

OSBORN SCHOOL DISTRICT NO. 8
GOVERNING BOARD MEETING
July 14, 2020

Public Hearing – 4:30 P.M.

A public hearing will be held for the purpose of discussion of the 2020-21 Budget and Approval to Spend Insurance Proceeds.

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:

Agendas are available at least 24 hours prior to each meeting in the District Office at 715 E. Montecito Avenue, Monday through Friday between the hours of 7:30 a.m. and 4:30 p.m. One or more Board members may attend telephonically. Board members attending telephonically will be announced at the meeting. The board may vote to recess into an executive session for the purpose of obtaining legal advice from the board's attorney on any matter listed on the agenda pursuant to ARS 38-431.03(A)(3). Accommodations for individuals with disabilities, including alternative format materials, sign language interpretation, and assistive listening devices are available upon 72 hours' advance notice through the Office of the Superintendent 602-707-2002. To the extent possible, additional reasonable accommodations will be made available within the time constraints of the request.

I. Call to Order

II. Pledge of Allegiance

III. District Celebrations and Announcements

IV. Consent Agenda

- A. Ratification of Payroll Vouchers
- B. Board Minutes
 - 1. Regular Meeting of June 16, 2020
- C. 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
- D. Donations
- E. Expenditure and Revenue Report
- F. Student Activities Report
- G. Disposal
- H. Approval of MOU with Read Better Be Better
- I. Approval of Lease Agreement with Read Better Be Better for Office Space at Montecito Community School
- J. Sole Source Listing

V. Call to the Public

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

VI. Board Presentation-None this month

VII. Administrative Reports

- A. Administrative Reports—District office administrators submit progress reports on work completed in their school/department as well as upcoming events.

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

- B. OEA Update

VIII. Action Items

ACTION/APPROVAL

- A. Adoption of the 2020/21 Budget and Approval to Spend Insurance Proceeds
B. Approval of Resolution Affirming the Designation of COO, Colleen Toscano, as Applicant Agent for FEMA/DEMA Funds

IX. Board Development

- A. ASBA Virtual Law Conference September 9-11, 2020
B. NSBA School Safety Virtual Summit September 16-17 (early bird registration ends July 31)
C. Board/Admin Retreat

X. Reflections/Feedback on Meeting

XI. Future Agenda Items

XII. Adjournment

OSBORN SCHOOL DISTRICT
2020/21 M&O Projection Summary

		2019/20 Revised 5.19.20	2020/21 Proposed	
ADM		2,638.174	2,637.510	(0.66)
Weighted Count		3,601.564	3,603.582	2.02
Base Level		3,960.07	4,150.42	
Inflation FY19= 1.8% FY20=2.0%		79.20	72.22	
increase to base level - teacher salaries		111.15	83.09	
1.25% increase for eligible districts		51.89	53.82	
Base Level per WSC	X	4,202.31	4,359.55	
Base Level	=	15,134,888.41	15,709,995.91	\$575,108
	+			
Audit Fees	+	21,200.00	23,696.00	
Base Support Level		15,156,088.41	15,733,691.91	
TRCL		705,740.57	705,740.57	
RCL		15,861,828.98	16,439,432.48	\$577,604
15% Override		2,419,767.00	2,465,915.00	\$46,148
DAA Transfer*		668,000.00	778,000.00	
Tuition Revenue- ASDB		7,000.00	7,000.00	
5-Year \$75M allocation		114,151.00	170,325.00	\$56,174
Budget Carryover- est		945,858.00	934,402.00	(\$11,456)
		20,016,604.98	20,795,074.48	\$778,470



FY 2021
STATE OF ARIZONA
SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET
DISTRICTWIDE BUDGET

Adopted
Version

BY THE GOVERNING BOARD

We hereby certify that the Budget for the Fiscal Year 2021 was
Proposed June 16, 2020
Adopted July 14, 2020
Revised
Date

SIGNED SIGNED

The FY 2021 budget file for the version described above will be uploaded via
the Common Logon on ADE's website by June 19, 2020 .
Type the Date as MM/DD/YYYY

Revise upload date for current submission

Superintendent Signature Business Manager Signature
Dr. Michael Robert Colleen Toscano
Superintendent Name (Typed Name) Business Manager Name (Typed Name)

District Contact Employee: Colleen Toscano

Telephone: 602-707-2022 Email: ctoscano@osbornsd.org

REVENUES AND PROPERTY TAXATION

1. Total Budgeted Revenues for Fiscal Year 2020	\$	30,000,000
2. Estimated Revenues by Source for Fiscal Year 2021 (excluding property taxes)		
Local 1000	\$	850,000
Intermediate 2000	\$	0
State 3000	\$	7,500,000
Federal 4000	\$	4,875,000
TOTAL	\$	13,225,000

Please ensure District Contact Info
Tab is complete

3. District Tax Rates for Prior and Budget Fiscal Years (A.R.S. §15-903.D.4)

	Prior FY 2020	Est. Budget FY 2021
Primary Tax Rate:	2.0518	2.0518
Secondary Tax Rates:		
M&O Override	0.5018	0.5018
Special Program Override		
Capital Override	0.3236	0.3236
Class A Bonds		
Class B Bonds	1.4007	1.4007
CTED		
Desegregation		
Total Secondary Tax Rate	2.2261	2.2261

TOTAL BUDGETED EXPENDITURES AND AGGREGATE SCHOOL DISTRICT BUDGET LIMIT (A.R.S. §15-905.H)

	Budgeted Expenditures	Budget Limit
1. Maintenance and Operation Fund (from pages 1, line 30 and 7, line 11)	\$ 20,795,074	\$ 20,795,074
2. Unrestricted Capital Fund (from pages 4, line 10 and 8, line A.12)	\$ 3,518,178	\$ 3,518,178
3. Federal Projects Other Than Impact Aid (from Budget, page 6, Federal Projects, line 18 minus line 16)	\$	\$ 4,886,512
4. Total Aggregate School District Budget Limit (sum of lines 1 through 3)		\$ 29,199,764

AVERAGE TEACHER SALARIES (A.R.S. §15-903.E)

1. Average salary of all teachers employed in FY 2021 (budget year)	\$	52,773
2. Average salary of all teachers employed in FY 2020 (prior year)	\$	50,260
3. Increase in average teacher salary from the prior year	\$	2,513
4. Percentage increase		5%

Comments on average salary calculation (Optional):

5. Average salary of all teachers employed in FY 2018	\$	43,581
6. Total percentage increase in average teacher salary since FY 2018	\$	21%

VERSION Adopted

Governing Board Member

The Superintendent and Business Manager email addresses are used to distribute important budget information. If your district does not have a Business Manager, please fill in an alternate contact to receive budget updates.

<http://www.osbornnet.org/>

DISTRICT NAME			COUNTY			CTD NUMBER		VERSION			
Osborn School District			Maricopa			070408000		Adopted			
FUND 001 (M&O) MAINTENANCE AND OPERATION (M&O) FUND											
Expenditures		FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Other 6800	Totals		% Increase/ Decrease
		Prior FY	Budget FY						Prior FY 2020	Budget FY 2021	
100 Regular Education											
1000 Instruction	1.	125.00	126.00	6,611,850	1,777,258	145,000	100,000	17,000	8,181,262	8,651,108	5.7%
2000 Support Services											
2100 Students	2.	12.00	12.00	279,660	113,300	0	15,000	0	399,176	407,960	2.2%
2200 Instructional Staff	3.	16.00	16.00	342,720	133,900	16,000	5,500	2,000	489,500	500,120	2.2%
2300 General Administration	4.	2.00	2.00	224,910	61,800	45,000	1,000	22,000	348,500	354,710	1.8%
2400 School Administration	5.	11.00	11.00	751,585	206,000	0	2,000	2,000	940,848	961,585	2.2%
2500 Central Services	6.	8.20	8.20	489,404	133,900	145,000	20,000	55,000	829,808	843,304	1.6%
2600 Operation & Maintenance of Plant	7.	32.00	32.00	838,979	334,750	825,000	800,000	15,500	2,788,028	2,814,229	0.9%
2900 Other	8.	0.00	0.00	0	0	0	0	0	0	0	0.0%
3000 Operation of Noninstructional Services	9.	0.00	0.00	0	0	75,000	0	0	75,000	75,000	0.0%
610 School-Sponsored Cocurricular Activities	10.	0.00	0.00	0	0	0	0	0	0	0	0.0%
620 School-Sponsored Athletics	11.	0.00	0.00	13,000	2,500	5,500	0	600	21,600	21,600	0.0%
630 Other Instructional Programs	12.	0.00	0.00	0	0	0	0	0	0	0	0.0%
700, 800, 900 Other Programs	13.	0.00	0.00	0	0	0	0	0	0	0	0.0%
Regular Education Subsection Subtotal (lines 1-13)	14.	206.20	207.20	9,552,108	2,763,408	1,256,500	943,500	114,100	14,073,722	14,629,616	3.9%
200 and 300 Special Education											
1000 Instruction	15.	72.00	74.00	2,450,448	648,000	220,000	2,000	0	3,155,760	3,320,448	5.2%
2000 Support Services											
2100 Students	16.	13.70	14.00	809,676	221,450	200,000	38,000	1,000	1,247,800	1,270,126	1.8%
2200 Instructional Staff	17.	2.40	2.40	152,082	55,000	3,000	3,000	1,000	206,100	214,082	3.9%
2300 General Administration	18.	0.00	0.00	0	0	0	0	0	0	0	0.0%
2400 School Administration	19.	0.00	0.00	0	0	0	0	0	0	0	0.0%
2500 Central Services	20.	0.00	0.00	0	0	2,500	0	0	2,500	2,500	0.0%
2600 Operation & Maintenance of Plant	21.	0.00	0.00	0	0	500	0	0	500	500	0.0%
2900 Other	22.	0.00	0.00	0	0	0	0	0	0	0	0.0%
3000 Operation of Noninstructional Services	23.	0.00	0.00	0	0	0	0	0	0	0	0.0%
Subtotal (lines 15-23)	24.	88.10	90.40	3,412,206	924,450	426,000	43,000	2,000	4,612,660	4,807,656	4.2%
400 Pupil Transportation	25.	30.00	30.00	665,856	257,500	110,000	120,000	8,000	1,140,800	1,161,356	1.8%
510 Desegregation (from Districtwide Desegregation Budget, page 2, line 44)	26.	0.00	0.00	0	0	0	0	0	0	0	0.0%
530 Dropout Prevention Programs	27.	0.00	0.00						0	0	0.0%
540 Joint Career and Technical Education and Vocational Education Center	28.	0.00	0.00	0	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	29.	3.00	3.00	162,891	33,555	0	0	0	189,423	196,446	3.7%
Total Expenditures (lines 14, and 24-29) (Cannot exceed page 7, line 11)	30.	327.30	330.60	13,793,061	3,978,913	1,792,500	1,106,500	124,100	20,016,605	20,795,074	3.9%

The district has budgeted an amount in the M&O Fund equal to the General Budget Limit as calculated on page 7 of 8.

SPECIAL EDUCATION PROGRAMS BY TYPE (M&O Fund Programs 200 and 300)

(A.R.S. §§ 15-761 and 15-903)

	Prior FY	Budget FY	
1. Total All Disability Classifications	4,337,660	4,532,656	1.
2. Gifted Education	275,000	275,000	2.
3. Remedial Education	0		3.
4. ELL Incremental Costs	0		4.
5. ELL Compensatory Instruction	0		5.
6. Vocational and Technical Education (non-CTED)	0		6.
7. Career Education (non-CTED)	0		7.
8. Career Technical Education (CTED)	0		8.
9. Total (lines 1 through 8. Must equal total of line 24, page 1)	4,612,660	4,807,656	9.

Proposed Ratios for Special Education

(A.R.S. §§15-903.E.1 and 15-764.A.5) Teacher-Pupil 1 to 13
Staff-Pupil 1 to 9

Estimated FTE Certified Employees

(A.R.S. §15-903.E.2)

	Prior FY	Budget FY
Number of FTE - Certified Employees	175.00	175.00
Number of FTE - Certified Purchased Services Personnel		1.00

Expenditures Budgeted for Audit Services

M&O Fund - Nonfederal	6350	28500
All Funds - Federal	6330	0

FY 2021 Performance Pay (A.R.S. §15-920)

Amount Budgeted in M&O Fund for a Performance Pay Component \$ -

Do not report budgeted amounts for the Performance Pay Component of the Classroom Site Fund on this line.

Expenditures Budgeted in the M&O Fund for Food Service

Amount budgeted in M&O for Food Service (Fund 001, Function 3100) (This amount will be used to determine district compliance with state matching requirements pursuant to Code of Federal Regulations (CFR) Title 7, §210.17(a)]

DISTRICT NAME Osborn School District

COUNTY Maricopa

CTD NUMBER 070408000

VERSION Adopted

Expenditures		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500 6810, 6890	Supplies 6600	Interest on Short-Term Debt 6850	Totals		% Increase/ Decrease
							Prior FY 2020	Budget FY 2021	
Classroom Site Fund 011 - Base Salary									
100 Regular Education									
1000 Instruction	1.	241,654	50,000				281,870	291,654	3.5%
2100 Support Services - Students	2.						0	0	0.0%
2200 Support Services - Instructional Staff	3.	35,000	10,000				32,000	45,000	40.6%
Program 100 Subtotal (lines 1-3)	4.	276,654	60,000				313,870	336,654	7.3%
200 and 300 Special Education									
1000 Instruction	5.	85,000	20,000				96,265	105,000	9.1%
2100 Support Services - Students	6.						0	0	0.0%
2200 Support Services - Instructional Staff	7.						0	0	0.0%
Program 200 and 300 Subtotal (lines 5-7)	8.	85,000	20,000				96,265	105,000	9.1%
Other Programs (Specify) _____									
1000 Instruction	9.						0	0	0.0%
2100 Support Services - Students	10.						0	0	0.0%
2200 Support Services - Instructional Staff	11.						0	0	0.0%
3300 Community Services Operations	12.							0	0.0%
Other Programs Subtotal (lines 9-12)	13.	0	0				0	0	0.0%
Total Expenditures (lines 4, 8, and 13)	14.	361,654	80,000				410,135	441,654	7.7%
Classroom Site Fund 012 - Performance Pay									
100 Regular Education									
1000 Instruction	15.	780,622	130,000				919,953	910,622	-1.0%
2100 Support Services - Students	16.						0	0	0.0%
2200 Support Services - Instructional Staff	17.	80,000	8,000				88,000	88,000	0.0%
Program 100 Subtotal (lines 15-17)	18.	860,622	138,000				1,007,953	998,622	-0.9%
200 and 300 Special Education									
1000 Instruction	19.	135,000	14,000				149,615	149,000	-0.4%
2100 Support Services - Students	20.						0	0	0.0%
2200 Support Services - Instructional Staff	21.						0	0	0.0%
Program 200 and 300 Subtotal (lines 19-21)	22.	135,000	14,000				149,615	149,000	-0.4%
Other Programs (Specify) _____									
1000 Instruction	23.						0	0	0.0%
2100 Support Services - Students	24.						0	0	0.0%
2200 Support Services - Instructional Staff	25.						0	0	0.0%
3300 Community Services Operations	26.							0	0.0%
Other Programs Subtotal (lines 23-26)	27.	0	0				0	0	0.0%
Total Expenditures (lines 18, 22, and 27)	28.	995,622	152,000				1,157,568	1,147,622	-0.9%
Classroom Site Fund 013 - Other									
100 Regular Education									
1000 Instruction	29.	470,673	105,000				571,543	575,673	0.7%
2100 Support Services - Students	30.						0	0	0.0%
2200 Support Services - Instructional Staff	31.	35,000	10,000				37,000	45,000	21.6%
2310 Support Services - Governing Board	32.							0	0.0%
Program 100 Subtotal (lines 29-32)	33.	505,673	115,000	0	0		608,543	620,673	2.0%
200 and 300 Special Education									
1000 Instruction	34.	88,000	21,000				101,000	109,000	7.9%
2100 Support Services - Students	35.						0	0	0.0%
2200 Support Services - Instructional Staff	36.						0	0	0.0%
2310 Support Services - Governing Board	37.							0	0.0%
Program 200 and 300 Subtotal (lines 34-37)	38.	88,000	21,000	0	0		101,000	109,000	7.9%
530 Dropout Prevention Programs									
1000 Instruction	39.						0	0	0.0%
Other Programs (Specify) _____									
1000 Instruction	40.						0	0	0.0%
2100, 2200 Support Serv. Students & Instructional Staff	41.						0	0	0.0%
2310 Support Services - Governing Board	42.							0	0.0%
3300 Community Services Operations	43.							0	0.0%
Other Programs Subtotal (lines 40-43)	44.	0	0	0	0		0	0	0.0%
Total Expenditures (lines 33, 38, 39, and 44)	45.	593,673	136,000	0	0		709,543	729,673	2.8%
Total Classroom Site Funds (lines 14, 28, and 45)	46.	1,950,949	368,000	0	0	0	2,277,246	2,318,949	1.8%

The district has budgeted an amount in Fund 011 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 012 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

The district has budgeted an amount in Fund 013 equal to the Classroom Site Fund Budget Limit as calculated on Page 8 of 8.

FUND 610

UNRESTRICTED CAPITAL OUTLAY (UCO) FUND

Expenditures		Rentals 6440	Library Books, Textbooks, & Instructional Aids (2) 6641-6643	Property (2) 6700	Redemption of Principal (3) 6831, 6832	Interest (4) 6841, 6842, 6850	All Other Object Codes (excluding 6900)	Totals		% Increase/ Decrease
								Prior FY 2020	Budget FY 2021	
Unrestricted Capital Outlay Override (1)	1.		1,000,000	500,000				1,500,000	1,500,000	0.0%
Unrestricted Capital Outlay Fund 610 (6)										
1000 Instruction	2.		1,750,000	668,178				1,959,180	2,418,178	23.4%
2000 Support Services										
2100, 2200 Students and Instructional Staff	3.		250,000	250,000				400,000	500,000	25.0%
2300, 2400, 2500, 2900 Administration	4.			150,000				100,000	150,000	50.0%
2600 Operation & Maintenance of Plant	5.			200,000				120,000	200,000	66.7%
2700 Student Transportation	6.			200,000				120,000	200,000	66.7%
3000 Operation of Noninstructional Services (5)	7.			50,000				0	50,000	--
4000 Facilities Acquisition and Construction	8.							0	0	0.0%
5000 Debt Service	9.							0	0	0.0%
Total Unrestricted Capital Outlay Fund (lines 2-9)	10.	0	2,000,000	1,518,178	0	0	0	2,699,180	3,518,178	30.3%

The district has budgeted an amount in the UCO Fund equal to the Unrestricted Capital Budget Limit as calculated on Page 8 of 8.

(1) Amounts in the Unrestricted Capital Outlay Override line 1 above must be included in the appropriate individual line items for Fund 610 and in the Budget Year Total Column.

(2) Detail by object code:

	Unrestricted Capital Outlay
6641 Library Books	\$ 250,000
6642 Textbooks	1,000,000
6643 Instructional Aids	750,000
673X Furniture and Equipment	650,000
673X Vehicles	200,000
673X Tech Hardware & Software	668,178

(5) Expenditures Budgeted in Unrestricted Capital Outlay (UCO) Fund for Food Service

Enter the amount budgeted in UCO for Food Service [Amount will be used to determine district compliance with state matching requirements pursuant to CFR Title 7, §210.17(a)]

\$50,000

(6) Expenditures, if any, budgeted in the Unrestricted Capital Outlay Fund on lines 2-9 for the K-3 Reading Program as described in A.R.S. §15-211.

(3) Includes principal on Capital Equity Fund loans of _____, principal on capital leases of _____, and principal on bonds of _____.

(4) Includes interest on Capital Equity Fund loans of _____, interest on capital leases of _____, and interest on bonds of _____.

DISTRICT NAME Osborn School District

COUNTY Maricopa

CTD NUMBER 070408000

VERSION Adopted

OTHER FUNDS—REQUIRED CAPITAL EXPENDITURE DETAIL [(A.R.S. §15-904.(B))]

Expenditures		UNRESTRICTED CAPITAL OUTLAY		BOND BUILDING		NEW SCHOOL FACILITIES		ADJACENT WAYS	
		Fund 610		Fund 630		Fund 695		Fund 620 (2)	
		Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY
Total Fund Expenditures	1.	2,699,180	3,518,178	47,000,000	27,000,000	0		0	
Select Object Codes Detail (1)									
6150 Classified Salaries	2.	0		80,000		0		0	
6200 Employee Benefits	3.	0		20,000		0		0	
6450 Construction Services	4.	0		43,300,000	24,000,000	0		0	
6710 Land and Improvements	5.	0		0		0		0	
6720 Buildings and Improvements	6.	0		0		0		0	
673X Furniture and Equipment	7.	218,479	650,000	0		0		0	
673X Vehicles	8.	120,000	200,000	600,000		0		0	
673X Technology Hardware & Software	9.	710,701	668,178	3,000,000	3,000,000	0		0	
6831, 6832 Redemption of Principal	10.	0		0		0		0	
6841, 6842, 6850 Interest	11.	0		0		0		0	
Total (lines 2-11)	12.	1,049,180	1,518,178	47,000,000	27,000,000	0	0	0	0
Total amounts reported on lines 2-11 above for:									
Renovation	13.	0		43,400,000	24,000,000			0	
New Construction	14.	0		0		0		0	
Other	15.	1,049,180	1,518,178	3,600,000	3,000,000	0		0	
Total (lines 13-15, must equal line 12)	16.	1,049,180	1,518,178	47,000,000	27,000,000	0	0	0	0

(1) Lines 2-11 may not include all budgeted expenditures of the fund. Total budgeted expenditures for each fund should be included on Line 1.

(2) Amount budgeted on line 1 for the Adjacent Ways Fund that will result in a tax levy in FY 2021

SPECIAL PROJECTS						
			FTE		TOTAL ALL FUNCTIONS	
			Prior FY	Budget FY	Prior FY	Budget FY
1.	100-130 ESEA Title I - Helping Disadvantaged Children	6000	25.00	26.00	1,868,541	1,868,541
2.	140-150 ESEA Title II - Prof. Dev. and Technology	6000	0.00	0.00	143,814	143,814
3.	160 ESEA Title IV - 21st Century Schools	6000	0.00	0.00	186,852	186,852
4.	170-180 ESEA Title V - Promote Informed Parent Choice	6000	0.00	0.00	0	0
5.	190 ESEA Title III - Limited Eng. & Immigrant Students	6000	0.50	0.50	84,439	84,439
6.	200 ESEA Title VII - Indian Education	6000	0.50	0.50	32,000	32,000
7.	210 ESEA Title VI - Flexibility and Accountability	6000	0.00	0.00	0	0
8.	220 IDEA Part B	6000	15.00	16.00	1,010,794	1,010,794
9.	230 Johnson-O'Malley	6000	0.50	0.50	34,418	34,418
10.	240 Workforce Investment Act	6000	0.00	0.00	0	0
11.	250 AEA - Adult Education	6000	0.00	0.00	0	0
12.	260-270 Vocational Education - Basic Grants	6000	0.00	0.00	0	0
13.	280 ESEA Title X - Homeless Education	6000	0.50	0.50	25,654	25,654
14.	290 Medicaid Reimbursement	6000	10.00	10.00	800,000	800,000
15.	374 E-Rate	6000	0.00	0.00	700,000	700,000
16.	378 Impact Aid	6000	0.00	0.00	0	0
17.	300-399 Other Federal Projects (Besides E-Rate & Impact Aid)	6000	0.00	0.00	0	0
18.	Total Federal Project Funds (lines 1-17)		52.00	54.00	4,886,512	4,886,512
STATE PROJECTS						
19.	400 Vocational Education	6000	0.00	0.00	0	0
20.	410 Early Childhood Block Grant	6000	0.00	0.00	0	0
21.	420 Ext. School Yr. - Pupils with Disabilities	6000	0.00	0.00	0	0
22.	425 Adult Basic Education	6000	0.00	0.00	0	0
23.	430 Chemical Abuse Prevention Programs	6000	0.00	0.00	0	0
24.	435 Academic Contests	6000	0.00	0.00	0	0
25.	450 Gifted Education	6000	0.00	0.00	2,512	2,500
26.	456 College Credit Exam Incentives	6000	0.00	0.00	0	0
27.	457 Results-based Funding	6000	0.00	3.00	135,000	135,000
28.	460 Environmental Special Plate	6000	0.00	0.00	0	0
29.	465-499 Other State Projects	6000	0.00	7.00	597,705	600,000
30.	Total State Project Funds (lines 19-29)		0.00	10.00	735,217	737,500
31.	Total Special Projects (lines 18 and 30)		52.00	64.00	5,621,729	5,624,012

INSTRUCTIONAL IMPROVEMENT FUND (020)

		Prior FY	Budget FY	
1.	Teacher Compensation Increases	6000	230,000	105,000
2.	Class Size Reduction	6000	0	0
3.	Dropout Prevention Programs (M&O purposes)	6000	40,000	0
4.	Instructional Improvement Programs (M&O purposes)	6000	230,000	105,000
5.	Total Instructional Improvement Fund (lines 1-4)		500,000	210,000

OTHER FUNDS			Prior FY		Budget FY	
1.	050 County, City, and Town Grants	6000	0			1.
2.	071 English Language Learner (1)	6000	0	0		2.
3.	072 Compensatory Instruction (1)	6000	0	0		3.
4.	500 School Plant (2)	6000	576,000	250,000		4.
5.	510 Food Service	6000	2,750,000	2,750,000		5.
6.	515 Civic Center	6000	204,000	204,000		6.
7.	520 Community School	6000	15,000	300,000		7.
8.	525 Auxiliary Operations	6000	31,000	35,000		8.
9.	526 Extracurricular Activities Fees Tax Credit	6000	290,000	200,000		9.
10.	530 Gifts and Donations	6000	105,000	140,000		10.
11.	535 Career & Tech. Ed. & Voc. Ed. Projects	6000	0	0		11.
12.	540 Fingerprint	6000	14,000	15,000		12.
13.	545 School Opening	6000	0	0		13.
14.	550 Insurance Proceeds	6000	29,000	29,000		14.
15.	555 Textbooks	6000	15,000	15,000		15.
16.	565 Litigation Recovery	6000	4,000	4,000		16.
17.	570 Indirect Costs	6000	322,000	375,000		17.
18.	575 Unemployment Insurance	6000	86,000	80,000		18.
19.	580 Teacherage	6000	0	0		19.
20.	585 Insurance Refund	6000	3,000	3,000		20.
21.	590 Grants and Gifts to Teachers	6000	0	0		21.
22.	595 Advertisement	6000	0	0		22.
23.	596 Career Technical Education	6000	0	0		23.
24.	597 Arizona Industry Credentials Incentive	6000		0		24.
25.	639 Impact Aid Revenue Bond Building	6000	0	0		25.
26.	650 Gifts and Donations-Capital	6000	0	0		26.
27.	660 Condemnation	6000	0	0		27.
28.	665 Energy and Water Savings	6000	42,000	51,000		28.
29.	686 Emergency Deficiencies Correction	6000	0	0		29.
30.	691 Building Renewal Grant	6000	0	0		30.
31.	700 Debt Service	6000	6,800,297	7,138,700		31.
32.	720 Impact Aid Revenue Bond Debt Service	6000	0	0		32.
33.	850 Student Activities	6000		44,000		33.
34.	Other	6000	0	0		34.

INTERNAL SERVICE FUNDS 950-989

1.	9__ Self-Insurance	6000	0		1.
2.	955 Intergovernmental Agreements	6000	0		2.
3.	9__ OPEB	6000	0		3.
4.	9__	6000	0		4.

(1) From Supplement, line 10 and line 20, respectively.

CALCULATION OF FY 2021 GENERAL BUDGET LIMIT
(A.R.S. §15-947.C)

		A. Maintenance and Operation	B. Unrestricted Capital Outlay
*1. FY 2021 Revenue Control Limit (RCL) (from APOR55 tab, page 4)	\$ 16,439,432	\$ 16,439,432	\$ 0
*2. (a) FY 2021 District Additional Assistance (DAA) (from APOR55 tab, page 5)	\$ 1,188,884		
(b) DAA Reduction for State Budget Adjustments (from APOR55 tab, page 5)	190,221		
(c) Total DAA (line 2.a minus 2.b)	\$ 998,663	778,000	220,663
*3. FY 2021 Override Authorization (A.R.S. §§15-481 and 15-482 or 15-949 if small school adjustment phase down applies, see Calculations page, Calculation of Maximum Override for a District No Longer Eligible for a Small School Adjustment, line 6 and Calculation of Small School Adjustment Phase Down Limit, line 6)			
(a) Maintenance and Operation		2,465,915	
(b) Unrestricted Capital Outlay			1,500,000
(c) Special Program			
*4. Small School Adjustment for Districts with a Student Count of 125 or less in K-8 or 100 or less in 9-12 (A.R.S. §15-949) (Up to \$50,000 if no election is chosen for phase down, see Calculations page, Calculation of Small School Adjustment Phase Down Limit, line 6)			
*5. Tuition Revenue (A.R.S. §§15-823 and 15-824)			
Local (Do not include full-day kindergarten or summer school tuition)			
(a) Individuals and Other Private Sources			
(b) Other Arizona Districts		7,000	
(c) Out-of-State Districts and Other Governments			
State			
(d) Certificates of Educational Convenience (A.R.S. §§15-825, 15-825.01, and 15-825.02)			
*6. State Assistance (A.R.S. §15-976) and Special Ed. Voucher Payments Received (A.R.S. §15-1204)			
*7. Increase Authorized by County School Superintendent for Accommodation Schools [not to exceed amount on Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 15(e)] (A.R.S. §15-974.B)			
8. Budget Increase for:			
(a) Desegregation Expenditures (A.R.S. §15-910.G-K)			
* (b) Tuition Out Debt Service (from Calculations page, Calculation of Tuition Out for High School Students, line 5) (A.R.S. §15-910.M)		0	
* (c) Budget Balance Carryforward (from Calculations page, Calculation of M&O Fund Budget Balance Carryforward, line 13) (A.R.S. §15-943.01)		934,402	
(d) Dropout Prevention Programs (Laws 1992, Ch. 305, §32 and Laws 2000, Ch. 398, §2)			
(e) Registered Warrant or Tax Anticipation Note Interest Expense Incurred in FY 2019 (A.R.S. §15-910.N)			
* (f) Joint Career and Technical Education and Vocational Education Center (A.R.S. §15-910.01)			
* (g) FY 2020 Performance Pay Unexpended Budget Carryforward (from Calculation page, Calculation of M&O Fund Budget Balance Carryforward, line 10.f) (A.R.S. §15-920)		0	
(h) Excessive Property Tax Valuation Judgments (A.R.S. §§42-16213 and 42-16214)			
* (i) Transportation Revenues for Attendance of Nonresident Pupils (A.R.S. §§15-923 and 15-947)			
*9. Adjustment to the General Budget Limit (A.R.S. §§15-272, 15-905.M, 15-910.02, and 15-915) Include year(s) and descriptions, as applicable.			
(a) Prior Year Over Expenditures/Resolutions:			
(b) Decrease for Transfer from M&O to Energy and Water Savings Fund			
(c) Increase for Energy and Water Savings Fund Transfer to M&O			
(d) Noncompliance Adjustment			
(e) ADM/Transportation Audit Adjustment			
(f) Other:			
*10. Estimated Allocation of Additional Funding (2016 Prop 123 & Laws 2015, 1st S.S., Ch. 1, §6)		170,325	
11. FY 2021 General Budget Limit (column A, lines 1 through 10) (A.R.S. §15-905.F) (page 1, line 30 cannot exceed this amount)		\$ 20,795,074	
12. Total Amount to be Used for Capital Expenditures (column B, lines 1 through 10) (A.R.S. §15-905.F) (to page 8, line A.11)			\$ 1,720,663

* Subject to adjustment prior to May 15 as allowed by A.R.S. Revisions are described in the instructions for these lines, as needed.

CALCULATION OF FY 2021 UNRESTRICTED CAPITAL BUDGET LIMIT AND CLASSROOM SITE FUND BUDGET LIMIT

(A.R.S. §15-947.D and A.R.S. §15-978)

UNRESTRICTED CAPITAL BUDGET LIMIT

A. 1. FY 2020 Unrestricted Capital Budget Limit (UCBL) (from FY 2020 latest revised Budget, page 8, line A.12)	\$ 2,699,180
2. Total UCBL Adjustment for prior years as notified by ADE on BUDG75 report (For budget adoption, use zero.)	\$
3. Adjusted Amount Available for FY 2020 Capital Expenditures (line A.1 + A.2)	\$ 2,699,180
4. Amount Budgeted in Fund 610 in FY 2020 (from FY 2020 latest revised Budget, page 4, line 10)	\$ 2,699,180
5. Lesser of line A.3 or the sum of line A.4 and any positive adjustment on line A.2	\$ 2,699,180
6. FY 2020 Fund 610 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	\$ 901,665
7. Unexpended Budget Balance in Fund 610 (line A.5 minus A.6) If negative, use zero in calculation, but show negative amount here in parentheses.	\$ 1,797,515
8. Interest Earned in Fund 610 in FY 2020	\$
9. Monies deposited in Fund 610 from School Facilities Board for donated land (A.R.S. §15-2041.F)	\$ 0
10. Adjustment to UCBL for FY 2021 (A.R.S. §15-905.M) Include year(s) and descriptions, as applicable. (a) Prior Year Over Expenditures/Resolutions:	\$
(b) ADM/Transportation Audit Adjustment	\$
(c) Other:	\$
11. Amount to be Used for Capital Expenditures (from page 7, line 12)	\$ 1,720,663
12. FY 2021 Unrestricted Capital Budget Limit (lines A.7 through A.11) (1)	\$ 3,518,178

CLASSROOM SITE FUND BUDGET LIMIT

	Fund 011	Fund 012	Fund 013	Total Fund 010
B. 1. FY 2020 Classroom Site Fund Budget Limit (from FY 2020 latest revised Budget, page 8, line B.7)	410,135	1,157,568	709,543	2,277,246
2. FY 2020 Actual Expenditures (For budget adoption use actual expenditures to date plus estimated expenditures through fiscal year-end.)	228,546	530,076	500,000	1,258,622
3. Unexpended Budget Balance (line B.1 minus B.2)	181,589	627,492	209,543	1,018,624
4. Interest Earned in the Classroom Site Fund in FY 2020				0
5. FY 2021 Classroom Site Fund Allocation (provided by ADE, based on \$425) Enter the total allocation in the Total Fund 010 column. Funds 011, 012, and 013 will automatically calculate.	260,065.00	520,130.00	520,130.00	1,300,325.00
6. Adjustments to FY 2021 Classroom Site Fund Budget Limit (2)				0
7. FY 2021 Classroom Site Fund Budget Limit (Sum of lines B.3 through B.6) (3)	441,654	1,147,622	729,673	2,318,949

- (1) The amount budgeted on page 4, line 10 cannot exceed this amount.
- (2) This line may be used to recapture lost CSF budget capacity that resulted from underbudgeting in prior fiscal years.
- (3) The amounts budgeted on page 3, lines 13, 26, 39, and 40 cannot exceed the respective amounts on this line.

SUPPLEMENT TO SCHOOL DISTRICT ANNUAL EXPENDITURE BUDGET FOR DISTRICTS THAT BUDGET FOR
ENGLISH LANGUAGE LEARNERS (A.R.S. §§15-756.04 and 15-756.11)

English Language Learners Supplement		FTE		Salaries 6100	Employee Benefits 6200	Purchased Services 6300, 6400, 6500	Supplies 6600	Property 6700	Other 6800	Totals		% Increase/ Decrease
		Prior FY	Budget FY							Prior FY 2020	Budget FY 2021	
Expenditures												
English Language Learner Fund 071 (A.R.S. §15-756.04)												
1000 Instruction	1.	0.00								0	0	0.0%
2000 Support Services												
2100 Students	2.	0.00								0	0	0.0%
2200 Instructional Staff	3.	0.00								0	0	0.0%
2300 General Administration	4.	0.00								0	0	0.0%
2400 School Administration	5.	0.00								0	0	0.0%
2500 Central Services	6.	0.00								0	0	0.0%
2600 Operation & Maintenance of Plant	7.	0.00								0	0	0.0%
2700 Student Transportation	8.	0.00								0	0	0.0%
2900 Other	9.	0.00								0	0	0.0%
Total (lines 1-9) (to Budget, page 6, Other Funds, line 2)	10.	0.00	0.00	0	0	0	0		0	0	0	0.0%
Compensatory Instruction Fund 072 (A.R.S. §15-756.11)												
1000 Instruction	11.	0.00								0	0	0.0%
2000 Support Services												
2100 Students	12.	0.00								0	0	0.0%
2200 Instructional Staff	13.	0.00								0	0	0.0%
2300 General Administration	14.	0.00								0	0	0.0%
2400 School Administration	15.	0.00								0	0	0.0%
2500 Central Services	16.	0.00								0	0	0.0%
2600 Operation & Maintenance of Plant	17.	0.00								0	0	0.0%
2700 Student Transportation	18.	0.00								0	0	0.0%
2900 Other	19.	0.00								0	0	0.0%
Total (lines 11-19) (to Budget, page 6, Other Funds, line 3)	20.	0.00	0.00	0	0	0	0		0	0	0	0.0%

SUMMARY OF SCHOOL DISTRICT PROPOSED EXPENDITURE BUDGET

CTD NUMBER 070408000

VERSION Adopted

I certify that the Budget of Osborn School District, Maricopa County for fiscal year 2021 was officially proposed by the Governing Board on June 16, 2020, and that the complete Proposed Expenditure Budget may be reviewed by contacting Colleen Toscano at the District Office, telephone 6027072022 during normal business hours.

President of the Governing Board

1. Average Daily Membership:		Prior Year	Budget Year	4. Average Teacher Salaries (A.R.S. §15-903.E)	
	2019 ADM	2020 ADM	2021 ADM	1. Average salary of all teachers employed in FY 2021 (budget year)	52,773
Attending	2,681,261	2,637,510	2,637,510	2. Average salary of all teachers employed in FY 2020 (prior year)	50,260
				3. Increase in average teacher salary from the prior year	2,513
				4. Percentage increase	5%
2. Tax Rates:		Prior FY	Est. Budget FY	Comments on average salary calculation (Optional):	
Primary Rate (equalization formula funding and budget add-ons not required to be in secondary rate)		2.0518	2.0518		
Secondary Rate (voter-approved overrides, bonds, and Career Technical Education Districts, and desegregation, if applicable)		2.2261	2.2261		
3. Budgeted Expenditures and Budget Limits:		Budgeted			
		Expenditures	Budget Limit		
Maintenance & Operation Fund		20,795,074	20,795,074	5. Average salary of all teachers employed in FY 2018	43,581
Classroom Site Fund		2,318,949	2,318,949	6. Total percentage increase in average teacher salary since FY 2018	21%
Unrestricted Capital Outlay Fund		3,518,178	3,518,178		

MAINTENANCE AND OPERATION EXPENDITURES							
	Salaries and Benefits		Other		TOTAL		% Inc./(Decr.) from Prior FY
	Prior FY	Budget FY	Prior FY	Budget FY	Prior FY	Budget FY	
100 Regular Education							
1000 Instruction	7,919,262	8,389,108	262,000	262,000	8,181,262	8,651,108	5.7%
2000 Support Services							
2100 Students	384,176	392,960	15,000	15,000	399,176	407,960	2.2%
2200 Instructional Staff	466,000	476,620	23,500	23,500	489,500	500,120	2.2%
2300, 2400, 2500 Administration	1,827,156	1,867,599	292,000	292,000	2,119,156	2,159,599	1.9%
2600 Oper./Maint. of Plant	1,147,528	1,173,729	1,640,500	1,640,500	2,788,028	2,814,229	0.9%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	0	0	75,000	75,000	75,000	75,000	0.0%
610 School-Sponsored Cocurric. Activities	0	0	0	0	0	0	0.0%
620 School-Sponsored Athletics	15,500	15,500	6,100	6,100	21,600	21,600	0.0%
630, 700, 800, 900 Other Programs	0	0	0	0	0	0	0.0%
Regular Education Subsection Subtotal	11,759,622	12,315,516	2,314,100	2,314,100	14,073,722	14,629,616	3.9%
200 and 300 Special Education							
1000 Instruction	2,933,760	3,098,448	222,000	222,000	3,155,760	3,320,448	5.2%
2000 Support Services							
2100 Students	1,008,800	1,031,126	239,000	239,000	1,247,800	1,270,126	1.8%
2200 Instructional Staff	199,100	207,082	7,000	7,000	206,100	214,082	3.9%
2300, 2400, 2500 Administration	0	0	2,500	2,500	2,500	2,500	0.0%
2600 Oper./Maint. of Plant	0	0	500	500	500	500	0.0%
2900 Other	0	0	0	0	0	0	0.0%
3000 Oper. of Noninstructional Services	0	0	0	0	0	0	0.0%
Special Education Subsection Subtotal	4,141,660	4,336,656	471,000	471,000	4,612,660	4,807,656	4.2%
400 Pupil Transportation	902,800	923,356	238,000	238,000	1,140,800	1,161,356	1.8%
510 Desegregation	0	0	0	0	0	0	0.0%
530 Dropout Prevention Programs	0	0	0	0	0	0	0.0%
540 Joint Career and Technical Education and Vocational Education Center	0	0	0	0	0	0	0.0%
550 K-3 Reading Program	189,423	196,446	0	0	189,423	196,446	3.7%
TOTAL EXPENDITURES	16,993,505	17,771,974	3,023,100	3,023,100	20,016,605	20,795,074	3.9%

SUMMARY OF SCHOOL DISTRICT PROPOSED EXPENDITURE BUDGET (Concl'd)

CTD NUMBER 070408000
VERSION Adopted

TOTAL EXPENDITURES BY FUND				
Fund	Budgeted Expenditures		\$ Increase/(Decrease) from Prior FY	% Increase/(Decrease) from Prior FY
	Prior FY	Budget FY		
Maintenance & Operation	20,016,605	20,795,074	778,469	3.9%
Instructional Improvement	500,000	210,000	(290,000)	-58.0%
English Language Learner	0	0	0	0.0%
Compensatory Instruction	0	0	0	0.0%
Classroom Site	2,277,246	2,318,949	41,703	1.8%
Federal Projects	4,886,512	4,886,512	0	0.0%
State Projects	735,217	737,500	2,283	0.3%
Unrestricted Capital Outlay	2,699,180	3,518,178	818,998	30.3%
New School Facilities	0	0	0	0.0%
Adjacent Ways	0	0	0	0.0%
Debt Service	6,800,297	7,138,700	338,403	5.0%
School Plant Fund	576,000	250,000	(326,000)	-56.6%
Auxiliary Operations	31,000	35,000	4,000	12.9%
Bond Building	47,000,000	27,000,000	(20,000,000)	-42.6%
Food Service	2,750,000	2,750,000	0	0.0%
Other	1,129,000	1,460,000	331,000	29.3%

M&O FUND SPECIAL EDUCATION PROGRAMS BY TYPE		
Program (A.R.S. §§15-761 and 15-903)	Prior FY	Budget FY
Total All Disability Classifications	4,337,660	4,532,656
Gifted Education	275,000	275,000
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	4,612,660	4,807,656

PROPOSED STAFFING SUMMARY				
Staff Type	Purchased Services Personnel FTE	Employee FTE	Total FTE	Staff-Pupil Ratio
Certified --				
Superintendent, Principals, Other Administrators	0	11	11	1 to 239.8
Teachers	1	175	176	1 to 15.0
Other	0	15	15	1 to 175.8
Subtotal	1	201	202	1 to 13.1
Classified --				
Managers, Supervisors, Directors	0	5	5	1 to 527.5
Teachers Aides	0	70	70	1 to 37.7
Other	0	94	94	1 to 28.1
Subtotal	0	169	169	1 to 15.6
TOTAL	1	370	371	1 to 7.1
Special Education --				
Teacher	0	21	21	1 to 13.0
Staff	0	28	28	1 to 9.0

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – I/II

Agenda Item

Call to Order

Pledge of Allegiance

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

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

**Children want knowledge, challenge and recognition.
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This is our mission.**

Agenda Item Number – III

Agenda Item

District Celebrations

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

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
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Agenda Item Number – IV-A

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 2019/20 Payroll Vouchers processed from June 1 through June 30, 2020.

Moved _____ Seconded _____ P/F

Osborn School District No. 8

Summary of Payroll Vouchers 6/1/20-6/30/20

Voucher number		
Fund Title	Fund	Total
Maintenance & Operation	001	1,607,292.98
Proposition 301	011	131,126.21
Proposition 301	012	0.00
Instructional Improvement Fund	020	30,290.49
	71	0.00
Title I Disadvantaged Grant	100/101	175,727.55
	115	0.00
Title I Focus School	117	0.00
Title IIA	140	0.00
	141	0.00
	161	0.00
21st CCLC Grant	163	0.00
Title III	190	1,639.94
Title III	191	0.00
Title VII-Indian Ed	200	5,719.93
IDEA - General Entitlement Grant	220	52,563.93
	221	0.00
IDEA-Preschol Grant	222	433.11
AZ Tech Assistive Technology	227	0.00
Johnson O'Malley	230	2,859.96
McKinney Vento	280	494.99
	281	0.00
Medicaid Reimbursement Fund	290	20,240.61
Preschool Developmental Year 1	320	0.00
ASU - TIF Grant	352	0.00
SCOPPEs-Counseling Grant	376	0.00
Arts in Education Grant	377	0.00
	457	0.00
	472	24,630.56
	480	
Plant Fund	505	0.00
Food Service Fund	510	33,052.63
Civic Center	515	1,261.84
Community Schools	520	0.00
Auxiliary Operations	525	0.00
Extra Curr Tax Fees	526	0.00
Gifts & Donations	530	0.00
Indirect Costs Fund	570	5,097.24
Intergovernmental Agreement	955	0.00
	610	0.00
	630	3,217.30
		<u>2,095,649.27</u>

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-B-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. June 16, 2020 Regular Meeting

Legal

Financial

Governing Board Goals

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

Recommendation

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

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8
Governing Board Regular Meeting
June 16, 2020

The regular meeting of the Osborn School District Governing Board was called to order at 4:30 pm by Board President Aguilar.

Present:

Ylenia Aguilar, Board President
Maxine Radtke, Board Clerk
Sue Corbin, Board Member
Katie Paetz, Board Member
Dr. Michael Robert, Superintendent
Board Member, Samuel Richard

In modeling social distancing during the school closure due to the Coronavirus (COVID-19) pandemic all members participated virtually via telephone or other electronic device.

Dr. Robert led in the pledge.

President Aguilar announced that Mx. Paetz would be leaving the district and that tonight's meeting would be her last as a member.

Celebrations

Superintendent Robert acknowledged the work of the task forces adding that they were making the best decisions possible.

Dr. Robert thanked Principals Mann, Smith and Hamill for their years of service and their contributions to Osborn. He then introduced incoming Solano principal Lisa Norwood and incoming Longview principal Karen Grose and welcomed them to the Osborn family.

After acknowledging member Paetz for her accomplishments while serving on the Board, he thanked her for her policy advocacy in Osborn.

Consent Agenda

- A. Ratification of Accounts Payable Vouchers
- B. Ratification of Payroll Vouchers
- C. Board Minutes
 - 1. May 19, 2020 Regular Meeting
 - 2. May 19, 2020 Public Hearing
 - 3. June 4, 2020 Work Study Meeting
- D. Approval of Personnel Items
 - 1. New Employees
 - 2. Extra Duty Contracts
 - 3. Employment Changes/Additions
 - 4. Resignations
 - 5. Terminations
 - 6. Retirements
 - 7. Leaves of Absence
- E. Donations
- F. Expenditure and Revenue Report
- G. Student Activities Statement of Revenue and Expenditures
- H. Disposal of Equipment
- I. Approval of Maricopa County Payroll Services

- J. Authorization to Issue Request for Proposals (RFP's), Bids and Request for Qualifications (RFQ's) for 2020/21.
- K. Extracurricular Fee/Tax Credit Resolution
- L. Resolution to Ratify Vouchers
- M. Renewal of BIDs, RFPs, RFQs
- N. Facility Use Fee Schedule

Ms. Corbin moved for approval. Mr. Richard seconded. Motion carried 5-0.

Ms. Aguilar- aye
Mrs. Radtke- aye
Mx. Paetz- aye
Ms. Corbin- aye
Mr. Richard- aye

Call to the Public

Ms. Nye read the following public statements received from members of the public.

Ms. McAleece's statement thanked Osborn for the response to the George Floyd killing. She asked members to end contracts with the police department citing concern with members of 'one of the most violent police forces in the country' policing children.

Statements opposing installation of permanent glass in the front offices at schools were received by Mr. Juan Flamand and Mr. Ed Hermes and also read by Ms. Nye.

Administrative Reports

No comments

ACTION/APPROVAL

Approval of the FY 21 Proposed Budget

Mrs. Toscano provided a summary of the proposed budget for fiscal year 2021 which is based upon enrollment numbers remaining the same as fiscal year 2020; resulting in a \$778,000 increase in the budget.

Mrs. Radtke motioned for approval of the proposed budget and called for a Public Hearing on July 14 at 4:30. Ms. Corbin seconded. Motion carried 5-0.

Ms. Aguilar- aye
Mrs. Radtke- aye
Mx. Paetz- aye
Mr. Richard- aye
Ms. Corbin- aye

Approval of Bond and Override Projects

Mrs. Toscano explained that the request is for purchase of teacher laptops, and software licensing.

Mr. Richard moved for approval. Mrs. Radtke seconded. Motion carried 5-0.

Ms. Aguilar- aye
Mrs. Radtke- aye
Mx. Paetz- aye
Ms. Corbin- aye
Mr. Richard- aye

Approval of CMAR GMP 2.3, PR#2

Dr. Robert acknowledged concerns previously stated when this item was brought to the Board, adding that since the school closure the item addresses the safety of health. He stated that when discussions began about returning to work he was asked by staff whether glass would be installed in offices. Since that time, Dr. Robert stated he notified the Board and provided Task Forces working on school reopening recommendations with results of a survey that included a question about installing temporary or permanent glass in the offices. He explained survey results indicated 78 percent of staff and 64 percent of parents were in favor of permanent glass with 79 percent of staff and 75 percent of parents in favor of temporary glass. Dr. Robert explained that percentages represent 559 respondents adding that the recommendation by two of the three Task Forces and administration is to install permanent glass at a cost of \$23,800.

Mx. Paetz expressed concern about the way data from the survey was presented to Task Forces stating that the data was combined rather than broken out. She also expressed concern about the higher cost of using glass as compared to plexiglass. Discussion continued among members and Dr. Robert with concerns expressed about a permanent installation, cost and availability of materials, as well as the necessity of a project completion date that aligns with front office staff returning in July.

Mx. Paetz read statements emailed to her by Natasha Chavez and Antonio Chavez both opposed to installation of a permanent glass structure in front offices.

Discussion continued about cost, the necessity of getting these structures in place to keep staff safe when they return, and making the glass temporary so it can be removed when pandemic guidelines warrant that it is safe to do so.

Dr. Robert noted that the item was brought to the board for the purpose of transparency as the cost of this project falls well below the threshold of \$100,000 cost of purchases that require approval.

Mrs. Radtke moved to approve with the idea that it can be removed when it is determined to be safe due to the crisis, and the item is revisited by the end of the calendar year. President Aguilar seconded. Motion passed 4-1.

Ms. Aguilar- aye
Mrs. Radtke- aye
Mx. Paetz- nay
Ms. Corbin- aye
Mr. Richard- aye

Mx. Paetz requested that it be noted that this was a sad day and we will be blessed when the glass is removed.

Approval of 2020-2025 Gifted Scope and Sequence

Mrs. Potter-Davis shared that this item was brought to the Board for approval according to statute. Mrs. Potter-Davis explained that she and Mrs. Crossley met earlier in the year to review the gifted program. Although funding was not available to hire a teacher on assignment for the program this year they hope to do so for the 21/22 school year. Mrs. Potter-Davis stated she is proud of the district's services that challenge and enrich the 73 students in the program.

Discussion took place about how students are tested for the program. Mrs. Potter-Davis and Mrs. Crossley provided further information about the testing and confirmed that although the number of students in the program is low that the population is representative of the district population.

Mrs. Crossley will follow up with information that shows the representation of students participating in the program at a later date.

Ms. Corbin moved for approval. Mr. Richard seconded. Motion carried 5-0.

Ms. Aguilar- aye
Mrs. Radtke- aye
Mx. Paetz- aye
Mr. Richard- aye
Ms. Corbin - aye

Approval of the Recommended Job Description for Education Technology Teacher on Assignment (TOA)

Mrs. Potter-Davis shared that in reflecting on the past year the need to prepare and ensure that all are well prepared both for online and out of school learning. She said that the addition of this position will provide another voice to bring professional development to families and help research and design training assuring maximizing and moving the learning forward. Mrs. Crossley added that all of the district's curriculum now has an online component as well as instructional resources.

Discussion moved to support available for families. The Curriculum Department will be working with the superintendent on expectations of the job and may include sharing in the responsibility to communicate with families.

Mrs. Radtke moved for approval. Ms. Corbin seconded. Motion carried. 5-1.

Ms. Aguilar- aye
Mrs. Radtke- aye
Mx. Paetz- nay
Mr. Richard- aye
Ms. Corbin – aye

Mx. Paetz noted that her nay vote was cast due to her dissatisfaction with Dr. Robert's response to her question of how the position will be held accountable, not because she does not support the position.

Approval of the Recommended Job Description for Director of Accountability and Digital Learning

Mrs. Potter-Davis stated that the areas of digital learning and accountability will be areas of high priority next year. As well as oversight and direction and leadership, the current curriculum specialist Mrs. Crossley is involved in all curriculum decisions and played an important role in the digital learning opportunity due to the closure. Mrs. Crossley is in every area and as the district heads into incredible focus in this area she will provide oversight and leadership.

Discussion took place about the position and how the position will be held accountable, how the data will be shared and measuring growth.

Mrs. Radtke moved for approval. Mr. Richard seconded. Motion carried 5-0.

Ms. Aguilar- aye
Mrs. Radtke- aye
Mx. Paetz- aye
Mr. Richard- aye
Ms. Corbin - aye

Approval of Resolution of Commitment to Black Students and Black Lives

Dr. Robert shared that the resolution had been reviewed by counsel. Mx. Paetz led the discussion and stated the resolution would need amendments to include the date May 2021 and naming specific partnerships.

Mrs. Radtke reminded that the district has already committed to, and is already living what is stated in the resolution. Referring to the reminder by counsel that resolutions are not part of the work of a Governing Board she affirmed her agreement with what the resolution says.

Dr. Robert applauded Principal Hamill's approach and the steps she has taken over the past year to move forward.

Discussion continued and Mx. Paetz stated that the document needed to be more specific including language to add disaggregated data and would need to be brought to the Board to evaluate at the end of 20/21.

Mr. Richard motioned to approve with proposed changes. Mx. Paetz seconded. Motion carried. 5-0.

Ms. Aguilar- aye
Mrs. Radtke- aye
Mx. Paetz- aye
Mr. Richard- aye
Ms. Corbin - aye

Approval of Resolution of Commitment to Ethnic Studies

Dr. Robert shared that President Aguilar discussed the potential for ethnic studies. He said in his work with other superintendents there is agreement that Ethnic Studies is the right work.

Mx. Paetz moved for approval of the resolution directing that the resolutions be posted on the website top and center. Mr. Richard seconded. Motion carried. 5-0

Ms. Aguilar- aye
Mrs. Radtke- aye
Mx. Paetz- aye
Mr. Richard- aye
Ms. Corbin - aye

INFORMATION /Discussion Items

Bond Update

None

School Closure Update

Dr. Robert shared that the Task Forces are working on reopening. Teaching and Learning and School Operations task forces met together last week and are working on hybrid pieces. He plans to share the plan with the Board at a July Work Study and then communicate the plan to the public in July. Dr. Robert is happy with the work task forces are doing. The goal is to have a safe opening of schools and to be responsive as to what parents need. Minutes from the task force meetings will be shared with any decisions made included.

July Work Study

Availability was confirmed for a July 2 Work Study at 4:30 pm.

Board Development

Schedule Date for Board/Admin Team Retreat

Member availability was confirmed for August 27.

Virtual NALEO 37th Annual Conference Will Be Held August 5-6, 2020. Registration Is Required But There Is Not A Fee To Attend

Dr. Robert stated that members could register themselves or email Ms. Nye their interest in attending.

Discussion of Readings from “Eight Keys to an Extraordinary Board-Superintendent Partnership”

Members discussed their reading and shared that one of the main areas of focus involved the lack of material available for board members. Discussion moved to boardsmanship being learned by becoming a member of a board and as a board member, the importance of being involved.

Ms. Corbin left the meeting at 7:18 pm.

Reflections

Mr. Richard stated he is grateful for the work Mx. Paetz has done as a member of the Board.

Mrs. Radtke stated her appreciation of the previous meeting where they were able to meet in person and thanked Mx. Paetz for her service.

Dr. Robert welcomed Mrs. Crossley into her new role. He expressed his appreciation for approval of the resolutions that are reflective of the work being done. He thinks they will move the district forward and are reflective of the advocacy work done by Mx. Paetz.

President Aguilar stated she was grateful for what was accomplished but acknowledged the meeting was a challenge. She said she is grateful to be on the Board and knows the district does what is right for families and community.

Mx. Paetz shared her sentiments about each member recognizing the mutual respect shared between them. She also stated that she knew the Board chose the right person when Dr. Robert was hired as superintendent.

Future

Mr. Richard

- Would like to see if the message about the new positions and the district's dedicated commitment to a slow responsible path to reopening schools can be woven into enrollment communications by the communication expert.

Mrs. Radtke

- Suggested determining the superintendent's performance pay prior to Mx. Paetz leaving
- Scheduling time for Board/ Superintendent Goals and Strategies
- Would like to see the statistics for gifted students broken down

Mx. Paetz

- Remember the students/ community

President Aguilar

- Superintendent contract

Adjournment

Meeting declared adjourned by President Aguilar at 7:33 pm.

Minutes submitted by:

Lisa Nye, Executive Assistant
to the Superintendent and Governing Board

Maxine Radtke, Board Clerk

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-C-1-7

Agenda Item

Approval of Personnel Items

For Board: ☒ Action ☐ Discussion ☐ Information

Background –

Per attached list.

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

Legal

Financial

Governing Board Goals

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

Recommendation

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

Moved _____ Seconded _____ P/F

NEW EMPLOYEES: CERTIFIED

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE HIRED</u>	<u>RATE OF PAY</u>
Rivard-Lentz, Haley	Teacher	SOL	7/21/2020	\$40,250.00

NEW EMPLOYEES: CLASSIFIED

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE HIRED</u>	<u>RATE OF PAY</u>
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RATIFY ADDENDUM TO CONTRACTNAMEPROGRAMAMOUNT**PRE-APPROVAL ADDENDUM TO CONTRACT**NAMEPROGRAMAMOUNT

Aguirre, Alexis	Phoenix TV Teacher 6/1-6/30/20	\$600.00
Aken, Ann	Math Planning Committee 6/15-6/16/20	\$75.00
Annibale, Brenna	Phoenix TV Teacher 6/1-6/30/20	\$300.00
Arebalo, Cynthia	Parent Outreach 7/1-7/3/20	\$375.00
Barnett, Desiree	After School Coordinator 8/19-5/20	\$3,900.00
Berardi, Rhiannon	Phoenix TV Teacher 6/1-6/30/20	\$300.00
Betancourth, Rebecca	Student Council Coordinator 1/14-3/2/20	\$270.00
Bonillas, Sarah	Parent Outreach 7/1-7/3/20	\$375.00
Boyd, Brad	Parent Outreach 7/1-7/3/20	\$375.00
Bucklew, Joan	Math Planning Committee 6/15/20	\$75.00
Button, Jessica	Phoenix TV Teacher 6/1-6/30/20	\$300.00
Canez, Angemarie	Parent Outreach 7/1-7/3/20	\$375.00
Cecena, Araceli	Parent Outreach 7/1-7/3/20	\$375.00
Chavez, Cristina	Parent Outreach 7/1-7/3/20	\$375.00
Chou, Amy	Parent Outreach 7/1-7/3/20	\$375.00
Davey, Jenny	Math Planning Committee 6/15-6/16/20	\$150.00
Davey, Jenny	Phoenix TV Teacher 6/1-6/30/20	\$300.00
Dodge, Jessica	Math Planning Committee 6/15/20	\$75.00
Enrique, Citlaxochitl	Phoenix TV Teacher 6/1-6/30/20	\$300.00
Fletcher, Nikole	Phoenix TV Teacher 6/1-6/30/20	\$600.00
Formanek, John	Math Planning Committee 6/29/20	\$75.00
Garcia, Maria	Math Planning Committee 6/15/20	\$75.00
Garcia, Maria	Parent Outreach 7/1-7/3/20	\$375.00
Green, Maria	Math Planning Committee 6/15/20	\$75
Heath, Elizabeth	Math Planning Committee 6/15/20	\$75.00
Herscivici, Amanda	Math Planning committee 6/15/20	\$75.00
Hess, James	Phoenix TV Teacher 6/1-6/30/20	\$300.00
Hess, Jim	Parent Outreach 7/1-7/3/20	\$375.00
Howard, Avery	Parent Outreach 7/1-7/3/20	\$375.00
Hubbell, Amelia	Math Plannikng committee 6/15-6/17/20	\$225.00
Hunt, Lisa	Parent Outreach 7/1-7/3/20	\$375.00
Jacuinde, Tomas	Parent Outreach 7/1-7/3/20	\$375.00
Jones, Megan	Parent Outreach 7/1-7/3/20	\$375.00
Kahl, Kayce	Math Planning committee 6/15/20	\$75.00
Kahl, Kayce	Parent Outreach 7/1-7/3/20	\$375.00
Kahl, Kayce	Phoenix TV Teacher 6/1-6/30/20	\$300.00
Kingsland, Michelle	ELA Planning Committee 7/7-7/10/20	\$500.00
Kingsland, Michelle	Parent Outreach 7/1-7/3/20	\$375.00
Lange, Taylor	Parent Outreach 7/1-7/3/20	\$375.00
Linn, Jennifer	ELA Planning Committee 7/7-7/10/20	\$500.00
Linn, Jennifer	Parent Outreach 7/1-7/3/20	\$375.00
Lovett, Gayle	Math Planning committee 6/15/20	\$75.00
McCord, Brianna	Parent Outreach 7/1-7/3/20	\$375.00
Murphy, John	Parent Outreach 7/1-7/3/20	\$375.00

Nevarez, Mae	Math Planning committee 6/15-6/17/20	\$225.00
Olivares, Natalia	Parent Outreach 7/1-7/3/20	\$375.00
Palache, Hilda	Parent Outreach 7/1-7/3/20	\$375.00
Parker, Naomi (Alex)	Math Planning Committee 6/15/20	\$75.00
Paz, Elizabeth	Nationally Cerified Psychologist 19/20	\$2,500.00
Pierson, Alicia	Parent Outreach 7/1-7/3/20	\$375.00
Prutch, Mary	Math Planning committee 6/15/20	\$75.00
Robinson, Melissa	ELA Planning Committee 7/7-7/10/20	\$500.00
Stacey, Brendan	Math Planning Committee 6/15/20	\$75.00
Stacey, Brendan	Phoenix TV Teacher 6/1-6/30/20	\$300.00
Statchel, Allison	ELA Planning Committee 7/7-7/10/20	\$500.00
Stevens, Amber	Native american Program Lead 7/1-7/30/20	\$1,750.00
Tikovitch, Erin	Math Planning committee 6/15/20	\$75.00
Trainor, Randy	ELA Planning Committee 7/7-7/10/20	\$500.00
Tsai, Joann	ELA Planning Committee 7/7-7/10/20	\$500.00
Valencia, Luis	Parent Outreach 7/1-7/3/20	\$375.00
Valencia, Luis	Phoenix TV Teacher 6/1-6/30/20	\$300.00
Vehr, Rodi	Math Committee 6/6/20	\$75.00
Vehr, Rodi	Parent Outreach 7/1-7/3/20	\$375.00
Dodge, Jessica	Parent Outreach 7/1-7/3/20	\$375.00
Meza, Jorge	Parent Outreach 7/1-7/3/20	\$375.00
Barnett, Linda	Parent Outreach 7/1-7/3/20	\$375.00
Guzman, Jose	Parent Outreach 7/1-7/3/20	\$375.00
Kohrs, Denise	Conduct Child Find with IDEA 5/26-6/28/20	\$400.00
Brodt, Matt	Parent Outreach 7/1-7/3/20	\$375.00

ADDITIONAL ASSIGNMENTS					
<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE</u>	<u>RATE OF PAY</u>	
Davey, Jenny	Temp Tech	All Schools	6/22/2020	\$15.00/hour	
Anderson, Beth	Temp Tech	All Schools	6/22/2020	\$15.00/hour	
Kellog, Raymond	Summer Moving/Cleaning	M/T	7/1/2020	\$15.99/hour	
Sanchez, Aaron	Summer Moving/Cleaning	M/T	7/1/2020	\$15.99/hour	
Thomas, Charity	Summer Moving/Cleaning	M/T	7/1/2020	\$15.99/hour	
Yancy, Fredericka	Summer Moving/Cleaning	M/T	7/1/2020	\$15.99/hour	
Collins, Kurt	Summer Moving/Cleaning	M/T	7/1/2020	\$15.99/hour	
Jackson, Mark	Summer Moving/Cleaning	M/T	7/1/2020	\$15.99/hour	
Norzagary, Griselda	Extra Duty-Calling Osborn Families	OMS	7/1/2020	\$17.96/hour	
Luevano Santos, Vanessa	Extra Duty-Calling Osborn Families	OMS	7/1/2020	\$14.53/hour	
Scialdone, Ariana	Extra Duty-Calling Osborn Families	SOL	7/1/2020	\$13.49/hour	
Winters Gemuendon, Mary Jo	Extra Duty-Calling Osborn Families	SOL	7/1/2020	\$13.69/hour	
Alvarado, Veronica	Extra Duty-Calling Osborn Families	SOL	7/1/2020	\$14.73/hour	
Duran, Yanet	Extra Duty-Calling Osborn Families	SOL	7/1/2020	\$12.61/hour	
Jaramillo, Terry	Extra Duty-Calling Osborn Families	SOL	7/1/2020	\$17.96/hour	

CHANGE OF ASSIGNMENT					
<u>NAME</u>	<u>FROM POSITION</u>	<u>TO POSITION</u>	<u>LOCATION</u>	<u>DATE</u>	<u>RATE OF PAY</u>
Artea, Monica	Master Teacher	Curriculum Specialist-LA	DO	7/1/2020	\$70,393.00
Crossley, Jill	Curriculum Specialist	Director, Accountability/DisLrn	DO	7/1/2020	\$82,730.00
Nevarez, Mae	Teacher	Educational Tech TOA	DO	7/21/2020	\$52,385.00
Ochonogor, Emerald	Teacher	Federal Programs Specialist	DO	7/1/2020	\$73,393.00

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

NEW YEAR SUBSTITUTES ASSIGNMENTS				
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RESIGNATIONS			
<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>DATE</u>
Dobbertin, Carly	Teacher	ENC	6/22/2020
Johnson, Nicholas	Teacher	OMS	5/22/2020
Lively, Vicki	Reading Specialist	LV	5/22/2020
Norman, Laura	Teacher	OMS	5/22/2020
Vargas, Raquel	Accounting Technician	DO	6/4/2020
Zuckerman, Allana	Teacher	SOL	6/22/2020

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

RETIREMENTS			
<u>NAME</u>	<u>REASON</u>	<u>LOCATION</u>	<u>DATE</u>
Koke, Marcella	Retiring	DO	6/30/2020

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

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

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-D

Agenda Item

Donations- none this month

For Board: ☒ Action ☐ Discussion ☐ Information

Background –

Donor	Donation	Location	Estimated Value

Legal

Financial

Governing Board Goals

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

Recommendation

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

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
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This is our mission.

Agenda Item Number – IV-E

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

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- ☐ Stewardship and Boardmanship
- ☐ Equity & Excellence for Opportunity and Outcomes

Recommendation

For information only

Moved _____ Seconded _____ P/F

Osborn School District

Board Exp & Revenue Report

Fiscal Year: 2019-2020

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 6/1/2020

To Date: 6/30/2020

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
001.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$615.06)	(\$10,438,833.23)	\$10,438,833.23	\$0.00	\$10,438,833.23	0.00%
001.000.0000.2000.000.000.0000	REVENUE FROM COUNTY	\$0.00	\$0.00	(\$532,650.20)	\$532,650.20	\$0.00	\$532,650.20	0.00%
001.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$4,218,024.69)	\$4,218,024.69	\$0.00	\$4,218,024.69	0.00%
001.000.0000.6000.000.000.0000	EXPENDITURES	\$19,726,395.00	\$2,021,884.88	\$17,840,924.60	\$1,885,470.40	\$899,713.71	\$985,756.69	5.00%
	FUND: MAINTENANCE AND OPERATION - 001	\$19,726,395.00	\$2,021,269.82	\$2,651,416.48	\$17,074,978.52	\$899,713.71	\$16,175,264.81	82.00%
010.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$4,972.82)	\$4,972.82	\$0.00	\$4,972.82	0.00%
	FUND: CLASSROOM SITE FUND - 010	\$0.00	\$0.00	(\$4,972.82)	\$4,972.82	\$0.00	\$4,972.82	0.00%
011.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$10,814.11)	\$10,814.11	\$0.00	\$10,814.11	0.00%
011.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$246,241.71)	\$246,241.71	\$0.00	\$246,241.71	0.00%
011.000.0000.6000.000.000.0000	EXPENDITURES	\$423,870.00	\$131,906.89	\$828,546.62	(\$404,676.62)	\$0.00	(\$404,676.62)	-95.47%
	FUND: P301 BASE PAY - 011	\$423,870.00	\$131,906.89	\$571,490.80	(\$147,620.80)	\$0.00	(\$147,620.80)	-34.83%
012.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$89,542.42)	\$89,542.42	\$0.00	\$89,542.42	0.00%
012.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$402,940.89)	\$402,940.89	\$0.00	\$402,940.89	0.00%
012.000.0000.6000.000.000.0000	EXPENDITURES	\$1,174,953.00	\$530,076.38	\$530,076.38	\$644,876.62	\$0.00	\$644,876.62	54.89%
	FUND: P301 PERFORMANCE PAY - 012	\$1,174,953.00	\$530,076.38	\$37,593.07	\$1,137,359.93	\$0.00	\$1,137,359.93	96.80%
013.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$492,483.31)	\$492,483.31	\$0.00	\$492,483.31	0.00%
013.000.0000.6000.000.000.0000	EXPENDITURES	\$2,442,228.00	\$0.00	\$0.00	\$2,442,228.00	\$0.00	\$2,442,228.00	100.00%
	FUND: P301 CLASSROOM IMPROVMENT - 013	\$2,442,228.00	\$0.00	(\$492,483.31)	\$2,934,711.31	\$0.00	\$2,934,711.31	120.17%
020.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$18.73)	(\$19,813.25)	\$19,813.25	\$0.00	\$19,813.25	0.00%
020.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$55,479.60)	\$55,479.60	\$0.00	\$55,479.60	0.00%
020.000.0000.6000.000.000.0000	EXPENDITURES	\$500,000.00	\$29,085.51	\$178,774.72	\$321,225.28	\$0.00	\$321,225.28	64.25%
	FUND: INSTRUCTIONAL IMPROVEMENT FUND - 020	\$500,000.00	\$29,066.78	\$103,481.87	\$396,518.13	\$0.00	\$396,518.13	79.30%
100.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$148,104.49	\$1,330,651.03	(\$1,330,651.03)	\$26,222.65	(\$1,356,873.68)	0.00%
	FUND: TITLE I - 100	\$0.00	\$148,104.49	\$1,330,651.03	(\$1,330,651.03)	\$26,222.65	(\$1,356,873.68)	0.00%
101.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$71,341.34)	\$71,341.34	\$0.00	\$71,341.34	0.00%
101.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$333.50	\$71,674.82	(\$71,674.82)	\$0.00	(\$71,674.82)	0.00%
	FUND: TITLE I - 101	\$0.00	\$333.50	\$333.48	(\$333.48)	\$0.00	(\$333.48)	0.00%
115.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$19,149.63)	\$19,149.63	\$0.00	\$19,149.63	0.00%
115.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$19,149.63	(\$19,149.63)	\$0.00	(\$19,149.63)	0.00%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 115	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
116.000.0000.6000.000.000.0000	EXPENDITURES	\$24,250.00	\$1,084.23	\$3,084.23	\$21,165.77	\$0.00	\$21,165.77	87.28%
	FUND: TITLE I TARGETED SUPPORT & IMPROVEMENT - 116	\$24,250.00	\$1,084.23	\$3,084.23	\$21,165.77	\$0.00	\$21,165.77	87.28%
140.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$73,634.67	\$93,298.99	(\$93,298.99)	\$8,443.31	(\$101,742.30)	0.00%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 140	\$0.00	\$73,634.67	\$93,298.99	(\$93,298.99)	\$8,443.31	(\$101,742.30)	0.00%
141.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$0.00	\$0.00	\$700.00	(\$700.00)	0.00%
	FUND: TITLE IIA - IMPROVING TEACHER QUALITY - 141	\$0.00	\$0.00	\$0.00	\$0.00	\$700.00	(\$700.00)	0.00%
160.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$11,064.89	\$27,665.27	(\$27,665.27)	\$30,529.05	(\$58,194.32)	0.00%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 160	\$0.00	\$11,064.89	\$27,665.27	(\$27,665.27)	\$30,529.05	(\$58,194.32)	0.00%
161.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$4,587.61)	\$4,587.61	\$0.00	\$4,587.61	0.00%

Osborn School District

Board Exp & Revenue Report

Fiscal Year: 2019-2020

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

From Date: 6/1/2020

To Date: 6/30/2020

☐ 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
161.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$4,643.18	(\$4,643.18)	\$0.00	(\$4,643.18)	0.00%
	FUND: TITLE IV - SAFE & DRUG FREE BASIC - 161	\$0.00	\$0.00	\$55.57	(\$55.57)	\$0.00	(\$55.57)	0.00%
163.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$652.38	(\$652.38)	\$0.00	(\$652.38)	0.00%
	FUND: 21ST CENTURY - 163	\$0.00	\$0.00	\$652.38	(\$652.38)	\$0.00	(\$652.38)	0.00%
190.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$25,400.10)	\$25,400.10	\$0.00	\$25,400.10	0.00%
190.000.0000.6000.000.000.0000	EXPENDITURES	\$84,438.57	(\$413.59)	\$57,587.43	\$26,851.14	\$3,821.60	\$23,029.54	27.27%
	FUND: TITLE III - 190	\$84,438.57	(\$413.59)	\$32,187.33	\$52,251.24	\$3,821.60	\$48,429.64	57.35%
200.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$2,656.40)	\$2,656.40	\$0.00	\$2,656.40	0.00%
200.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$11,076.62)	\$11,076.62	\$0.00	\$11,076.62	0.00%
200.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$16,450.42	\$42,311.94	(\$42,311.94)	\$0.00	(\$42,311.94)	0.00%
	FUND: TITLE VII - INDIAN ED - 200	\$0.00	\$16,450.42	\$28,578.92	(\$28,578.92)	\$0.00	(\$28,578.92)	0.00%
220.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$297,450.81)	\$297,450.81	\$0.00	\$297,450.81	0.00%
220.000.0000.6000.000.000.0000	EXPENDITURES	\$663,704.38	\$58,019.68	\$607,764.38	\$55,940.00	\$1,000.00	\$54,940.00	8.28%
	FUND: IDEA - BASIC - 220	\$663,704.38	\$58,019.68	\$310,313.57	\$353,390.81	\$1,000.00	\$352,390.81	53.09%
221.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$4,488.05)	\$4,488.05	\$0.00	\$4,488.05	0.00%
221.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$4,488.05	(\$4,488.05)	\$0.00	(\$4,488.05)	0.00%
	FUND: IDEA BASIC - 221	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
222.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$8,277.41)	\$8,277.41	\$0.00	\$8,277.41	0.00%
222.000.0000.6000.000.000.0000	EXPENDITURES	\$30,620.06	\$565.11	\$20,570.61	\$10,049.45	\$0.00	\$10,049.45	32.82%
	FUND: IDEA - PRESCHOOL GRANT - 222	\$30,620.06	\$565.11	\$12,293.20	\$18,326.86	\$0.00	\$18,326.86	59.85%
230.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$6,866.51)	\$6,866.51	\$0.00	\$6,866.51	0.00%
230.000.0000.6000.000.000.0000	EXPENDITURES	\$33,212.65	(\$6,499.90)	\$11,675.21	\$21,537.44	\$1,483.67	\$20,053.77	60.38%
	FUND: JOHNSON-O'MALLEY - 230	\$33,212.65	(\$6,499.90)	\$4,808.70	\$28,403.95	\$1,483.67	\$26,920.28	81.05%
280.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$12,474.08)	\$12,474.08	\$0.00	\$12,474.08	0.00%
280.000.0000.6000.000.000.0000	EXPENDITURES	\$25,653.57	(\$7,554.09)	\$17,638.31	\$8,015.26	\$6,204.76	\$1,810.50	7.06%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 280	\$25,653.57	(\$7,554.09)	\$5,164.23	\$20,489.34	\$6,204.76	\$14,284.58	55.68%
281.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$2,354.06)	\$2,354.06	\$0.00	\$2,354.06	0.00%
281.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$2,354.06	(\$2,354.06)	\$0.00	(\$2,354.06)	0.00%
	FUND: EDUCATION FOR HOMELESS CHILDREN - 281	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
290.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$0.96)	\$1,287.49	(\$1,287.49)	\$0.00	(\$1,287.49)	0.00%
290.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$50,665.89)	(\$274,981.47)	\$274,981.47	\$0.00	\$274,981.47	0.00%
290.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$23,764.05	\$439,488.32	(\$439,488.32)	\$5,625.92	(\$445,114.24)	0.00%
	FUND: MEDICAID REIMB - 290	\$0.00	(\$26,902.80)	\$165,794.34	(\$165,794.34)	\$5,625.92	(\$171,420.26)	0.00%
374.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$41.63)	\$41.63	\$0.00	\$41.63	0.00%
374.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	(\$1,453.89)	(\$11,653.89)	\$11,653.89	\$0.00	\$11,653.89	0.00%
	FUND: E-RATE - 374	\$0.00	(\$1,453.89)	(\$11,695.52)	\$11,695.52	\$0.00	\$11,695.52	0.00%
400.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$5,446.01)	\$5,446.01	\$0.00	\$5,446.01	0.00%
	FUND: State projects- Interest - 400	\$0.00	\$0.00	(\$5,446.01)	\$5,446.01	\$0.00	\$5,446.01	0.00%
450.000.0000.6000.000.000.0000	EXPENDITURES	\$2,512.23	\$272.68	\$2,512.23	\$0.00	\$0.00	\$0.00	0.00%

Osborn School District

Board Exp & Revenue Report

Fiscal Year: 2019-2020

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 6/1/2020

To Date: 6/30/2020

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	FUND: GIFTED - 450	\$2,512.23	\$272.68	\$2,512.23	\$0.00	\$0.00	\$0.00	0.00%
457.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$63,013.78)	\$63,013.78	\$0.00	\$63,013.78	0.00%
457.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$2,450.00	\$23,334.75	(\$23,334.75)	\$19,715.45	(\$43,050.20)	0.00%
	FUND: RESULTS BASED FUNDING - 457	\$0.00	\$2,450.00	(\$39,679.03)	\$39,679.03	\$19,715.45	\$19,963.58	0.00%
472.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$407.68	\$407.68	(\$407.68)	\$0.00	(\$407.68)	0.00%
472.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$237,565.34)	\$237,565.34	\$0.00	\$237,565.34	0.00%
472.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$56,551.78	\$302,973.08	(\$302,973.08)	\$0.00	(\$302,973.08)	0.00%
	FUND: EARLY LITERACY GRANT - 472	\$0.00	\$56,959.46	\$65,815.42	(\$65,815.42)	\$0.00	(\$65,815.42)	0.00%
476.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	(\$110,000.00)	(\$110,000.00)	\$110,000.00	\$0.00	\$110,000.00	0.00%
476.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$120,706.23	\$120,706.23	(\$120,706.23)	\$0.00	(\$120,706.23)	0.00%
	FUND: VW BUS SETTLEMENT - 476	\$0.00	\$10,706.23	\$10,706.23	(\$10,706.23)	\$0.00	(\$10,706.23)	0.00%
480.000.0000.6000.000.000.0000	EXPENDITURES	\$360,140.00	\$29,706.73	\$140,799.94	\$219,340.06	\$0.00	\$219,340.06	60.90%
	FUND: SAFE SCHOOLS - 480	\$360,140.00	\$29,706.73	\$140,799.94	\$219,340.06	\$0.00	\$219,340.06	60.90%
500.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$5,580.00)	(\$70,129.27)	\$70,129.27	\$0.00	\$70,129.27	0.00%
500.000.0000.5000.000.000.0000	REVENUE FROM OTHER SOURCES	\$0.00	\$0.00	(\$1,307.65)	\$1,307.65	\$0.00	\$1,307.65	0.00%
500.000.0000.6000.000.000.0000	EXPENDITURES	\$576,000.00	\$383,690.16	\$420,325.97	\$155,674.03	\$269,186.80	(\$113,512.77)	-19.71%
	FUND: SCH PL-SALE/LEAS OVR 1 YR - 500	\$576,000.00	\$378,110.16	\$348,889.05	\$227,110.95	\$269,186.80	(\$42,075.85)	-7.30%
510.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$2,087.28)	(\$51,625.34)	\$51,625.34	\$0.00	\$51,625.34	0.00%
510.000.0000.4000.000.000.0000	REVENUE FROM FEDERAL SOURCES	\$0.00	\$0.00	(\$1,418,541.32)	\$1,418,541.32	\$0.00	\$1,418,541.32	0.00%
510.000.0000.6000.000.000.0000	EXPENDITURES	\$2,750,000.00	\$55,862.61	\$1,598,839.52	\$1,151,160.48	\$229,439.91	\$921,720.57	33.52%
	FUND: FOOD SERVICE - 510	\$2,750,000.00	\$53,775.33	\$128,672.86	\$2,621,327.14	\$229,439.91	\$2,391,887.23	86.98%
515.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$4,943.31)	(\$47,321.26)	\$47,321.26	\$0.00	\$47,321.26	0.00%
515.000.0000.6000.000.000.0000	EXPENDITURES	\$204,000.00	\$1,261.84	\$64,990.35	\$139,009.65	\$0.00	\$139,009.65	68.14%
	FUND: CIVIC CENTER - 515	\$204,000.00	(\$3,681.47)	\$17,669.09	\$186,330.91	\$0.00	\$186,330.91	91.34%
520.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$1,838.00)	\$1,838.00	\$0.00	\$1,838.00	0.00%
520.000.0000.6000.000.000.0000	EXPENDITURES	\$15,000.00	\$490.18	\$1,701.82	\$13,298.18	\$1,273.76	\$12,024.42	80.16%
	FUND: COMMUNITY SCHOOL - 520	\$15,000.00	\$490.18	(\$136.18)	\$15,136.18	\$1,273.76	\$13,862.42	92.42%
525.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$1,600.00)	(\$6,219.23)	\$6,219.23	\$0.00	\$6,219.23	0.00%
525.000.0000.6000.000.000.0000	EXPENDITURES	\$31,000.00	\$1,459.00	\$11,354.00	\$19,646.00	\$3,976.35	\$15,669.65	50.55%
	FUND: AUXILIARY OPERATIONS - 525	\$31,000.00	(\$141.00)	\$5,134.77	\$25,865.23	\$3,976.35	\$21,888.88	70.61%
526.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$22,005.82)	(\$70,865.72)	\$70,865.72	\$0.00	\$70,865.72	0.00%
526.000.0000.6000.000.000.0000	EXPENDITURES	\$290,000.00	\$26,548.72	\$93,597.38	\$196,402.62	\$6,288.79	\$190,113.83	65.56%
	FUND: EXTRA CURR TAX FEES CR - 526	\$290,000.00	\$4,542.90	\$22,731.66	\$267,268.34	\$6,288.79	\$260,979.55	89.99%
530.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$4,816.00)	(\$65,491.51)	\$65,491.51	\$0.00	\$65,491.51	0.00%
530.000.0000.6000.000.000.0000	EXPENDITURES	\$105,000.00	\$2,386.66	\$28,153.78	\$76,846.22	\$26,833.12	\$50,013.10	47.63%
	FUND: GIFTS AND DONATIONS - 530	\$105,000.00	(\$2,429.34)	(\$37,337.73)	\$142,337.73	\$26,833.12	\$115,504.61	110.00%
540.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$1,188.00)	\$1,188.00	\$0.00	\$1,188.00	0.00%
540.000.0000.6000.000.000.0000	EXPENDITURES	\$14,000.00	\$0.00	\$674.00	\$13,326.00	\$1,326.00	\$12,000.00	85.71%
	FUND: FINGERPRINT - 540	\$14,000.00	\$0.00	(\$514.00)	\$14,514.00	\$1,326.00	\$13,188.00	94.20%

Osborn School District

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From Date: 6/1/2020

To Date: 6/30/2020

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
550.000.0000.6000.000.000.0000	EXPENDITURES	\$29,000.00	\$0.00	\$0.00	\$29,000.00	\$0.00	\$29,000.00	100.00%
	FUND: INSURANCE PROCEEDS - 550	\$29,000.00	\$0.00	\$0.00	\$29,000.00	\$0.00	\$29,000.00	100.00%
555.000.0000.6000.000.000.0000	EXPENDITURES	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
	FUND: TEXTBOOKS - 555	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
565.000.0000.6000.000.000.0000	EXPENDITURES	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
	FUND: LITIGATION RECOVERY - 565	\$4,000.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	100.00%
570.000.0000.6000.000.000.0000	EXPENDITURES	\$322,000.00	\$85,762.20	\$229,966.97	\$92,033.03	\$14,914.28	\$77,118.75	23.95%
	FUND: INDIRECT COSTS - 570	\$322,000.00	\$85,762.20	\$229,966.97	\$92,033.03	\$14,914.28	\$77,118.75	23.95%
575.000.0000.6000.000.000.0000	EXPENDITURES	\$86,000.00	\$0.00	\$7,894.30	\$78,105.70	\$8,709.70	\$69,396.00	80.69%
	FUND: UNEMPLOYMENT INSURANCE - 575	\$86,000.00	\$0.00	\$7,894.30	\$78,105.70	\$8,709.70	\$69,396.00	80.69%
585.000.0000.6000.000.000.0000	EXPENDITURES	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
	FUND: INSURANCE REFUND - 585	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
610.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.04	(\$1,324,122.50)	\$1,324,122.50	\$0.00	\$1,324,122.50	0.00%
610.000.0000.2000.000.000.0000	REVENUE FROM COUNTY	\$0.00	\$0.00	(\$93,150.57)	\$93,150.57	\$0.00	\$93,150.57	0.00%
610.000.0000.6000.000.000.0000	EXPENDITURES	\$99,156.00	\$119,168.76	\$824,416.68	(\$725,260.68)	\$170,756.47	(\$896,017.15)	-903.64%
	FUND: UNRESTRICT CAPITAL OUTLAY - 610	\$99,156.00	\$119,168.80	(\$592,856.39)	\$692,012.39	\$170,756.47	\$521,255.92	525.69%
620.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	\$0.43	(\$0.43)	\$0.00	(\$0.43)	0.00%
	FUND: ADJACENT WAYS - 620	\$0.00	\$0.00	\$0.43	(\$0.43)	\$0.00	(\$0.43)	0.00%
630.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$1,017,732.46	\$15,983,848.59	(\$15,983,848.59)	\$4,325,827.31	(\$20,309,675.90)	0.00%
	FUND: BOND BUILDING - 630	\$0.00	\$1,017,732.46	\$15,983,848.59	(\$15,983,848.59)	\$4,325,827.31	(\$20,309,675.90)	0.00%
665.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$8,980.11)	\$8,980.11	\$0.00	\$8,980.11	0.00%
	FUND: ENERGY & WATER SAVINGS - 665	\$0.00	\$0.00	(\$8,980.11)	\$8,980.11	\$0.00	\$8,980.11	0.00%
685.000.0000.6000.000.000.0000	EXPENDITURES	\$42,000.00	\$0.00	\$0.00	\$42,000.00	\$0.00	\$42,000.00	100.00%
	FUND: DEFICIENCIES CORRECTION - 685	\$42,000.00	\$0.00	\$0.00	\$42,000.00	\$0.00	\$42,000.00	100.00%
691.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.02	\$582.14	(\$582.14)	\$0.00	(\$582.14)	0.00%
691.000.0000.3000.000.000.0000	REVENUE FROM STATE SOURCES	\$0.00	\$0.00	(\$22,900.00)	\$22,900.00	\$0.00	\$22,900.00	0.00%
691.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$0.00	\$60,440.00	(\$60,440.00)	\$24,600.00	(\$85,040.00)	0.00%
	FUND: SFB BUILDING RENEWAL - 691	\$0.00	\$0.02	\$38,122.14	(\$38,122.14)	\$24,600.00	(\$62,722.14)	0.00%
700.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.00	(\$7,032,439.94)	\$7,032,439.94	\$0.00	\$7,032,439.94	0.00%
700.000.0000.6000.000.000.0000	EXPENDITURES	\$6,800,297.00	\$1,330,922.37	\$1,331,922.37	\$5,468,374.63	\$0.00	\$5,468,374.63	80.41%
	FUND: DEBT SERVICE - 700	\$6,800,297.00	\$1,330,922.37	(\$5,700,517.57)	\$12,500,814.57	\$0.00	\$12,500,814.57	183.83%
850.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$313.20)	(\$17,360.34)	\$17,360.34	\$0.00	\$17,360.34	0.00%
850.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$718.23	\$3,920.01	(\$3,920.01)	\$0.00	(\$3,920.01)	0.00%
	FUND: STUDENT ACTIVITIES - 850	\$0.00	\$405.03	(\$13,440.33)	\$13,440.33	\$0.00	\$13,440.33	0.00%
855.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	(\$102,002.65)	(\$2,073,369.99)	\$2,073,369.99	\$1,500.00	\$2,071,869.99	0.00%
855.000.0000.6000.000.000.0000	EXPENDITURES	\$0.00	\$334,673.16	\$1,893,364.14	(\$1,893,364.14)	\$26,009.22	(\$1,919,373.36)	0.00%
	FUND: EMPL INSUR PGM WITHHOLDNG - 855	\$0.00	\$232,670.51	(\$180,005.85)	\$180,005.85	\$27,509.22	\$152,496.63	0.00%

Osborn School District

Board Exp & Revenue Report

Fiscal Year: 2019-2020

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☐ Print accounts with zero balance

☐ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 6/1/2020

To Date: 6/30/2020

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
955.000.0000.1000.000.000.0000	REVENUE FROM LOCAL SOURCES	\$0.00	\$0.02	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
	FUND: INTERGOVERNMENTAL AGREEMENT - 955	\$0.00	\$0.02	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
Grand Total:		\$36,877,430.46	\$6,296,175.86	\$15,293,562.29	\$21,583,868.17	\$6,114,101.83	\$15,469,766.34	41.95%

End of Report

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-F

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 2019/20 Statement of Revenues and Expenditures for the Student Activities Fund from June 1 through June 30, 2020.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT No. 8
Statement of Revenues and Expenditures
For Student Activities Fund
Activity from June 1, 2020 to June 30, 2020

<u>School</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenditures</u>	<u>Ending Balance</u>
Clarendon	3,593.03	78.30		3,671.33
OMS	16,985.07	78.30	718.23	16,345.14
Solano	10,111.64	78.30		10,189.94
Longview	4,100.81	78.30		4,179.11
	<u>\$ 34,790.55</u>	<u>\$ 313.20</u>	<u>\$ 718.23</u>	<u>34,385.52</u>

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

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This is our mission.

Agenda Item Number – IV-G

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 Encanto, Clarendon, Longview, Solano, DO DATE 6/22/20

DEPARTMENT Curriculum

EQUIPMENT:

ASSET # _____

DESCRIPTION _____

SERIAL # _____

REASON FOR DISPOSITION New science curriculum adoption.

Dispose of outdated materials, Foss Kits + Foss Books

SIGNATURE Jane Potter Davis DATE 6/22/20
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

UPON COMPLETION:

ORIGINAL — PROPERTY CONTROL
PINK — MAINTENANCE

YELLOW — BUSINESS OFFICE
GOLD — DEPARTMENT HEAD

Curriculum Request for Disposal 7-14-20 Board Meeting

Item	School	Quantity	Price per kit	Total
Foss Kit & Teacher Manual - Kinder	Longview	3	\$133.00	\$399.00
Foss Kit & Teacher Manual - Kinder	Solano	3	\$133.00	\$399.00
Foss Kit & Teacher Manual - Kinder	Encanto	3	\$133.00	\$399.00
Foss Kit & Teacher Manual - Kinder	DO	1	\$133.00	\$133.00
Foss Kit & Teacher Manual - 1st Grade	Longview	3	\$39.00	\$117.00
Foss Kit & Teacher Manual - 1st Grade	Solano	3	\$39.00	\$117.00
Foss Kit & Teacher Manual - 1st Grade	Encanto	3	\$39.00	\$117.00
Foss Kit & Teacher Manual - 1st Grade	DO	1	\$39.00	\$39.00
Foss Kit & Teacher Manual - 2nd Grade	Longview	3	\$70.00	\$210.00
Foss Kit & Teacher Manual - 2nd Grade	Encanto	3	\$70.00	\$210.00
Foss Kit & Teacher Manual - 2nd Grade	Solano	3	\$70.00	\$210.00
Foss Kit & Teacher Manual - 2nd Grade	DO	1	\$70.00	\$70.00
Foss Kit & Teacher Manual - 3rd Grade	Longview	3	\$41.00	\$123.00
Foss Kit & Teacher Manual - 3rd Grade	Encanto	3	\$41.00	\$123.00
Foss Kit & Teacher Manual - 3rd Grade	Solano	3	\$41.00	\$123.00
Foss Kit & Teacher Manual - 3rd Grade	DO	1	\$41.00	\$41.00
Foss Kit & Teacher Manual - 4th Grade	Longview	3	\$40.00	\$120.00
Foss Kit & Teacher Manual - 4th Grade	Clarendon	3	\$40.00	\$120.00
Foss Kit & Teacher Manual - 4th Grade	Solano	3	\$40.00	\$120.00
Foss Kit & Teacher Manual - 4th Grade	DO	1	\$40.00	\$40.00
Foss Kit & Teacher Manual - 5th Grade	Clarendon	3	\$198.00	\$594.00
Foss Kit & Teacher Manual - 5th Grade	Solano	3	\$198.00	\$594.00
Foss Kit & Teacher Manual - 5th Grade	Longview	3	\$198.00	\$594.00
Foss Kit & Teacher Manual - 5th Grade	DO	1	\$198.00	\$198.00
Foss Kit & Teacher Manual - 6th Grade	Longview	3	\$128.00	\$384.00
Foss Kit & Teacher Manual - 6th Grade	Clarendon	3	\$128.00	\$384.00
Foss Kit & Teacher Manual - 6th Grade	Solano	3	\$128.00	\$384.00
Foss Kit & Teacher Manual - 6th Grade	DO	1	\$128.00	\$128.00
				\$6,362.00

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-H

Agenda Item

Approval of MOU with Read Better Be Better

For Board: ☒ Action ☒ Discussion ☐ Information

Background –

The enclosed Memorandum of Understanding (MOU) facilitates our partnership with Read Better Be Better. The mission of RBBB is to help children improve literacy skills and become better learners. RBBB creates change by helping children master reading comprehension in three ways: improving concentration, encouraging an active enjoyment of reading and helping develop a deeper understanding of what is being read.

By providing a reading mentorship program between Osborn Elementary School District third grade “Reading Learners” and Osborn Elementary School District “Reading Leaders”, we will move toward the mission of RBBB while simultaneously developing leadership skills in our older students and working toward our school mission of having all students on or above grade level in all areas.

This MOU provides the terms of the arrangement between the District and Read Better Be Better and has been reviewed by our legal counsel.

Read Better Be Better staff will be present and available to answer questions.

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 MOU with Read Better Be Better for 2020/21 as presented.

Moved _____ Seconded _____ P/F



Read Better Be Better

THIS MEMORANDUM OF UNDERSTANDING IS BETWEEN OSBORN ELEMENTARY SCHOOL DISTRICT AND READ BETTER BE BETTER

Purpose statement:

In order to build literacy skills, leadership skills, and a positive learning community, Osborn Elementary School District is entering a partnership with Read Better Be Better (RBBB). The mission of RBBB is to help children improve literacy skills and become better learners. RBBB creates change by helping children master reading comprehension in three ways:

1. Improving concentration
2. Encouraging an active enjoyment of reading
3. Helping develop a deeper understanding of what is being read

By providing a reading mentorship program between target Osborn Elementary School District third grade “Reading Learners” and Osborn Elementary School District “Reading Leaders”, we will move toward the mission of RBBB while simultaneously developing leadership skills in our older students and working toward our school mission of having all students on or above grade level in all areas.

Beginning and end date of agreement:

This partnership will begin 07/01/2020 and will culminate 06/30/2021.

Under this Memorandum of Understanding, RBBB agrees to complete the following:

1. Provide training for junior high “Reading Leaders”
2. Implement RBBB programming according to a pre-arranged timetable with school administration
3. Provide Site Leaders to facilitate the program after school. All site leaders will be in possession of a current fingerprint clearance card, allowing them to work in a school setting
4. Provide supervision for students for the duration of the program and until students are picked up by a parent/guardian
5. Measure impact of the program by analyzing student pre and post assessments
6. Cooperate with the District/Schools to obtain parental consent for participation and disclosure of education records

Under this Memorandum of Understanding, Osborn Elementary School District agrees to complete the following:

1. Identify target students to participate in the program and identify ways to incentivize participation of “Readers” and “Leaders”, with a goal of 16 of each with a minimum capacity of 75%
2. Assist in maintaining an attendance rate of 75%
3. Cooperate with RBBB to obtain parental consent for participation in the program and disclosure of education records.
4. Provide classroom in which afterschool instruction can occur and to accommodate a maximum of 32 students
5. Provide safe storage for RBBB materials



Read Better Be Better

6. Monitor sessions to ensure safety and learning of students involved
7. Provide complete school assessment and attendance data for participating students in order that RBBB can measure the impact of the program by analyzing student pre and post assessments
8. Provide RBBB aggregate, de-identified longitudinal data for non-participants to be used to measure program effectiveness.
9. Complete "Key Contacts" Addendum

The agreement may be terminated by either Party. Any termination must be in writing, stating the reason therefore, sent by electronic email transmission and is effective upon thirty (30) calendar days' notice to the other Party.

Data sharing pursuant to the family educational rights and privacy act. (20 United States Code section 1232g)

All participating student data must be provided to RBBB before programming begins. No student will be allowed to participate without provision of complete data

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: Read Better Be Better 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: Read Better Be Better 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: Read Better Be Better 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. Read Better Be Better 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. Read Better Be Better shall ensure that all school based staff meet all state and federal requirements for working with students.



Read Better Be Better

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 Read Better Be Better is the owner of all right, title, and interests in and to all Read Better Be Better trademarks, logos, and names (Read Better Be Better Property). Any use of the Read Better Be Better property by District requires the written approval of Read Better Be Better.



Read Better Be Better

Read Better Be Better 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 Read Better Be Better 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 (FERP A), as authorized by 20 U.S.C. § 1232g(b) and 34 CFR Part 99. Consistent with FERP A, 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 RBBB as a "school official", as that term is defined in FERP A for purposes of conducting the after-school literacy program at the District. The District may provide additional data elements upon the written request of RBBB 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 RBBB 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, RBBB

agrees that, for the purposes of carrying out its duties, it will:

- a) Comply with the provisions of FERP A, 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 FERP A 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;



Read Better Be Better

- 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 RBBB 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; Not report data of a group of students of less than 10.

8.1 DATA PROVIDED BY DISTRICT TO RBBB: The District agrees to provide RBBB by means of a secure file transfer the following PII for students in third and sixth grades at Longview, Solano and Clarendon/Encanto Elementary Schools annually throughout the term of this MOU:

SAIS or AZEDS ID Osborn student ID, grade, gender, ethnicity, FRL status, tier status, Galileo results, dibels, AIMS web and teacher evaluations.

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. 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.

Schools participating in 2020-2021 school year:

1.	Longview Elementary	15,000
2.	Solano Elementary	15,000
3.	Encanto / Clarendon	15,000
	TOTAL	45,000
	Revenue Contributors	
	Osborn Elementary	\$14,000
	Read Better Be Better	\$31,000
	Total Revenue	\$50,000
	Difference	\$0



Read Better Be Better

Budget Statement:

The total cost of RBBB programming will be \$15,000 per school, per year. RBBB assumes the majority of the responsibility for raising these funds. Participating schools are asked to make a meaningful contribution as per available funds.

Responsible Entities:

Superintendent, Michael Robert, Ed.D.
Osborn Elementary School District

Date



Sophie Etchart, CEO
Read Better Be Better

5/19/2020

Date



Read Better Be Better

Key Contacts

Data Requests:

First/Last Name

Position

Email

Purchase Orders

First/Last Name

Position

Email

Public Relations & Marketing:

First/Last Name

Position

Email

Invoicing:

First/Last Name

Position

Email

IT/Technology:

First/Last Name

Position

Email

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-I

Agenda Item

Approval of Lease Agreement with Read Better Be Better for Office Space at Montecito Community School

For Board: ☒ Action ☒ Discussion ☐ Information

Background –

The enclosed Lease Agreement outlines the lease terms with Read Better Be Better for office space at Montecito Community School.

Read Better Be Better will be leasing approx. 5400 sq. feet of classroom/office space at Montecito School beginning August 1, 2020. The lease is for a two year term with the option to renew for three additional years. Read Better Be Better is providing in-kind services in exchange for the rental fees as detailed in exhibit B of the agreement.

This agreement provides all of the terms of the arrangement between the District and Read Better Be Better and has been reviewed by our legal counsel.

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 lease with Read Better Be Better as presented.

Moved _____ Seconded _____ P/F

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** (the "Lessor") and **READ BETTER BE BETTER** an Arizona non-profit corporation (the "Lessee"). The "Effective Date" shall be the date upon which the last of the Lessor and Lessee executed this Lease, as indicated on the signature page hereof.

1. **PREMISES.** Lessor hereby leases to Lessee and Lessee hereby leases from Lessor, subject to the provisions of this Lease, that portion of Lessor's Montecito School site graphically depicted on Exhibit A attached hereto (the "Premises").

2. **TERM; RENEWALS.**

(a) The term of this Lease shall commence on August 1, 2020 and terminate on July 31, 2022 (the "Term"), unless sooner terminated pursuant to the terms of this Lease.

(b) This Lease may be extended for 3 additional one year extension terms upon the mutual agreement of the Lessor and the Lessee. 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 sixty 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) Lessee agrees to pay Lessor rent for the Premises per the attached rates in Exhibit C per month IN EXCHANGE FOR "In-Kind Services" as defined below. Rent shall be due and payable on of the first day of each month in equal installments. Rent for any partial months shall be prorated accordingly.

(b) In addition to the monetary rent detailed above, the Lessee shall monthly provide to Lessor the in-kind services (the "In-Kind Services") detailed on Exhibit B attached hereto. The In-Kind Services shall be provided by the Lessee during each month of the Term. The parties agree that the value of the In-Kind Services is approximately \$3,750 per month and that normal rent would have been \$3,780 per month (but for the In-Kind Services).

(c) On the Effective Date, the Lessee shall pay to the Lessor a security deposit in the amount of \$400, which amount shall be held by the Lessor during the Term as security for the performance of the Lessee's obligations detailed herein.

(d) Payments not received within five 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.** Lessee shall use the Premises solely as a business office and storage facility which is to be used in accordance with and consistently with the Lessee's corporate purposes. Said use shall also be undertaken in a lawful manner that complies with the policies listed on Exhibit C attached hereto, any other Lessor's policies (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. Lessor is under no obligation to consent to additional or alternative uses.

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

(a) Lessor shall pay all costs for water, sewer and electrical utilities (the "Utilities") during the entire Term of this Lease. Lessor shall have no obligation to provide any other utility services to the Premises. Lessor will not be liable for any reason for any loss or damage resulting from an interruption of any of the Utilities. Lessor is not obligated to upgrade the type or extent of Utilities provided to the Premises. Lessee shall pay Lessor \$25.00 per hour for custodial and trash disposal charges ("Custodial Charges"). Lessee shall pay Lessor \$0.153 per square foot per month for water, sewer, electrical ("Utility Charges"). Lessee shall pay the charges for Utilities and Custodial Charges monthly as and when Rent is due and such charges shall be deemed to be additional Rent. In the event Lessee fails to pay any invoice for the Custodial Charges when due, the delinquent amount shall bear interest at a rate of 12% per annum.

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

(c) Commencing on the Effective Date and continuing throughout the Term, Lessee agrees to pay any and all taxes and special assessments assessed against any activities conducted by the Lessee on the Premises and personal property, equipment or inventory obtained or used by the Lessee. Lessee 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, Lessee shall not construct or install any improvements on the Premises ("Improvements"). Lessee may not make changes or alterations to the Premises or the Improvements without the prior written consent of the Lessor, which approval may be withheld in its sole discretion.

(b) Lessee 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 Lessor 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. Lessee 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. Lessee shall comply with the provisions of any and all building codes, development fees (if applicable), engineering and plan review codes, infrastructure guidelines, utility codes, county health codes related to the construction of the outdoor kitchen, development rules and the terms of this Agreement with respect to the construction of the Improvements.

(c) Lessee shall hire a contractor who is licensed, bonded and in good standing in connection with the construction of the Improvements. Lessee will require its contractor to confine said contractor's construction activity to the Premises and to no other portion of the Lessee's property. Lessee's contractor must secure the construction site in accordance with sound construction practices. All currently existing Lessor 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 Lessor 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. Lessee will cause any and all contractors performing work at the Premises to agree in writing to look solely to Lessee, and not to the Lessor, for payment in connection with such work, and Lessee will provide the Lessor 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) The Improvements shall be constructed in strict accordance with all applicable laws, including without limitation, health codes, applicable design standards and specifications provided by Lessee and approved in writing by the Lessor. Within thirty (30) days of the full execution of this Agreement, Lessee shall provide the Lessor with copies of all plans and specifications for construction of all Improvements for approval. The Lessor shall notify Lessee in writing of its approval thereof within ten (10) days, or of any items reasonably disapproved by the Lessor, prior to the commencement of any construction activity by or on behalf of Lessee at the Leased Premises. Lessee shall cause the plans and specification to be revised to address the items reasonably disapproved by the Lessor and shall submit revised plans and specifications to the Lessor within twenty (20) days of receipt of its disapproval. The process shall

be repeated until the plans and specifications are approved; provided, however, that the Lessor shall not unreasonably withhold or delay its approval thereof. Once the plans and specifications are approved by the Lessor, Lessee will commence construction of the Improvements in strict accordance with said plans and specifications. Any change orders shall be reasonably preapproved by the Lessor prior to incorporation thereof into the Improvements and shall be paid for by Lessee at its sole cost and expense.

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

7. **COMPLIANCE WITH GOVERNING BOARD POLICIES AND APPLICABLE LAWS.** Lessee, its staff members, and its participants shall at all times comply with all governing board policies of the Lessor, in effect at the time of the execution of this Lease or as adopted from time to time by Lessor's governing board. Failure to comply constitutes cause for the termination of this Lease. Lessee 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 Lessor's students must complete a background check and be fingerprinted before beginning work. Lessor may require any employee of Lessee or any visitor of Lessee to complete a fingerprint and background check at its discretion and at Lessee's expense.

9. **TOBACCO, DRUGS AND ALCOHOL.** Except as permitted by law and subject to Section 7 above, Lessee shall not keep, permit or allow any illegal drugs 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 Lessor.

10. **INSURANCE.**

(a) At all times during the term of this Lease, and during any renewal thereof, Lessee 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 Lessor and naming Lessor as an additional insured. Said policy of insurance shall provide liability insurance coverage of all of Lessee's activities on the Premises. Lessee 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. Lessee shall maintain, at its expense, personal property insurance covering its personal property.

(b) Lessee shall require its contractors who construct future improvements to carry insurance equivalent to that required in Section 9(a) and Lessee or 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 Lessee shall require the same insurance requirements.

(c) Certificates evidencing all of such insurance required of Lessee hereunder shall be provided to Lessor by Lessee and shall guarantee (30) thirty days advance written notice to Lessor of cancellation, non-renewal or material change. Lessee shall provide Lessor 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 Lessee's insurance obligations, approved by Lessor. All such insurance shall name the Lessor, its officials, agents, employees and volunteers, as additional insureds.

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

11. **INDEMNIFICATION.** Lessee shall defend, indemnify, and hold harmless Lessor, 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 Lessee'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 Lessee 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 of omission of Lessor or any of its officers, agents or employees.

12. **ASSIGNMENT AND SUBLETTING:** Lessee 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 Lessee, Lessor has the right to immediately terminate this Lease upon written notice to Lessee.

13. **QUIET ENJOYMENT.** So long as Lessee complies with the terms and conditions under this Lease, Lessor covenants and warrants that Lessee shall peacefully have and enjoy possession of the Premises. Lessor will fully protect Lessee in the full, complete and absolute possession of the Premises and Lessee'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. Lessor agrees not to file or cause any zoning change to be made that would affect the Premises without the prior written approval of Lessee.

14. **DEFAULT.** If Lessee fails to perform any obligation pursuant to this Lease and fails to cure such nonperformance within 30 days after receipt of written notice from Lessor, Lessee will be in default. In the event of such default, Lessor 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 Lessee's nonperformance is such that it cannot reasonably be cured within 30 days, then the Lessee will have such additional periods of time as may be reasonably necessary under the circumstances, provided Lessee immediately (a) provides written notice to the Lessor 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.** Lessor 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 Lessor's then current fiscal year. The Lessor's obligations under this Lease are current expenses subject to the "budget law" and the unfettered legislative decision of the Lessor concerning budgeted purposes and appropriation of funds. Should Lessor 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 Lessor shall be relieved of any subsequent obligation under this Lease. The Parties agree that Lessor has no obligation or duty of good faith to budget or appropriate the payment of Lessor'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. Lessor shall be the sole judge and authority in determining the availability of funds for its obligations under this Lease. Lessor shall keep the Lessee informed as to the availability of funds for this Lease. The obligation of Lessor to make any payment pursuant to this Lease is not a general obligation or indebtedness of Lessor. The Lessee hereby waives any and all rights to bring any claim against the Lessor from or relating in any way to Lessor's termination of this Lease pursuant to this Section 16.

18. **HAZARDOUS MATERIALS.** During the Term of this Lease, Lessee 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, Lessee will undertake remediation or removal in accordance with all Environmental Laws. In addition, Lessee will indemnify, defend and hold Lessor harmless against and reimburse Lessor for all Hazardous Materials Liabilities (as defined below) asserted against or incurred by Lessor as a result of a breach of Lessee's obligations under this Section 17. 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 Lessee of its representations, warranties, or covenants under this Section 17, 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, Lessee 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 Lessor within 90 days after official notice to Lessee of the portion to be taken.

20. **LESSEE REPRESENTATIONS:** Lessee 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.

21. **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 Lessor: Osborn Elementary School District No. 8
1226 W. Osborn Road
Phoenix, AZ 85013
Attn: Business Support Services

With a copy to: Gust Rosenfeld, P.L.C.
One East Washington Street, Suite 1600
Phoenix, Arizona 85004
Attn: Jennifer MacLennan, Esq.

If to Lessee: Read Better Be Better
715 E Montecito Ave
Phoenix, Arizona 850014
Attn: Sophie Etchart

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 shall be governed by the laws of the State of Arizona and suit pertaining to this Lease 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) Unless otherwise expressly provided herein, the provisions of this Lease shall bind and inure to the benefit of Lessor and Lessee and their respective successors.

(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) Lessee hereby acknowledges that in accordance with ARIZ. REV. STAT. § 42-6202(C), Lessor will record a memorandum of this Lease in the Maricopa County, Arizona, Recorder's Office.

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: _____

STATE OF ARIZONA

County of Maricopa

On _____, 2020, before me personally appeared _____, the _____ of **OSBORN ELEMENTARY SCHOOL DISTRICT NO. 8**, an Arizona school district, whose identity was proven to me on the basis of satisfactory evidence to be the person who he/she claims to be, and acknowledged that he/she signed the above document on behalf of the district.

(Seal and Expiration Date)

Notary Public

[SIGNATURES CONTINUE ON FOLLOWING PAGE]

READ BETTER BE BETTER, an Arizona
non-profit corporation

By: _____

Its: _____

Date: _____

STATE OF ARIZONA

County of Maricopa

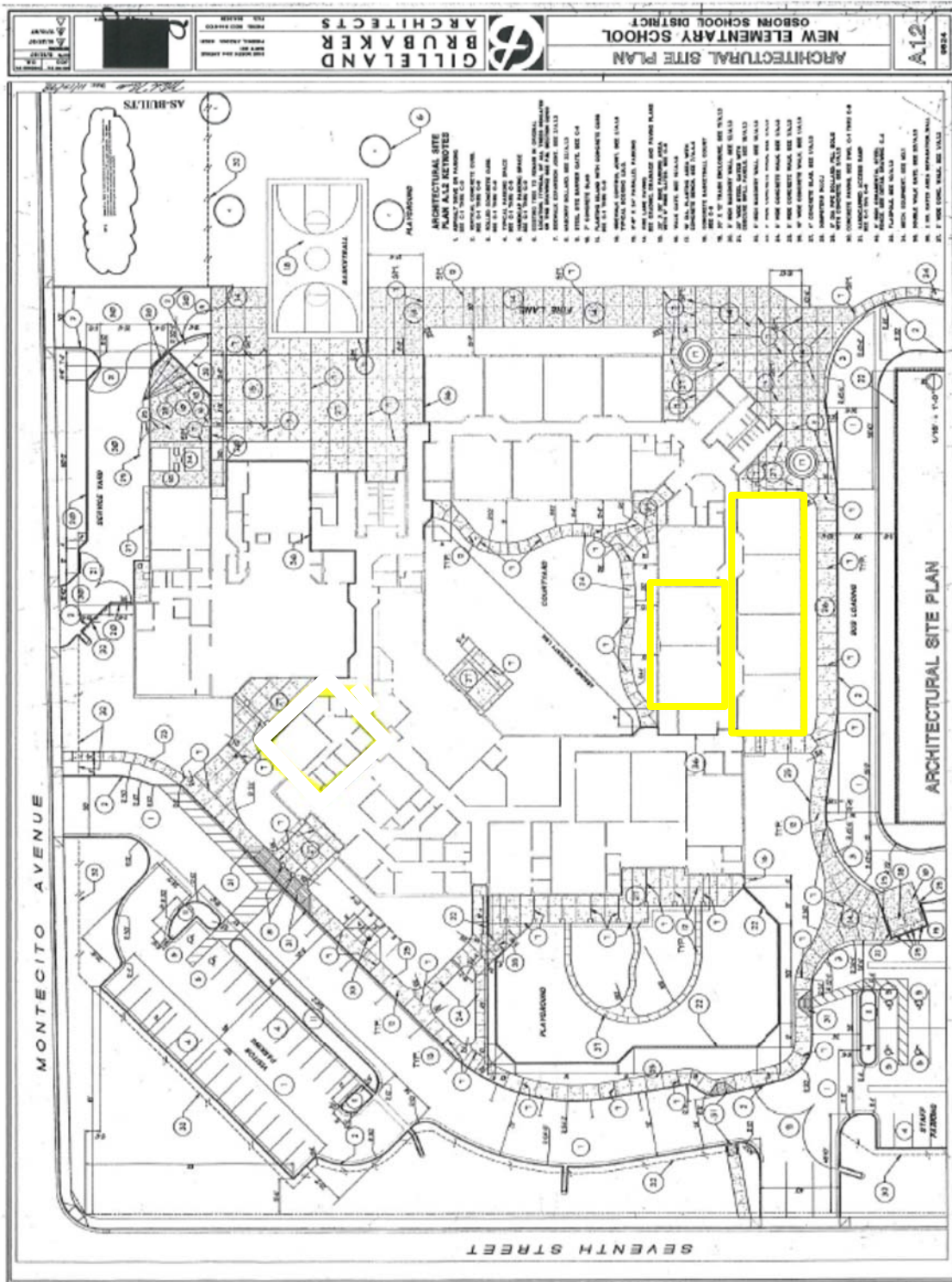
On _____, 2020, before me personally appeared _____
_____, the Chief Executive Officer of Read Better Be Better, an Arizona
non-profit corporation, whose identity was proven to me on the basis of satisfactory evidence to
be the person who he/she claims to be, and acknowledged that he/she signed the above document
on behalf of the corporation.

(Seal and Expiration Date)

Notary Public

EXHIBIT A

Graphic Depiction of the Premises





Read Better Be Better

THIS MEMORANDUM OF UNDERSTANDING IS BETWEEN OSBORN ELEMENTARY SCHOOL DISTRICT AND READ BETTER BE BETTER

Purpose statement:

In order to build literacy skills, leadership skills, and a positive learning community, Osborn Elementary School District is entering a partnership with Read Better Be Better (RBBB). The mission of RBBB is to help children improve literacy skills and become better learners. RBBB creates change by helping children master reading comprehension in three ways:

1. Improving concentration
2. Encouraging an active enjoyment of reading
3. Helping develop a deeper understanding of what is being read

By providing a reading mentorship program between target Osborn Elementary School District third grade "Reading Learners" and Osborn Elementary School District "Reading Leaders", we will move toward the mission of RBBB while simultaneously developing leadership skills in our older students and working toward our school mission of having all students on or above grade level in all areas.

Beginning and end date of agreement:

This partnership will begin 07/01/2020 and will culminate 06/30/2021.

Under this Memorandum of Understanding, RBBB agrees to complete the following:

1. Provide training for junior high "Reading Leaders"
2. Implement RBBB programming according to a pre-arranged timetable with school administration
3. Provide Site Leaders to facilitate the program after school. All site leaders will be in possession of a current fingerprint clearance card, allowing them to work in a school setting
4. Provide supervision for students for the duration of the program and until students are picked up by a parent/guardian
5. Measure impact of the program by analyzing student pre and post assessments
6. Cooperate with the District/Schools to obtain parental consent for participation and disclosure of education records

Under this Memorandum of Understanding, Osborn Elementary School District agrees to complete the following:

1. Identify target students to participate in the program and identify ways to incentivize participation of "Readers" and "Leaders", with a goal of 16 of each with a minimum capacity of 75%
2. Assist in maintaining an attendance rate of 75%
3. Cooperate with RBBB to obtain parental consent for participation in the program and disclosure of education records.
4. Provide classroom in which afterschool instruction can occur and to accommodate a maximum of 32 students
5. Provide safe storage for RBBB materials



Read Better Be Better

6. Monitor sessions to ensure safety and learning of students involved
7. Provide complete school assessment and attendance data for participating students in order that RBBB can measure the impact of the program by analyzing student pre and post assessments
8. Provide RBBB aggregate, de-identified longitudinal data for non-participants to be used to measure program effectiveness.
9. Complete "Key Contacts" Addendum

The agreement may be terminated by either Party. Any termination must be in writing, stating the reason therefore, sent by electronic email transmission and is effective upon thirty (30) calendar days' notice to the other Party.

Data sharing pursuant to the family educational rights and privacy act. (20 United States Code section 1232g)

All participating student data must be provided to RBBB before programming begins. No student will be allowed to participate without provision of complete data

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: Read Better Be Better 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: Read Better Be Better 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: Read Better Be Better 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. Read Better Be Better 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. Read Better Be Better shall ensure that all school based staff meet all state and federal requirements for working with students.



Read Better Be Better

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 Read Better Be Better is the owner of all right, title, and interests in and to all Read Better Be Better trademarks, logos, and names (Read Better Be Better Property). Any use of the Read Better Be Better property by District requires the written approval of Read Better Be Better.



Read Better Be Better

Read Better Be Better 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 Read Better Be Better 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 (FERP A), as authorized by 20 U.S.C. § 1232g(b) and 34 CFR Part 99. Consistent with FERP A, 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 RBBB as a "school official", as that term is defined in FERP A for purposes of conducting the after-school literacy program at the District. The District may provide additional data elements upon the written request of RBBB 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 RBBB 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, RBBB

agrees that, for the purposes of carrying out its duties, it will:

- a) Comply with the provisions of FERP A, 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 FERP A 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;



Read Better Be Better

- 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 RBBB 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; Not report data of a group of students of less than 10.

8.1 DATA PROVIDED BY DISTRICT TO RBBB: The District agrees to provide RBBB by means of a secure file transfer the following PII for students in third and sixth grades at Longview, Solano and Clarendon/Encanto Elementary Schools annually throughout the term of this MOU:

SAIS or AZEDS ID Osborn student ID, grade, gender, ethnicity, FRL status, tier status, Galileo results, dibels, AIMS web and teacher evaluations.

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. 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.

Schools participating in 2020-2021 school year:

1.	Longview Elementary	15,000
2.	Solano Elementary	15,000
3.	Encanto / Clarendon	15,000
	TOTAL	45,000
	Revenue Contributors	
	Osborn Elementary	\$14,000
	Read Better Be Better	\$31,000
	Total Revenue	\$50,000
	Difference	\$0



Read Better Be Better

Budget Statement:

The total cost of RBBB programming will be \$15,000 per school, per year. RBBB assumes the majority of the responsibility for raising these funds. Participating schools are asked to make a meaningful contribution as per available funds.

Responsible Entities:

Superintendent, Michael Robert, Ed.D.
Osborn Elementary School District

Date



Sophie Etchart, CEO
Read Better Be Better

5/19/2020

Date



Read Better Be Better

Key Contacts

Data Requests:

First/Last Name

Position

Email

Purchase Orders

First/Last Name

Position

Email

Public Relations & Marketing:

First/Last Name

Position

Email

Invoicing:

First/Last Name

Position

Email

IT/Technology:

First/Last Name

Position

Email

EXHIBIT C

Rental Rates for Space, Utilities and Custodial Services

	Rate/sq ft	Sq per room	# rooms	Total Monthly	Total Annual
Rent	\$0.70	900	6	\$3,780.00	\$45,360.00
Utilities*	\$0.153	900	6	\$826.20	\$9,914.40
Custodial	\$25/hr				

*preferred rental group, 50% discount applied to above rates

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – IV-J

Agenda Item

Sole Source Listing

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

Governing Board Goals

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

Recommendation

Per Board discussion/decision.

Moved _____ Seconded _____ P/F

Product Type	Product Name (Vendor)	Sole Source Letter	Other Notes	State Contract Award #
Online Software	Lexia (Lexia Learning Systems)	2020	Lexia Sole Source Letter	
	ST Math (MindResearch)	2020	MindResearch Sole Source Letter	
	Read 180/system44 (Houghton Mifflin Harcourt)	2020	HMH Sole Source Letter	
	Illuminate	2020	Illuminate Sole Source Letter	
	Pearson (Online Gifted Testing)	Not dated	Pearson Testing Sole Source Letter	
	Loving Guidance/ Conscious Discipline	2020	Loving Guidance/ Conscious Discipline Sole Source Letter	
	IXL	2020	IXL Sole Source Letter	
	iStation	2020	iStation Sole Source Letter	
	Second Step	2020	Second Step Sole Source Letter	
	Newsela	2020	Newsela Sole Source Letter	
Professional Development/ Teacher Support	GreatMinds	2020	Great Minds Sole Source Letter	
	NIET	2020	NIET Sole Source Letter	
	Thinking Maps	2020	Thinking Maps Sole Source Letter	1GPA Staff Development and Leadership Training, Contract #19-04PV-46

	Father Flanagan's Boys Home/ Boys Town	2020	Father Flanagan Boys Home	
	Loving Guidance/ Conscious Discipline	2020	Loving Guidance/ Conscious Discipline Sole Source Letter	
Student Support Materials	LLI Kits & Supporting Materials (Heineman)	2020	Heineman Sole Source Letter	
	Fountas & Pinnell Benchmark Assessment System (Heineman)	2020	Heineman Sole Source Letter	
	GreatMinds Student Print Materials (GreatMinds)	2020	Great Minds Sole Source Letter	
	Ready to Go Independent Reading (Scholastic)	2020	Scholastic Sole Source Other Scholastic products listed	
	MAP Growth (NWEA)	2020	NWEA Sole Source Letter	
	Father Flanagan's Boys Home/ Boys Town	2020	Father Flanagan Boys Home	
	Thinking Maps	2020	Thinking Maps Sole Source Letter	1GPA Staff Development and Leadership Training, Contract #19-04PV-46
	Loving Guidance/ Conscious Discipline	2020	Loving Guidance/ Conscious Discipline Sole Source Letter	

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – V

Agenda Item

Call to the Public

For Board: ☐ Action ☐ Discussion ☒ Information

Background –

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

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

July 14, 2020
Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

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

For update and information only

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number –VII-A

Agenda Item

Administrative Reports

For Board: ☐ Action ☒ Discussion ☒ Information

Background –

Included are administrative reports summarizing past and upcoming events for schools and departments. As determined previously, principals are using their reports for the dual purpose of informing board members and also sending these newsletters home to parents. School reports were not requested by the Superintendent during the summer months.

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

Curriculum Department

Board Meeting Updates

Director: Abby Potter-Davis Board Meeting Date: July 14, 2020

Department Focus: Curriculum: Quality of Instruction and Student Achievement	
Focus of Update:	Curriculum and Instruction
Update:	The Osborn Community iSchool is nearly ready to be launched. A new website was created to share information and updates with families.
Impact on Quality of Instruction or Student Achievement:	We are excited to offer this full time virtual learning option to our community. Our planning and PD will incorporate the newest research to provide an engaging and high quality learning experience.

Department Focus: Curriculum: Quality of Instruction and Student Achievement	
Focus of Update:	Curriculum and Instruction
Update:	The Teaching & Learning Task Force will have met 5 times to discuss and plan the instructional details related to our reopening plans. Here are the minutes from each our first four meetings for your reference: • Week 1 • Week 2 Combined Meeting with School Operations • Week 3 • Week 4
Impact on Quality of Instruction or Student Achievement:	While the task force often acknowledged the difficult situation we are faced with, we also reinforced our role to provide the very best education -- academic and social emotional-- to our students that we possibly can. I am very proud of the work of the task force.

Board Report –June 30, 2020

Virginia Shuss – Director of Student Services

Preschool

The enrollment for the Community Preschool is increasing. The banners and the postcards have increased interest. Additionally, DES now has us on their lists of programs to offer families who qualify.

The final licensing process for the Montessori Program is at a point where we are waiting for the onsite inspection. There is a team helping to get the classrooms ready for the inspection.

Special Education Positions

We continue to interview teachers for open positions and have offered positions to several individuals.

Virtual Meetings

The task forces continue to meet and consider what the return to school will look like. I have been reaching out to the special education staff and the health technicians to get their thoughts on how they feel services can be provided while maintaining safety. I will be setting up regular meetings to keep generating ideas of how we can stay compliant and safe. Webinars are being held regularly with Exceptional Students Services at ADE and organizations such as Council for Exceptional Children to support Districts in how to best provide services.

Social Workers

The pandemic has created a significant amount of social emotional needs for staff and families. This aspect is being considered in the task forces and with the social workers knowing they will have an important role as we navigate into new territory.

Training

With the support of Jessica Bailey, the new Teacher on Special Assignment for the Student Services Department, we are planning training to prepare for the upcoming new year. Whatever the circumstances may be we will have compliance protocol to prepare for the on sight monitoring (audit) that will occur this coming fall. Changes have been made as to what the Department of Education will focus on regarding IDEA requirements.

Training on the *Unique to You* curriculum, which started last year, for students in self-contained classrooms, is being reviewed to determine the best way for the most people to participate and learn everything it has to offer. Master teachers want to be able to understand and support classroom teachers with this. Not only is this curriculum great for classroom use, it fulfills a virtual teaching model as well.

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

Agenda Item Number – VII-B

Agenda Item
OEA Update

For Board:

☐

Action

☐

Discussion

☒

Information

Background –

The attached report reflects the established priorities of, actions of, and future plans for the Osborn Education Association as submitted by the co-chairs on behalf of OEA membership.

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.



July 2020 Board Update

Letter to the Osborn School District Governing Board:

Osborn Education Association is committed to discussing all options for a safe return to school this fall and are in the process of hearing feedback, questions and concerns from Osborn staff on their comfort level with returning to schools.

By July 3rd, we will have hosted 3 separate virtual listening sessions to hear from the voices of our certified staff, classified staff, families and community members.

From our interaction with staff the top concerns have been safety for employees and their families, continuation of pay and job security, and one-way communication on what the plan is when returning to work.

OEA leadership has been participating in Osborn School District's reopening schools task forces with the intention of sharing member questions and concerns.

Participation on these task forces has encouraged discussion of multiple scenarios for returning to schools. However, discussions are leading to more questions rather than solutions.

These discussions are not happening in isolation in our district, the entire state is struggling to create a safe environment for staff, students and the community during this deadly pandemic.

Throughout this process, OEA leaders have participated in statewide conversations about the reopening of schools, including Arizona Education Association's Task Force for a New Vision of Arizona's Schools. This task force was focused on ensuring a safe and well funded environment for returning to schools this fall and we have attached the full document to this update.

As school boards are making these decisions, we encourage constant interaction with staff, students, families and the community.

OEA is calling on our Osborn school district administration and school board members to:

- provide transparent inclusive communication
- clear reopening plans that are based on science and prioritize the safety of students and staff
- direct advocacy from our administration and school board to ensure job security and school funding.

In solidarity,
OEA Leadership

ARIZONA EDUCATION ASSOCIATION

New Vision for Arizona Schools



AEA New Vision for Arizona Schools Report

TASK FORCE COMMITTEES

Contract / Worker Protection

Leah Knaeble – Chair

Paradise Valley EA
Middle School Dean of Students
Trina Berg, Peoria EA
10-12 Earth/Space Science Teacher
Jason Freed, Tucson EA
7th & 8th Grade Math Teacher
Sandy Fulk, Marana EA
Teacher .5 Special Education .5 ELA/SS 6th Grade
Cesar Mitchell, Madison DCTA
7th/8th Grade Social Studies Teacher
Katie Nash, Chandler EA
High School Biology Teacher
Matt Schock, Glendale EA
2nd Grade Teacher
Mindy Whalen, Washington DEA
8th Grade ELA Teacher
Al Zalfini, Humboldt EA
5th Grade Math Teacher

Distance Learning/ Professional Development

Kelley Fischer – Chair

Deer Valley EA
Kindergarten Teacher
Porche Allah, Roosevelt EA
Elementary School Teacher
Melanie Cobos, Cartwright EA
1st Grade Teacher
Nic Martin, DVEA
K-8 Music Teacher
Frank Eager, Peoria EA
High School Art Teacher
Tara La O Garcia, Osborn EA
1st Grade Teacher
Sara Mendoza, Dysart EA
K-8 Art Teacher
Angela Mullen, Paradise Valley EA
4th grade Teacher
Nicole Parker, Sierra Vista EA
Elementary School Counselor
Christ Thiele, Scottsdale EA
High School Social Studies
Andrea Valencia, Isaac DEA
Kindergarten Teacher
Maricela Valencia, Isaac DEA
Kindergarten Teacher

Education Support Professionals

Vanessa Jimenez – Chair

PUCEA
Melanie Liddy, Isaac DEA
2nd Grade Teacher
Mary Ellen Aschauer, Florence EA
Paraeducator
Keri Blaker, Scottsdale SPA
Secretarial
Betsy Brian, Cartwright EA
Behavioral Tech
Michelle Courtwright, Paradise Valley SEA
Paraprofessional
Valeria Espinoza, Cartwright EA
Communications - Secretechnical
Anthony Gammage, Washington DEA
Custodial

Frank Hunter, Mesa ESPA
Grounds

Anthony Lovio, Flowing Wells EA
Special Education Aide

Christina Preciado, Roosevelt EA
Librarian

Silvia Vallin-Alvarado, ESP of Chandler
Clerical Services

Shawn Webster, Paradise Valley SEA
Admin. Asst.

Chantel Wissert, Washington DEA
Library Clerk

Equity

Margaret Chaney – Chair

Tucson EA
High School Social Studies Teacher
Lucero Beebe-Guidice, Isaac DEA
Middle School SEI Teacher
Sarah Bennett, Washington DEA
3rd Grade Teacher
Christina Bustos, Mesa EA
5th Grade Teacher
Lisa Groves, Humboldt EA
High School English
Chris Kloth, Tucson EA
High School History Teacher
Corina Ontiveros, Tucson EA
Master Teacher with Culturally Responsive
Pedagogy & Instruction
Karla Palafox, Chandler EA
6th Grade Teacher
Kristin Roberts, Phoenix Union CTA
High School ELA Teacher
Carlos Robinson, PECTA
Middle School Social Studies Teacher
Mitchella Stevens, Cartwright EA
7th & 8th Grade AVID Teacher
Yolanda White, Isaac DEA
Instructional Specialist

Learner Success

Marisol Garcia – Chair

Isaac DEA
Middle School Social Studies
Alexis Aguirre, Osborn EA
Elementary Coach
Kelley Blakslee, Creighton EA
Reading Interventionist
Neal Fuls, Amphi EA
High School Social Studies Teacher
Emma Gregston, Tempe El EA
Middle School Data Coach
Cheryl Heath, Deer Valley EA
Elementary Special Education Teacher
Tracey Owens, IDEA
Middle School SEI Teacher
Lee Wodnerling, REA
Middle School ELA Teacher

Mental Health

Anna Cicero – Chair

AEA-R
K-12 Counseling
Shante Beets, Coolidge EA
4th Grade Teacher

Jeff Brown, Humboldt EA
9-12 Counselor

Marnee Burrus, PECTA
3rd Grade Teacher

Nathan Davis, Tuscon Unified
7 & 8th Grade Teacher

Sarah Genise, PECTA
6th Grade Teacher

Harley Killman, Deer Valley EA
K-12 Grade

Delia Lyding, Kyrene EA
K-6 Elementary

Kim Lynch, madison dcta
8th Grade Teacher

Cheryl Onsae, Tuba City Unified EA
9-12 School Counselor

Desirae Pitt, Humboldt EA
5th & 6th Grade Teacher

Connie Rice, Chandler EA
9-12 Counselor

Stephanie Roman, Tempe El EA
8th Grade teacher

Eric Sanabria, Isaac DEA
Counselor

Ramona Sanabrias Arias, Isaac DEA
K-8 Counselor

Carrie Viers, Tempe El EA
8th Grade Teacher

Jessica Weaver, Cartwright EA
K-6 Grade

Native American Communities

Marisol Garcia – Chair

Isaac DEA
Middle School Social Studies
Vanessa Begay, Ganado EA
Elementary School Teacher
Gabriella Cazares-Kelley, Indian Oasis CTA
High School transition coordinator
Helen First, Chinle EA
Elementary School Teacher
Kimo Homer, NAU Student Chapter
NAU Student
Kirsten Nelson, Indian Oasis CTA
High School teacher
Jolene Smith, Kayenta EA
Elementary School Teacher
Lyn Stant, Teacher of the Year
3rd Grade Teacher

Rural

Amy Bowser – Chair

Humbolt EA
4th Grade Teacher
Vanessa Arredondo, Salome EA
6-8 Grade Teacher
Amy Badger, Mingus EA
High School Science Teacher
Carolyn James, Page EA Pres
4th Grade Teacher
Brenda Kilmurray, Sierra Vista UEA
5th Grade Teacher
David Lipinski, Colorado River EA
High School Social Studies Teacher
Liz Marsh, Kayenta EA Pres
4th Grade Teacher

Allison McElwee, Humboldt EA
3rd Grade Teacher

Dean Pederson, Pine-Strawberry Elementary
K-8 PE Teacher

David Rice, Kingman EA Pres
High School Science Teacher

Specialized Populations

Amethyst Hinton Sainz – Chair

Mesa EA
Middle School SEI teacher
Fiorella Acevedo, Mesa EA
SEI Elementary Teacher
Denise Albright, Paradise Valley EA
Special Education Teacher
Maria Barker, Mesa EA
Special Education Teacher
Michelle Capriotti, Chandler EA
Special Education Teacher
Claire Chu, Mesa EA
Special Education Teacher
RosaMaria Cordova, PVEA
SEI Elementary Teacher
Erin Duncan, Tucson EA
Exceptional Ed Preschool
Jenny Goode, Mesa EA
Gifted and Talented/ Montessori
Jodi Hekter, Florence EA
SEI Elementary Teacher
Valerie James, Humboldt EA
Speech and Language Pathologist
Kimberly Kelly, Amphi EA
Preschool Sped
Kristina Kroemer, Paradise Valley EA
Special Education Teacher
Nancy Munoz, Mesa EA
Special Education Teacher
Linda Rodriguez, Crane EA
Special Education Teacher
Krista Rowley, Mesa EA
Special Education Teacher
Renu Singh, Phoenix Union
Gifted and Talented
Ben Sullens, EA of Avondale
Special Education Teacher
Clayton Winther, Litchfield EA
Special Education (Medically Fragile/Self Contained)
Jeanne Yeager, Scottsdale EA
Special Education Teacher

Technology

Melissa Girmscheid – Chair

Peoria EA
High School Science
Marissa Busk, Humboldt EA
4th Grade at Teacher
Carson Harris, TEEA
7/8 Science Tempe Academy
Audrey McPherron, NAU student chapter
NEA Student Chapter
Justin Price, Paradise Valley EA
K-6 STEM Speacalist PV
Luis Valencia, Osborn
3rd Grade Teacher

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Introduction

The Arizona Education Association's mission statement, Keeping the Promise of Quality Public Education, provided the foundation for the work of our members in producing a new vision for Arizona schools post Covid -19. Living through a global pandemic, educators took on one of the greatest challenges seen to our profession and stayed committed to their students. Teachers became crisis distance learning professionals; cafeteria workers provided millions of meals to students who needed vital nutrition; and custodial service workers risked their own health daily to ensure our schools were virus free.

These experiences left our students and school employees with layers of trauma that may take years to unpack in order to heal. It was during this spring, as many of us were at home doing our part to slow the spread of the virus, that many began to discuss what the schools we abruptly left would look like if and when we returned. We saw the eventual reopening of school buildings as an opportunity to be architects for the schools Arizona students deserve. We began this journey committed to lift up the needs of our most vulnerable students; those living on tribal lands, in remote/rural areas, in areas of deep poverty, and our students of color. It is through the growth of our most vulnerable students that we are all ensured growth, and it is through their eyes we will continue to advocate.

The taskforce strove to be visionary, to not be confined by institutional barriers that have for so long left our students and educators behind. Educators are well aware that the funding needed for Arizona schools has not been a priority of those currently in power. However, Arizona educators have learned that it is by collective voice and action that change can happen. We felt the power of the #RedForEd movement, when parents and community members learned of the daily impact of underfunded schools, and joined with us to demand change. We see this work as a continuation of the movement, one rooted in the voices of educators with a common goal of great public schools for every Arizona student.

It is in that collective voice that this report repeatedly insists that educators and parents are included in discussions when districts begin to plan how to reopen our schools. Furthermore, this report demands the educators and parents have authentic input in these plans, not as a check-off, but as valued partners..

As plans to reopen schools are being discussed it is essential that we make decisions based in science and safety. Educators and students must be assured that when returning to school, that they will be safe, that schools at a bare minimum follow all CDC guidelines. Until a campus, a worksite, or a classroom can assure educators, students, and parents that they will be safe, it is too great a risk for anyone to enter a school facility.

This report and its call for action summarize the initial work of the task force. We will continue to meet as new ideas and data present themselves, and we intend to broaden our discussion to include the voice and perspective of parents.

The Arizona Education Association is proud to release these documents and will continue to support our local education associations and our members as we continue through these unprecedented times.



Advocacy

The Arizona Education Association convened the Taskforce for a New Vision for Arizona Schools which consisted of over one hundred member educators from across the state. The first assigned task was to assess what our schools currently need to confront the risks associated with the COVID-19 virus. What follows is an initial list of conclusions outlined by those educators.

1. It is the unwavering belief of the Arizona Education Association that all decisions regarding the opening of schools are based in science, align with CDC guidelines, and are deeply rooted in a commitment to community health and safety.
2. As the organized and recognized voice of educators, locally elected education association leaders must be part of the decision-making process alongside district and site-level administration as plans for the 2020-2021 school year are developed.
3. It is imperative that all options remain on the table as districts plan for the 2020-2021 school year. At a minimum discussions should include delayed start dates, hybrid models of instruction, and distance learning.
4. The Arizona Legislature must immediately convene in special session to ensure schools receive appropriate funding to meet the increased costs districts will encounter in providing safe and healthy learning environments for Arizona students. Funding must adequately cover the training needed to ensure quality distance learning and the staffing levels required to support social distancing. Funding must be sufficient to provide students and staff the Personal Protective Equipment, cleaning supplies, and all safety supplies needed for instruction.
5. It is critical that all educators are given contract protections ensuring that if they become ill, have preexisting conditions, have concerns regarding workplace safety, or are otherwise unable to work they will not be severed from employment or the health benefits due them.
6. Our students' mental health and their social and emotional well-being must be a priority focus. The sustained stress and trauma that our communities continue to endure requires our attention and must be addressed in school plans for the 2020-2021 year.
7. The ongoing disruption created by the COVID-19 pandemic renders high-stakes, standardized test scores unreliable. Arizona must suspend statewide standardized testing and reallocate that funding to student and staff supports and to explore alternative means of assessing the accomplishments of our students and schools.
8. Federal and state funding for public schools must be invested in an equitable manner to meet the unique challenges our Native students, our rural students, our students of color, and the students living in underserved areas face.
9. The Arizona Education Association believes that all school plans must continue to prioritize our students who require specialized/individualized instructional supports (e.g. special education, gifted, second language learners).
10. Any school plan which includes distance learning necessitates that districts provide educators and students access to stable and reliable internet, up to date technology, and training to support educational growth.

Explanation of Work

The Arizona Education Association Board of directors approved a AEA Vision for new schools on April 25th, 2020. The directors approved the makeup of the task force, gave considerations, and issued charges, for work to be completed by May 31. The work was completed with AEA staff support and the input of over 150 educators from throughout the state. Working group members represented both large and small districts, they were diverse in level of elected union leadership, and represented all types of diversity that are within Arizona schools.

The AEA Board of Directors approved the following:

Task Force Chair: Marisol Garcia

Task Force Members: Margaret Chaney, Vanessa Jimenez, Kelley Fisher, Melissa Girmscheid, Leah Knable, Ana Cicero, Amethyst Hilton-Sainz, Amy Bowser

Staff Liaison: Jennifer Loreda, AEA Field Manager

Develop and recommend to the AEA Board of Directors a vision for what direction Arizona public schools should take as we transition our students and staff back into our school buildings.

Among other considerations the TF will include recommendations that:

- keep central the health, safety, and physical and mental well-being of our students, our school staff, and the communities we serve;
- immediately address the structural inequities and systemic failures that rose to the surface during our time away from schools;
- create space for strong community engagement to partner in the succeeding work;
- divert from a focus on standardized testing and toward an emphasis of our schools as centers of creativity and critical thinking; and
- inclusion of the principles of social-emotional learning and trauma-informed classrooms in presenting safes campuses and educational opportunities for our students.

Charges

1. Use existing data and member stories to identify equity issues and systemic failures and other opportunities to remove barriers to a quality education.
2. Develop guidance for Arizona schools to move into a post-COVID 19 reality, ensuring optimal learning environments, healthy and safe students and staff, and build in institutional support for all members of the school community.
3. Develop specific expectations and best practices to be included in Closure Action Plans in the event school facilities are ordered closed by local or state declarations.

The working groups will first review/acknowledge the issues and responses to the 2020 Covid Closures and will set forward goals and vision for union advocacy moving forward.

Working Groups, Chairs, Staff Liaisons

Distance Learning/Professional Development

Kelley Fisher, Deer Valley EA

Staff: Nell Pederson, Sarah Prindle

Technology

Melissa Girmscheid, Peoria EA

Staff: Liz Leivas

Mental Health

Anna Cicero, AEA-Retired

Staff: Francis Stennis

Education Support Professionals

Vanessa Jimenez, Phoenix Union CEA

Staff: Rony Assali

Contract / Worker Protection

Leah Knable, Paradise Valley EA

Staff: Matt Kruse, Lori Ortega

Specialized Populations (SEI, SpEd)

Amethyst Hilton Sainz, Mesa EA

Staff: Jeff Lang

Rural

Amy Bowser, HEA

Staff: Matt Nichols, Paula Arnquist

Equity

Margaret Chaney, Tucson EA

Staff: Quinn Chesir

Learner Success

Marisol Garcia, Isaac EA

Staff: Art Mendoza, Leah Koistinen

Native American Concerns Communities

Staff: Greg McQuade

Working Groups Vision Statements

Each working group, unencumbered by “what is,” provided a vision statement related to “what should be” if Arizona is to address the present significant challenges in keeping the promise of quality public education for all its students, families and communities.

These vision statements set the foundation for recommended policies and related practices that achieve that goal.

Native American Communities

It is documented that the first peoples of our land have been most impacted by the Covid-19 virus than any other community. It should be the first priority of all policy makers and organizations within the state and the US to ensure that the families living and working within the Native American (Native) communities receive the tools needed to progress and thrive.

Specifically, all native students and families need to have access to broadband internet, appropriate technology and community training to support the use of these to ensure quality educational experiences.

Rural Issues

Our state’s culture is kept alive in rural areas. We may not be the greatest in population, but we are in land mass. Our schools educate a large geographic area that serves a large amount of diverse students who have diverse needs.

The needs of students in rural areas are different from students in urban and suburban areas. Our families are farther away from services that can be found in the Phoenix Metro and Tucson areas. The equity gap has increased tremendously. Students without technology, internet and parental support are not properly supported to continue their learning online. Some of our districts in very rural areas have several migrant students most of whom can barely afford to buy food, let alone internet or devices.

Our rural community schools are more similar together than we are with the larger urban areas of our state. Lack of funding for technology and infrastructure have widened the digital divide for our schools in rural AZ.

Specialized Populations*

Public schools in Arizona provide a safe and equitable educational environment that ensures growth, learning and well-being for all students. Funding and policy provide strong protections and support for collaboration among public leaders, educators, parents and the community to empower critical and creative learners. To this end, it is crucial that school districts receive sufficient staffing, resources and guidance from the state and federal level.

**The term “specialized populations” includes English learners, students with disabilities, students identified as gifted and talented, students in Montessori programs, students in specialized alternative education programs, students participating in joint technical districts, and other student groups identified and grouped by learning needs or programmatic approach.*

Equity

We seek resolution to the structural and systemic inequities between schools and districts within the state of AZ as became evident during the 2020 COVID shutdown.

Districts have long been aware of the disparities for students from lower SES backgrounds and those of minoritized students. A wide range of disparities was identified including the immediate lack of basic needs, such as food and shelter, as well as access to technology and the skill sets and support needed to successfully engage with online curriculum. The Equity subcommittee asserts that in order to meet the needs of our state’s future, every student must have access and support without the distraction of over- prescribed standardized testing.

Technology

Arizona will be a state with equitable access to technological hardware and infrastructure for all K-12 students and educators.

Education Support Professionals

Create an atmosphere for every district where ESPs are treated as valued employees by ensuring their voices are included in the decision making process and their safety and well-being is a priority in all decisions made for reopening schools.

Learner Success

Assessing student academic growth via mandated standardized, multiple choice tests is antiquated and a disservice to our students and their families. It is our firm belief that student-centered, formative assessments including portfolios of student academic products assess student academic development and guide instruction.

Distance Learning and Professional Development

Educators should play an integral role in all aspects of the planning and preparation process as public schools evolve from “crisis instruction” to distance learning. Educator voice is imperative as decisions are being made in the areas of professional development and trainings, support for all stakeholders within the education system, and collaboratively creating a roadmap for synchronous and asynchronous learning.

Contract Concerns and Worker Protections

All of the following are important for Arizona Schools to consider and plan for:

- Safety issues both educators and staff
- Sick leave/Pay
- Communication
- Evaluations
- Site plans
- Workload

Mental health

Arizona educators support students and staff by delivering support systems that address the social emotional and mental health needs so students are ready to learn, educators are ready to teach, and staff is ready to adequately perform.

AEA Vision for New Arizona Schools Policy Recommendations

These policy recommendations are a compilation of work completed in all ten working groups. Many of the recommendations were noted in several of the completed reports. The policy recommendations are broken down into five areas of focus: state funding requests, state education policies, local policy (LEA) recommendations, opportunities for local union and community organizing, as well as national advocacy points. Please refer to full task force reports for additional information (see attachments)

State Funding Requests

Staffing

1. Funding for appropriate class size reductions, hiring of more certified and classified positions, to ensure CDC guidelines regarding social distancing is accomplished.
2. Funding for every student regardless of in person instruction (Suspension of 100 day funding allocations/backpack funding).
3. Funding for increased educational support staff positions to ensure safety of schools is achieved (eg: janitorial staff, cafeteria staff, bus drivers, paraprofessional staff, health aides, front office staff)
4. Funding for 'hazard pay' for frontline employees that will have increased exposure to the public; ie: cafeteria, front office, security, technology employees.
5. Unemployment eligibility for 9-10 month education support professionals that have lost the opportunities to be employed throughout the summer.
6. Funding for the hiring of at least one school counselor, social worker, psychologist, psychiatrist at every school with the ability to ensure the appropriate affordable medical follow-up as needed is available.

Safety Measures

1. Funding for student and staff health screening in accordance to CDC guidelines.
2. Funding for Personal Protective Equipment for all school employees and students included but not limited to face coverings, gloves, cleaning supplies, personal hygiene facilities.
3. Funding for safety training regarding CDC recommendations and protocol.
4. Funding for school facilities to ensure larger classrooms and work areas to ensure social distancing.

Technology

1. Establishment of 1:1 computer access for all Arizona K-12 students
2. Investment in broadband access for all students and employees.
3. Institute state-level capital funding to purchase hardware and improve infrastructure.
4. Funding to provide all staff for whom technology is needed to perform job tasks with laptops for school/home use.
5. Priority of resources should have a specific focus on Native American students, rural students, and students living in underserved communities.

Professional Development

1. Funding for essential professional development including but not limited to:
 - Distance learning classroom management
 - Student responsibility, assessment, and engagement
 - Technology support that is readily available to educators, students, and families
 - Addressing specialized instruction and interventions for exceptional populations
 - Social emotional well-being for all students, educators, and families
 - Best practices and models for instruction including teaching new material in an online environment
 - Trauma-informed instruction
 - Optimal pacing for asynchronous and synchronous learning
 - Relationship building when interfacing with students online

Additional School Resources:

1. Funding for the purchase of culturally appropriate curriculum to connect students to authentic learning that includes authors, historical figures, and stories that reflect their culture.
2. Funding for instructional tools for specialized populations per IEP requirements.
3. Supplies for distance learning, specifically tangible manipulatives to engage students academic needs.
4. Funding for purchase of printed curriculum, including textbooks, novels, and workbooks for students who do not have stable internet accessibility.

Community Supports

1. Funding for creation of or support of current Community School programs (<http://www.nea.org/communityschools>).
2. Funding for childcare needs for educators whose schedules are in conflict with their own children's school schedules.
3. Funding for community wide education on the use of educational technology for distance learning.
4. Funding for instruction via alternative means, e.g. Teacher TV, PBS platforms.

State Education Policies

1. Two year state moratorium on statewide standardized testing; AZM2, AIMS and district benchmark testing should be suspended as a requirement during times of emergency and school disruption.
2. Repeal of any funding tied to standardized testing specifically Results Based Funding.
3. Repeal of the AZ State school A-F ranking system as currently written with a focus on statewide assessments. A more accurate system for identifying schools they are in need based on authentic assessments that gauge student growth.
4. Repeal of any pay for performance evaluation pay based off of students standardized test scores.
5. Reallocation of all state funds attached to standardized scores be used to address the inequitable funding of schools.
6. Legislation that ensures Emergency District Plans are required to plan for future emergency school closures.

7. Legislation that assures that all LEA plans to reopen schools include a majority of educator and parent voices.
8. Legislation to ensure that educator workload and hours are protected to ensure that students receive high quality instruction.
9. Ensuring that there is contract flexibility for educators that want alternative work placement or may need to be released from their contracts to find employment that meets their or their family needs.
10. Evolving guidance for IDEA compliance for specialized populations, moving forward.
11. Flexibility within current English Learner Laws to provide instruction to students in their home language.
12. McKinney-Vento students must have specific follow-up care to ensure their basic needs are met to ensure that learning can begin to take place.

District (LEA) Policies

1. Ensure educators, parents, and students are incorporated in plans for schedules, safety precautions, instruction, and assessment.
2. To ensure student learning and growth, the assessment of students should mainly take place within the context of instruction, measured by formative and summative assessments designed or chosen by the classroom teacher.
3. Safe procedures must be developed to continue evaluating students to identify their status in specialized populations. This is the only valid and necessary use of standardized testing during times of emergency.
4. Students must not be expected to learn adequately without needed specialized services. Therefore, schools should not be evaluated based on student progress on standardized testing when learning is significantly disrupted by emergencies.
5. Districts should prioritize and fund employees or programs that will connect the resources within a community as they relate to the student. Districts should strive to identify where the community has those resources and direct parents, guardians, and students to them.

Opportunities for Local Union and Community Organizing

Organizing and Advocacy

- Local associations should use the meet and confer process to make emergency plans and ensure educator voice during times of emergency.
- Local association leaders should make an effort to include representation by teachers of all specialized populations as emergency plans are made.
- Local leaders should organize around the issues to engage new members and build a stronger voice for the local.
- Locals should utilize resources provided to them by the NEA and AEA. Resources such as *www.aeapd.works* can serve both as an organizing tool for locals as well as a resource to school districts in need of professional development for its staff.
- Locals should be intentional in placing their leaders on all committees serving as stakeholders who make decisions that affect student learning conditions and staff working conditions.
- Locals should advocate for stronger workers' rights such as just-cause protection and the right to union representation in disciplinary meetings.
- Student Access to Technology, Curriculum and Services

- If any amount of remote learning will be required of students, students must be provided with appropriate technology, software, and high speed internet.
- It is highly suggested that all students be supplied with a headset and a microphone.
- Educators should work collaboratively to develop and deliver direct instruction to students at all levels about how to use technology to learn.
- If remote learning or a hybridized plan is adopted in public schools, the principles of planning, instruction, and assessment still hold true. Teachers are experts in this process and must be the ones to determine what work goes home to students. This is especially crucial for students in specialized populations. Differentiation, individualization, and personalization are incredibly important for these students to thrive.
- If younger children or children who cannot read are required to engage in online learning, teachers should receive professional development in creating a visual online learning environment to help students navigate material and engage in learning.
- In order to provide a more collaborative environment for students, educators need professional development to ensure that they are able to leverage technology to design learning experiences using collaboration and cooperative learning.
- During remote learning, students should be provided with paper, pencils, scissors, glue, a ruler, and a folder (or another agreed upon list of basic supplies), since not all learning is digital.
- Students should be provided with any specific instructional materials necessary to their specialized needs or program.
- Student access to arts, physical education, and CTE coursework should not be eliminated in favor of an extremely narrow curricular focus (i.e. exclusive focus on reading, writing and math). For many students in specialized populations, these courses provide an essential part of their education and a forum in which students can excel.
- Districts or schools should provide real-time technology support for students who are engaged in remote learning and their families (a student/parent help line), including multilingual staff.
- Districts should create safety protocols that provide for the possibility of in-person instruction or services on a limited basis, even if a district is practicing remote learning.
- Districts should clearly outline expectations to families about grading practices.
- ESP's may be identified and trained for instructional support for the students working at home or independently within a hybrid model.

Family Communication and Partnerships

- Districts and schools should coordinate and streamline family communication to avoid overload. For example: Schools send a weekly electronic newsletter home to families, and in the newsletter each teacher or team links to their weekly assignments or bulletin. Parents establish how they would like to receive this newsletter, via email or text. Districts could purchase institutional subscriptions to messaging services so that all educators could send text messages from the same service.
- Districts need to provide a comprehensive set of translation options.
- Districts and schools should survey families about technology needs. Surveys must have a way for families to access and respond non-digitally. These surveys should happen as soon as possible and should be part of the intake of any new students.
- Districts should provide training for remote learning to families, including how to balance the student educational learning schedules with family commitments.

- Districts should make use of space on campus to accommodate students who need a safe place for independent study using social distancing and safety protocols.
- Safety protocols must be developed to allow for home visits or in-person interactions with students and families of students in specialized populations.
- Resources are necessary for non-digital communication with families (e.g. mileage allowances for home visits, postage and copy services for mailings, space and staffing for in-person meetings on campus, utilizing safety precautions).
- Education Support Professionals should be thought of as valued partners with teachers to enhance family communication.
- If educator work duties are amended to support communication with families and students, the following may be necessary: translation services, phone services able to be used from home, postage, envelopes, copy paper and copiers, ink for home printer (or reimbursement/stipend), mileage for home deliveries of materials, use of school transportation to distribute materials or supplies.
- Districts should provide a list of community resources available to support families with social and emotional needs.
- School-community partnerships should be established to meet emerging needs throughout the year including partnerships with organizations that help families access essential services such as food, medical care, immigrant or refugee services.

Student and Teacher Social and Emotional Impact

- Digital and non-digital resources for social and emotional learning should be provided for students.
- Students should have direct access to school counselors, social workers, and mental health professionals.
- Student to school counselor, social worker, and mental health professional ratios must be manageable throughout the school year.
- All educators must have ready access to resources for their own social and emotional well-being during times of emergency.
- During remote learning, educators should be supported in shifting their contracted hours around so that they have time to contact families or students in the evening if necessary, or have time to deal with family needs.

Standardized Testing and Student Evaluation

- Schools should emphasize the need for valid formative and summative assessments in the context of instruction as opposed to emphasizing preparation for standardized testing.
- Procedures should be established to safely continue the evaluation process for students who potentially need language acquisition, special education, gifted and talented, or alternative placement services. Students identified for evaluation can receive compensatory services based on known needs if time frames for compliance cannot be met. Evaluations must be done in person; these have legal deadlines that can not be met due to the remote learning. The testing needs to be done in person because it requires writing samples and reading aloud.
- District benchmark testing should be suspended during times of emergency.
- All programs to “create a testing culture” around standardized testing should be suspended during times of emergency in favor of using time and resources to more directly support students.

Educator & Student Safety Upon Return to Campus

- Districts should work with local associations to develop safety guidelines and protocols for staff and students.
- Employees who do not feel safe returning to the classroom should be provided an alternate assignment or released from contract without penalty.
- Adequate cleaning supplies and personal protective equipment according to agreed-upon guidelines should be provided in all classrooms.
- Special education teachers or other teachers of specialized populations should form a committee to work with administrators to develop the least restrictive PPE that meets agreed-upon guidelines.
- Schools need adequate staffing and supplies to provide custodial services throughout the day to assist in the ongoing disinfection of surfaces throughout the school.

Educator Working Conditions

- The time necessary to properly train parents during remote learning must be considered when setting up caseload expectations for special education teachers and some other specialized areas.
- All educators should be provided with a working laptop, a docking station or extra monitor, headset with microphone, high-speed internet (or a stipend to subsidize use of home network), and phone service using a non-personal number.
- Districts should review student to teacher communication policies to ensure safe and manageable systems are available to maintain professional communication.
- Districts will work with local associations to determine appropriate student caseloads or additional staffing needs during times of emergency.
- It is the task force belief that all district should begin discussions to implement the NEA's recommended Special Education Workload Analysis Model. This model, detailed in an NEA backgrounder report (https://www.nea.org/assets/docs/19178_NBI27_Backgrounder_v2.pdf), notes that workload data should take into consideration the direct and indirect services and supports provided by special education professionals through specially designed instruction, not just number of students assigned to a teacher.
- Currently in Arizona there is no class size recommendations and districts vary in its own implementation of how educators are scheduled. Below are suggested class size for special education teachers from the members of the committee IF the workforce analysis model has not yet been considered.

Guidelines for Class Size

SLP/OT/PT

- 40-45 Students (Direct Service)
- 25-30 Students (Teletherapy)

SLPA/COTA

- 50-55 Students (Direct Service)
- 35-40 Students (Teletherapy)

Inclusion/Resource

- Max - 25-30
 - A: 15-20 Students
 - B: 5-10 Students

Self Contained (Student:Teacher Ratio)

- Mild/Mod: 8-12 Students (3:1 or 4:1)
- Autism: 6-8 Students (2:1)
- Emotional: 6-8 Students (3:1)
- Preschool: 12-24 Students (2:1)
(Half Day Programs)
- Medically Fragile: 4-6 students (2:1)

- Districts should offer training and professional development to support safety protocols, remote learning or use of hybrid models (technology and pedagogy), family communication and engagement, social and emotional support of students.
- Utilize federal and state guidance regarding compliance with laws and rules related to specialized populations (special education, English language acquisition, etc.)
- Trained and skilled teachers should not work outside their field, or use “additional duties as assigned” or similar contract language to accommodate for lack of funding, hiring or training for staffing needs.
- Local unions should work collectively to develop appropriate guidelines for re-assignment or re-training during times of emergency, as well as “hazard pay” for risky assignments.
- Include specialists (teachers of specialized populations, elective teachers, etc.) on instructional teams or as partners in planning and delivering instruction.
- Leverage the expertise of coaches, mentors, and instructional specialist to support the implementation of instructional opportunities.
- Platforms should be established for educators to share best practices related to remote and hybrid learning models.

National Advocacy Points

- Direct educator input in the use of Coronavirus Aid, Relief, and Economic Security (CARES) Act - H.R. 748, funding.
- Actively organize for the support of the federal legislation known as the HEROES act (or future similar proposals) that specifically allocate the needed funding for tribal communities.
- Advocate for NEA to pursue a lawsuit on behalf of workers and students based upon the Equal Opportunities Act of 1974 in the event that there are complaints of inequities by local associations.
- Advocate for Broadband for All Act

Conclusion

Please keep in mind this report is and will continue to be a fluid document. The task force work was completed during the month of May, in the midst of the pandemic impacts on our state. As health data and safety guidelines are updated the association and its members will continue to amend and revise as needed.

AEA Resources

Coronavirus (COVID-19) Updates

<http://www.arizonaaea.org/coronavirus>

Online Resources for Distance Learning & Teaching

aeapd.works

NEA Resources

Educating Through a Crisis

<https://educatingthroughcrisis.org/>

All Hands On Deck: Initial Guidance Regarding Reopening School Buildings

Voices of leaders for Just School: Education Justice though and beyond the Covid-19 pandemic

ADE Resources

Roadmap to Reopening Schools

https://www.azed.gov/communications/files/2020/03/FINAL-DRAFT-AZ-Roadmap-for-Reopening-Schools_6_1_20-1.pdf

Distance Learning Guidance

https://www.azed.gov/communications/files/2020/03/AZ-Emergency-Distance-Learning-Guidance_FINAL-Draft_5_29.20.pdf

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OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

**Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.**

Agenda Item Number – VIII- A

Agenda Item

Adoption of the 2020/21 Budget and Approval to Spend Insurance Proceeds

For Board:

☒

Action

☐

Discussion

☐

Information

Background

In accordance with budget procedures prescribed in A.R.S. §15-905, the District must prepare a proposed budget which is transmitted electronically to ADE for posting to their Web site at least ten (10) days before the budget is formally adopted. The Governing Board then holds a public hearing to present the proposed budget to the residents of the District. Immediately following the public hearing, the Governing Board calls to order the Governing Board meeting to adopt the budget, making such deductions as it sees fit, but making no additions to the proposed budget totals. Districts must adopt the budget by July 15, 2020. The adopted budget must be filed with the County School Superintendent and the Superintendent of Public Instruction no later than July 18, 2020. No changes have been made to the approved proposed budget.

The 2020/21 budget was proposed at the June 16, 2020 Governing Board meeting and was published on the Arizona Department of Education's web site on June 21, 2020, along with the Notice of Public Hearing. The documents were also posted on our web site on June 21, 2020. The Truth in Taxation notice was not required this year.

A.R.S. §15-1103 stipulates that districts may use monies from the Insurance Proceeds Fund only after notice and a public hearing. The district has, historically, combined this hearing and approval with the budget adoption.

The prescribed budget forms are available for review in the Financial Services Department.

Legal

A.R.S. §15-905, A.R.S. §15-1103

Financial

Adopted budget sets forth the estimated parameters of District spending in 2020/21.

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

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

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Recommendation

It is recommended that the Governing Board adopt the 2020/21 Budget and approve the use of Insurance Proceeds monies as may be needed during the year.

Moved _____ Seconded _____ P/F

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

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Agenda Item Number – VIII-B

Agenda Item

Approval of Resolution Affirming the Designation of COO, Colleen Toscano, as Applicant Agent for FEMA/DEMA Funds.

For Board: ☒ Action ☐ Discussion ☐ Information

Background –

Osborn Elementary School district has been presented with an opportunity to apply for FEMA/DEMA funds in response to the COVID-19 pandemic and the actions we have and will take as a result of this crisis. Funding is available for projects ranging from \$3000 to \$131,000. The FEMA/DEMA funds may be used for labor, equipment or materials for any of the school sites or district office.

Legal

As required by Title 44 Code of Federal Regulations (C.F.R.) §§ 206.223 and 206.225 and in accordance

with the Public Assistance Program and Policy Guide (PAPPG), the Emergency Protective Measures

described in this project will be:

- The Applicant's legal responsibility;
- Undertaken in response to the COVID-19 threat caused by the declared event; and
- Undertaken because they were necessary to eliminate threats to life, public health, and safety.

Any activity claimed has to have been performed or is being performed at the direction of or pursuant to

guidance of state, local, tribal, or territorial public health officials (such as an executive order or other official order signed by a public health official).

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 resolution affirming the designation of Colleen Toscano as the applicant agent for Osborn Elementary School District's FEMA/DEMA Public Assistance funding process.

Moved _____ Seconded _____ P/F

RESOLUTION

A RESOLUTION OF THE OSBORN SCHOOL DISTRICT NO. 8 OF THE CITY OF PHOENIX, ARIZONA, APPROVING THE DESIGNATION OF APPLICANT'S AGENT FORM SUBMISSION TO THE ARIZONA DEPARTMENT OF EMERGENCY AND MILITARY AFFAIRS, WHICH DESIGNATES THE DISTRICT'S BUSINESS FINANCE DIRECTOR AS THE DISTRICT'S AGENT FOR APPLYING FOR CERTAIN PUBLIC ASSISTANCE; AND AUTHORIZING PERMISSION TO EXECUTE AND DELIVER SAID APPLICATION ON BEHALF OF THE OSBORN SCHOOL DISTRICT NO. 8.

BE IT RESOLVED BY THE OSBORN SCHOOL DISTRICT GOVERNING BOARD OF THE CITY OF PHOENIX, ARIZONA, as follows:

Section 1. The Designation of Applicant's Agent form to the Arizona Department of Emergency and Military Affairs, which designates the Business Finance Director, Colleen Toscano, as agent to execute on behalf of the Osborn School District for the purpose of obtaining financial assistance under the Disaster Relief Act, is hereby approved in the form attached hereto.

Section 2. The Osborn School District Governing Board members are hereby authorized and directed to take all steps necessary to carry out the purpose and intent of this Resolution.

PASSED AND ADOPTED by the Osborn Governing Board of Phoenix, Arizona, this ____ day of July, 2020.

Board President

ATTEST:

Superintendent

OSBORN SCHOOL DISTRICT NO. 8

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
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Agenda Item Number – IX

Agenda Item
Board Development

For Board: ☐ Action ☒ Discussion ☒ Information

Background –

- A. ASBA Virtual Law Conference September 9-11, 2020
- B. NSBA School Safety Virtual Summit September 16-17 (early bird registration ends July 31)
- C. Date for Board /Admin Retreat

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

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
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This is our mission.

Agenda Item Number –X

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

July 14, 2020

Board Meeting

Children want knowledge, challenge and recognition.
Parents want independent, passionate learners in a safe environment.
This is our mission.

Agenda Item Number – XI

Agenda Item

Future Agenda Items

For Board: ☐ Action ☒ Discussion ☒ Information

Mr. Richard

- Would like to see if the message about the new positions and the district's dedicated commitment to a slow responsible path to reopening schools can be woven into enrollment communications by the communication expert (**Digital Marketing and Communications Coordinator, Michael Nilsson, began work with the district on 7-1-20. We will work these messages into communication strategies**)

Mrs. Radtke

- Suggested determining the superintendent's performance pay prior to Mx. Paetz leaving (**completed 6/29/20**)
- Scheduling time for Board/ Superintendent Goals and Strategies (**to be completed at Board/Superintendent/Admin Team workshop**)
- Would like to see the statistics for gifted students broken down (**Board update 6-28-20. Will provide further data on performance indicator by percentage for qualification for gifted {verbal, quantitative, non-verbal}**)

Ms. Aguilar

- Superintendent contract (**Process begun between Supt., Board President, and district counsel. Meeting with full Board and district counsel to be scheduled in July**)

Agenda Item Number – XII

Adjournment

Moved _____ Seconded _____ P/F