3. Budgeted expenditures and Budget Limits:</b>		<b>Budgeted Expenditures</b>	<b>Budgeted Carryforward</b>	<b>Budget Limit</b>	
Maintenance & Operation Fund		21,234,500	1,800,000	23,034,500	
Classroom Site Fund		2,386,674	2,800,000	5,186,674	
Unrestricted Capital Outlay Fund		3,506,213	3,000,000	6,506,213	

	Maintenance and Operation Expenditures						% Inc./(Decr.) from Prior FY
	Salaries and Benefits		Other		TOTAL		
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
<b>100 Regular Education</b>							
<b>1000 Instruction</b>	9,358,670	8,858,670	734,000	228,000	10,092,670	9,086,670	-10.0%
<b>2000 Support Services</b>							
<b>2100 Students</b>	501,000	420,000	35,000	35,000	536,000	455,000	-15.1%
<b>2200 Instructional Staff</b>	843,000	843,000	48,500	29,500	891,500	872,500	-2.1%
<b>2300, 2400, 2500 Administration</b>	2,470,000	2,163,000	250,500	212,500	2,720,500	2,375,500	-12.7%
<b>2600 Oper./Maint. of Plant</b>	1,576,000	1,100,000	1,524,000	1,417,740	3,100,000	2,517,740	-18.8%
<b>2900 Other</b>	0	0	0	0	0	0	0.0%
<b>3000 Oper. of Noninstructional Services</b>	0	0	75,000	75,000	75,000	75,000	0.0%
<b>610 School-Sponsored Cocurric. Activities</b>	0	0	0	0	0	0	0.0%
<b>620 School-Sponsored Athletics</b>	15,500	15,500	6,100	6,100	21,600	21,600	0.0%
<b>630, 700, 800, 900 Other Programs</b>	0	0	0	0	0	0	0.0%
<b>Regular Education Subsection Subtotal</b>	14,764,170	13,400,170	2,673,100	2,003,840	17,437,270	15,404,010	-11.7%
<b>200 and 300 Special Education</b>							
<b>1000 Instruction</b>	2,400,000	2,280,000	1,033,000	533,000	3,433,000	2,813,000	-18.1%
<b>2000 Support Services</b>							
<b>2100 Students</b>	889,000	789,000	361,000	259,000	1,250,000	1,048,000	-16.2%
<b>2200 Instructional Staff</b>	249,000	249,000	7,000	7,000	256,000	256,000	0.0%
<b>2300, 2400, 2500 Administration</b>	0	0	2,500	2,500	2,500	2,500	0.0%
<b>2600 Oper./Maint. of Plant</b>	0	0	500	500	500	500	0.0%
<b>2900 Other</b>	0	0	0	0	0	0	0.0%
<b>3000 Oper. of Noninstructional Services</b>	0	0	0	0	0	0	0.0%
<b>Special Education Subsection Subtotal</b>	3,538,000	3,318,000	1,404,000	802,000	4,942,000	4,120,000	-16.6%
<b>400 Pupil Transportation</b>	1,229,000	1,075,000	433,000	433,000	1,662,000	1,508,000	-9.3%
<b>510 Desegregation</b>	0	0	0	0	0	0	0.0%
<b>530 Dropout Prevention Programs</b>	0	0	0	0	0	0	0.0%
<b>540 Joint Career and Technical Education and Vocational Education Center</b>	0	0	0	0	0	0	0.0%
<b>550 K-3 Reading Program</b>	202,490	202,490	0	0	202,490	202,490	0.0%
<b>Budgeted Expenditures</b>	19,733,660	17,995,660	4,510,100	3,238,840	24,243,760	21,234,500	-12.4%

Summary of School District Proposed Expenditure Budget (Concl'd)

CTD number 070408000  
Version Proposed

Total expenditures by fund				
Fund	Budgeted Expenditures		\$ Increase/(Decrease) from Prior FY	% Increase/(Decrease) from Prior FY
	Prior FY	Budget FY		
Maintenance & Operation	24,243,760	21,234,500	(3,009,260)	-12.4%
Instructional Improvement	0	0	0	0.0%
English Language Learner	45,000	45,000	0	0.0%
Compensatory Instruction	0	0	0	0.0%
Classroom Site	5,002,721	2,386,674	(2,616,047)	-52.3%
Federal Projects	10,139,045	10,014,045	(125,000)	-1.2%
State Projects	1,260,000	1,260,000	0	0.0%
Unrestricted Capital Outlay	6,315,445	3,506,213	(2,809,232)	-44.5%
New School Facilities	0	0	0	0.0%
Adjacent Ways	0	0	0	0.0%
Debt Service	7,822,813	7,800,000	(22,813)	-0.3%
School Plant Fund	766,000	766,000	0	0.0%
Auxiliary Operations	30,000	30,000	0	0.0%
Bond Building	30,000,000	24,600,000	(5,400,000)	-18.0%
Food Service	2,750,000	2,750,000	0	0.0%
Other	5,576,500	5,576,500	0	0.0%

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	4,442,000	4,115,000
Gifted Education	500,000	5,000
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	4,942,000	4,120,000

Proposed staffing summary				
Staff Type	Purchased Services Personnel FTE	Employee FTE	Total FTE	Staff-Pupil Ratio
Certified --				
Superintendent, principals, other administrators		12	12	1 to 0.0
Teachers	0	172	172	1 to 0.0
Other		19	19	1 to 0.0
Subtotal	0	203	203	1 to 0.0
Classified --				
Managers, supervisors, directors		7	7	1 to 0.0
Teachers aides		40	40	1 to 0.0
Other		110	110	1 to 0.0
Subtotal	0	157	157	1 to 0.0
TOTAL	0	360	360	1 to 0.0
Special education --				
Teacher	0	26	26	1 to 14.0
Staff		48	48	1 to 7.0

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –IX-B**

**Agenda Item**

**Approval and second Reading of Paid Parental Leave Policy- GCCAC**

For Board:     Action                     Discussion                     Information

**Background –**

The Osborn School District is committed to supporting employees through significant life events, including the birth or adoption of a child. In alignment with this commitment, and in response to evolving employee needs and best practices in public sector human resources, the Human Resources Department has drafted a Paid Parental Leave Policy. This policy provides eligible employees with up to five (5) days of paid leave within a rolling 12-month period following the birth or placement of a child for adoption.

The proposed policy ensures that Paid Parental Leave runs concurrently with the Family and Medical Leave Act (FMLA) when applicable and outlines clear eligibility criteria, responsibilities, and documentation requirements. By offering this benefit, the District aims to promote employee well-being, improve retention, and enhance our competitive position in attracting and supporting high-quality staff.

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve Policy GCCAC Paid Parental Leave

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.

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – IX-C**

**Agenda Item**

**Second Reading and approval of Professional/Support Staff Undifferentiated Leave Policy GCCA**

For Board:  Action       Discussion       Information

**Background –**

Last spring the Policy Committee made recommendations on Policy GCCA, and is bringing this policy back with a few further revisions:

- Section on the process to be used for requesting annual leave
- Section on disciplinary action that may occur as a result of excessive use of annual leave
- Section on payment for unused annual leave
  - This section delivers on the work begun last year with establishing a tiered payment for unused annual leave upon separation from the district after the vesting period of 5 years. The board expressed an interest in seeing this section added to policy when the funding mechanism existed to make it happen. The budget committee was able to fund the highest level (Tier IV) through action just taken by the board. The budget committee will seek additional funding in future years to increase the payouts at Tiers II and III.

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

It is recommended that the Governing Board approve Policy GCCAC Paid Parental Leave

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. § [23-373](#).

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 health 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.

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number – X**

**Agenda Item**

**Board Development**

For Board:     Action             Discussion             Information

**Background –**

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

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

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item Number –XI**

**Agenda Item**

**Reflections/Feedback on Meeting**

For Board:     Action             Discussion             Information

**Background –**

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

**Legal**

**Financial**

**Governing Board Goals**

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

**Recommendation**

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

**OSBORN SCHOOL DISTRICT NO. 8**

**June 16, 2025**

**Board Meeting**

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

**Agenda Item**

**Future Agenda Items**

For Board:     Action             Discussion             Information

**Future**

**Mr. Thompson**

- Schedule meetings for January thru June 2026 to coincide with the school year

**Mrs. Ford**

- Would like to have a presentation reach out to hear about what the Native American Program has done this year

**Mr. Hermes**

- A check in/follow up on the caps set for subs to see how it's going
- Review policies related to lockdowns and invite Phoenix Police Department to discuss lockdowns

**Mrs. Greenberg**

- Emergency response committee and share communication with the Board that is shared with staff
- Review policies related to staff transfers and emergency certification renewals

**Mrs. Ramos**

- Plans for strategic plan
- Summer retreat.

**Agenda Item Number – XIII**

**Adjournment**

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