

Newcastle Board of Education Regular Meeting  
March 7, 2023 6:00 PM  
Administrative Office Board Room  
101 North Main  
Newcastle, OK 73065

1. Flag Salute
2. Call to Order and Roll Call of Members
3. Outstanding Service or Achievement Awards - 2023 Teacher of the Year
4. Discussion and possible action on the Consent Agenda:
  - A. Agenda of Regular Meeting of March 7, 2023
  - B. Minutes of Special Meeting of February 23, 2023
  - C. Minutes of Special Meeting February 20, 2023
  - D. Minutes of Special Meeting of February 16, 2023
  - E. Minutes of Special Meeting of February 15, 2023
  - F. Minutes of Special Meeting of February 9, 2023
  - G. Minutes of Regular Meeting of February 7, 2023
  - H. Newcastle High School Baseball Coach, Mike Crossley requests permission to travel and stay overnight at Tulsa for the Tulsa Victory Christian Baseball Tournament held from March 30, 2023, thru April 1, 2023
  - I. 2023-2024 Tri City Learning Academy High School Course Offerings and Descriptions
  - J. 2023-2024 Tri City Learning Academy Middle School Course Offerings and Descriptions
5. Public Input
6. Superintendent and Staff Updates:
  - A. Kaisha Mathis, TCLA Principal
  - B. Dr. Melonie Hau, Superintendent
7. Discussion and possible action regarding Newcastle Public School: District Policy CF Travel and Expense Reimbursement
8. Discussion and possible action regarding Newcastle Public School: District Policy BR Electronic Signatures
9. Discussion and possible action regarding payment of Leisha Brummel's planning period for FY23
10. Discussion and possible vote to accept the settlement offer of the District's claims against JUUL Labs, Inc, and to authorize the Superintendent to sign all documents related to the settlement.
11. Discussion and possible action regarding the Contract Consent Agenda
  - A. OUHSC College of Nursing (CON) clinical affiliation agreement (CAA) , Senior Nurse Addendum and the Certificate of Liability Insurance.
  - B. Smith, Roberts, Baldischwiler, LLC, February 16, 2023, Agreement - Newcastle Elementary School Improvements, Newcastle, OK

12. Discussion and possible action regarding Financial Consent Agenda
  - A. General Fund 11 Encumbrances and Change Orders
  - B. Building Fund 21 Encumbrances and Change Orders
  - C. Bond Fund 39 Encumbrances and Change Orders
  - D. Monthly payroll and extra duty disbursement
  - E. Purpose of Activity Fund Accounts
  - F. Revenue Analysis-General Fund
  - G. Revenue Expenditure Summary-Athletic
  - H. Revenue-Expenditure Summary-Non Athletic
  - I. Treasurer's Report
  - J. FY23 Booster Club Sanctioning
    - I. Newcastle Quarterback Club, Inc.
13. New Business
14. Proposed executive session to discuss employment of personnel, retirements, resignations, terminations, hiring of employees, employment, rehiring and changes to employment contracts of current and prospective district employees as outlined on attached Schedule A and Schedule B, pursuant to 25 O.S. Section 307 (B)(1)
15. Vote to convene or not to convene in executive session
16. Return to Open Session
17. Discussion and possible action regarding employment of personnel, retirements, resignations, terminations, hiring of employees, employment, rehiring and changes to employment contracts of current and prospective district employees as outlined on attached Schedule A
18. Discussion and possible action regarding employment of personnel, retirements, resignations, terminations, hiring of employees, employment, rehiring and changes to employment contracts of current and prospective district employees as outlined on attached Schedule B
19. Adjournment

This agenda was posted at 5:00pm on the front door of the administration building on March 6, 2023 by Darla Allen

Newcastle Board of Education Special Meeting  
February 23, 2023 9:45 AM  
Administration Office Board Room  
101 N Main St  
Newcastle, Oklahoma 73065

Attendance Taken at 9:45 AM. Mr. Darrin Abel: Present, Ms. Valory Dalton: Present, Mr. Jeff Dingee: Absent, Ms. Tiffany Elczyn: Present, Mr. John Maker: Present. Attendance Update Taken at 10:30 AM. Mr. Jeff Dingee: Present. Attendance Update Taken at 12:17 PM. Mr. Darrin Abel: Absent. Attendance Update Taken at 2:50 PM. Ms. Tiffany Elczyn: Absent.

1. Call to Order and Roll Call of Members.

**2. Proposed executive session to review applications, interview applicants and discuss the employment of a superintendent. 25 O.S. Section 307(B)(1)**

A. Vote to convene or not to convene in executive session. It is anticipated that the executive session will be held at Oklahoma State School Boards Association, 2801 N. Lincoln Blvd., Oklahoma City, OK 73105

Motion to convene in executive session at 9:45am passed with a motion by Ms. Valory Dalton and a second by Ms. Tiffany Elczyn.

Mr. Jeff Dingee: Absent, Mr. Darrin Abel: Yea, Ms. Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. John Maker: Yea  
Yea: 4, Nay: 0, Absent: 1

B. Acknowledge return to open session

Returned to the open session at 3:34pm.

C. Executive session compliance announcement

Arrived at OSSBA at 10:30am, Jeff Dingee also arrived at 10:30am. Jeff Dingee, Darrin Abel, Tiffany Elczyn, Valory Dalton, John Maker and Candidate #1 and Candidate #2 were in the executive session and no votes were taken. Darrin Abel left the meeting at 12:17pm, Tiffany Elczyn left the meeting at 2:50pm.

3. Adjournment.

The meeting adjourned at 3:34pm by John Maker.

---

President

---

Vice President

---

Clerk

---

Deputy Clerk

---

Member

Newcastle Board of Education Special Meeting  
February 20, 2023 5:45 PM  
Administration Office Board Room  
101 N Main St  
Newcastle, Oklahoma 73065

Attendance Taken at 5:54 PM. Mr. Darrin Abel: Present, Ms. Valory Dalton: Present, Mr. Jeff Dingee: Present, Ms. Tiffany Elczyn: Present, Mr. John Maker: Present.

1. Call to Order and Roll Call of Members.

2. Consideration and vote to enter executive session to interview applicants for the position of Superintendent of Schools, pursuant to 25 O.S. Section 307 (B)(1)

Motion to enter executive session at 5:54pm passed with a motion by Mr. Darrin Abel and a second by Ms. Tiffany Elczyn.

Mr. Jeff Dingee: Yea, Mr. Darrin Abel: Yea, Ms. Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. John Maker: Yea  
Yea: 5, Nay: 0

3. Return to open session.

Returned to Open Session at 7:16pm. Jeff Dingee, Darrin Abel, Tiffany Elczyn, Valory Dalton, John Maker and Candidate #6 were in session and no votes were taken.

4. Adjournment.

Mr. John Maker adjourned the meeting at 7:16pm.

---

President

---

Vice President

---

Clerk

---

Deputy Clerk

---

Member

Newcastle Board of Education Special Meeting  
February 16, 2023 12:30 PM  
Administration Office Board Room  
101 N Main St  
Newcastle, Oklahoma 73065

Attendance Taken at 12:33 PM. Mr. Darrin Abel: Present, Ms. Valory Dalton: Present, Mr. Jeff Dingee: Present, Ms. Tiffany Elczyn: Present, Mr. John Maker: Present.

1. Call to Order and Roll Call of Members.

2. Consideration and vote to enter executive session to interview applicants for the position of Superintendent of Schools, pursuant to 25 O.S. Section 307 (B)(1)

Motion to enter executive session at 12:33pm passed with a motion by Ms. Tiffany Elczyn and a second by Mr. Darrin Abel.

Mr. Jeff Dingee: Yea, Mr. Darrin Abel: Yea, Ms. Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. John Maker: Yea  
Yea: 5, Nay: 0

3. Return to open session.

Returned to Open Session at 3:58pm. Jeff Dingee, Darrin Abel, Tiffany Elczyn, Valory Dalton, John Maker, and Candidate #4 and Candidate #5 were in the executive session and no votes were taken.

4. Adjournment.

John Maker adjourned the meeting at 3:58pm.

---

President

---

Vice President

---

Clerk

---

Deputy Clerk

---

Member

Newcastle Board of Education Special Meeting  
February 15, 2023 12:30 PM  
Oklahoma State School Boards Association  
2801 N. Lincoln Blvd, Suite 125  
Oklahoma City, OK 73105

Attendance Taken at 12:31 PM. Mr. Darrin Abel: Present, Ms. Valory Dalton: Present, Mr. Jeff Dingee: Present, Ms. Tiffany Elczyn: Present, Mr. John Maker: Present.

1. Call to Order and Roll Call of Members.

2. Consideration and vote to enter executive session to interview applicants for the position of Superintendent of Schools, pursuant to 25 O.S. Section 307 (B)(1)

Motion to enter into Executive Session at 12:31pm passed with a motion by Ms. Valory Dalton and a second by Mr. Jeff Dingee.

Mr. Jeff Dingee: Yea, Mr. Darrin Abel: Yea, Ms. Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. John Maker: Yea  
Yea: 5, Nay: 0

Returned from Executive Session at 4:38pm. Jeff Dingee, Darrin Abel, Tiffany Elczyn, Valory Dalton, and John Maker were in Executive Session with Candidate One from 1:00 to 2:00, Candidate Two from 2:15 to 3:15; and Candidate Three from 3:30 to 4:30. No votes were taken.

3. Adjournment.

Meeting adjourned at 4:39pm by Mr. John Maker

\_\_\_\_\_  
President

\_\_\_\_\_  
Vice President

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Deputy Clerk

\_\_\_\_\_  
Member

Newcastle Board of Education Special Meeting  
February 9, 2023 5:30 PM  
Administration Office Board Room  
101 N Main St  
Newcastle, Oklahoma 73065

Attendance Taken at 5:30 PM. Mr. Darrin Abel: Present, Ms. Valory Dalton: Present, Mr. Jeff Dingee: Present, Ms. Tiffany Elczyn: Present, Mr. John Maker: Present.

1. Call to Order and Roll Call of Members.

2. Consideration and vote to enter executive session to discuss the employment of a new Superintendent of Schools, pursuant to 25 O.S. Section 307(B)(1)

Motion to enter executive session at 5:30pm passed with a motion by Mr. Darrin Abel and a second by Ms. Valory Dalton.

Mr. Jeff Dingee: Yea, Mr. Darrin Abel: Yea, Ms. Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. John Maker: Yea  
Yea: 5, Nay: 0

3. Acknowledge Board's return from executive session

Board returned from Open Session at 7:08pm. John Maker, Valory Dalton, Tiffany Elczyn, Darrin Abel, Jeff Dingee and Stephanie Hyder of OSSBA were in Executive Session and no votes were taken.

4. Adjournment.

John Maker adjourned meeting at 7:09pm.

---

President

---

Vice President

---

Clerk

---

Deputy Clerk

---

Member



Newcastle Board of Education Regular Meeting  
February 7, 2023 6:00 PM  
Administrative Office Board Room  
101 North Main  
Newcastle, OK 73065

Attendance Taken at 6:00 PM. Mr. Darrin Abel: Absent, Ms. Valory Dalton: Present, Mr. Jeff Dingee: Absent, Ms. Tiffany Elczyn: Present, Mr. John Maker: Present.

1. Flag Salute

Intern students lead the flag salute.

2. Call to Order and Roll Call of Members

**3. Discussion and possible action on the Consent Agenda:**

Motion to approve consent agenda passed with a motion by Ms. Valory Dalton and a second by Ms. Tiffany Elczyn.

Mr. Darrin Abel: Absent, Mr. Jeff Dingee: Absent, Ms. Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. John Maker: Yea  
Yea: 3, Nay: 0, Absent: 2

A. Agenda of Regular Meeting of February 7, 2023

B. Minutes of Regular Meeting of January 10, 2023

C. The Wrestling Coaches, Mr. Kevin Sheets and Mr. Zach Hale requests permission to stay overnight with the students that qualify to attend the Wrestling Regionals in Pryor, OK on February 16-18.

D. The Wrestling Coaches, Mr. Kevin Sheets and Mr. Zach Hale requests permission to stay overnight with the students that qualify to attend the State Wrestling Meet in Oklahoma City, OK on February 23-25.

E. The High School Boys' Soccer Coach, Mr. Nick McMillian requests permission to attend a Tulsa Soccer Tournament held March 30 and April 1 with an overnight stay for the Boys' Soccer Team.

F. 2023-2024 Newcastle Public School Calendar

G. Technology and Peripherals Surplus

4. Presentation and possible action on the FY22 Audit Report by Steve Blasingame of Angel, Johnston, and Blasingame

Mr. Steve Blasingame of Angel, Johnston, and Blasingame, PC, presented and explained the Newcastle Public Schools FY22 Financial Audit. No Action Taken.

## 5. Public Input

No Public Input.

## 6. Superintendent and Staff Updates:

### A. Nikki Gayler, Career Pathway Instructor, Interns Report

Ms. Gayler reported on the Internship Program and brought students who are participating in the program. Mr. Jeff Lamb and Keirstyn Anshutz spoke about their experiences and appreciation for the program.

### B. Jonathan Atchley, Executive Director of Academics, and Tammy Bolles, District Curriculum & Technology Integration Specialist, CSI Learning, Teaching and Assessing Report

Mr. Atchley and Ms. Bolles reported on the changes and updates regarding the CSI Learning Teaching and Assessing Goals as well as the updates on the programs to achieve those goals.

### C. Kristi Ferguson, Assistant Superintendent, Bus Camera Report

Ms. Ferguson reported the bus cameras are completed on 14 buses with multiple cameras in various locations.

### D. Melonie Hau, Superintendent, Roofing Project Update, and Update on Bond Projects

Dr. Hau reported that the roofing project started yesterday, and was put on hold due to rain today. The Bond projects are up and running and the architect and construction companies are finalizing information to get packages out for bid.

## 7. Discussion and possible action regarding Financial Consent Agenda

Motion to approve the Financial Consent Agenda as presented passed with a motion by Ms. Tiffany Elczyn and a second by Ms. Valory Dalton.

Mr. Darrin Abel: Absent, Mr. Jeff Dingee: Absent, Ms. Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. John Maker: Yea  
Yea: 3, Nay: 0, Absent: 2

### A. General Fund 11 Encumbrances and Change Orders

### B. Building Fund 21 Encumbrances and Change Orders

### C. Bond Fund 39 Encumbrances and Change Orders

### D. Monthly payroll and extra duty disbursement

E. Purpose of Activity Fund Accounts

F. Revenue Analysis-General Fund

G. Revenue Expenditure Summary-Athletic

H. Revenue-Expenditure Summary-Non Athletic

I. Treasurer's Report

8. New Business

No new business

9. Proposed executive session to discuss employment of personnel, retirements, resignations, terminations, hiring of employees, employment, rehiring and changes to employment contracts of current and prospective district employees as outlined on attached Schedule A, pursuant to 25 O.S. Section 307 (B)(1)

Proposed executive session to discuss the renewal contracts of Ms. Kristi Ferguson, Assistant Superintendent, and Mr. Jonathan Atchley, Executive Director of Academics, pursuant to 25 O.S. Section 307 (B)(1)

10. Vote to convene or not to convene in executive session

Motion to not convene in Executive Session passed with a motion by Ms. Valory Dalton and a second by Ms. Tiffany Elczyn.

Mr. Darrin Abel: Absent, Mr. Jeff Dingee: Absent, Ms. Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. John Maker: Yea  
Yea: 3, Nay: 0, Absent: 2

11. Return to Open Session

No Executive Session

12. Discussion and possible action regarding employment of personnel, retirements, resignations, terminations, hiring of employees, employment, rehiring and changes to employment contracts of current and prospective district employees as outlined on attached Schedule A

Motion to approve Schedule A as attached passed with a motion by Ms. Tiffany Elczyn and a second by Ms. Valory Dalton.

Mr. Darrin Abel: Absent, Mr. Jeff Dingee: Absent, Ms. Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. John Maker: Yea  
Yea: 3, Nay: 0, Absent: 2

13. Discussion and possible action regarding the contract renewal of Assistant Superintendent, Kristi Ferguson, and Executive Director of Academics, Jonathan Atchley

Motion to approve the contract renewal of Ms. Kristi Ferguson and Mr. Jonathan Atchley. passed with a motion by Ms. Valory Dalton and a second by Ms. Tiffany Elczyn.

Mr. Darrin Abel: Absent, Mr. Jeff Dingee: Absent, Ms. Tiffany Elczyn: Yea, Ms. Valory Dalton: Yea, Mr. John Maker: Yea  
Yea: 3, Nay: 0, Absent: 2

#### 14. Adjournment

Meeting adjourned at 7:02pm by Mr. John Maker

---

President

---

Vice President

---

Clerk

---

Deputy Clerk

---

Member



# NEWCASTLE PUBLIC SCHOOLS

## Board of Education Trip Request Form

Name: Michael Crossley

Site: High School

Grade/Class/Organization: HS Baseball

No. of Students: 33

No. of Adults: 4

No. of Buses or Transportation: 1 bus 1 transit

Date(s) of Trip: 3/30 - 4/1

Destination: Tulsa Victory Christian

Purpose of Trip: Baseball tournament. Games will be on Thursday, Friday and Saturday. We will depart Newcastle on Thursday morning and return Saturday evening. Hotel - TBA

Mike Crossley  
Signature

2/27/23  
Date

[Signature]  
Principal or Supervisor Signature

2/27/23  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

Trip Request must be submitted prior to 12:00 pm the Thursday before Board Meeting  
Submit to Darla Allen



**Newcastle Public Schools**

101 N. Main  
Newcastle, OK 73065  
<http://www.newcastle.k12.ok.us>  
(405) 387-2890

## **Board of Education Meeting Agenda Document Cover Sheet**

Meeting Date:

Agenda Item Subject:

Submitted by:

Description:

---

Signature

---

Date

Agenda Item Request must be submitted prior to 12:00 pm the Thursday before Board Meeting  
Submit to Darla Allen

HIGH SCHOOL COURSES OFFERINGS 2023-2024			
<b>ENGLISH/LANGUAGE ARTS</b>		<b>ART</b>	
<b>State Code</b>	<b>Course</b>	<b>State Code</b>	<b>Course</b>
4045	English Language Arts I	3056	Art History
4048	English Language Arts II	2808	Introduction to Art
4051	English Language Arts III	<b>HEALTH AND FITNESS</b>	
4054	English Language Arts IV	<b>State Code</b>	<b>Course</b>
<b>SCIENCE</b>		3310	Healthy Living
<b>State Code</b>	<b>Course</b>	3320	Lifetime Fitness
5160	Physical Science	3310	Foundations of Personal Wellness
5031	Biology	<b>HEALTH SCIENCE</b>	
5120	Environmental Science	<b>State Code</b>	<b>Course</b>
5061	Earth and Space Science	CTE - 2410	Careers in Allied Health
5051	Chemistry	CTE - 2410	Health Science Concepts
5211	Physics	CTE - 2410	Introduction to Careers in the Health Sciences
<b>MATHEMATICS</b>		CTE - 2410	Introduction to Health Science
<b>State Code</b>	<b>Course</b>	CTE - 2410	Medical Terminology
4411	Algebra I	CTE - 2410	Therapeutics: The Art of Restoring and Maintaining Wellness
4520	Geometry	<b>HUMAN SERVICES</b>	
4412	Algebra II	<b>State Code</b>	<b>Course</b>
4611	Precalculus	CTE - 2410	Family and Community Services
4750	Trigonometry (1/2 Credit only)	CTE - 2410	Introduction to Consumer Services
4740	Statistics (1/2 credit OR full credit option)	CTE - 2410	Introduction to Human Services
1451	Personal Financial Literacy (1/2 Credit only)	CTE - 2410	Personal Care Services
4770	Financial Math (Core/Pre-Approval)	<b>BUSINESS MANAGEMENT AND ADMINISTRATION</b>	
4418	Intermediate Algebra (Core/Pre-Approval)	<b>State Code</b>	<b>Course</b>
<b>SOCIAL STUDIES</b>		2413	Introduction to Business
<b>State Code</b>	<b>Course</b>	CTE - 2410	Business Law
5615	Oklahoma History (1/2 Credit only)	CTE - 2410	Small Business Entrepreneurship
5530	World Geography (1/2 credit OR full credit option)	CTE - 2410	Technology and Business
5731	World History (1/2 credit OR full credit option)	CTE - 2410	Introduction to Careers in Finance
5410	US History	CTE - 2410	Careers in Marketing Research
5541	US Government (1/2 Credit only)	<b>EDUCATION AND TRAINING</b>	
5521	Economics	<b>State Code</b>	<b>Course</b>
<b>FORIEGN LANGUAGE</b>		CTE - 2410	Introduction to Careers in Education and Training
<b>State Code</b>	<b>Course</b>	CTE - 2410	Introduction to Human Growth and Development
3161	Spanish I	CTE - 2410	Teaching and Training Careers
3162	Spanish II	<b>CAREER READINESS</b>	
3163	Spanish III	<b>State Code</b>	<b>Course</b>
<b>TECHNOLOGY</b>		CTE - 2410	Career Explorations I
<b>State Code</b>	<b>Course</b>	CTE - 2410	Career Explorations II
2531	Introduction to Information Technology	CTE - 2410	Career Explorations III
2531	Introduction to Computer Science	CTE - 2410	Career Management
CTE - 2410	Fundamentals of Computer Systems	CTE - 2410	Career Planning and Development
CTE - 2410	Web Development in the 21st Century	<b>AGRICULTURE, FOOD AND NATURAL RESOURCES</b>	
CTE - 2410	Introduction to Coding	<b>State Code</b>	<b>Course</b>
CTE - 2410	Fundamentals of Programming and Software Development	CTE - 2410	Agribusiness Systems
CTE - 2410	Fundamentals of Digital Media	CTE - 2410	Animal Systems
CTE - 2410	Introduction to Careers in Arts, A/V Technology and Communications	CTE - 2410	Introduction to Agriculture, Food and Natural Resources
<b>ENGINEERING AND DESIGN</b>		CTE - 2410	Plant Systems
<b>State Code</b>	<b>Course</b>	CTE - 2410	Power, Structural and Technical Systems
CTE - 2410	Engineering and Design	<b>LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY</b>	
CTE - 2410	Engineering and Product Development	<b>State Code</b>	<b>Course</b>
CTE - 2410	Introduction to STEM	CTE - 2410	Fire and Emergency Services
CTE - 2410	Science and Math in the Real World	CTE - 2410	Law Enforcement Field Services
CTE - 2410	STEM and Problem Solving	CTE - 2410	Legal Services
<b>ARCHITECTURE AND CONSTRUCTION</b>		CTE - 2410	Security and Protective Services
<b>State Code</b>	<b>Course</b>	CTE - 2410	Corrections: Policies and Procedures
2410	Construction Careers	CTE - 2410	Introduction to Law, Public Safety, Corrections and Security
2410	Introduction to Careers in Architecture and Construction	CTE - 2410	Forensics: Using Science to Solve a Mystery
<b>OTHER</b>		CTE - 2410	Introduction to Careers in Government and Public Administration
<b>State Code</b>	<b>Course</b>		
5641	Psychology		
5720	Sociology		
4250	Introduction to Communications and Speech		
2725	Strategies for Academic Success		

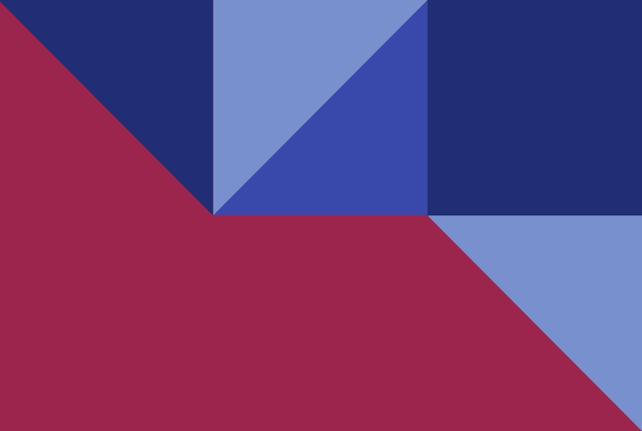
\*Service Learning/Work Study available for juniors and seniors if approved



# Tri-City Learning Academy

*High School Course Descriptions*





# English Language Arts

# ENGLISH LANGUAGE ARTS 9

This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

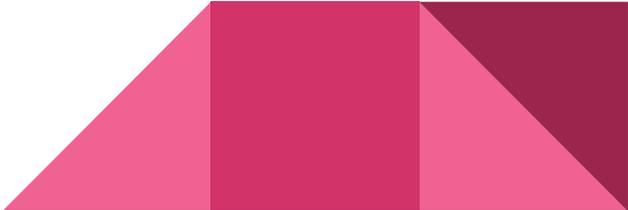
\*Honors available with approval



# ENGLISH LANGUAGE ARTS 10

Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the Writing software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

\*Honors available with approval



# ENGLISH LANGUAGE ARTS 11

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

\*Honors available with approval



# ENGLISH LANGUAGE ARTS 12

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain..

\*Honors available with approval



# Mathematics

# ALGEBRA I

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

\*Honors available with approval



# GEOMETRY

This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

\*Honors available with approval



# ALGEBRA II

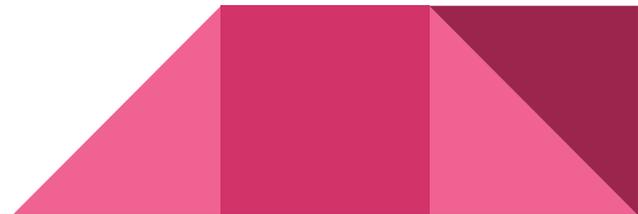
This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

\*Honors available with approval



# PRECALCULUS

With an emphasis on function families and their representations, Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.



# TRIGONOMETRY\*

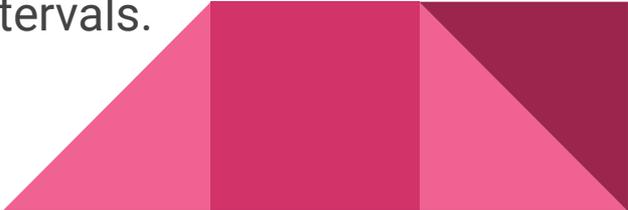
In this one-semester course, students use their geometry and algebra skills to begin their study of trigonometry. Students will be required to express understanding using qualitative, quantitative, algebraic, and graphing skills. This course begins with a quick overview of right-triangle relationships before introducing trigonometric functions and their applications. Students explore angles and radian measures, circular trigonometry, and the unit circle. Students extend their understanding to trigonometric graphs, including the effects of translations and the inverses of trigonometric functions. This leads to the laws of sines and cosines, followed by an in-depth exploration of trigonometric identities and applications. This course ends with an introduction to the polar coordinate system, complex numbers, and DeMoivre's theorem.



# STATISTICS

This fourth-year high school math option provides a comprehensive introduction to data analysis and statistics. Students begin by reviewing familiar data displays through a more sophisticated lens before diving into an in-depth study of the normal curve.

They then study and apply simple linear regression and explore sampling and experimentation. Next, students review probability concepts and begin a study of random variables. Later topics also include sampling distributions, estimating and testing claims about proportions and means, and inferences and confidence intervals.



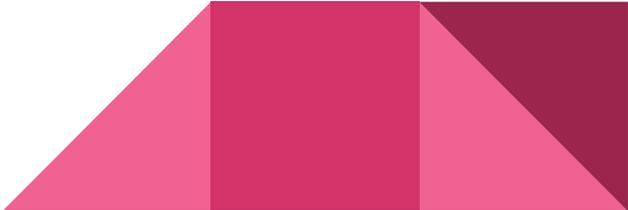
# FINANCIAL MATH (CORE PATHWAY ONLY)

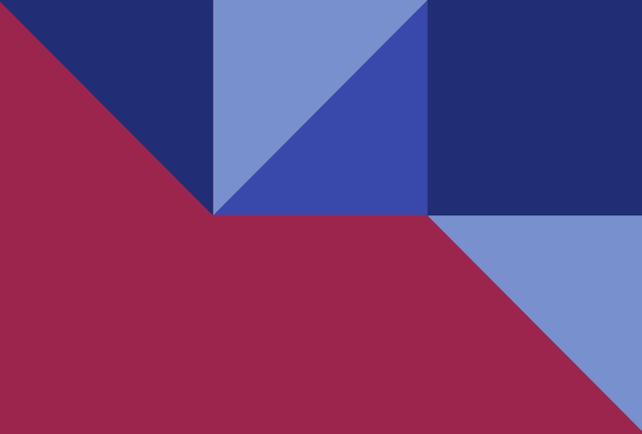
Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.



# PERSONAL FINANCE\*

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

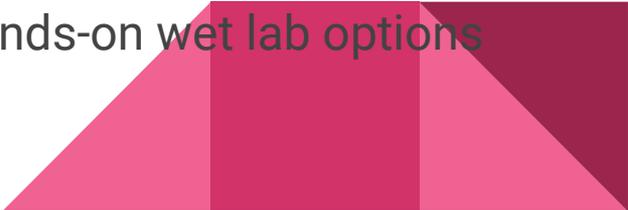




Science

# PHYSICAL SCIENCE

This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available.



# BIOLOGY

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes virtual labs.

\*Honors available with approval



# EARTH SCIENCE

Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system



# CHEMISTRY

This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.



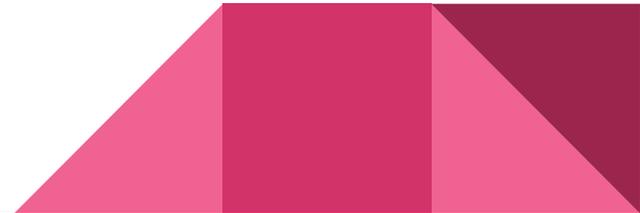
# PHYSICS

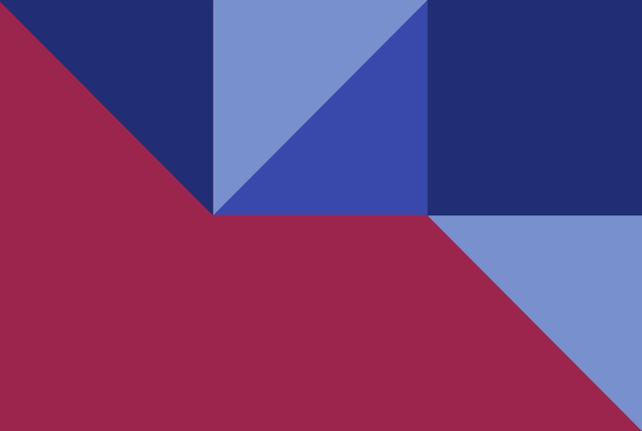
This full-year course acquaints students with topics in classical and modern physics. The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses.



# ENVIRONMENTAL SCIENCE

Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.





# Social Studies

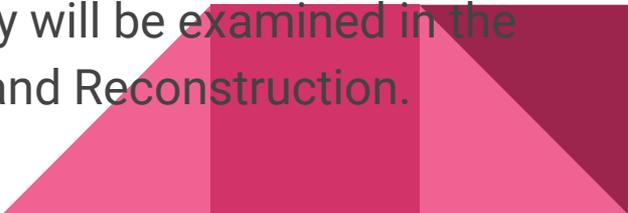
# MODERN WORLD HISTORY

This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.



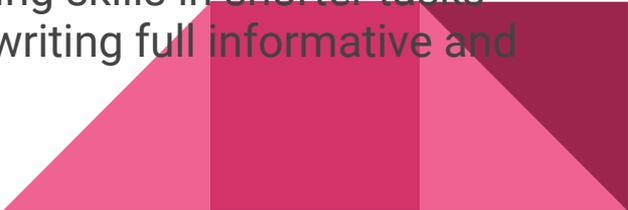
# U.S. HISTORY

U.S. History is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.



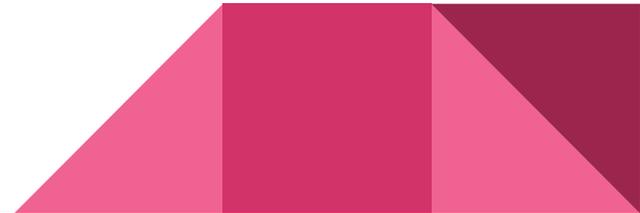
# U.S. GOVERNMENT\*

This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays.



# OKLAHOMA HISTORY

This semester-long course provides students with a practical understanding of the beginning of the State of Oklahoma and its rich history. It will review a multitude of events and historical figures from the state's rich history.



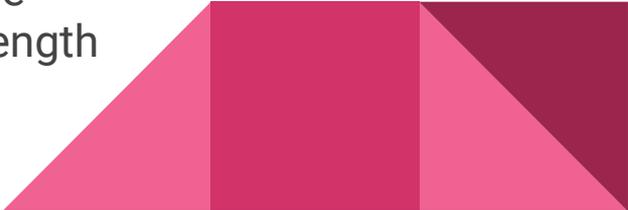
# HUMAN GEOGRAPHY

Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.



# ECONOMICS

Available as either a semester or a full year, this course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.



# Foreign Language

# SPANISH I

Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.



# SPANISH II

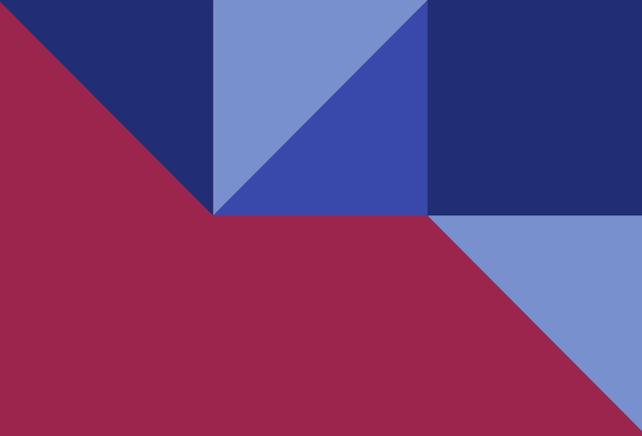
High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.



# SPANISH III

In this expanding engagement with Spanish, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.





# Technology

# COMPUTER SCIENCE PRINCIPLES

This course is available as both an elective and a CTE course. Students will explore the foundations of computer science using videos, hands-on activities, programming, investigations, and projects. They will experience much of what computer programmers do in planning, developing, testing, and refining software. Security is a key topic, and students will learn techniques for recognizing and guarding against security threats. Every unit has two to three projects, giving students the opportunity not only to write programs, but also to develop security policies, analyze real-world data, solve network problems, plan a mobile app, and more. Interwoven throughout the course are spotlights on a wide variety of careers and roles in computer science. Students will need to access to Python to complete this course.



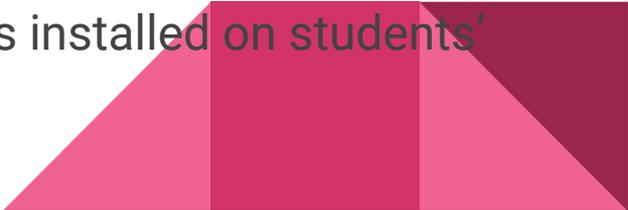
## INTRODUCTION TO CAREERS IN ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS\*

This introductory semester-long high school course provides comprehensive information on five separate areas of arts and communications as potential educational and career pathways, including: audio/video technology and film, performing arts, visual arts, printing technology, journalism and broadcasting, and telecommunication systems. Students who are interested in careers across a broad spectrum of professional positions, including fine artist, telecommunications administrator, magazine editor, broadcast journalist, or computer graphic artist, will gain useful perspective on industry terminology, technology, work environment, job outlook, and guiding principles



# INTRODUCTION TO COMPUTER SCIENCE

This course is available as both an elective and a CTE course. Introduction to Computer Science is a year-long course designed for students in grades 9-10, although any students across 9-12 may enroll. This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Students have creative, hands-on learning opportunities to create a computer program a web page, design a mobile app, write algorithms, and collaborate with peers while building a strong foundational knowledge base. This course provides a solid foundation for more advanced study as well as practical skills they can use immediately. Required Materials:  Activities in this course require that Python is installed on students' computers.



# INTRODUCTION TO CODING\*

Intro to Coding covers a basic introduction to the principles of programming, including algorithms and logic. Students engage in hands-on programming tasks in the Python programming language as they write and test their own code using the approaches real programmers use in the field. Students will program with variables, functions and arguments, and lists and loops, providing a solid foundation for more advanced study as well as practical skills they can use immediately.



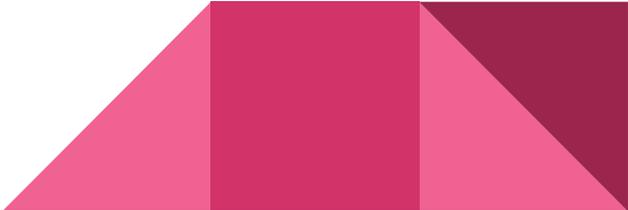
# FUNDAMENTALS OF COMPUTER SYSTEMS\*

Fundamentals of Computer Systems is a semester long high school course that provides students with an understanding of computers and how they operate as well as a basic understanding of how to manage and maintain computers and computer systems. These skills provide students with the ability to configure computers and solve computer problems. Students learn details about the different elements of computers and computer systems, how to identify hardware devices and their functions, the role of operating systems as well as how to install and customize Windows operating system. Students also learn about networking and the Internet, security issues, and current software applications, such as Microsoft® Office. In addition, students learn specifics about maintaining and troubleshooting computers, including managing files, backing up systems, and using the administrative tools in Windows operating system. Lastly, students learn the basics of customer service and working as a help desk support technician



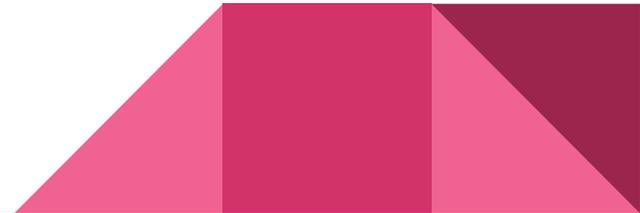
## NEW APPLICATIONS: WEB DEVELOPMENT IN THE 21ST CENTURY\*

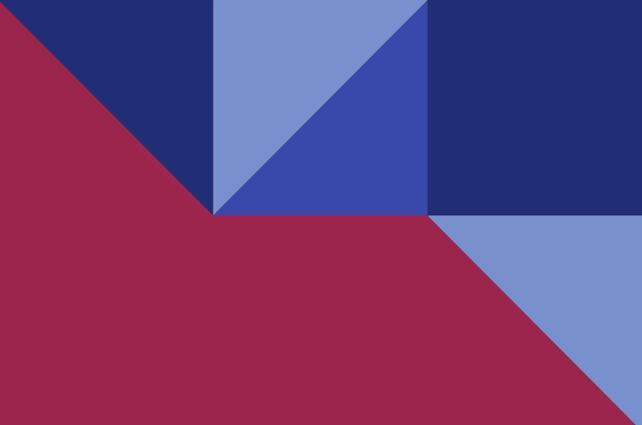
New Applications is a survey course that travels from the first software programs developed to facilitate communication on the Internet, to the new generation of mobile and native apps that access the Internet without a reliance on a web browser. New Applications is also a practical course in how to develop a presence on the World Wide Web using WordPress and other available web-application tools. The goal of the course is to provide the learner insight into the rapidly evolving universe of programming and application development to support informed career decisions in an industry that is changing as quickly as it is growing.



# FUNDAMENTALS OF PROGRAMMING AND SOFTWARE DEVELOPMENT\*

This semester-long course provides students with an understanding of basic software development concepts and practices, issues affecting the software industry, careers within the software industry, and the skills necessary to perform well in these occupations. Students learn details about core concepts in programming using Java, writing and debugging code, proper syntax, flow of control, order of operations, comparison operators, and program logic tools and models.





# Engineering and Design

# ENGINEERING AND DESIGN\*

This semester-long course focuses on building real-world problem-solving and critical thinking skills as students learn how to innovate and design new products and improve existing products. Students are introduced to the engineering design process to build new products and to the reverse engineering process, which enables engineers to adjust any existing product. Students identify how engineering and design have a direct impact on the sustainability of our environment and the greening of our economy. Finally, students incorporate the engineering design process, environmental life cycle, and green engineering principles to create a decision matrix to learn how to solve environmental issues.



# ENGINEERING AND PRODUCT DEVELOPMENT\*

This semester-long course provides an overview of the concepts of product engineering and development. Students analyze the life cycle of a product to prepare a product for distribution and for target markets. The course begins with building an understanding of the product life cycle, from the initial idea to drafting requirements to using 3-D modeling tools and other design tools. The final unit focuses on assembling the pieces within a project plan to achieve a product and evaluating the plans for a successful product launch. In addition, the course provides information about the different careers available to students interested in engineering, product development, and project management.



# STEM AND PROBLEM SOLVING\*

Science, technology, engineering, and mathematics (STEM) are active components in the real world. STEM and Problem Solving is a semester-long high school course that outlines how to apply the concepts and principles of scientific inquiry, encouraging the use of problem-solving and critical-thinking skills to produce viable solutions to problems. Students learn the scientific method, how to use analytical tools and techniques, how to construct tests and evaluate data, and how to review and understand statistical information. This course is designed to help students understand what we mean by problem solving and to help understand and develop skills and techniques to create solutions to problems. Advanced problem-solving skills are necessary in all science, technology, engineering, and mathematics disciplines and career paths. This problem-solving course stresses analytic skills to properly format problem statements, use of the scientific method to investigate problems, the use of quantitative and qualitative approaches to construct tests, and an introduction to reviewing and interpreting statistical information



# SCIENCE AND MATHEMATICS IN THE REAL WORLD\*

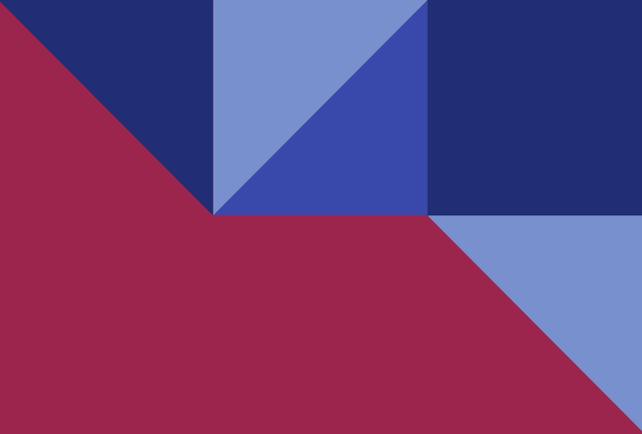
Science and Mathematics in the Real World is a semester long high school course where students focus on how to apply scientific and mathematical concepts to the development of plans, processes, and projects that address real world problems, including sustainability and “green” technologies. This course also highlights how science, mathematics, and the applications of STEM will be impacted due to the development of a greener economy. This course exposes students to a wide variety of STEM applications and to real world problems from the natural sciences, technology fields, the world of sports, and emphasizes the diversity of STEM career paths. The importance of math, critical thinking, and mastering scientific and technological skill sets is highlighted throughout. Challenging and enjoyable activities provide multiple opportunities to develop critical thinking skills and the application of the scientific method, and to work on real world problems using STEM approaches.



# INTRODUCTION TO STEM\*

This semester-long course introduces students to the four areas of Science, Technology, Engineering, and Mathematics through an interdisciplinary approach that will increase awareness, build knowledge, develop problem solving skills, and potentially awaken an interest in pursuing a career in STEM. Students are introduced to the history, fundamental principles, applications, processes, and concepts of STEM. Students are exposed to several computer applications used to analyze and present technical or scientific information. Finally, students explore the kinds of strategies frequently used to solve problems in these disciplines. Throughout the course, students discover their strengths through practical applications and awareness of the various STEM careers.





# Architecture and Construction

# CONSTRUCTION CAREERS\*

Construction Careers is a semester-long course that introduces high school students to the basics of construction, building systems, engineering principles, urban planning, and sustainability. Students learn the key techniques in building all types of buildings, as well as the key individuals involved in each step of the process. Many lessons present information on green building techniques and concepts that are becoming a standard part of the construction industry. Safety practices are emphasized in several lessons because construction is one of the most dangerous industries; students learn that there is no way to be successful in construction without taking such issues seriously. Lessons in this course also explore regulatory agencies and guidelines established for protecting not only construction workers but also the occupants of a building.



# INTRODUCTION TO CAREERS IN ARCHITECTURE AND CONSTRUCTION\*

The goal of this semester-long high school course is to provide students with an overview of careers in architecture and construction in order to assist with informed career decisions. This dynamic, rapidly evolving career cluster is comprised of three pathways (fields): Design and Pre-Construction (Architecture and Engineering); Construction (Construction and Extraction); and Maintenance and Operations (Installation, Maintenance, and Repair). The Architecture and Construction career cluster is defined as careers in building, designing, managing, maintaining, and planning the built environment. The built environment encompasses all zones of human activity—from natural conservation areas with minimal human intervention to highly dense areas with tall skyscrapers and intricate highway systems to suburban cul-de-sacs. The interrelated components that make up the built environment are as varied and unique as the professionals who help shape it.



# Human Services

# INTRODUCTION TO CONSUMER SERVICES\*

In this semester-long course, students analyze various career paths in terms of employment opportunities and educational requirements, such as hard and soft skills, certifications, and licensures for different pathways. Developing research, analytical, and presentations skills are key components. This course is designed as an overview to prepare students for a consumer services-related career and to introduce them to specialty areas. Emphasis is placed on the human services aspect (vs. corporate concerns) of consumer services. Social issues and advocacy, as well as ethics and legalities, are a recurring theme. Students gain knowledge of current issues affecting various consumer services professions, and the impact of local, state, national and global issues on consumer services.

# INTRODUCTION TO HUMAN SERVICES\*

This semester-long course introduces high school students to the possibilities for careers in the human services professions. Through anecdotes, lessons, and a variety of assignments and projects, students learn about the broad variety of jobs available in the human services. These begin with entry-level positions, such as associate social workers, that require a two-year Associate of Arts degree. Students also learn ethics and philosophies of the helping professions. The history of the profession, as well as the impact of the cultural, social, and economic environment on individual people, especially those who need social services assistance, is also explored.



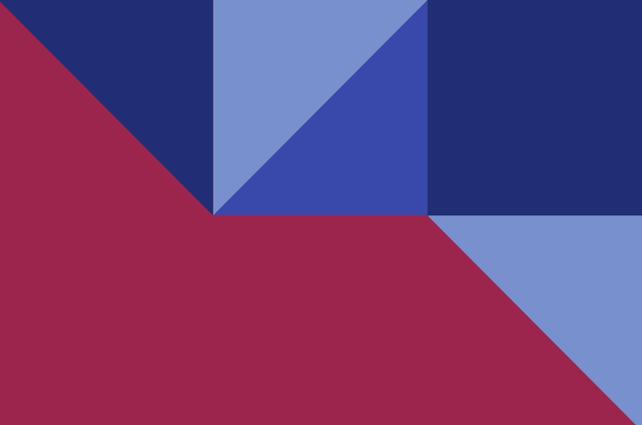
# PERSONAL CARE SERVICES\*

Personal Care Services introduces high school students to a variety of careers in the following areas: cosmetology (including hairstyling and haircutting, esthetics, manicuring, makeup, and teaching) and barbering (including cutting and styling of hair and facial hair and manicuring for men); massage therapy, teaching body-mind disciplines (yoga, Pilates, and the martial arts), and fitness (general exercise classes and acting as a personal trainer); and mortuary science (embalming and funeral directing). The semesterlong course teaches students about what each career entails and the education and training they need to become credentialed in various career specialties. In addition, about half of the course is devoted to teaching knowledge associated with the various professions, so that students can get a feel for what they should learn and whether they would like to learn it

# FAMILY AND COMMUNITY SERVICES\*

Family and Community Services is a high school semesterlong course that introduces applications within professions related to family and community services. Students identify degree and credential requirements for occupations in this pathway and identify individual, social, historical, economic, and cultural context to increase awareness of family and community services. Students develop the abilities necessary to evaluate and identify a range of effective communication strategies and skills for establishing a collaborative relationship with others. Students also complete a variety of projects to apply their skills and knowledge. Units are divided among career fields: Social Workers, Emergency Management and Planners, Therapists and Treatment Specialists, Education and Childcare.





# Business Management and Administration

# INTRODUCTION TO BUSINESS

In this two-semester introductory course, students learn the principles of business using real-world examples— learning what it takes to plan and launch a product or service in today’s fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.



# BUSINESS LAW\*

This semester-long high school course is designed to provide students with the knowledge of some of the vital legal concepts that affect commerce and trade, after first gaining some familiarity with how laws are created and interpreted. Students are then introduced to the types of businesses that can be created as well as the contractual and liability considerations that can impact a business. Laws that affect how a business is regulated are reviewed, particularly the impact of administrative rules and regulations on a business. Global commerce and international agreements, treaties, organizations, and courts are discussed to get a better sense of what it means to “go global” with a business. Dispute resolution strategies are also addressed.



# CAREERS IN MARKETING RESEARCH\*

Marketing research is the foundation of all marketing activities because it provides the data needed to make key strategic decisions about products, promotions, pricing, and other key organizational decisions. Careers in Marketing Research is a semester-long high school course that provides information about the process of investigation and problem analysis by using research to produce key marketing statistics that are communicated to management and used throughout the organization. This course concludes with the execution, interpretation, and presentation of marketing research.



# INTRODUCTION TO CAREERS IN FINANCE\*

Introduction to Careers in Finance is a semester-long course that provides the fundamentals of the financial services industry in the United States and explores the jobs and career opportunities that the industry offers. Course units address a broad set of services in the industry including finance overview, financial services, securities analysis, investments, principles of corporate finance, banking services, risk management, and insurance.



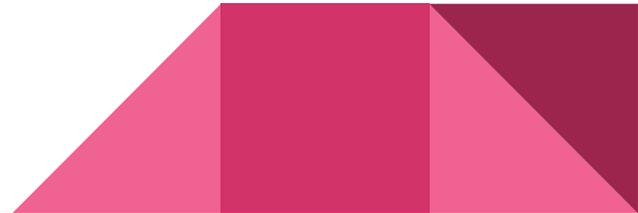
# SMALL BUSINESS ENTREPRENEURSHIP

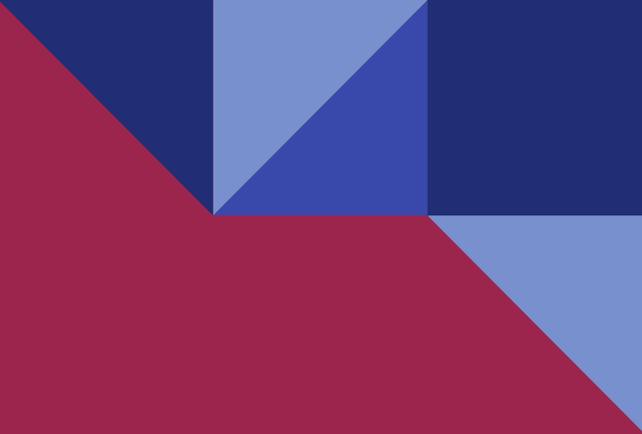
This full-year course is designed to provide the skills needed to effectively organize, develop, create, manage and own a business, while exposing students to the challenges, problems, and issues faced by entrepreneurs. Throughout this course, students explore what kinds of opportunities exist for small business entrepreneurs and become aware of the necessary skills for running a business. Students become familiar with the traits and characteristics that are found in successful entrepreneurs, and see how research, planning, operations, and regulations can affect small businesses. Students also learn how to develop plans for having effective business management, financing and marketing strategies.



# TECHNOLOGY AND BUSINESS

This year-long course teaches students technical skills, effective communication skills, and productive work habits needed to make a successful transition into the workplace or postsecondary education. In this course, students gain an understanding of emerging technologies, operating systems, and computer networks. In addition, they create a variety of business documents, including complex word processing documents, spreadsheets with charts and graphs, database files, and electronic presentations.





# Education and Training

# INTRODUCTION TO HUMAN GROWTH AND DEVELOPMENT\*

This semester-long course focuses on human growth and development over the lifespan, as well as careers that help people deal with various physical, intellectual, and socioemotional issues, such as physicians, nurses, nutritionists, substance abuse counselors, clergy, teachers, career counselors, psychologists, and psychiatrists. The course provides a background in human growth and development from before birth, through childhood, into adulthood, and through death and grief. It gives the student perspective and highlights where people in the caring professions are most needed. Students who take this course will come away with a broad understanding of all the careers that help people from birth to death.



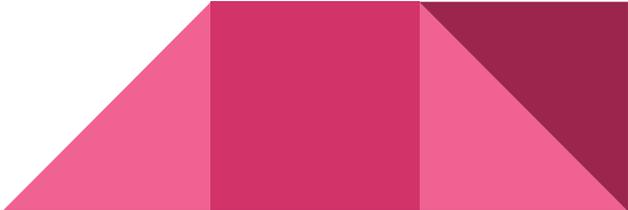
# INTRODUCTION TO CAREERS IN EDUCATION AND TRAINING\*

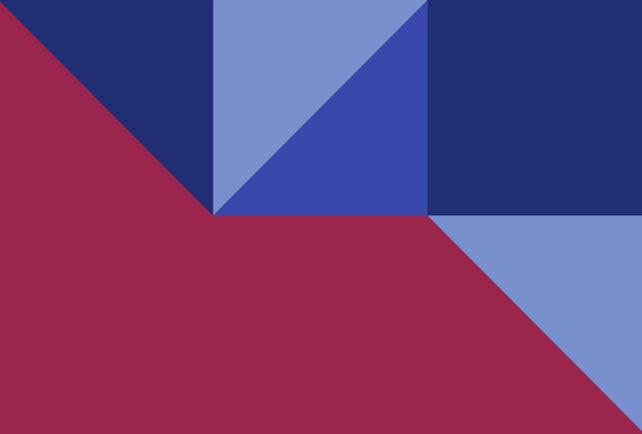
Introduction to Careers in Education and Training is a semester-long course that introduces students to the field of education and training, and the opportunities available for early-childhood through adult and continuing education. Students gain an understanding of the career options available in teaching, administrative work, and support services. They also explore the education and background experience needed to succeed in these careers. Students learn about the evolution of the modern educational system in the United States, and the policies and laws that govern educational institutions. They also discover the similarities and differences between the ethical and legal obligations of working with adults versus working with children.



# TEACHING AND TRAINING CAREERS\*

Teaching and Training Careers is a semester-long high school course that introduces students to the art and science of teaching. It provides a thorough exploration of pedagogy, curriculum, standards and practices, and the psychological factors shown by research to affect learners. In five units of study, lessons, and projects, students engage with the material through in-depth exploration and hands-on learning, to prepare them for teaching and training careers. Students are given many opportunities to be the teacher or trainer, and to explore the tasks, requirements, teaching strategies, and research-based methods that are effective and high-quality.





# Career Readiness

# CAREER EXPLORATIONS I\*

Explorations I is a semester-long course designed to give students an opportunity to explore various CTE subjects. Specifically, students learn about careers involving human-related services. Each of the five units introduce one particular field and explains its past, present, and future. These units include: Career Management, Introduction to Careers in Health Sciences, Hospitality and Tourism Systems, Human Services, and Consumer Services. The goal is to whet students' appetites for these careers



# CAREER EXPLORATIONS II\*

Career Explorations II is a semester-long course designed to give middle school students an opportunity to explore various CTE subjects. Specifically, students learn about careers involving various technical fields from computers to agriculture. Each of the five units introduces one particular field and explains its past, present, and future. These units include: Information Technology, Introduction to Information Support and Services, Introduction to Network Systems, Introduction to Agriculture, Food, and Natural Resources, and Introduction to STEM (Science, Technology, Engineering, and Mathematics). The goal is to whet students' appetites for these careers.



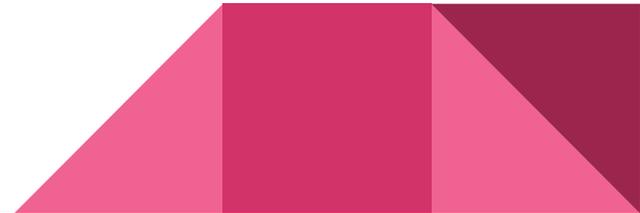
# CAREER EXPLORATIONS III\*

Career Explorations III is a semester-long course designed to give middle school students an opportunity to explore various CTE subjects. Specifically, students learn about careers from business to hands-on career paths. Each of the five units introduces one particular field and explains its past, present, and future. These units include: Introduction to Business and Finance, Introduction to Manufacturing, Introduction to Transportation, Distribution, and Logistics, Introduction to Architecture and Construction, and Introduction to Marketing. The goal is to whet students' appetites for these careers.



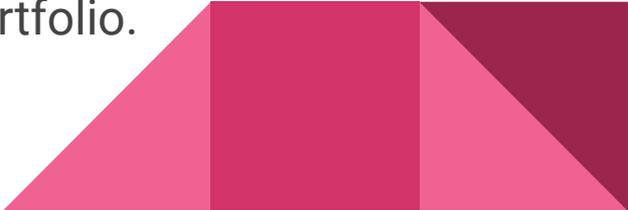
# CAREER MANAGEMENT\*

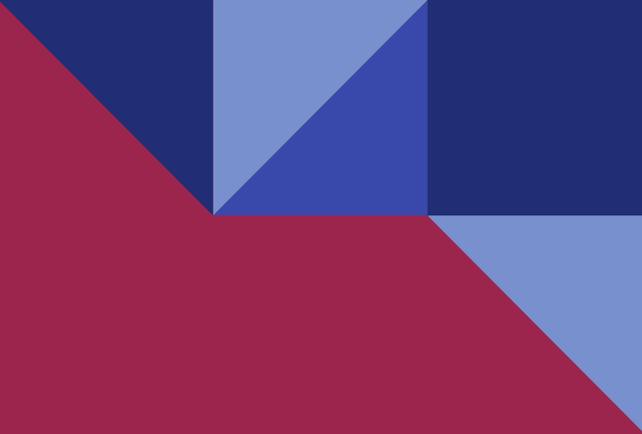
Career Management is a semester-length high school course that assists students in their preparation for career selection. The course is designed to improve workforce skills needed in all careers including communication, leadership, teamwork, decision making, problem solving, goal setting and time management. Students complete activities that help identify personal interests, aptitudes, and learning styles. Students use results of self-assessments to determine careers that may prove personally satisfying.



# CAREER PLANNING & DEVELOPMENT

Introducing high school students to the working world, this year-long course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop the skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

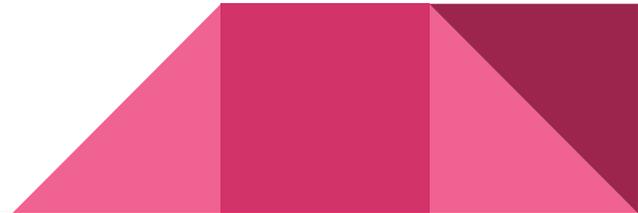




# Agricultural, Food and Natural Resources

# AGRIBUSINESS SYSTEMS\*

Agribusiness Systems is a semester-length high school course that introduces the business, management, marketing, and financial skills needed to successfully produce food, fiber, and fuel for domestic and global markets. Students learn about the components of the agribusiness system and how they interact to deliver food to our tables. They also learn about the key elements of a successful agribusiness enterprise: economics, financial management, marketing and sales, and government policies and regulations.



# ANIMAL SYSTEMS\*

Animal Systems is a semester-long high school course that provides students with a wealth of information on livestock management practices, animal husbandry, physiological systems, the latest scientific trends, veterinary practice, and innovations in food production. Changes in practices, regulations, and legislation for animal welfare continue as new research provides solutions to medical, ethical, and practical concerns. The course reviews current topics, such as advancements in technology and research, and defines areas of discussion while maintaining focus on best-management practices. A student might use the knowledge gained from the course to further an interest in becoming a chef, researcher, doctor, wildlife-management professional, or any number of applicable careers.



# INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES\*

This semester-length high school course introduces students to the basic scientific principles of agriculture and natural resources. Students recognize and research plant systems, animal systems, government policy, “green” technologies, agribusiness principles, and sustainability systems. In this course, students apply understanding of ecosystems and systems thinking to the management of natural resources to maximize the health and productivity of the environment, agriculture, and communities. Students also analyze community practice or policy development related to sustainability in agriculture, food, and natural resources. Finally, students apply adaptive ecosystem management to a common pool resource problem in a manner that addresses ecological, socioeconomic, and institutional contexts.



# PLANT SYSTEMS\*

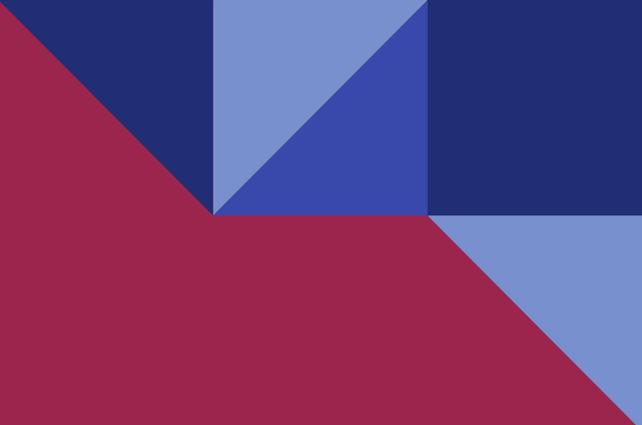
Plant Systems is a semester-length high school course that introduces students to the basics of plant biology, soil science, agriculture, and horticulture, along with the environmental management practices involved in each, including integrated pest management, biotechnology, growth techniques, and crop management. Students learn the basic parts of a plant, how plants are scientifically classified, and how they interact with water, air, nutrients, and light to undergo the processes of photosynthesis and respiration. Plant reproduction, including pollination, germination, and dispersal of seeds, is also presented. The course concludes by looking at careers in the plant sciences which includes agronomy, horticulture, or landscape design



# POWER, STRUCTURAL, AND TECHNICAL SYSTEMS\*

This semester-length high school course provides students with an understanding of the field of agriculture power and introduces them to concepts associated with producing the food and fiber required to meet today's and tomorrow's needs. Students are given the opportunity to explore agriculture machinery, as well as structures and technological concepts. They also learn about the historical changes in agriculture and how agriculture has changed to meet the needs of the future world population. Students are introduced to machinery, structures, biotechnology, and ethical and professional standards applicable to agriculture power.

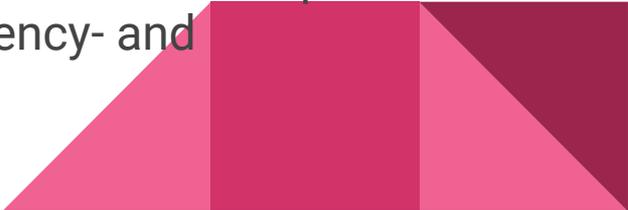




# Law, Public Safety, Corrections and Security

# FIRE AND EMERGENCY SERVICES\*

Emergency and fire-management services are essential infrastructure components of a community. Fire and Emergency Services is a semester-long course that provides students with the basic structure of these organizations as well as the rules and guidelines that govern preemployment education requirements. The vehicles, equipment, and emergency-mitigations strategies that are commonly used in the emergency- and fire-management field are also explored. Students gain an understanding of the goals of an emergency-management service and how they are implemented and managed, including personnel, budget, and labor-management challenges in the organization. Various preparedness plans are discussed as students explore typical characteristics and frameworks of modern emergency- and fire-management organizations.



# FORENSICS: USING SCIENCE TO SOLVE A MYSTERY\*

Forensics: Using Science to Solve a Mystery is a semesterlong high school course that overviews modern-day forensic science careers at work using science concepts to collect and analyze evidence and link evidence to the crime and suspects in order to present admissible evidence in courts of law. Projects in this course include simulated crime-scene investigation, actual DNA separation, development of a cybersecurity plan, and the identification of specific forensic skills used during the course of a very large murder case. The focus of this course is to assist students in making career choices. The overview of careers includes job descriptions and availability, educational and training requirements, licensing and certification, and typical annual salaries. Students who take this class will become equipped to make more informed career choices regarding the forensic, computer science and medical science fields. At the same time, students will survey the history and scope of present-day forensic science work



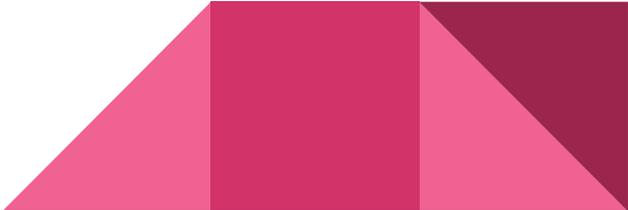
## INTRODUCTION TO LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY\*

In this semester-long course, students learn about the many careers that exist within the fields of law, law enforcement, public safety, corrections, and security. In addition to learning about the training and educational requirements for these careers, students explore the history of these fields and how they developed to their current state. Students also learn how these careers are affected by and affect local, state, and federal laws. Finally, students examine the relationships between professionals in these fields and how collaborations between professionals in these careers help to create a safer, more stable society



# LEGAL SERVICES\*

Legal Services is a high school semester-long course that provides students with an overview of the system of laws in the United States, the practice areas, and career options in the field. Students learn about how the legal system operates, the consequences to those who commit crimes, and how disputes are settled, as well as how criminal and civil cases reach court and are resolved. Students learn about the courtroom and the basics of a typical court case. Students explore constitutional rights and legal safeguards, types of evidence, as well as how technology has changed the practice of law. They also learn about legal education and various careers in the legal field.



# LAW ENFORCEMENT FIELD SERVICES\*

This semester-long course introduces students to the field of law enforcement and the local, county, state, and federal laws that law enforcement personnel are sworn to uphold. The students also gain an understanding of the career options available in this field and the skills, education, and background experience needed to succeed. Students learn about the evolution of the role of law enforcement in the United States including key changes affecting law enforcement. Students learn about the interaction between local, county, state, and federal law enforcement agencies. Finally, students learn about the types of crime that are commonly committed and the procedures, evidence collection techniques, and technological advances that law enforcement personnel use to investigate crimes.



# CORRECTIONS: POLICIES AND PROCEDURES\*

Corrections is one of the three branches of the Criminal Justice System (CJS) in the United States. All three branches employ personnel who are authorized to uphold and enforce the law and are required to operate under the rule of law. Each branch works as part of the entire system to maintain the public safety and well-being and bring criminals to justice. Corrections facilities and programs are run by a complex system of policies and procedures, which uphold local, state, and federal laws. Corrections: Policies and Procedures gives high school students an introductory, yet thorough view of many aspects of corrections operations. legal background information as they study how prisons and prisoners have evolved into correctional facilities and programs for offenders. In this semester-long course duties, responsibilities, conduct, training, and special certification possibilities for corrections staff are explored. Many aspects of procedures in corrections are reviewed, giving students an in-depth look at what a variety of careers in this growing field encompass and require.

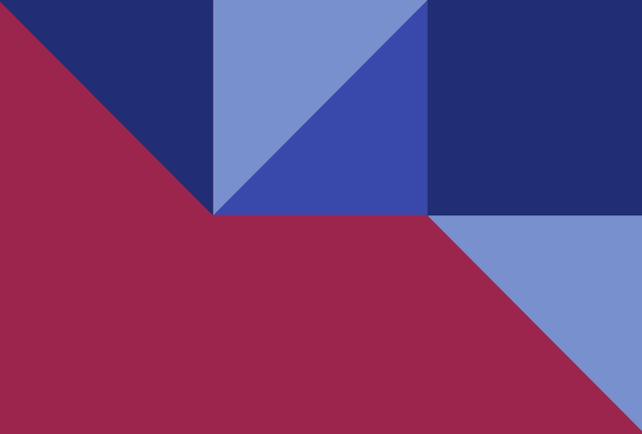
## INTRODUCTION TO CAREERS IN GOVERNMENT AND PUBLIC ADMINISTRATION\*

This semester-long course provides students with an overview of American politics and public administration, including how political institutions and public management systems at the local, state, and federal levels exercise supervisory authority and maintain accountability. Students explore the foundations of the U.S. government, the separation of powers, the federal civil service system, and the relationship between the government and state and local officials. Students learn about politics in the United States and the electoral process, political attitudes and opinions, and American political parties. Students explore the structure of U.S. federal governmental institutions, the nature of bureaucracy, and the functions of the three branches of government. Students also learn about policy making in American government, including discussions of foreign and defense policies.

# SECURITY AND PROTECTIVE SERVICES\*

Security and Protective Services is a semester-long high school course that offers an overview of the security and protective services industry. Students will understand different types of security services and how they relate to one another. The distinction between the criminal justice system within the public sector and private security is addressed. The course begins with an introduction to the history of private security, with subsequent units focusing on a specific sector. The concluding unit focuses on the emerging challenges facing security services in the twentyfirst century, including international terrorism. In addition, the course provides information about many different careers that are available to students who are interested in security and protective services.





Art

# INTRODUCTION TO ART

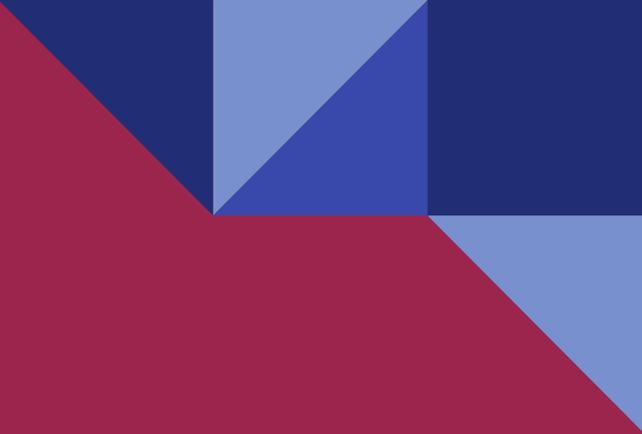
Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, Intro to Art provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.



# ART HISTORY

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this course cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth- and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.





# Health and Fitness

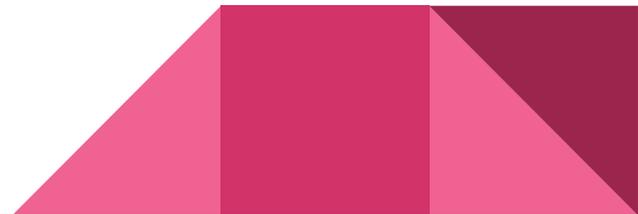
# FOUNDATIONS OF PERSONAL WELLNESS

Exploring a combination of health and fitness concepts, this comprehensive and cohesive course explores all aspects of wellness. Offered as a two-semester course designed for high school students, coursework uses pedagogical planning to ensure that students explore fitness and physical health and encourages students to learn about the nature of social interactions and how to plan a healthy lifestyle. NOTE: This course contains content from both Healthy Living and Lifetime Fitness; to avoid duplication, students should take either those one-semester courses or this full-year course.



# HEALTHY LIVING

Encouraging students to make responsible, respectful, informed, and capable decisions about topics that affect the well-being of themselves and others, this high school course provides students with comprehensive information they can use to develop healthy attitudes and behavior patterns. Available as either a semester or year-long course, this informative and engaging course encourages students to recognize that they have the power to choose healthy behaviors to reduce risks.



# LIFETIME FITNESS

Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, this course equips high school students with the skills they need to achieve lifetime fitness. Available as either a semester or year-long course, Lifetime Fitness encourages students to assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design a fitness program to meet their individual fitness goals.



# Health Science

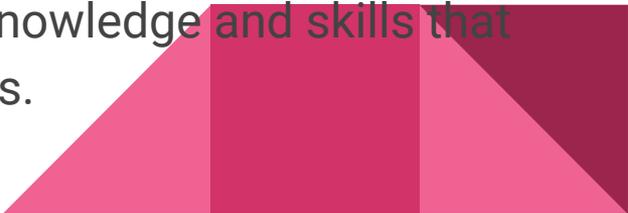
# CAREERS IN ALLIED HEALTH\*

Careers in Allied Health is a semester-long course that focuses on select allied health careers, studying a variety of different levels, responsibilities, settings, education needs and amounts of patient contact. The course includes an overview of the degree or training needed for each job, the environment one would work in, how much money the position could make, and the facts of the actual working day. Within each job type, students explore important aspects applicable to the entire field of allied health, such as behaving ethically, working as a team, keeping patients safe and free from infections and germs, honoring diverse needs of diverse patients, and following laws and policies.



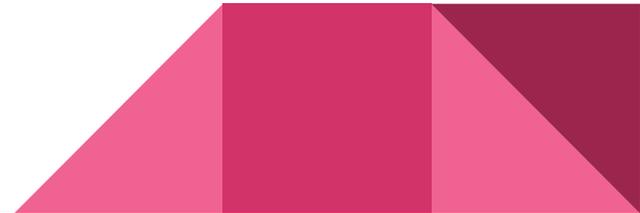
# HEALTH SCIENCE CONCEPTS

This year-long course introduces high school students to the fundamental concepts of anatomy and physiology— including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students investigate basic medical terminology as well as human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks, and practice assignments. This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways.



# INTRODUCTION TO CAREERS IN THE HEALTH SCIENCES\*

This semester-long course is an overview of health careers and overriding principles central to all health professions. The course provides a foundation for further study in the field of health science. Upon completion of the course, students are able to discuss the potential career choices and have an understanding of basic concepts that apply to these different choices such as science and technology in human health, disease, privacy, ethics and safety. Essential skill development, such as communication and teamwork, are also addressed.



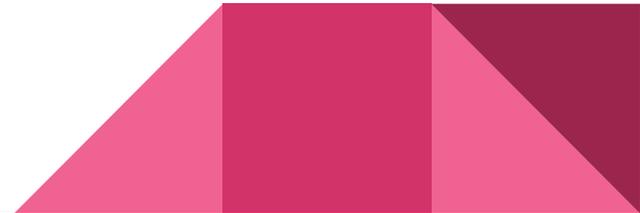
# MEDICAL TERMINOLOGY

This full-year course introduces students to the structure of medical terms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to health care settings, medical procedures, pharmacology, human anatomy and physiology, and pathology. The knowledge and skills gained in this course provide students entering the health care field with a deeper understanding of the application of the language of health and medicine. Students are introduced to these skills through direct instruction, interactive tasks, practice assignments, and unit-level assessments



# INTRODUCTION TO HEALTH SCIENCE

This high school course introduces students to a variety of healthcare careers, as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the health care field.



## THERAPEUTICS: THE ART OF RESTORING AND MAINTAINING WELLNESS\*

Therapeutics: The Art of Restoring and Maintaining Wellness is a semester-long high school course that focuses on careers that help restore and maintain mobility and physical and mental health, such as physical therapists, physical therapy assistants, occupational therapists, athletic trainers, massage therapists, dietitians and dietetic technicians, art therapists, neurotherapists, vocational rehabilitation counselors, and registered dental hygienists. Each career is explored in depth, examining typical job duties, educational and licensure requirements, working conditions, average salary, and job outlook. Key concepts and specific skill sets are introduced in the lessons, allowing students to apply what they have learned to health careers. This course is important because skilled health care workers are in high demand and expected to remain so for the foreseeable future.

# Other Electives

# PSYCHOLOGY

This two-semester course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.



# SOCIOLOGY\*

Providing insight into the human dynamics of our diverse society, this is an engaging, one-semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.



# INTRODUCTION TO COMMUNICATIONS AND SPEECH

Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this one-semester course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.



# STRATEGIES FOR ACADEMIC SUCCESS

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school and middle school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.





# MIDDLE SCHOOL COURSE OFFERINGS

2022-2023

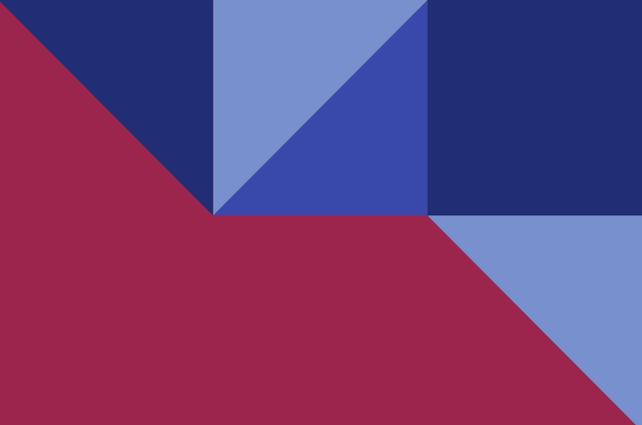
ENGLISH		ELECTIVES	
State Code	Course	State Code	Course
1114	English 6	1336	Online Learning and Digital Citizenship
1114	English 7	1335	Keyboarding and Applications
1114	English 8	1343	Health Quest
READING/WRITING		1173	MS 2D Studio Art
State Code	Course	1224	MS Coding* (8th grade only)
1132	Literacy and Comprehension I (6th)	1173	MS Digital Art and Design
1132	Literacy and Comprehension II (7th)	1184	MS Exploring Music
1132	Expository Reading and Writing (8th)	1224	MS Game Design*
MATHEMATICS		1155	MS Journalism
State Code	Course	1173	MS Photography
2204	Mathematics 6	1354	Career Explorations
2204	Mathematics 7	2303	Civics and Citizenship
2217	Pre - Algebra 8	1326	MS Computer Science
	Alegra I (pre-approval)		
SOCIAL STUDIES		*Courses that may require additional Chrome extensions/apps to complete the activities in the course	
State Code	Course		
2317	World Geography: Western Hemisphere (6)		
2318	World Geography: Eastern Hemisphere (7)		
2319	US History (8) *not for HS credit		
SCIENCE			
State Code	Course		
2266	Science 6		
2276	Science 7		
2286	Science 8		



# Tri-City Learning Academy

## *Middle School Course Descriptions*

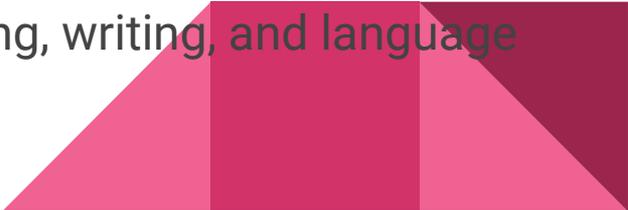




# English Language Arts

# ENGLISH LANGUAGE ARTS 6

This course eases students' transition to middle school with engaging, age-appropriate literary and informational reading selections. Students learn to read critically, analyze texts, and cite evidence to support ideas as they read essential parts of literary and informational texts and explore a full unit on Lewis Carroll's classic novel *Through the Looking Glass*. Vocabulary, grammar, and listening skills are sharpened through lessons that give students explicit modeling and ample practice. Students also engage in routine, responsive writing based on texts they have read. In extensive, process-based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative formats. In this full-year course, students develop a mastery of reading, writing, and language arts skills.



# ENGLISH LANGUAGE ARTS 7

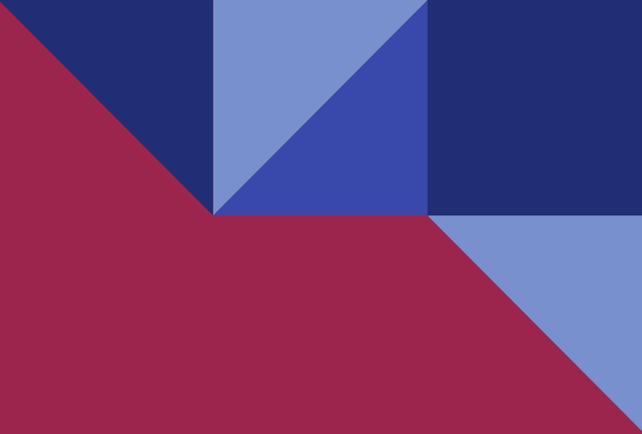
Students grow as readers, writers, and thinkers in this middle school course. With engaging literary and informational texts, students learn to think critically, analyze an author's language, and cite evidence to support ideas. Students complete an in-depth study of Jack London's classic novel *White Fang* and read excerpts from other stories, poetry, and nonfiction. Explicit modeling and ample opportunities for practice help students sharpen their vocabulary, grammar, and listening skills. Students also respond routinely to texts they have read. In extensive, process-based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative formats. In this full-year course, students develop a mastery of reading, writing, and language arts skills.



# ENGLISH LANGUAGE ARTS 8

In this course, students build on their knowledge and blossom as thoughtful readers and clear, effective writers. A balance of literary and informational texts engage students throughout the course in reading critically, analyzing texts, and citing evidence to support claims. Students sharpen their vocabulary, grammar, and listening skills through lessons designed to provide explicit modeling and ample opportunities to practice. Students also routinely write responses to texts they have read, and use more extensive, process-based lessons to produce full-length essays in narrative, informative, analytical, and argumentative formats. In this full-year course, students develop a mastery of reading, writing, and language arts skills.





# Reading

# LITERACY & COMPREHENSION I - 6TH GRADE

This course is one of two courses designed to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high-interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning

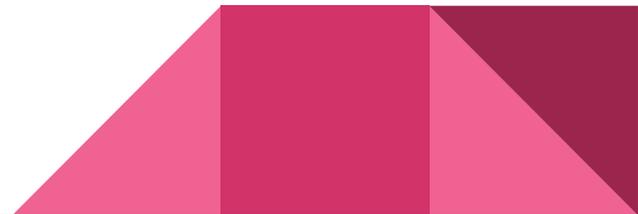


# LITERACY & COMPREHENSION II - 7TH GRADE

Offering high-interest topics to motivate students who are reading two to three levels below grade, this course works in conjunction with Literacy & Comprehension I to use a thematic and contemporary approach to expose students to effective instructional principles using diverse content area and real-world texts. Each of these reading intervention courses offers an engaging, technology-based interface that inspires and challenges high school and middle school students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

# EXPOSITORY READING AND WRITING - 8TH GRADE

This course is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction, poetry, and drama the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success. Students will read a range of short but complex texts, including works by Walt Whitman, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Langston Hughes, Julia Alvarez, Edna St. Vincent Millay, and Gary Soto.



# Mathematics

# MATHEMATICS 6

This course begins by connecting ratio and rate to multiplication and division, allowing students to use ratio reasoning to solve a wide variety of problems. Students further apply their understanding of multiplication and division to explain the standard procedure for dividing fractions. This course builds upon previous notions of the number system to now include the entire set of rational numbers. Students begin to understand the use of variables as they write, evaluate, and simplify expressions. They use the idea of equality and properties of operations to solve one-step equations and inequalities. In statistics, students explore different graphical ways to display data. They use data displays, measures of center, and measures of variability to summarize data sets. The course concludes with students reasoning about relationships among shapes to determine area, surface area, and volume.



# MATHEMATICS 7

This course begins with an in-depth study of proportional reasoning during which students utilize concrete models such as bar diagrams and tables to increase and develop conceptual understanding of rates, ratios, proportions, and percentages. Students' number fluency and understanding of the rational number system are extended as they perform operations with signed rational numbers embedded in real-world contexts. In statistics, students develop meanings for representative samples, measures of central tendency, variation, and the ideal representation for comparisons of given data sets. Students develop an understanding of both theoretical and experimental probability. Throughout the course, students build fluency in writing expressions and equations that model real-world scenarios. They apply their understanding of inverse operations to solve multi-step equations and inequalities. Students build on their proportional reasoning to solve problems about scale drawings by relating the corresponding lengths between objects.



# MATHEMATICS 8

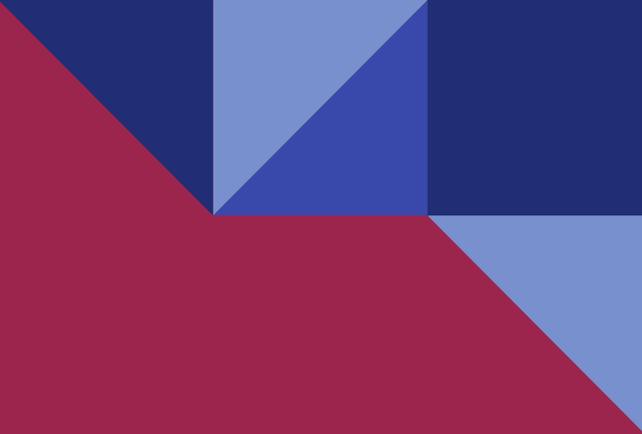
The course begins with a unit on input-output relationships that builds a foundation for learning about functions. Students make connections between verbal, numeric, algebraic, and graphical representations of relations and apply this knowledge to create linear functions that can be used to model and solve mathematical and real-world problems. Technology is used to build deeper connections among representations. Students focus on formulating expressions and equations, including modeling an association in bivariate data with a linear equation, and writing and solving linear equations and systems of linear equations. Students develop a deeper understanding of how translations, rotations, reflections, and dilations of distances and angles affect congruency and similarity. Students develop rules of exponents and use them to simplify exponential expressions. Students extend rules of exponents as they perform operations with numbers in scientific notation. Estimating and comparing square roots of nonperfect squares to perfect squares exposes students to irrational numbers and lays the foundation for applications such as the Pythagorean theorem, distance, and volume



# ALGEBRA I (8TH GRADE ONLY - WITH APPROVAL)

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

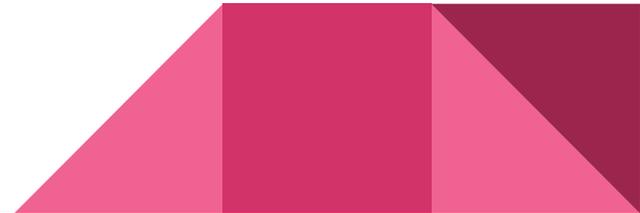




Science

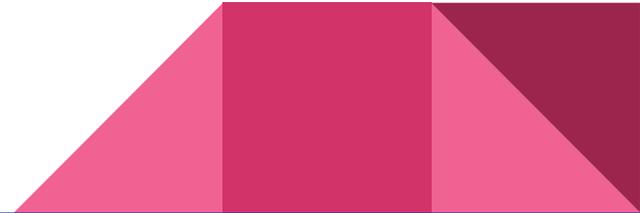
# SCIENCE 6

This is a year long science course that introduces middle school students to the basics of science concepts. These include energy and matter, electromagnetic waves, cell structure and function, the human body, history of the earth, the earth's structure and plate tectonics, weathering, erosion and deposition, the earth's atmosphere and energy transfer and weather and climate. Activities include virtual labs for students to apply their knowledge.



# Science 7

This is a year long science course that introduces middle school students to the basics of science concepts. These include atoms and elements, physical and chemical properties of matter, compounds, mixtures and solutions, energy and its forms, energy in cells and organisms, organisms and the environment, natural and artificial environment changes, and the earth's natural resources. Activities include virtual labs for students to apply their knowledge.



# SCIENCE 8

This is a year long science course that introduces middle school students to the basics of science concepts. These include structure of the universe, DNA and the genetic code, genetics and heredity, natural selection and evolution, plants and animals, motion and forces, waves and their interactions, and electricity and magnetism. Activities include virtual labs for students to apply their knowledge.



# Social Studies

# WORLD GEOGRAPHY: WESTERN HEMISPHERE - 6TH GRADE

Designed to introduce students to the study of geography, this course helps students master important concepts in physical and human geography. Comprehensive and organized by region, this two-semester middle school course helps students understand the Earth's physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment. While studying humans around the world, students compare development, standards of living, systems of government, and economic factors across the globe. In addition, students gain a rich understanding of global cultures and the historical factors that have shaped the world around them. All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues.



## WORLD GEOGRAPHY: EASTERN HEMISPHERE - 7TH GRADE

Designed to introduce students to the study of geography, this course helps students master important concepts in physical and human geography. Comprehensive and organized by region, this two-semester middle school course helps students understand the Earth's physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment. While studying humans around the world, students compare development, standards of living, systems of government, and economic factors across the globe. In addition, students gain a rich understanding of global cultures and the historical factors that have shaped the world around them. All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues.



# MS U.S. HISTORY - 8TH GRADE

Offering an interactive and comprehensive overview of American history, this course engages and inspires students to learn about the rich and diverse history of America's native peoples, early European colonization and settlement in America, and the creation of a new nation through the American Revolution. Middle school students enrolled in this course will closely examine major changes brought about by the nation's reconstruction, industrialization, urbanization, and progressive reforms and consider the implications each of these events had on the expansion of the United States' global influence through modern times. Over the course of two semesters, interesting course content encourages students to think carefully about the challenges and opportunities facing the United States in the twenty-first century.



# Electives

# MIDDLE SCHOOL PHOTOGRAPHY: DRAWING WITH LIGHT

Students see photographs every day on television, on the Internet, and in magazines and newspapers. What makes a great photograph? How did the artist capture a story? What makes a great picture? What are careers in photography? In this course, students learn and apply fundamental skills to use a camera and take photographs of animals, people, and landscapes. Students gain an understanding of how photography can be a means of documentation or high art. Students examine photographic careers and explore self-reflection to progress their creative growth as they develop a photographic portfolio. This course helps students select subjects, take a photograph, and print and display memories!



# MIDDLE SCHOOL JOURNALISM 1A\* AND 1B\*: TELL YOUR STORY

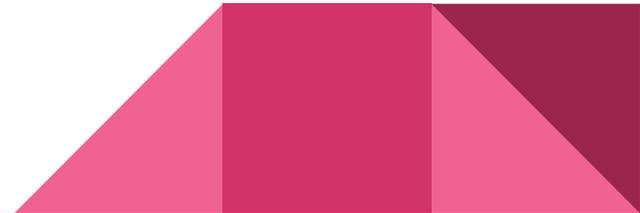
Who? What? When? Where? Journalism provides us with the answers to these questions for the events that affect our lives. In this course, students will learn how to gather information, organize ideas, format stories for different forms of news media, and edit their stories for publication. The course will also examine the historical development of journalism and the role of journalism in society.



# MIDDLE SCHOOL 2D STUDIO ART

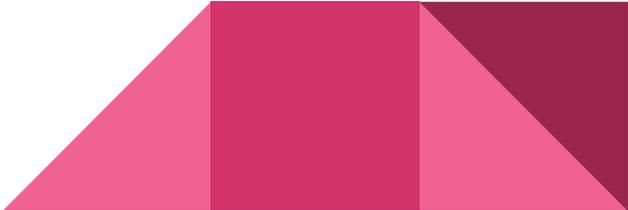
Journey inside the art studio and learn to bring your 2D art visions to life.

Whatever medium you prefer, painting or drawing, this course will help you hone your 2D art skills. Learn the elements and principles needed to logistically create art; explore your artistic inspirations; view art from different ages and cultures; gain insight about the art of critiquing.



# MIDDLE SCHOOL GAME DESIGN

We love to play video games, but have you ever wanted to build your own? If you are interested in a career in technology but also want a creative outlet, Game Design might be the field for you. Learn how to build a game from the ground up in this interactive and hands-on course that will teach you all the ins and outs of making your own game. In the second semester you'll be ready to start developing the game you designed in semester one! You'll create details and add component pieces in a game while learning to prototype, troubleshoot, and test also add a footnote under this course description: students will need to be enrolled separately in each semester course.



# MIDDLE SCHOOL EXPLORING MUSIC

Learn about how we hear music, its history and culture, and how it affects our lives. Explore the elements of music, such as rhythm, pitch, and harmony, while discovering more about musical genres, singing and your voice, instruments, and musical composition. Tune up your understanding and appreciation for all things musical.



# MIDDLE SCHOOL DIGITAL ART AND DESIGN

Digital art and design involves everything from advertising to animation to photography and more. In this course, you'll learn about the evolution of art; the basic principles of art and design; the role of art in politics and society; and how to create digital art and make it come alive.



# MIDDLE SCHOOL CODING - 8TH GRADE ONLY

In this course, students will learn all about the technology they use in their day-to-day life as well as explore how the internet functions. The course includes an introduction to the basics of computer science as students discover how to create and build websites using HTML and CSS. They will also become familiar with programming languages like JavaScript and Python. Students will leave the course with a portfolio of work that will showcase their skills.



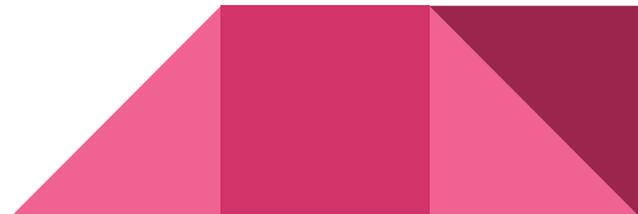
# CIVICS AND CITIZENSHIP

Civics and Citizenship is an elective appropriate for students in middle school and early high school. The course investigates events, concepts, and issues with a 360-degree view allowing multiple perspectives from various cultures and institutions to inform student learning. The course is divided into five units in which students will explore their civic roles, rights, and responsibilities; analyze the development of democracy in the United States; study the purposes and principles of the Constitution; investigate the role of power in decision-making; and discover ways to influence the government. The course provides opportunities to actively engage with the content through interactives, assignments, readings, short writings, projects, and discourse.



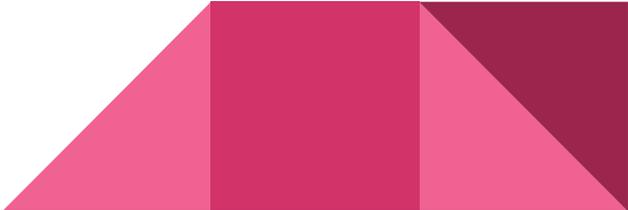
# HEALTH QUEST

This middle school Health course introduces students to the concepts of what good health is, why good health is important, and what students should do in order to achieve good health. By the end of this course, students will be able to demonstrate an awareness of health as it applies to their bodies, minds, and environment; identify the components of a healthy lifestyle; set reasonable wellness goals; and apply health concepts across multiple contexts.



# ONLINE LEARNING AND DIGITAL CITIZENSHIP

This course provides students with a comprehensive introduction to online learning, including how to work independently, stay safe, and develop effective study habits in virtual learning environments. Featuring direct-instruction videos, interactive tasks, authentic projects, and rigorous assessments, the course prepares students for high school by providing in-depth instruction and practice in important study skills such as time management, effective note-taking, test preparation, and collaborating effectively online. By the end of the course, students will understand what it takes to be successful online learners and responsible digital citizens.



# KEYBOARDING AND APPLICATIONS

Keyboarding and Applications is a course that teaches students keyboarding skills, technical skills, effective communication skills, and productive work habits. Students learn proper keyboarding techniques. Once students have been introduced to keyboarding skills, lessons include daily practice of those skills. Students gain an understanding of computer hardware, operating systems, file management, and the Internet. In addition, students apply their keyboarding skills and create a variety of business documents, including word processing documents and electronic presentations. Required materials: □ Word-processing software (e.g., MS Word) □ Presentation software (e.g., MS PowerPoint)



# MIDDLE SCHOOL COMPUTER SCIENCE

Middle School Computer Science is a full-year course designed to introduce students in grades 6-8 to computer science as a vehicle for problem solving, communication, and personal expression. This course focuses on the visible aspects of computing and computer science centering on the immediately observable and personally applicable elements of computer science while also asking students to look outward and explore the impact of computer science on society. Students will explore the design process with creative, hands-on learning opportunities to create programs and collaborate with peers while learning specific aspects of computer science including problem solving, programming, physical computing, user-centered design, and data. Required Materials:  Access to the Microsoft Office suite or similar product line  Python and Scratch  Recommended for devices running Windows 10 or higher or MacOS

# CAREER EXPLORATIONS

This course prepares middle school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skill demonstrations, and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of students.



### **TRAVEL AND EXPENSE REIMBURSEMENT**

**General:** The District recognizes that its employees and others associated with the District may incur travel and other related expenses in the performance of their duties or responsibilities to the District (“District Travel”). This policy applies to all employees, Board members, and candidates for employment but not to any independent contractors. The policy also applies to volunteers and students who perform substantial and necessary work or services for the District. Individuals who are subject to this policy should exercise the same care in incurring expenses that a prudent person would exercise if traveling on personal business. Excess costs, circuitous routes, luxury accommodations, and services which are unnecessary or unjustified in the performance of official business are not acceptable and should be avoided. Travel and other related expenses may include airfare, mileage when the individual’s own vehicle is utilized, taxi or limousine fare and tip, bus or shuttle fare, subway fare, railroad fare, lodging, meals including a tip of no more than fifteen percent (15%), registration fees, and other miscellaneous expenses related to District-sponsored travel (“Travel Expenses”).

**Approval for Travel and Expenses:** Any person who will incur Travel Expenses shall submit appropriate documentation for approval of the incurring of Travel Expenses to the Superintendent or the Superintendent’s designee. The Superintendent or the Superintendent’s designee shall review the request and approve or deny the request. In considering whether to approve the request, the Superintendent or the Superintendent’s designee may consider the purpose of the travel, how such travel will benefit the District, its employees, and/or its students, whether other District personnel are attending, the extent to which the person requesting approval has engaged in District Travel during the current fiscal year, the cost of the District Travel, the availability of funds, the length of the trip, and any other information deemed relevant. In approving a travel request, the Superintendent or the Superintendent’s designee is certifying that the person requesting travel was duly authorized to incur travel and other related expenses in the performance of policy making, professional, technical, supervisory, or administrative duties or that such expenses were germane to the duties and functions of the District.

**Reimbursement Requests:** Upon completion of authorized travel, persons requesting reimbursement shall submit the appropriate documentation for reimbursement of Travel Expenses within thirty (30) days of completion of authorized travel. Appropriate documentation shall include a signed travel voucher which itemizes the various expenses incurred and an itinerary and schedule of official functions attended if applicable. Reimbursement requests shall not cover periods of over thirty-one (31) days. Where the travel period is continuous, subsequent claims for reimbursement shall be submitted as necessary to cover the continuous period.

All reimbursement requests shall be submitted to the Superintendent or the

Superintendent's designee and shall include the appropriate Purchase Order Number. Reimbursement requests shall be submitted by June 15 of each fiscal year, unless the Travel Expenses are incurred after June 15, in which case, a request for reimbursement must be submitted no later than June 30 of the fiscal year.

Receipts or other evidence of payment must be provided for each expense item which exceeds Twenty-Five Dollars (\$25.00). A receipt or other evidence of payment is not required for single miscellaneous expenses such as business related telephone calls, facsimile charges, shuttles to/from airport, or taxi fares which are Twenty-Five Dollars (\$25.00) or less. Other evidence of payment may include a credit card statement, a credit card receipt, or a canceled check. If a receipt or other evidence of payment is lost or is impractical or impossible to furnish, the employee shall provide a full explanation for the lack of a receipt or other evidence of payment on the travel voucher, and such missing documentation shall not be a basis for denying reimbursement if the person has properly verified the travel voucher which includes such charge.

#### **Procedures to Request Travel Reimbursement:**

1. Advanced payments for travel except as authorized by law for school activity funds will not be made. Upon request, however, airline tickets and registration may be purchased in advance once a purchase order has been issued.
2. Before travel occurs, submit requisition(s) which estimate travel expenses for items such as transportation, lodging, registration, meals (see definition for "Meals" in this policy), mileage, parking, rentals, etc. This cost estimate shall be included on the Board Agenda. Purchase orders must be issued before any expenses for travel are incurred.
3. Per diem will be paid at  $\frac{3}{4}$  of the daily rate per GSA.gov if travel is more than fifty (50) miles from district site and travel time is at least 12 hours.

#### **Procedures for Issuing Payment:**

1. Prepare supporting documentation with attached receipts and a travel claim. Requests for reimbursement with insufficient or incomplete documentation will be denied.
2. Submit supporting documentation with attachments to the business office to review and approve for completeness and accuracy.
3. A check to reimburse the employee for amounts, if any, as deemed appropriate pursuant to policy will be issued to the employee. The Superintendent (or designee) has the discretion to deny the request or approve it in whole or in part. The Superintendent's decision is final.

**Personal Leave in Conjunction with District-Sponsored Travel:** When personal leave or vacation leave is taken in conjunction with an employee's approved District-sponsored travel, the person must indicate the exact date and time of departure from

Adopted: June 27, 2002

Revised: March 7, 2023

and/or return to official travel status. An employee shall not be reimbursed for travel and other related expenses incurred during a period of time when the employee is taking personal leave or vacation leave. Individuals shall not be reimbursed for meals and/or lodging expenses incurred more than twenty-four (24) hours before and/or after the object of travel (i.e., the scheduled meeting, workshop, or conference) begins and/or ends unless there is a savings in travel costs related to airfares which exceeds the costs of any extra meals and/or lodging.

**Definitions:** Terms used in this policy are defined as follows:

1. "Travel" means transportation arrangements made prior or incurred by car, airplane, train, bus or other means or hotel accommodations and meals, for the purposes of advancing the interests of the School District. Travel may be within or outside the School District. Travel does not mean transportation to and from the employee's residence or abode to the School District for employment.
2. "Employee" means any person employed by the School District or a member of the board acting in his capacity as a board member on behalf of the School District.
3. "Non-district employee" means any person who is authorized by the appropriate administrator/ supervisor to travel within the district, to the district, or outside of the district for the purpose of providing services to students or to the district.
4. "Expenses" means any actual indebtedness incurred and paid by an individual employee on behalf of the School District, for the benefit of the School District or for the purpose of advancing the interests of the School District, with the intention of being reimbursed by the School District. Expenses may include, but are not limited to, these items:
  1. Air, bus, taxi or train fares, car rental, and personal car expenses (if not greater than air or train fares)
  2. Meals (see definition for "Meals" in this policy)
  3. Hotel or motel accommodations
  4. Other travel related expenses when applicable, such as mileage
  5. Registration fees and meeting expenses
5. "Receipt" means an original invoice document issued by a vendor which has been paid as an expense by an employee. A receipt must contain the following information:
  1. Date expense incurred
  2. Amount paid
  3. Amount of expense
  4. Who paid the expenses
  5. Method of payment
  6. Purpose of the expense including an itemized description of the goods or services purchased
  7. The name and address of the vendor A credit card slip alone is not a receipt.
6. "Supporting documentation" means a Travel Claim containing a request for reimbursement and explanation of the reason for the expense. All receipts for which reimbursement is sought must be attached to the travel claim, except meal receipts.

Adopted: June 27, 2002

Revised: March 7, 2023

7. "Travel/Expense claim" is a document prepared by an employee who seeks reimbursement which contains the following information:
  1. Dates entering and ending travel status
  2. Points of travel
  3. Travel - Actual cost of coach class air travel, train or bus ticket. (Any of these three, but not to exceed the cost of coach class air travel.)
  4. Mileage - Travel claims for mileage must have documentation which supports each trip. The documentation must detail each trip by date, odometer reading, number of miles driven, and be signed and dated by the person authorized to travel. If mileage is to be calculated to an out of district location, the employee's work site shall be used, and the out-of-district address shall be entered into an online mapping program. A printout of the calculation will be attached to the claim. Any additional, unrelated mileage will not be reimbursed, unless approved by the Superintendent. \*If auto is shared, reimbursement will be paid to owner of auto only. Mileage may exceed cost of coach class air travel if more than one person is traveling but is less than two or more coach class air tickets
  5. Rooms - Actual reasonable cost for single rate or actual cost per person if double room is shared. Claims should reflect whether the room was shared.
  6. Meals - Meals will be reimbursed according to the GSA.gov website based on a per diem basis. Leave date and return date will be prorated at  $\frac{3}{4}$  of daily rate. Meal daily rate is based on twenty-four (24) hours. Charges/fees for room service will not be reimbursed.
  7. Travel at Conference/Meeting - Taxi fares, metro rail, elevator, bus fares, car rentals (car rental must be approved and itemized on purchase order); turnpike fees and parking fees.
  8. Incidentals- a) Tips for maids, gratuities for meals, taxis and buses, bell hops and porters for baggage, which properly occur during the time an employee is in travel status, are part of the daily rate provided on the GSA.gov website.
  9. Registration fees may include meals as a part of the program or conference.
  10. Phone calls - Actual cost of phone calls or e-mail to the district office and/or school site office
  11. Copy of purchase order.
8. "Credit card slip" is the customer's copy of the credit card charge form. A credit card slip alone is not a receipt. To qualify as a receipt, a credit card slip must be attached to a supporting invoice issued by the vendor which contains all the information required of a receipt.
9. "Vendor" means the individual or entity that provided the goods or services to the School District for which reimbursement is sought and a receipt for payment has been issued.
10. "Meals" means food expenses incurred while traveling outside the School District and are reimbursed on a per diem rate based on the GSA.gov rate. No receipt is required on overnight trips. When meal reimbursements are determined to be taxable, the School District is required to withhold Federal income tax, social security (FICA) and Medicare tax and to pay matching employer contributions for FICA and Medicare tax. Reimbursement of any taxable non-overnight meals will be paid in the employee's next

Adopted: June 27, 2002

Revised: March 7, 2023

regularly scheduled paycheck. Non-overnight meal reimbursement will be treated as non-taxable provided a substantial business discussion occurs during the meal and the meal is furnished for a substantial noncompensatory business reason. When seeking reimbursement for business related meals, employees must document the purpose of the meeting, the time, location and who was in attendance. Regulations will address procedures for claiming meal reimbursements for non overnight meals. Alcoholic beverage expenses will not be reimbursed which is in compliance with Board of Education Policy C-16, Drug Free Workplace.

11. "Mileage" means private automobile mileage at the rate approved by the State Travel Reimbursement Act. For out-of-state travel, round trip mileage from district site to airport may be claimed.
12. Hotels: Overnight stays will be reimbursed by the district if it is sixty (60) miles or greater from the district site.

### **TRAVEL AND EXPENSE REIMBURSEMENT**

**General:** The District recognizes that its employees and others associated with the District may incur travel and other related expenses in the performance of their duties or responsibilities to the District (“District Travel”). This policy applies to all employees, Board members, and candidates for employment but not to any independent contractors. The policy also applies to volunteers and students who perform substantial and necessary work or services for the District. Individuals who are subject to this policy should exercise the same care in incurring expenses that a prudent person would exercise if traveling on personal business. Excess costs, circuitous routes, luxury accommodations, and services which are unnecessary or unjustified in the performance of official business are not acceptable and should be avoided. Travel and other related expenses may include airfare, mileage when the individual’s own vehicle is utilized, taxi or limousine fare and tip, bus or shuttle fare, subway fare, railroad fare, lodging, meals including a tip of no more than fifteen percent (15%), registration fees, and other miscellaneous expenses related to District-sponsored travel (“Travel Expenses”).

**Approval for Travel and Expenses:** Any person who will incur Travel Expenses shall submit appropriate documentation for approval of the incurring of Travel Expenses to the Superintendent or the Superintendent’s designee. The Superintendent or the Superintendent’s designee shall review the request and approve or deny the request. In considering whether to approve the request, the Superintendent or the Superintendent’s designee may consider the purpose of the travel, how such travel will benefit the District, its employees, and/or its students, whether other District personnel are attending, the extent to which the person requesting approval has engaged in District Travel during the current fiscal year, the cost of the District Travel, the availability of funds, the length of the trip, and any other information deemed relevant. In approving a travel request, the Superintendent or the Superintendent’s designee is certifying that the person requesting travel was duly authorized to incur travel and other related expenses in the performance of policy making, professional, technical, supervisory, or administrative duties or that such expenses were germane to the duties and functions of the District.

**Reimbursement Requests:** Upon completion of authorized travel, persons requesting reimbursement shall submit the appropriate documentation for reimbursement of Travel Expenses within thirty (30) days of completion of authorized travel. Appropriate documentation shall include a signed travel voucher which itemizes the various expenses incurred and an itinerary and schedule of official functions attended if applicable. Reimbursement requests shall not cover periods of over thirty-one (31) days. Where the travel period is continuous, subsequent claims for reimbursement shall be submitted as necessary to cover the continuous period.

All reimbursement requests shall be submitted to the Superintendent or the

Superintendent's designee and shall include the appropriate Purchase Order Number. Reimbursement requests shall be submitted by June 15 of each fiscal year, unless the Travel Expenses are incurred after June 15, in which case, a request for reimbursement must be submitted no later than June 30 of the fiscal year.

~~Itemized receipts or other evidence of payment must be provided for each expense item. which exceeds Twenty-Five Dollars (\$25.00). A receipt or other evidence of payment is not required for single miscellaneous expenses such as business related telephone calls, facsimile charges, shuttles to/from airport, or taxi fares which are Twenty-Five Dollars (\$25.00) or less. Other evidence of payment may include a credit card statement, a credit card receipt, or a canceled check.~~ If a receipt or other evidence of payment is lost or is impractical or impossible to furnish, the employee shall provide a full explanation for the lack of a receipt or other evidence of payment on the travel voucher. ~~If this occurs, reimbursement of expenses will be at the discretion of the district. -and such missing documentation shall not be a basis for denying reimbursement if the person has properly verified the travel voucher which includes such charge.~~ Any employee requesting reimbursement with federal funds must submit itemized receipts for all transactions.

#### **Procedures to Request Travel Reimbursement:**

1. Advanced payments for travel except as authorized by law for school activity funds will not be made. Upon request, however, airline tickets and registration may be purchased in advance once a purchase order has been issued.
2. Before travel occurs, submit requisition(s) which estimate travel expenses for items such as transportation, lodging, registration, meals (see definition for "Meals" in this policy), mileage, parking, rentals, etc. ~~This cost estimate shall be included on the Board Agenda.~~ Purchase orders must be issued before any expenses for travel are incurred.
3. Per diem will be paid at ~~3/4 of~~ the daily rate per GSA.gov if travel is more than fifty (50) miles from district site and travel time is at least 12 hours. ~~Exceptions must be approved by the Superintendent or designee.~~

#### **Procedures for Issuing Payment:**

1. Prepare supporting documentation with attached receipts and a travel claim. Requests for reimbursement with insufficient or incomplete documentation will be denied.
2. Submit supporting documentation with attachments to the business office to review and approve for completeness and accuracy.
3. A check to reimburse the employee for amounts, if any, as deemed appropriate pursuant to policy will be issued to the employee. The Superintendent (or designee) has the discretion to deny the request or approve it in whole or in part. The Superintendent's decision is final.

Adopted: June 27, 2002

Revised: March 7, 2023

**Personal Leave in Conjunction with District-Sponsored Travel:** When personal leave or vacation leave is taken in conjunction with an employee's approved District-sponsored travel, the person must indicate the exact date and time of departure from and/or return to official travel status. An employee shall not be reimbursed for travel and other related expenses incurred during a period of time when the employee is taking personal leave or vacation leave. Individuals shall not be reimbursed for meals and/or lodging expenses incurred more than twenty-four (24) hours before and/or after the object of travel (i.e., the scheduled meeting, workshop, or conference) begins and/or ends unless there is a savings in travel costs related to airfares which exceeds the costs of any extra meals and/or lodging.

**Definitions:** Terms used in this policy are defined as follows:

1. "Travel" means transportation arrangements made prior or incurred by car, airplane, train, bus or other means or hotel accommodations and meals, for the purposes of advancing the interests of the School District. Travel may be within or outside the School District. Travel does not mean transportation to and from the employee's residence or abode to the School District for employment.
2. "Employee" means any person employed by the School District or a member of the board acting in his capacity as a board member on behalf of the School District.
3. "Non-district employee" means any person who is authorized by the appropriate administrator/ supervisor to travel within the district, to the district, or outside of the district for the purpose of providing services to students or to the district.
4. "Expenses" means any actual indebtedness incurred and paid by an individual employee on behalf of the School District, for the benefit of the School District or for the purpose of advancing the interests of the School District, with the intention of being reimbursed by the School District. Expenses may include, but are not limited to, these items:
  1. Air, bus, taxi or train fares, car rental, and personal car expenses (if not greater than air or train fares)
  2. Meals (see definition for "Meals" in this policy)
  3. Hotel or motel accommodations
  4. Other travel related expenses when applicable, such as mileage
  5. Registration fees and meeting expenses
5. "Receipt" means an original invoice document issued by a vendor which has been paid as an expense by an employee. A receipt must contain the following information:
  1. Date expense incurred
  2. Amount paid
  3. Amount of expense
  4. Who paid the expenses
  5. Method of payment
  6. Purpose of the expense including an itemized description of the goods or services purchased
  7. The name and address of the vendor A credit card slip alone is not a receipt.

Adopted: June 27, 2002

Revised: March 7, 2023

6. "Supporting documentation" means a Travel Claim containing a request for reimbursement and explanation of the reason for the expense. All receipts for which reimbursement is sought must be attached to the travel claim, except meal receipts.
7. "Travel/Expense claim" is a document prepared by an employee who seeks reimbursement which contains the following information:
  1. Dates entering and ending travel status
  2. Points of travel
  3. Travel - Actual cost of coach class air travel, train or bus ticket. (Any of these three, but not to exceed the cost of coach class air travel.)
  4. Mileage - Travel claims for mileage must have documentation which supports each trip. The documentation must detail each trip by date, odometer reading, number of miles driven, and be signed and dated by the person authorized to travel. If mileage is to be calculated to an out of district location, the employee's work site shall be used, and the out-of-district address shall be entered into an online mapping program. A printout of the calculation will be attached to the claim. Any additional, unrelated mileage will not be reimbursed, unless approved by the Superintendent. \*If auto is shared, reimbursement will be paid to owner of auto only. Mileage may exceed cost of coach class air travel if more than one person is traveling but is less than two or more coach class air tickets
  5. Rooms - Actual reasonable cost for single rate or actual cost per person if double room is shared. Claims should reflect whether the room was shared.
  6. Meals - Meals will be reimbursed according to the GSA.gov website based on a per diem basis. Leave date and return date will be prorated at  $\frac{3}{4}$  of daily rate. Meal daily rate is based on twenty-four (24) hours. Charges/fees for room service will not be reimbursed.
  7. Travel at Conference/Meeting - Taxi fares, metro rail, elevator, bus fares, car rentals (car rental must be approved and itemized on purchase order); turnpike fees and parking fees.
  8. Incidentals- a) Tips for maids, gratuities for meals, taxis and buses, bell hops and porters for baggage, which properly occur during the time an employee is in travel status, are part of the daily rate provided on the GSA.gov website.
  9. Registration fees may include meals as a part of the program or conference.
  10. Phone calls - Actual cost of phone calls or e-mail to the district office and/or school site office
  11. Copy of purchase order.
8. "Credit card slip" is the customer's copy of the credit card charge form. A credit card slip alone is not a receipt. To qualify as a receipt, a credit card slip must be attached to a supporting invoice issued by the vendor which contains all the information required of a receipt.
9. "Vendor" means the individual or entity that provided the goods or services to the School District for which reimbursement is sought and a receipt for payment has been issued.
10. "Meals" means food expenses incurred while traveling outside the School District and are reimbursed on a per diem rate based on the GSA.gov rate. No receipt is required on overnight trips. When meal reimbursements are determined to be taxable, the School

Adopted: June 27, 2002

Revised: March 7, 2023

District is required to withhold Federal income tax, social security (FICA) and Medicare tax and to pay matching employer contributions for FICA and Medicare tax.

Reimbursement of any taxable non-overnight meals will be paid **after the next monthly board meeting paid in the employee's next regularly scheduled paycheck.** Non-overnight meal reimbursement will be treated as non-taxable provided a substantial business discussion occurs during the meal and the meal is furnished for a substantial noncompensatory business reason. When seeking reimbursement for business related meals, employees must document the purpose of the meeting, the time, location and who was in attendance. Regulations will address procedures for claiming meal reimbursements for non overnight meals. Alcoholic beverage expenses will not be reimbursed **which is in compliance with Board of Education Policy C-16, Drug Free Workplace.**

11. "Mileage" means private automobile mileage at the rate approved by the State Travel Reimbursement Act. For out-of-state travel, round trip mileage from district site to airport may be claimed.
12. Hotels: Overnight stays will be reimbursed by the district if it is sixty (60) miles or greater from the district site. **Exceptions must be approved by the Superintendent or designee.**

Adopted: June 27, 2002

Revised: March 7, 2023

## **ELECTRONIC SIGNATURES**

The Newcastle Public School Board recognizes the effective and efficient use of electronic communications to conduct business. Under certain conditions, electronic signatures satisfy the requirements of a written signature when transacting business. Although all electronic signatures are represented digitally, they can take many forms and can be created using many different types of technology. The authenticity and reliability of electronic signatures relating to transactions are dependent on the accompanying processes, supplemental records and the overall context in which records are created, transferred, signed, and stored.

### **Definitions**

**Attribution** - an electronic signature is attributable to a person if it was the act of the person. The act of the person may be shown in any manner, including a showing of the efficacy of any security procedure applied to determine the person to which the electronic signature was attributable.

**Electronic Signature** - an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

**Electronic Record** - any record created, generated, sent, communicated, received or stored by electronic means.

An electronic signature may be used if the law requires a signature unless there is a specific law, regulation, or order that requires records to be signed in nonelectronic form. The issuance and/or acceptance of an electronic signature by the District shall be permitted in accordance with the provisions of this policy and all applicable state and federal laws. Such electronic signature shall have the full force and effect of the manual signature only if the electronic signature satisfies all of the following requirements:

1. The electronic signature identifies the individual signing the document by his/her name and title;

2. The identity of the individual signing with an electronic signature is capable of being validated through the use of an audit trail;
3. The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been affixed; and
4. The electronic signature conforms to all other provisions of this policy.

### **Acceptance, Use and Issuance of Electronic Records and Signatures**

The District may utilize electronic recordkeeping systems that can receive, store, and reproduce electronic records and signatures relating to transactions in their original form. Such system shall include security procedures whereby the District can:

1. Verify the attribution of a signature to a specific individual;
2. Detect changes or errors in the information contained in a record submitted electronically;
3. Protect and prevent access, alteration, manipulation or use by an unauthorized person; and
4. Provide for nonreproduction through strong and substantial evidence that will make it difficult for the signer to claim that the electronic representation is not valid.

The District shall ensure that all electronic signatures are capable of being accurately reproduced for later reference and retained until such time as all legally mandated retention requirements are satisfied.

The District may elect to receive and accept as original, electronic records and signatures so long as the communication, on this face, appears to be authentic, and conforms to all other provisions of this policy.

The District will retain in its records this policy and all statements of exclusive use, until such time as all legally mandated retention requirements are satisfied.

The District will not accept electronic signatures on student records including, but not limited to, absence excuses from parents/guardians, educational trip requests, and certain documents related to the Individuals with Disabilities Education Act.

## **AGREEMENT**

Between

The Board of Regents of the University of Oklahoma, Health Sciences Center  
for

The University of Oklahoma College of Nursing  
and

**NEWCASTLE PUBLIC SCHOOLS**

**THIS AGREEMENT** made and entered into as of this **3<sup>rd</sup> day of FEBRUARY 2023** between The Board of Regents of the University of **NEWCASTLE PUBLIC SCHOOLS, NEWCASTLE, OKLAHOMA**, hereinafter referred to as **AGENCY**.

### **WITNESSETH:**

**WHEREAS, AGENCY** is desirous of assisting **SCHOOL** in the development of a program for individuals to earn a degree in nursing, and

**WHEREAS, SCHOOL** recognizes the need for such a program to be established to meet the needs for the local and national community and in the interest of assisting the health care community. The **SCHOOL** is agreeable to establish such a program with the **AGENCY'S** assistance and participation which shall be limited to functions as set out herein.

**NOW, THEREFORE**, in consideration of the mutual promises and covenants hereinafter set forth, it is agreed by and between **AGENCY** and **SCHOOL**, as follows, to-wit:

1. **AGENCY** will make available to **SCHOOL** the facilities and patient care situations to conduct patient care clinical laboratories for students participating in the nursing program.
2. The administration of the total operation at the **AGENCY** shall be the responsibility of and under the control and supervision of **AGENCY** and shall be administered through the staff.
3. The administration and general supervision of the **SCHOOL** instruction shall be the responsibility of and under the control and supervision of the **SCHOOL** and shall be administered through the **SCHOOL** staff.
4. Prior to the first clinical experience, the **SCHOOL** will provide the following information about the participants to the **AGENCY**:
  - 4.1 Student's name
  - 4.2 Schedules and activities to be carried out in the clinical area throughout the experience
  - 4.3 Theory and clinical objectives
  - 4.4 Faculty member's name, address, office, and home telephone numbers
  - 4.5 Information on physical and educational requirements per **AGENCY** policy
5. The **SCHOOL** will assume administrative responsibility for providing qualified and competent clinical instructors. The **SCHOOL** shall also assume academic responsibility for all classroom and clinical instruction of the **SCHOOL** students.

6. The responsibility for selecting student experiences, planning the schedule of student assignments and the number of students receiving clinical experiences at **AGENCY** will be mutually agreed upon by **AGENCY** and **SCHOOL**.
7. **AGENCY** will designate a representative to work jointly with the Administration of **SCHOOL** and said **AGENCY'S** representative will serve in a liaison capacity with **SCHOOL** faculty. The **AGENCY** and **SCHOOL** representatives will evaluate the clinical experience to determine performance improvement outcome.
8. The **AGENCY** shall, on reasonable advance notice, permit inspection of clinical facilities, records, or other items relating to the clinical teaching experience of students, by the **SCHOOL** and/or its accrediting agencies.
9. **SCHOOL** will assume full academic and administrative responsibility for the planning and execution of the educational program in nursing, including, but not limited to, administration, programming, curriculum content, faculty appointments, requirements for student admission, matriculation, promotion, and graduation.
10. Should the occasion arise, all **SCHOOL** students and clinical instructors will be furnished emergency care and treatment as is available by the **AGENCY** until the individual can be transferred to the care of a personal physician. Charges for such care provided to **SCHOOL** students or faculty are the responsibility of the individual student or faculty.
11. **SCHOOL** and its faculty are self-insured under the Oklahoma Governmental Tort Claims Act. **SCHOOL** agrees to furnish verification of professional liability insurance covering the participating students. Agency shall maintain insurance in amounts sufficient to cover its responsibilities hereunder.
12. **SCHOOL** shall direct both students and instructors to comply with the applicable published rules and regulations of **AGENCY**, including **TJC (The Joint Commission) or equivalent accrediting body, as applicable to AGENCY**. **AGENCY** will be responsible for providing orientation to instructors and students as to rules and regulations of the **AGENCY** and any changes thereto.
13. **SCHOOL**, along with **SCHOOL'S** students, shall respect and conscientiously observe the confidential nature of all information which may come to either or all of them, individually or collectively, with respect to patients and patients' records. The attached Trainee Confidentiality Agreement must be signed by each student and faculty member (if any) sent to the Facility. Each party agrees to observe, maintain and require the confidentiality of the other party's confidential and proprietary information to the extent provided by law.
14. **SCHOOL** accepts the condition that no student or **SCHOOL** faculty member is to be considered an employee of the **AGENCY** under this Agreement. It is understood by the parties that the **AGENCY** will not be paid for its services or for the use of its facilities, nor will the **SCHOOL** faculty or the students receive any monetary compensation whatsoever from **AGENCY** for their involvement with this contract.

15. **AGENCY** may exclude from the clinical experience any student or faculty whose professional conduct or health status is a detriment to the successful completion of the clinical experience or the welfare of the patients, or whose performance continues to fall below the level required to do practice. However, **AGENCY** must first notify the **SCHOOL** of the problems thereby affording the **SCHOOL** an opportunity to address and correct such problems.
16. **SCHOOL** and **AGENCY** will mutually agree to appropriate attire, including identification badges for students and faculty, which will meet **AGENCY** standards.
17. This Agreement shall be effective **MARCH 1, 2023** and shall continue until **JUNE 1, 2025**. It may be terminated by either party upon ninety (90) days written notice thereof; provided, however, that students shall be allowed to complete their clinical experiences should termination occur during a semester. Either party may terminate the Agreement immediately in the event of material breach of the Agreement.
18. The **AGENCY** has complete responsibility for the quality of nursing care rendered to patients.
19. This Agreement and/or rights, duties and obligations hereunder may not be assigned by either party.
20. This Agreement and any disputes arising under it shall be governed by the laws of the State of Oklahoma, without regard to its choice of law provision. The validity, construction, and enforcement of this Agreement shall also be governed by the laws of the State of Oklahoma, without regard to its choice of law provisions. The parties agree that any legal action relating to this Agreement shall be filed in a court of competent jurisdiction in the State of Oklahoma, to which jurisdiction and venue the parties expressly agree.
21. **As applicable, the provisions of Executive Order 11246, as amended by Exec. Order No. 11375, Exec. Order No. 11141, Exec. Order No. 13665 and as supplemented in Department of Labor Regulations (41 CFR Part 60-1.4(a), 60-300.5(a) and 60-741.5(a) et. seq.), are incorporated into this Agreement and must be included in any subcontracts awarded involving this Agreement. The parties represent that they are in compliance with all applicable federal and state laws and regulations and all services are provided without discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, genetic information, age (40 or older), disability, political beliefs, or status as a veteran in any of their respective policies, practices, or procedures; they do not maintain nor provide for their employees any segregated facilities, nor will the parties permit their employees to perform their services at any location where segregated facilities are maintained. In addition, the parties agree to comply with the applicable provisions of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §701, and the Vietnam Era Veteran's Readjustment Assistance Act of 1974, 38 U.S.C. §4212.**

22. In accordance with federal law, **AGENCY** acknowledges and agrees that **SCHOOL** may have legal obligations to investigate and remedy potential harassment or discriminatory actions taken against its students or employees while they are engaged in the clinical rotation at **AGENCY**. **AGENCY** agrees to cooperate with **SCHOOL** in any such investigation and agrees to take remedial actions to ensure such harassment or discrimination cases. If **SCHOOL** determines that the remedial action taken or proposed by **AGENCY** is not acceptable, **SCHOOL** may terminate this Agreement immediately.
23. As applicable, should the **SCHOOL** or the **SCHOOL'S** students provide the **AGENCY** confidential information, as defined by applicable law, in paper or electronic form, including "personally identifiable information" from student education records as defined and protected by the Family Educational Rights and Privacy Act (FERPA), 34 CFR §99.3, **AGENCY** certifies that it shall maintain the confidential information, as required by applicable Oklahoma and Federal law and that it shall not re-disclose personally identifiable information except as permitted or required by the Agreement, or directed by FERPA or by other applicable laws. **AGENCY** shall develop, implement, maintain, and use appropriate security measures to preserve the confidential information. **AGENCY** shall extend these measures by contract to all subcontractors used by **AGENCY**. Failure to abide by legally applicable security measures and disclosure restrictions may result in the interruption, suspension and/or termination of the relationship with **AGENCY** for a period of at least five (5) years from the date of the violation. If **AGENCY** becomes aware of a security breach relating to this information, **AGENCY** shall immediately notify the **SCHOOL** and shall fully cooperate with the **SCHOOL**. **AGENCY** shall indemnify **SCHOOL** for any breach of confidentiality by it, its employees, agents and/or subcontractors, and the failure to uphold its responsibilities to protect confidential information.
24. Force Majeure. The performance by either Party hereunder shall be excused to the extent of unforeseen circumstances beyond such Party's reasonable control, including, but not limited to: hurricanes, National Weather Service named weather events, tsunamis, floods, ice storms, lightning, landslide or similarly cataclysmic occurrence, or other acts of God; extended power outages; epidemics, pandemics, or related outbreaks if declared by the World Health Organization or federal government; county, state, or national declaration(s) of emergency as issued by an authorized government entity; war, acts of terrorism, or acts of public enemies; sabotage, riots or civil disturbances; or material destruction of facilities. In such event, the Parties agree to use their reasonable efforts to resume performance as soon as reasonably possible under the circumstances giving rise to the Party's failure to perform, provided, however, if performance is not restored within thirty (30) days, either Party may terminate this Agreement.
25. This Agreement constitutes the entire Agreement between the parties and supersedes all prior agreements, arrangements and understandings relating to the subject matters hereof. Any modifications hereto shall be valid only if set forth in writing and signed by all parties hereto. This contract is executed in duplicate, each of which is to be regarded as an original by both parties.
26. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which taken together shall be deemed to constitute one and

the same instrument. Delivery of an executed signature page of this Agreement by facsimile or other electronic transmission shall be as effective as delivery of an original executed counterpart of this Agreement.

**APPROVED-AUTHORIZED SIGNATURES**

**Board of Regents of the University  
of Oklahoma, Health Sciences Center**

**NEWCASTLE PUBLIC SCHOOLS**

\_\_\_\_\_  
Brandt Wiskur, PhD, MSW      Date  
Asst Vice Provost for Academic Affairs  
Office of Academic Affairs

\_\_\_\_\_  
Signature      Date  
Melonie Hau, Superintendent  
101 North Main  
Newcastle, OK 73065  
405-387-6262

## COLLEGE OF NURSING

### OUTGOING TRAINEE CONFIDENTIALITY AGREEMENT

This Confidentiality Agreement (“Agreement”) is effective this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between the \_\_\_\_\_ (“Facility”) and \_\_\_\_\_, (“Affiliate”), a \_\_\_\_ trainee \_\_\_\_ faculty member at the University of Oklahoma Health Sciences Center (“OUHSC”).

Affiliate acknowledges that as a result of the clinical and related educational activities he or she will undertake at or through Facility, Affiliate may have access to confidential information, including patient identities and health information. Affiliate shall hold confidential all identifiable patient and Facility information obtained as a participant in these activities and will not disclose any personal, medical, financial, or related information to third parties, including family members, students, faculty members, or other health care providers without prior written approval of the supervisor or course coordinator. Affiliate is committed to protecting from any disclosure, whether written or oral, any and all confidential information that Affiliate may come into contact with. Affiliate may not view, copy, or remove from the premises patient schedules, procedure schedules, patient medical records, or similar documents, except as permitted under this Agreement and any related affiliation agreements. Affiliate may not use any confidential information in presentations, reports, social media, or publications of any kind without prior written approval of the supervisor or course coordinator.

Affiliate will not bring to Facility the confidential information of OUHSC or store such in or on Facility property without prior written approval of the supervisor or course coordinator.

Affiliate will not use or disclose patient information in a manner that would violate the applicable requirements of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"). Affiliate acknowledges that any breach of confidentiality or misuse of confidential information may result in termination of Affiliate's participation hereunder and in other actions deemed necessary by Facility. Unauthorized disclosure may cause irreparable injury to the owner of the information.

I have read these terms and I understand and agree to abide by them. I also understand I may have additional obligations or limitations under the related Affiliation Agreement between OUHSC and Facility.

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

\_\_\_\_\_  
Affiliate Signature

\_\_\_\_\_  
Date

**ADDENDUM to the AGREEMENT**  
**Between**  
**The Board of Regents of the University of Oklahoma, Health Sciences Center for**  
**The University of Oklahoma College of Nursing**  
**And**  
**NEWCASTLE PUBLIC SCHOOLS**

This Addendum (“Addendum”) is entered into as of the date last signed (the “Effective Date”) by and between the Board of Regents of the University of Oklahoma on behalf of the College of Nursing, a constitutionally created entity of the state of Oklahoma (“CON”) and NEWCASTLE PUBLIC SCHOOLS, NEWCASTLE, Oklahoma (“NEWCASTLE”) (collectively “the Parties”), and expressly incorporates by reference and shall be made part of and subject to the terms and conditions of the Parties’ Agreement, MARCH 1, 2023 (“Agreement”).

WHEREAS, the American Organization for Nursing Leadership and American Association of College of Nursing has endorsed a Program for nursing programs and health care facilities to collaborate to find ways to facilitate faculty supervision of nursing student-employees in the health care setting.

WHEREAS, NEWCASTLE operates a public school and has an interest in recruiting Students for training and recruiting future nurses such as those in the CON academic program to work within that system.

NOW, THEREFORE, the Parties agree as follows:

1. **SENIOR NURSE INTERN PROGRAM:** The Senior Nurse Intern Program ("Program") is approved by the Oklahoma Board of Nursing ("BON") pursuant to Oklahoma Board of Nursing (OBN). (2021, April 8). *Preceptor Policy for Registered and Licensed Practical Nurses*. The Program is jointly presented between NEWCASTLE and CON. To be Program eligible, an individual must be and continually remain throughout the duration of the Program: (i) a CON senior nursing student in good standing with CON (as validated by the CON roster upon Program entry and re-validated by CON roster upon Program conclusion); and (ii) employed by NEWCASTLE. NEWCASTLE will notify CON if any student's employment is terminated, and such student is disqualified from further participation in the Program. University will notify NEWCASTLE if any student’s standing is changed from "good standing" and such student is disqualified from further participation in the Program. Participation in the Program is not a guarantee of continued or future employment with NEWCASTLE.

2. **HOURS:** Students must successfully complete a total of prescribed hours for the Program (will be specified each semester in advance). Students will act as Nurse Interns for prescribed clock hours to meet curriculum requirements and as Nurse Technicians for prescribed hours.

a. As Nurse Interns, the students will be paired with preceptors from NEWCASTLE in a Nursing Dyad to perform duties and deliver nursing care in support of the Interns’ curriculum. The preceptor shall provide supervision over the Nurse Intern with the support of assigned CON faculty.

b. As Nurse Technicians, the students shall perform such patient care duties as determined by NEWCASTLE for the benefit of NEWCASTLE.

3. **CURRICULUM AND SUPERVISION:** CON will work with NEWCASTLE Education Coordinator and designees to develop and implement appropriate clinical curriculum experiences, including monitoring and enforcing scope of practice issues to assure program compliance with nurse licensure standards and patient safety. NEWCASTLE preceptors shall provide feedback and evaluation to CON Faculty.

4. **ROTATION AREAS FOR CURRICULUM.** NEWCASTLE will deliver the clinical curriculum to achieve prescribed hours in areas within the NEWCASTLE System.

5. **COMPLIANCE WITH LAW.** Both Parties shall comply with all applicable federal and state laws, rules, and regulations, including, without limitation, those laws and regulations governing the maintenance of clinical or medical records and confidentiality of patient information as well as with all standards promulgated by any relevant accrediting agency.

6. **INDEMNIFICATION; INSURANCE.** The Parties shall each be responsible for their own acts and omissions in the performance of their duties hereunder, and the acts and omissions of their own employees and agents, with University’s liability governed by the terms of the Oklahoma Governmental Tort Claims Act, 5

10ki. St. §§ 151 et seq. In addition, NEWCASTLE shall maintain, throughout the term of this Addendum coverage sufficiently broad to respond to the duties and obligations undertaken by NEWCASTLE in this Addendum. University is self-insured in accordance with the Oklahoma Governmental Tort Claims Act. Students are insured through student insurance policies.

It is the understanding of the Parties that student liability insurance shall cover the student's acts or omissions while they are performing the hours of curriculum. Once the curriculum is completed, the students shall be covered by NEWCASTLE's insurance as NEWCASTLE employees so long as they are acting within the course and scope of their employment.

7. **TERM; TERMINATION.** The term of this Addendum shall commence on the Effective Date and continue until **JUNE 1, 2025** (unless terminated sooner by law, *e.g.*, 485 OAC I 0-21-1). This Addendum may be renewed for a six (6) month term with the written agreement of the Parties. Any further extension of this Addendum or expansion of the Program shall be negotiated by the Parties and executed in a new Agreement or Addendum, as appropriate. Either party may terminate this Addendum without cause upon thirty (30) days advance written notice to the other party. Either party may terminate this Agreement immediately upon breach by the other party of any material provision of this Addendum. This Addendum may be terminated immediately upon the occurrence of any of the following events:

- (A) NEWCASTLE or CON closes or discontinues operation to such an extent that patient care cannot be carried out adequately; or
- (B) The Program no longer meets the approval of the BON.

8. **NOTICES.** All notices, other than service of process, hereunder by either party to the other shall be in writing, delivered personally by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to Health Care Provider:

Fran and Earl Ziegler College of Nursing Attn: Dean  
1100 N. Stonewall Ave. Oklahoma  
City, OK 73117 Phone:405-271-1491

With copy to:  
University of Oklahoma Office of  
Legal Counsel Attn: General  
Counsel  
660 Parrington Oval, 2<sup>nd</sup> Floor Norman,  
OK 73109

or to such other persons or places as either party may from time to time designate by written notice to the other.

9. **CHANGE IN LAW.** Notwithstanding any other provision of this Addendum, if the governmental agencies (or their representatives) which administer Medicare, any other payer, or any other federal, state or local government or agency passes, issues or promulgates any law, rule, regulation, standard or interpretation, or if any court of competent jurisdiction renders any decision or issues any order at any time while this Addendum is in effect, which prohibits, restricts, limits or in any way substantially changes the method or amount of reimbursement or payment for services rendered under this Addendum, or which otherwise significantly affects either party's rights or obligations hereunder, either party may give the other notice of intent to amend this Addendum to the satisfaction of both parties, to compensate for such prohibition, restriction, limitation or change. If this Addendum is not so amended in writing within ten (10) days after said notice was given, this Addendum shall terminate as of midnight on the tenth (10th) day after said notice was given.

10. **INDEPENDENT CONTRACTOR STATUS.** Both Parties are independent contractors. Neither party is authorized or permitted to act as an agent or employee of the other. Nothing in this Addendum shall in any way alter the freedom enjoyed by either party, nor shall it in any way alter the control of the management, assets, and affairs of the respective party. Neither party, by virtue of this Addendum, assumes any liability for any debts or obligations of either a financial or legal nature incurred by the other party to this Addendum.

**11. HIPAA COMPLIANCE REQUIREMENTS.** To the extent applicable to this Addendum, each party agrees to comply with the federal Health Information Technology for Economic and Clinical Health Act of 2009 (the "HITECH Act"), the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 USC § 1320d through d-8 ("HIPAA") and any current and future regulations promulgated under either the HITECH Act or HIPAA, including without limitation the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (the "Federal Privacy Regulations"), the federal security regulations contained in 45 C.F.R. Parts 160, 162 and 164 (the "Federal Security Regulations"), and the federal standards contained in 45 C.F.R. Parts 160 and 162 (the "Federal Electronic Transactions Regulations"), all as may be amended from time to time, and all collectively referred to herein as "HIPAA Requirements." Each party agrees to enter into any further agreements as necessary to facilitate compliance with HIPAA Requirements.

**12. FERPA COMPLIANCE REQUIREMENTS.** As applicable, should the CON or CON's students provide NEWCASTLE confidential information, as defined by applicable law, in paper or electronic form, including "personally identifiable information" from student education records as defined and protected by the Family Educational Rights and Privacy Act (FERPA), 34 CFR §99.3, NEWCASTLE certifies that it shall maintain the confidential information, as required by applicable Oklahoma and Federal law and that it shall not redisclose personally identifiable information except as permitted or required by the Agreement, or directed by FERPA or by other applicable laws. NEWCASTLE shall develop, implement, maintain and use appropriate security measures to preserve the confidential information in accordance with industry met practices. This includes appropriate administrative, physical, and technical safeguards to secure data from unauthorized access, disclosure, and use. Company shall conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. NEWCASTLE shall extend these measures by Agreement to all subAgreements used by NEWCASTLE. Failure to abide by legally applicable security measures and disclosure restrictions may result in the interruption, suspension and/or termination of the relationship with NEWCASTLE for a period of at least five (5) years from the date of the violation. If NEWCASTLE becomes aware of a security breach relating to this information, NEWCASTLE shall immediately notify CON and shall fully cooperate with CON. NEWCASTLE shall indemnify NEWCASTLE for any breach of confidentiality by it, its employees, agents and/or subAgreements, and the failure to uphold its responsibilities to protect confidential information.

**13. ACCESS TO RECORDS and CONFIDENTIALITY.**

**a.** Pursuant to subsection 1395x(v)(I) of Title 42 of the United States Code, until the expiration of four (4) years after the termination of this Agreement each party shall make available, upon written request by the Secretary of the United States Department of Health and Human Services ("Secretary"), or the Comptroller General of the United States General Accounting Office ("Comptroller General"), or any of their duly authorized representatives, a copy of this Agreement and such books, documents and records as are necessary to certify the nature and extent of the costs of the services provided by such party under this Addendum.

**b.** Each party further agrees that in the event such party carries out any of its duties under this Agreement through a subcontract with a value or cost of TEN THOUSAND (\$ 10,000 .00) DOLLARS or more over a twelve (12) month period with a related organization, such contract shall contain a clause to the effect that until the expiration of four (4) years after the furnishing of such services pursuant to such subcontract, the related organization shall make available, upon written request to the Secretary or upon request to the Comptroller General, or any of their duly authorized representatives, a copy of such subcontract and such books, documents and records of such organization as are necessary to verify the nature and extent of such costs.

**c.** Unless otherwise required by law, neither Party shall, without first obtaining the written consent of the other Party, disclose information relating to the methods, policies, procedures, techniques, trade secrets, or other knowledge or processes of or developed by the other Party or its affiliates, or any other Confidential Information to persons other than the following: its legal counsel and accountants subject to professional confidentiality requirements and applicable privileges; state licensing boards, or agencies; federal or state governmental authorities; applicable accreditation agencies; and such third-party reimbursement agencies or parties as may be required pursuant to the terms and conditions of an applicable agreement for reimbursement. Confidential Information" means any information relating to intellectual property, products, services, personally identifiable information, developments, inventions, processes, practices, designs, drawings, plans, engineering finances, Deliverables, and any other information relating to any current, future, or proposed program, project, practice, method of operation, or plan, either marked or otherwise identified orally or in writing as confidential or proprietary, or that a reasonable person would understand to be considered confidential by the Party to which it pertains (even if not so marked or identified).

**d.** NEWCASTLE acknowledges that CON is subject to the Oklahoma Open Records Act set forth at

51 O.S. §24A-1 *et seq.* The Agreement also acknowledges that compliance with the Oklahoma Open Records Act and all opinions of the Oklahoma Attorney General concerning the Act is required. CON will make final determinations regarding what must be released under the Open Records Act. Upon receiving an Open Records Request for the documents containing information NEWCASTLE has labeled “confidential” before submitting them to CON, CON will notify the Agreement of the request and allow the Agreement no more than three (3) business days from the date of notification to file an application with a court of competent jurisdiction and enjoin CON from releasing the requested records. If the Agreement does not provide CON with evidence of such filing within the time provided, the records will be released. CON will comply with any valid Court Order.

**14. DISPUTE RESOLUTION AND CHOICE OF LAW.** If a dispute arises out of or in connection with this Agreement, the Parties agree to meet to pursue resolution through negotiation or other appropriate dispute resolution process before resorting to litigation. All information exchanged during this meeting, or any subsequent dispute resolution process shall be regarded as “without prejudice” communications for the purpose of settlement negotiations and shall be treated as confidential by the Parties and their representatives unless otherwise required by law. However, evidence that is independently admissible or discoverable shall not be rendered inadmissible or non-discoverable by virtue of its use during the dispute resolution process. This Agreement is governed by the laws of the State of Oklahoma, without giving force and effect to its choice of law provisions.

**15. EXECUTION OF AGREEMENT.** This Addendum shall not become effective or in force until all of the below named parties have fully executed this Addendum.

**16. COUNTERPARTS.** This Addendum may be executed in any number of counterparts, and each counterpart hereof shall be deemed to be an original instrument, but all counterparts hereof taken together shall constitute but a single instrument. Signatures provided by facsimile or in portable document format (a/k/a pdf) shall be as binding as original signatures.

**17. INTERPRETATION.** All terms, conditions, and requirements of the Agreement shall remain in full force and effect. The provisions of this Addendum are intended to define the terms for the Program. The language of all parts of this Agreement shall in all cases be construed as a whole, according to its fair meaning, and not strictly for or against either of the Parties. The Parties acknowledge that this Addendum is mutually negotiated and should not be construed against any Party to it. Because this Addendum was mutually negotiated, it shall not be construed against the "drafter" of the Addendum.

**18. INTEGRATED AGREEMENT.** This Addendum, along with the Agreement, constitutes and contains the entire agreement and understanding concerning the topic covered by this Addendum. The Parties intend it as a complete and exclusive statement of the terms of their Addendum, and unless otherwise stated, it shall supersede and replace all prior negotiations and agreements, proposed or otherwise, whether written or oral, between the parties concerning the subject matters herein. This is a fully integrated document.

**19. WAIVER, AMENDMENT AND MODIFICATION, ASSIGNMENT, AGREEMENT, or BINDING.** The Parties agree that no waiver, amendment, or modification of any of the terms of this Addendum shall be effective unless in writing and signed by all parties affected by the waiver, amendment, or modification. No waiver of any provision of this Addendum will be valid unless it is in writing and signed by the party against whom such waiver is charged. In addition, no waiver of any term, condition, or default of any term of this Agreement shall be construed as a waiver of any other term, condition, or default. No assignment of this Agreement or any of the rights or obligations set forth herein by either Party shall be valid without the specific written consent of the other Party, which shall not be unreasonably withheld or delayed. This Agreement is binding and inures to the benefit of the Parties, their respective heirs, executors, administrators, successors, and permitted assigns.

**20. RELIANCE.** The Parties hereby acknowledge that, in executing this Addendum, they do not rely and have not relied upon any representation or statement made by any other party or by any agents, representatives, or attorneys of any other party with regard to the subject matter, basis, or effect of this Addendum, other than those representations expressly contained in this Addendum.

**21. SELECTIVE ENFORCEMENT.** The Parties agree that the failure of either party to enforce or exercise any right, condition, term, or provision of this Addendum shall not be construed as or deemed a relinquishment or waiver of the rights, conditions, terms, or provisions or any other right, condition, term, or provision of this Addendum, and the same shall continue in full force and effect.

**22. SEVERABILITY.** The Parties agree that if any provision of this Addendum or any other provision of this Addendum is found to be illegal, invalid, or unenforceable, it will not affect the legality, validity, or enforceability of the remaining provisions and all remaining provisions shall be enforced and enforceable to

the fullest extent permitted by law.

**23. No THIRD-PARTY BENEFICIARIES.** No third party, including without limitation any individual student, employee, or Program participant, is intended to be nor shall be deemed a third-party beneficiary of this Addendum.

**24. DEBARMENT.** By executing this Agreement, the Parties, certifies they are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded in the state or Federal department or agency.

Both Parties represent that they have full power, authority, and legal right to execute and carry out their respective obligations under this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Addendum as of the day and year first above written.

**READ and ACKNOWLEDGED**

---

Julie Hoff, PhD, MPH, RN                      Date  
Dean  
President’s Associates Presidential Professorship  
Fran & Earl Ziegler College of Nursing  
The University of Oklahoma Health Sciences Center

**APPROVED-AUTHORIZED SIGNATURES**

**The Board of Regents of the University of Oklahoma, Health Sciences Center**

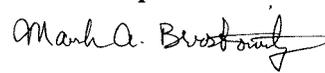
---

Brandt Wiskur, PhD, MSN                      Date  
Assistant Provost for Academic Affairs  
Office of Academic Affairs

**NEWCASTLE PUBLIC SCHOOL**

---

Authorized Signature                      Date  
  
Melanie Hau, Superintendent  
101 North Main  
NEWCASTLE, OK 73065  
405-387-6262

MEMORANDUM OF INSURANCE				Date Issued October 4, 2022	
<b>Producer</b> Mercer Consumer, a service of Mercer Health & Benefits Administration LLC P.O. Box 14576 Des Moines, IA 50306-3576 www.proliability.com			This memorandum is issued as a matter of information only and confers no rights upon the holder. This memorandum does not amend, extend or alter the coverages afforded by the Certificate listed below.		
<b>Insured</b> The Students of University of Oklahoma HSC College Of Nursing 1100 North Stonewall Avenue Oklahoma City, OK 73117			<b>Company Affording Coverage</b> Liberty Insurance Underwriters Inc.		
This is to certify that the Certificate listed below has been issued to the insured named above for the policy period indicated, not withstanding any requirement, term or condition of any contract or other document with respect to which this memorandum may be issued or may pertain, the insurance afforded by the Certificate described herein is subject to all the terms, exclusions and conditions of such Certificate. The limits shown may have been reduced by paid claims.					
Type of Insurance	Certificate Number	Effective Date	Expiration Date	Limits	
Professional Liability	AHV-101968012	10/01/2022	10/01/2023	Per Occurrence	\$1,000,000
				Aggregate	\$3,000,000
General Liability				Per Occurrence	
				Aggregate	
<b>Evidence of Insurance</b>					
<b>Memorandum Holder:</b>  The Students of University of Oklahoma HSC College Of Nursing 1100 North Stonewall Avenue Oklahoma City, OK 73117			Should the above described Certificate be cancelled before the expiration date thereof, the issuing company will endeavor to mail 30 days written notice to the Memorandum Holder named to the left, but failure to mail such notice shall impose no obligation or liability of any kind upon the company, its agents or representatives.		
			<b>Authorized Representative</b>  Mark Brostowitz Principal		



**AGREEMENT**  
February 16, 2023

**PERSON OR ENTITY PLACING ORDER:**

Name / Company	Mark Kasulis / MA+ Architecture		
Address	4000 Classen Blvd., Suite 100 N		
City, State, Zip	Oklahoma City, OK 73118		
Telephone	Office: 405-525-8806	Cell:	Fax: 405-525-8807
Email	<a href="mailto:markk@maplusarch.com">markk@maplusarch.com</a>		

**PERSON OR ENTITY RESPONSIBLE FOR PAYMENT ("CLIENT"):**

Name / Company			
Address			
City, State, Zip			
Telephone	Office:	Cell:	Fax:
Email			

**PROJECT NAME / DESCRIPTION:** Newcastle Elementary School Improvements, Newcastle, OK

**SCOPE OF SERVICES:** See Exhibit A

**FEES AND EXPENSES:**  See Exhibit B.  Describe: \_\_\_\_\_

**PAYMENT TERMS:**  30 days  Other: Within 30 days after receipt of invoice

**SRB PROJECT MANAGER:** Gary Noland, P.E. **EMAIL ADDRESS:** [gary.noland@srbok.com](mailto:gary.noland@srbok.com)

**ADDITIONAL TERMS**

For the consideration recited and mutual promises herein made, incorporating Page 1 as if set forth fully herein, the parties agree:

**1. Location of Underground Utilities.** The underground utilities shown on any plans or drawings produced or provided by SRB pursuant to this agreement have been located from field survey information, existing drawings, and other available information. SRB makes no guarantee that the underground utilities shown comprise all such utilities in the area, either in service or abandoned, or that the utilities shown are in the exact location indicated. SRB does not physically locate any underground utilities, therefore, unless otherwise expressly provided herein, SRB shall not be responsible for determining the exact location of any underground utilities. Client agrees that the contractor who performs the work shall be required to comply with all applicable statutes, ordinances, codes, rules, and regulations, and specifications regarding location of underground utilities, and shall be required to verify the accuracy of all measurements and the physical location of all underground utilities prior to commencing work or ordering materials.

**2. Default/Remedies; Lien.** Should either Party breach this agreement, the prevailing Party in any litigation shall have the right to recover all of such party's reasonable expenses and costs incurred by reason of such litigation, including, but not limited to, attorney's fees, court costs, and costs of suit preparation. Upon breach of this agreement by Client, Smith Roberts Baldischwiler, LLC ("SRB") may without notice or demand file a lien on the property for or upon which services have been performed and Client shall be responsible for all costs of filing, prosecution, and release of said lien, including but not limited to court costs, litigation costs, expenses, and attorneys' fees, in addition to any other remedies allowed by law.

**3. Miscellaneous.** In case any one or more of the provisions of this Agreement shall be invalid, illegal, or unenforceable in any respect, such provisions shall be adjusted rather than voided, if possible, in order to achieve the intent of the parties to this Agreement to the extent possible and in any event, the validity, legality, and enforceability of the remaining provisions contained herein shall not in any way be affected or impaired thereby. SRB may terminate this agreement upon thirty (30) days written notice to Client, and in such event SRB shall be entitled to payment for all sums due up until the effective date of termination. This Agreement shall be governed, construed and interpreted in accordance with the laws of the State of Oklahoma. Jurisdiction and Venue shall lie exclusively in the state and federal courts located Oklahoma County, Oklahoma. This Agreement is a final expression of the intent of the Parties and shall be modified only by a duly executed written instrument signed by both Parties. Failure to pursue any legal or equitable remedy or right available to a Party shall not constitute a waiver of such right, nor shall any such forbearance, failure or actual waiver imply or constitute waiver of subsequent default or breach. No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision of this Agreement or of any succeeding breach of the same provision. No delay in acting with regard to any breach of any provision of this Agreement shall be construed to be a waiver of such provision. Notwithstanding any other provision of this Agreement, neither party will be liable to the other for any punitive, indirect, special, consequential or incidental damages whatsoever, even if the parties were notified of the likelihood or possibility of such damages. The captions to the sections of this Agreement are for convenience only and shall not be considered or referred to in resolving questions of interpretation. This Agreement shall be binding upon the Parties hereto, their respective heirs, successors and assigns, but shall not be assigned by any party hereto without the written consent of the other party. This Agreement may be executed in counter parts, each of which will be deemed an original and all of which together will constitute one instrument.

**4. Progressive Billing / Late Payments.** Unless provided otherwise herein, all work in progress may be invoiced monthly and is due within thirty (30) days from date of invoice. All past due payments bear interest at the rate of 1.5% per month. If payments are past due, in addition to its right to collect, SRB may suspend work or refuse to deliver the work ordered.

**PERSON OR ENTITY  
PLACING ORDER**

**PERSON OR ENTITY  
RESPONSIBLE FOR PAYMENT**

\_\_\_\_\_  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Title: \_\_\_\_\_

\_\_\_\_\_  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Title: \_\_\_\_\_

**EXHIBIT A SCOPE OF SERVICES**

Newcastle Elementary School Improvements include the design work associated with widening the exiting asphalt loop road along the south side of the site to a three lane road, the new playground area, the outdoor classroom area, the work associated with the improvements to the existing north to south storm sewer system along the classroom buildings and the work associated with the new canopies at the entrance doors along the north side of the school buildings. This work will include developing two separate bid packages the first one being an early bid package consisting of the widening and improvements to the south loop road with the design and plans to be completed by March 15, 2023. The second bid package will include the remaining items to be improved at the elementary school site.

**Basic Design Services for each site (Civil Site Package) for each of the two bid packages:**

Site Dimensional Control Plan – This work shall include complete dimensional information for the establishment of horizontal control and location of buildings, sidewalks, and other proposed improvements.

Site Grading, Drainage and Paving Plan – This work shall include the site plan overlaid onto the topography with contours to establish the proposed grades, spot elevations, finished floor elevations, and drainage patterns.

Utility Plan – This work shall include the design and location of the new services for the private utilities to serve the facility. This doesn't include extending public utilities to the site. This work also includes coordination with the private utility companies to connect services to serve the new facility.

Site Detail Sheets - This work will include preparing all details for the Site Engineering work.

Specifications – This work will include the preparation of project specifications in a format acceptable to the Project Architect.

Erosion Control Plan – This work shall include the preparation of construction documents for work necessary to control erosion during construction to meet applicable EPA standards.

Misc. & Coordination with Owner & Architect - This work will include coordination with the Owner, Architect and other disciplines to complete the design for the Civil Site Package.

**Construction Phase:** During the Construction Phase, SRB will review the contractor's submittals, prepare any necessary change orders, prepare responses to any Request for Information, and make up to two (2) visits to the site during the construction process with the final site visit to include a punch list.

**ITEMS TO BE PROVIDED TO SMITH ROBERTS BALDISCHWILER, LLC**

This proposal is based upon the following items being provided to SRB:

- Site Plan in AUTOCAD Format
- Format requirements for project specifications

**ITEMS NOT INCLUDED**

The following items are not included in this proposal:

- Construction Staking
- Resident Inspection
- Extension of public utilities to the site
- Design Ready Topographical Survey
- Work related to site lighting
- Landscape/Irrigation Plans

**EXHIBIT B FEES & EXPENSES**

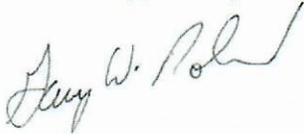
**Proposed Fee (Basic Services)**

The proposed fee for the civil engineering services as outlined is as follows.

Civil Site Packages for two separate bids	\$22,000.00
Construction Phase	<u>\$3,000.00</u>
<b>Total Fee</b>	<b>\$25,000.00</b>

Should the client require any of the above referenced additional services, they shall be provided at an agreed fee to be determined prior to the commencement of the services. All work shall be completed in accordance with the City development requirements, standards, and regulations. Reimbursable expenses such as permit fees, flow test on existing water lines, etc. will be forwarded with the invoice for reimbursement.

Submitted for approval by:



---

Gary W. Noland, P.E.  
Smith Roberts Baldischwiler, LLC



## Encumbrance Register

Options: Year: 2022-2023, Date Range: 2/3/2023 - 3/3/2023, PO Range: 418 - 9999, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount	
11	418	02/07/2023	47944	Amazon	Books with Library Allocation money	3,400.00	
				Books for 2/3 and 4/5 library	072-2199-641-000-0000-000-105	02/07/2023	3,400.00
11	419	02/07/2023	47944	Amazon	(723) Metal locking cabinet	500.00	
				Metal locking cabinet	723-2132-651-000-0000-000-105	02/07/2023	500.00
11	420	02/07/2023	344	CCOSA	OMLEA/OASSP Conference	498.00	
				(11) Registration for Atchley, Hampton for OMLEA/OASSP conference	000-2573-860-000-0000-000-050	02/07/2023	249.00
					000-2573-860-000-0000-000-505	02/07/2023	249.00
11	421	02/07/2023	47944	Amazon	Classroom Allowance	110.00	
				Darby Williams - 4th Grade - Classroom Allowance - \$110	031-1000-619-100-0000-000-105	02/07/2023	110.00
11	422	02/07/2023	51019	Teachers Pay Teachers	Classroom allowance	110.00	
				Teacher Pay Teacher curriculum enrichment. Will be used for 4 classrooms benefiting over 100 5th grade students. May be used yearly beginning 2022-2023 school year.	031-1000-619-100-0000-000-105	02/07/2023	110.00
11	423	02/07/2023	2858	Capital One/Walmart	classroom allowance	110.00	
				Rebecca Lairson 4th grade classroom allowance \$110	031-1000-619-100-0000-000-105	02/07/2023	110.00
11	424	02/07/2023	47944	Amazon	classroom allowance	50.00	
				Brandy Edelen 5th grade classroom allowance	031-1000-619-100-0000-000-105	02/07/2023	50.00
11	425	02/07/2023	1217	MARDEL EDUCATIONAL SUPPLY	classroom allowance	60.00	
				Brandy Edelen 5th grade classroom allowance	031-1000-619-100-0000-000-105	02/07/2023	60.00
11	426	02/09/2023	82583	KAISHA MATHIS	Per Diem for Travel Food/Drink and Incidentals	192.00	
				\$64 per day Per DiemDLAC Conference TravelAustin,TX 2/13-2/15	035-2575-930-000-0000-000-705	02/09/2023	192.00
11	427	02/09/2023	47944	Amazon	Classroom allowance	110.00	
				Jay ThomasElementary STEMClassroom Allowance	031-1000-619-100-0000-000-105	02/09/2023	110.00
11	428	02/09/2023	47944	Amazon	Classroom allowance	110.00	
				Kelsey Corbin Elementary PE Classroom allowance	031-1000-619-100-0000-000-105	02/09/2023	110.00
11	429	02/09/2023	47944	Amazon	Classroom Allowance	110.00	
				Kelly LabethArtClassroom Allowance	031-1000-619-100-0000-000-105	02/09/2023	110.00
11	430	02/09/2023	47944	Amazon	Classroom Allowance	110.00	
				Mike Allen, ABL, Classroom allowance	031-1000-619-100-0000-000-105	02/09/2023	110.00
11	431	02/09/2023	47944	Amazon	Classroom Supplies	110.00	
				Colleen Brumley Elementary Computers classroom allowance	031-1000-619-100-0000-000-105	02/09/2023	110.00
11	432	02/15/2023	82500	MELONIE R HAU	AASA Conference Travel Expenses	2,500.00	
				Travel Expenses for AASA Conference in San Antonio February 2023	000-2575-580-000-0000-000-050	02/15/2023	2,500.00
11	433	02/15/2023	8773	AEG PETROLEUM LLC	DEF Tank refill	553.50	
				DEF Tank refill	009-2740-612-000-0000-000-050	02/15/2023	553.50
11	434	02/15/2023	10028	Prosperity Bank	Thank You Notecards	150.00	
				Thank You Notecards (100)	000-2571-550-000-0000-000-050	02/15/2023	150.00

## Encumbrance Register

Options: Year: 2022-2023, Date Range: 2/3/2023 - 3/3/2023, PO Range: 418 - 9999, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	435	02/15/2023	470	Jostens, Inc.	(563) JOM Cap and Gown for Seniors (27)	1,169.10
			(563) JOM Cap and Gown for Seniors (27)	563-2490-619-000-0000-000-705	02/15/2023	1,169.10
11	436	02/15/2023	82583	KAISHA MATHIS	(541) Reimbursement for Travel - AASA Conference	128.00
			(541) Reimbursement for Travel Expenses AASA Conference Travel San Antonio, TX 2/15-2/18	541-2573-582-000-0000-000-705	02/15/2023	128.00
11	437	02/15/2023	47944	Amazon	Classroom Allowance	110.00
			Storage containers, file folders, play doh, math scale, etc	031-1000-619-100-0000-000-110	02/15/2023	110.00
11	438	02/15/2023	82779	TODD GOOLSBY	Mileage Reimbursement	1,000.00
			Mileage Reimbursement	015-2575-930-000-0000-000-705	02/15/2023	1,000.00
11	439	02/15/2023	264	Copelin's Office Center	Classroom Allowance	110.00
			Classroom Allowance	031-1000-619-100-0000-000-105	02/15/2023	110.00
11	440	02/15/2023	47944	Amazon	supply to teach cyanotype process	50.00
			25 Pack, 1 Inch, Sponge Brushes for Painting(\$5) Jacquard Cyanotype Sensitizer Set(\$15) sticky tac to display artwork in the halls (\$30)	021-1000-619-100-1170-000-705	02/15/2023	50.00
11	442	02/15/2023	47944	Amazon	window covers for glass room by foyer	276.00
			Privacy window covers	000-2199-651-000-0000-000-505	02/15/2023	276.00
11	443	02/15/2023	47944	Amazon	Instructional Materials - Calculators	300.00
			Instructional materials - calculators - needed for state testing.	023-1000-619-100-0000-000-105	02/15/2023	300.00
11	444	02/20/2023	2858	Capital One/Walmart	Classroom Allowance	110.00
			Classroom Allowance	031-1000-619-100-0000-000-505	02/20/2023	110.00
11	445	02/20/2023	2858	Capital One/Walmart	Classroom Allowance	110.00
			Classroom Allowance	031-1000-619-100-0000-000-505	02/20/2023	110.00
11	446	02/20/2023	2858	Capital One/Walmart	Classroom Allowance	110.00
			Classroom allowance	031-1000-619-100-0000-000-505	02/20/2023	110.00
11	447	02/20/2023	264	Copelin's Office Center	Classroom Allowance	60.00
			Classroom Allowance	031-1000-619-100-0000-000-505	02/20/2023	60.00
11	448	02/20/2023	978	Office Depot	Classroom Allowance	50.00
			Classroom Allowance	031-1000-619-100-0000-000-505	02/20/2023	50.00
11	449	02/20/2023	47944	Amazon	Classroom Allowance	110.00
			Classroom Allowance	031-1000-619-100-0000-000-505	02/20/2023	110.00
11	450	02/20/2023	47944	Amazon	Classroom Allowance	110.00
			Classroom Allowance	031-1000-619-100-0000-000-505	02/20/2023	110.00
11	451	02/20/2023	47944	Amazon	Classroom Allowance	110.00
			Classroom Allowance	031-1000-619-100-0000-000-505	02/20/2023	110.00
11	452	02/20/2023	47944	Amazon	(518) Supplemental Materials	433.74
			(518) Supplemental materials for Bison Creek	518-1000-619-429-0000-000-705	02/20/2023	433.74
11	453	02/20/2023	47944	Amazon	Classroom Allowance	110.00
			Classroom Allowance	031-1000-619-100-0000-000-705	02/20/2023	110.00

## Encumbrance Register

Options: Year: 2022-2023, Date Range: 2/3/2023 - 3/3/2023, PO Range: 418 - 9999, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	454	02/20/2023	47944	Amazon	Classroom Allowance	110.00
	Classroom Allowance		031-1000-619-100-0000-000-505		02/20/2023	110.00
11	455	02/20/2023	47886	FRIENDS OF THE METROPOLITAN LIBRARY	Books	500.00
	Library books		074-2199-641-000-0000-000-705		02/20/2023	500.00
11	456	02/20/2023	8317	PROSPERITY BANK (WEBSTAURANT STORE)	Nemco 56028 & 56029 parts	397.42
	Add to PO # 456 for Taylor 8791 TempRite Dishwasher Plate Thermometer		000-3140-617-700-0000-000-705		02/21/2023	163.88
	Nemco 56028 Replacement Gripper for 56050-1 Manual Can Opener.		018-3140-617-700-0000-000-705		02/20/2023	42.90
	Add to PO # 456 amount of shipping and handling.		000-3140-617-700-0000-000-705		02/21/2023	10.00
	Nemco 56029 CanPRO Replacement Cutter		018-3140-617-700-0000-000-705		02/20/2023	32.45
	Regency 5" heavy duty Swivel Casters - set of 4		018-3140-617-700-0000-000-705		02/20/2023	126.99
	Shipping and freight costs		018-3140-617-700-0000-000-705		02/20/2023	21.20
11	457	02/20/2023	8385	SCHOOL NUTRITION ASSOC OF OKLAHOMA	SNA of Oklahoma Conference	105.00
	Registration for SNA of Oklahoma Leadership Conference		018-3180-860-700-0000-000-705		02/20/2023	105.00
11	458	02/20/2023	10028	Prosperity Bank	Hotel Reservation for SNA of OK Conference	164.17
	One night stay at Hotel for SNA of Oklahoma Conference in Tulsa Ok. @ 17 West Hotel		018-3180-860-700-0000-000-705		02/20/2023	114.17
	Hotel Deposit - Refundable		018-3180-860-700-0000-000-705		02/20/2023	50.00
11	459	02/21/2023	8894	Sharon Kay Roberts	(563) JOM Graduation Gifts	540.00
	(563) JOM Graduation Gifts		563-2199-682-000-0000-000-705		02/21/2023	540.00
11	460	02/21/2023	51332	PB/DJ Vanas	(563) JOM Graduation Gifts/Books	325.00
	(563) Tiny Warrior Books (27) JOM Graduation gifts for SeniorsShipping included		563-2199-682-000-0000-000-705		02/21/2023	325.00
11	461	02/21/2023	47944	Amazon	Decorations for National Breakfast Week	74.23
	Streamers, Table toppers and table cloth.		000-3140-617-700-0000-000-705		02/21/2023	68.89
	Add to PO #11-461 for shipping cost		000-3140-617-700-0000-000-705		02/22/2023	5.34
11	462	02/21/2023	47944	Amazon	Classroom Allowance	110.00
	Classroom Allowance		031-1000-619-100-0000-000-505		02/21/2023	110.00
11	463	02/21/2023	47944	Amazon	Classroom Allowance	110.00
	Robin LasakCounselor/ SEL TeacherClassroom Allowance		031-1000-619-100-0000-000-105		02/21/2023	110.00
11	464	02/22/2023	5050	OCCUPATIONAL HEALTH CENTERS	BUS DRIVER PHYSICAL	500.00
	BUS DRIVER PHYSICAL		009-2720-336-000-0000-000-050		02/22/2023	500.00
11	465	02/22/2023	2766	CDW LLC	(723) 2 Dell Laptops Quote #1C9SDFK	4,000.00
	(723) 2 Laptops		723-2132-600-000-0000-000-050		02/22/2023	4,000.00

## Encumbrance Register

Options: Year: 2022-2023, Date Range: 2/3/2023 - 3/3/2023, PO Range: 418 - 9999, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	466	02/22/2023	51570	CAPP Promotional, Inc	Internship partner window stickers	98.00
			000-2199-619-000-0000-000-705		02/22/2023	98.00
				Window stickers for internship partners		
11	467	02/22/2023	9308	XAP Corporation	SIS add on to ICAP	500.00
			000-1000-346-100-0000-000-705		02/22/2023	500.00
				SIS add on to ICAP/okcollegestart		
11	468	02/22/2023	47944	Amazon	Retekess microphone and receiver	84.19
			000-1000-619-239-0000-000-110		02/23/2023	8.21
				Increase in PO 2023-11-468. Original requisition did not include shipping costs		
			000-1000-619-239-0000-000-110		02/22/2023	29.99
				Retekess T131receiver with ear phone		
			000-1000-619-239-0000-000-000		02/22/2023	45.99
				Retekess lavalier microphone		
11	469	02/23/2023	82446	ADAM G HULL	Travel for Career Pathways	2,350.00
			000-2410-930-000-0000-000-705		02/28/2023	700.00
				Please increase request 3850 by \$700 due to price increase. This trip is for Career Pathways school visits and professional learning. This is for flight, hotel, and car rental.		
			000-2410-930-000-0000-000-705		02/23/2023	1,650.00
				This trip is for Career Pathways school visits and professional learning. This is for flight, hotel, and car rental.		
11	470	02/23/2023	4577	APPLE, INC.	(723) 2 Ipads. Proposal # 2111067884.	3,000.00
			723-2132-653-000-0000-000-050		02/23/2023	3,000.00
				(723) 2 Ipads with folio keyboard case		
11	471	02/27/2023	10028	Prosperity Bank	(552) Registration for ACRES Conference	1,650.00
			552-2213-860-497-0000-000-110		02/27/2023	1,100.00
			552-2573-860-497-0000-000-110		02/27/2023	550.00
				(552) ACRES conference on March 9-March 11 2023. Attendees are Jennifer Rosenbloom, Twyla Taylor, and Julie Haskins. \$550.00/per persons registration.		
11	472	02/27/2023	82173	JENNIFER ROSENBLOOM	(552)Travel Expenses for ACRES in Pittsburgh	1,700.00
			552-2573-582-497-0000-000-110		02/27/2023	1,700.00
				(552) Expenses to include airfare, hotel, meals, and uber/taxi rides while in Pittsburgh for the ACRES conference.		
11	473	02/27/2023	82544	TWYLA TAYLOR	Conference Expenses for ACRES in Pittsburgh (552)	1,700.00
			552-2213-582-497-0000-000-110		02/27/2023	1,700.00
				(552) Expenses to include airfare, hotel, meals, and uber/taxi rides while in Pittsburgh for the ACRES conference.		
11	474	02/27/2023	82359	JULIE A HASKINS	Conference Expenses for ACRES in Pittsburgh (552)	1,700.00
			552-2213-582-497-0000-000-110		02/27/2023	1,700.00
				(552) Expenses to include airfare, hotel, meals, and uber/taxi rides while in Pittsburgh for the ACRES conference.		
11	475	02/28/2023	51460	Chance Scott	BPA SLC Hotel and Expenses Reimbursement	861.00
			412-1000-580-316-8100-000-705		02/28/2023	361.00
			412-1000-580-316-8100-000-705		02/28/2023	500.00
				Hotel Expenses		

## Encumbrance Register

Options: Year: 2022-2023, Date Range: 2/3/2023 - 3/3/2023, PO Range: 418 - 9999, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	476	02/28/2023	33315	J & W Tire	2 Driver tires for N15	1,500.00
					2 Driver tires for N15	1,500.00
			009-2740-439-000-0000-000-050		02/28/2023	1,500.00
11	477	02/28/2023	82814	JEFFREY BOWEN DUNCAN	SLC Hotel and M&IE Reimbursement	761.00
					BMITE SLC Tulsa, Ok March 6-8 2023Hotel Expense \$361.00M&IE up to \$400.00	761.00
			412-1000-580-316-8100-000-705		02/28/2023	761.00
11	478	02/28/2023	348	PERMA BOUND BOOKS	Books	600.00
					Books	600.00
			074-2199-641-000-0000-000-705		02/28/2023	600.00
11	479	03/02/2023	47944	Amazon	classroom allowance	110.00
					Classroom Allowance:Classroom supplies, manipulatives, Math Manipulatives, NO TECHNOLOGY	110.00
			031-1000-619-100-0000-000-105		03/02/2023	110.00
11	480	03/02/2023	2858	Capital One/Walmart	Classroom Allowance	110.00
					Classroom supplies	110.00
			031-1000-619-100-0000-000-705		03/02/2023	110.00
11	481	03/02/2023	51660	American Indian Cultural Ctr Founda	(561) Registration for Summer Camp (25 students)	4,500.00
					(561) Registration for Native American students to attend summer camp at the First American Museum in June 2023. (25 students)	4,500.00
			561-2199-810-000-0000-000-050		03/02/2023	4,500.00
11	482	03/02/2023	33892	Oklahoma Schools Insurance Group	Insurance Football Turf	155.00
					Insurance Football Turf/Turf Machine	155.00
			000-2620-523-000-0000-000-050		03/02/2023	155.00
11	483	03/02/2023	33892	Oklahoma Schools Insurance Group	Property Insurance Modular Classroom	427.00
					Property Insurance Multiple Modular Classrooms	427.00
			000-2620-523-000-0000-000-050		03/02/2023	427.00
11	484	03/02/2023	2858	Capital One/Walmart	Classroom and office suplies.	110.00
					Classroom and office supplies.	110.00
			031-1000-619-100-0000-000-705		03/02/2023	110.00
11	485	03/02/2023	47944	Amazon	Classroom Allowance	110.00
					Classroom allowance	110.00
			031-1000-619-100-0000-000-505		03/02/2023	110.00
11	486	03/02/2023	267	School Specialty LLC	Test prep 3rd grade ELA/Math	100.00
					Oklahoma Buckle Down 3rd grade test prep. 3 ELA and 3 Math.	100.00
			023-1000-614-100-0000-000-105		03/02/2023	100.00
11	487	03/02/2023	2858	Capital One/Walmart	Increase PO 11-444"	0.13
					increase	0.13
			031-1000-619-100-0000-000-505		03/02/2023	0.13
11	488	03/02/2023	51019	Teachers Pay Teachers	Classroom Allowance	70.94
					Classroom Allowance	70.94
			031-1000-619-100-0000-000-105		03/02/2023	70.94
11	489	03/02/2023	2858	Capital One/Walmart	Classroom allowance	48.00
					Classroom allowance Alisha Hayes 4th gradesupplies, no technology	48.00
			031-1000-619-100-0000-000-105		03/02/2023	48.00
11	490	03/02/2023	2858	Capital One/Walmart	School supplies	60.00
					Glue, cardstock, file folders, cap erasers etc.	60.00
			031-1000-619-100-0000-000-505		03/02/2023	60.00
11	491	03/02/2023	348	PERMA BOUND BOOKS	books-MS library allocation	3,140.00
					Books for MS library allotment	3,140.00
			073-2199-641-000-0000-000-505		03/02/2023	3,140.00
11	492	03/02/2023	284	DEMCO, INC.	library supplies/allocation	405.00
					library supplies for book circulation	405.00
			073-2199-641-000-0000-000-505		03/02/2023	405.00
11	493	03/02/2023	2858	Capital One/Walmart	Classroom Allowance	110.00
					Classroom allowance	110.00
			031-1000-619-100-0000-000-505		03/02/2023	110.00

Encumbrance Register

Options: Year: 2022-2023, Date Range: 2/3/2023 - 3/3/2023, PO Range: 418 - 9999, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
					<b>Non-Payroll Total:</b>	<b>\$46,136.42</b>
					<b>Payroll Total:</b>	<b>\$0.00</b>
					<b>Balance Forward:</b>	<b>\$576.00</b>
					<b>Report Total:</b>	<b>\$46,712.42</b>

## Change Order Listing

**Options:** Fund: General Fund, Year: 2022-2023, ReferenceDate: PO Date, Date Range: 2/3/2023 - 3/3/2023, PO Range: 1 - 417, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
14	07/01/2022	47944	Amazon	Classroom Allowance Supplies	2,500.00
	Increase PO #11-14	031-1000-619-100-0000-000-110		02/09/2023	2,500.00
37	07/01/2022	1722	Midstate Traffic Control, Inc.	School Zone Lights - Programming	237.60
	Increase PO #11-37 for programming update	000-2660-430-000-0000-000-705		02/13/2023	237.60
81	07/01/2022	1191	Hiland Dairy Foods Company LLC	Cafeteria Milk Purchases	32,000.00
	Increase PO to cover SY 2022-23 milk purchases.	000-3150-630-700-0000-000-705		02/08/2023	32,000.00
84	07/01/2022	8394	US Foods	Cafeteria Food Purchases	150,000.00
	Increase PO for further food purchases for SY22-23.	000-3150-630-700-0000-000-705		02/08/2023	150,000.00
202	08/31/2022	47944	Amazon	Supplies for Art and STEM	-21.10
	Art and STEM supplies for classrooms	024-1000-619-100-0000-000-110		08/31/2022 02/16/2023	-21.10
203	08/31/2022	47944	Amazon	New Teacher Supplies	-73.32
	Additional supplies need for new teachers.	023-2575-619-000-0000-000-105		08/31/2022 02/14/2023	-73.32
209	09/06/2022	47944	Amazon	Secretary/Registrar Office Supplies	-1.23
	Office supplies for 3 secretaries and a registrar.	023-2410-619-000-0000-000-105		09/06/2022 02/14/2023	-1.23
227	09/13/2022	47944	Amazon	Replacement Walkie Talkie Charger Base	-4.02
	Replacement Walkie Talkie Base for 5th Grade Principal.	023-2410-619-000-0000-000-105		09/13/2022 02/14/2023	-4.02
257	09/26/2022	4454	LABELS DIRECT INC.	Labels for Raptor printer	-50.00
	Label refills for Lower and Upper Elementary Raptor (check in system) printers.	023-2410-619-000-0000-000-105		09/26/2022 02/14/2023	-50.00
295	10/19/2022	47944	Amazon	Classroom allowance	-110.00
	classroom allowance - speakers for computer & little spot of emotions book set for SEL	031-1000-619-100-0000-000-105		10/19/2022 02/06/2023	-110.00
316	10/27/2022	47944	Amazon	Classroom Allowance	-110.00
	Classroom Supplies	031-1000-619-100-0000-000-505		10/27/2022 02/06/2023	-110.00
330	11/08/2022	51627	Pro-Vision Solutions LLC	(795) Bus Cameras - 17 buses	3,500.00
	(795) Increase PO #330 for additional installation cost on new buses.	795-2720-653-000-0000-000-050		02/14/2023	3,500.00
392	01/11/2023	10028	Prosperity Bank	Luncheon for Principal's Meeting	-0.02
	Luncheon for Principal's Meeting	000-2575-682-000-0000-000-050		01/11/2023 02/08/2023	-0.02
396	01/11/2023	47944	Amazon	Office Supplies	-4.06
	Items for workroom and office	024-2410-619-000-0000-000-110		01/11/2023 02/08/2023	-4.06
408	01/19/2023	2230	School Nurse Supply	(723) Medical/nursing supplies	13,000.00
	(723) Increase PO # 11-408	723-2132-616-000-0000-000-105		02/20/2023	3,250.00
		723-2132-616-000-0000-000-110		02/20/2023	3,250.00
		723-2132-616-000-0000-000-505		02/20/2023	3,250.00
		723-2132-616-000-0000-000-705		02/20/2023	3,250.00
416	01/26/2023	47944	Amazon	(080) Kid Zone door bell purchase	5.99
	Price increase to cover shipping costs to order	080-2620-651-000-0000-000-110		02/07/2023	5.99

<b>Non-Payroll Total:</b>	<b>\$200,869.84</b>
<b>Payroll Total:</b>	<b>\$0.00</b>
<b>Report Total:</b>	<b>\$200,869.84</b>

## Change Order Listing

**Options:** Fund: General Fund, Year: 2022-2023, ReferenceDate: PO Date, Date Range: 2/3/2023 - 3/3/2023, PO Range: 1 - 417, Include Negative Changes: True

**Project Totals**

000	NON-CATEGORICAL	182,237.58
023	ES BUDGET	-128.57
024	ECC BUDGET	-25.16
031	CLASSROOM ALLOWANCE	2,280.00
080	Kid Zone	5.99
723	OK SCHLS COVID-19 PREVENTION	13,000.00
795	ARP (ESSER III)	3,500.00

**Unit Totals**

050	DISTRICTWIDE	3,499.98
105	ELEMENTARY SCHOOL	3,011.43
110	EARLY CHILDHOOD	5,730.83
505	MIDDLE SCHOOL	3,140.00
705	HIGH SCHOOL	185,487.60

## Encumbrance Register

Options: Year: 2022-2023, Date Range: 3/3/2023 - 3/6/2023, PO Range: 494 - 999, Fund Codes: 11

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
11	494	03/06/2023	10028	Prosperity Bank	(412-Morgan) OYE Expenses	600.00
				Lodging	412-1000-580-311-0000-000-705	600.00
11	495	03/06/2023	82832	JONATHAN ATCHLEY	Career Pathways school visits	2,350.00
				Career Pathways school visits and professional development. This is to cover flights, hotel, and car rental.	000-2575-930-000-0000-000-050	2,350.00
11	496	03/06/2023	82832	JONATHAN ATCHLEY	(541) AASA Conference reimbursement	2,944.74
				AASA conference registration, travel reimbursement, hotel reimbursement	541-2573-580-000-0000-000-050	1,869.74
					541-2573-860-000-0000-000-050	1,075.00
11	497	03/06/2023	47944	Amazon	Special Education Fundraiser	100.00
				Special Education Fundraiser- Easter Eggs and Candy	000-2199-682-239-0000-000-505	100.00
11	498	03/06/2023	80928	BRANDON MORGAN	(412-Morgan) OYE Per Diem	512.00
				March 8- \$48March 9- \$48March 10- \$48March 11- \$48March 12- \$48March 13- \$48March 14- \$64March 15- \$64March 16- \$48March 17- \$48	412-2575-580-311-0000-000-705	512.00
11	499	03/06/2023	8399	OKLAHOMA APPAREL LLC	Special Olympics Shirts	300.00
				Special Olympics Shirt being ordered through Oklahoma Apparel for our Special Olympics team events.	000-2199-682-239-0000-000-505	300.00
11	500	03/06/2023	47944	Amazon	Special Olympics Gear	80.00
				Special Olympics Gear	000-2199-619-239-0000-000-505	80.00

<b>Non-Payroll Total:</b>	<b>\$6,886.74</b>
<b>Payroll Total:</b>	<b>\$0.00</b>
<b>Balance Forward:</b>	<b>\$0.00</b>
<b>Report Total:</b>	<b>\$6,886.74</b>

## Encumbrance Register

Options: Year: 2022-2023, Date Range: 2/3/2023 - 3/3/2023, PO Range: 154 - 9999, Fund Codes: 21

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
21	154	02/15/2023	51336	Coryell Roofing & Construction Inc.	Re-roofs due to hail damage	2,827,907.29
				Increase PO 21-154 for remaining contracted amount	090-4720-728-000-0000-000-050 02/16/2023	1,263,260.54
				Re-roofs district buildings due to hail damage	090-4720-728-000-0000-000-050 02/15/2023	1,564,646.75
21	155	02/15/2023	154	Donnie R Wynne	Lawn Chemicals	2,000.00
				Lawn Chemicals	011-2630-618-000-0000-000-050 02/15/2023	2,000.00
21	156	02/23/2023	8317	PROSPERITY BANK (WEBSTAIRANT STORE)	Ice Machine for HS New Gym	4,500.00
				Manitowoc RNP0320A-161 ice machine to replace inoperable Manitowoc RN0408A ice machine in High School New Gym Equipment Room plus shipping	000-2620-651-000-0000-000-705 02/23/2023	4,500.00
21	157	02/27/2023	8943	American Water Solutions LLC	Water line split.	1,500.00
				Water line repairs	011-2620-618-000-0000-000-105 02/27/2023	1,500.00
21	158	02/28/2023	2169	STREETS LLC	ECC, WSHP Ground Source Pump Service	1,000.00
				Labor to inspect & service the groundsource loop pump motors/variable frequency drives/pumps, and boiler for the water source heat pump system at ECC	010-2620-435-000-0000-000-110 02/28/2023	1,000.00

<b>Non-Payroll Total:</b>	<b>\$2,836,907.29</b>
<b>Payroll Total:</b>	<b>\$0.00</b>
<b>Balance Forward:</b>	<b>\$5,082.00</b>
<b>Report Total:</b>	<b>\$2,841,989.29</b>

Change Order Listing

Options: Fund: Building Fund, Year: 2022-2023, ReferenceDate: PO Date, Date Range: 2/3/2023 - 3/3/2023, PO Range: 1 - 153, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
30	07/12/2022	47944	Amazon	Supplies for Maintenance Department	1,000.00
				Supplies for Maintenance Department	1,000.00
				Supplies for Maintenance Department	-238.18
				Supplies for Maintenance Department	-19.98
				Supplies for Maintenance Department	-68.25
				Supplies for Maintenance Department	-78.88
				Supplies for Maintenance Department	-324.16
				Supplies for Maintenance Department	-95.96
				Supplies for Maintenance Department	-34.57
				Supplies for Maintenance Department	-42.98
				Supplies for Maintenance Department	-97.04
				Supplies for Maintenance Department	19.98
				Supplies for Maintenance Department	78.88
				Supplies for Maintenance Department	97.04
				Supplies for Maintenance Department	34.57
				Supplies for Maintenance Department	42.98
				Supplies for Maintenance Department	238.18
				Supplies for Maintenance Department	95.96
				Supplies for Maintenance Department	68.25
				Supplies for Maintenance Department	324.16
				District purchases	-115.80
				District purchases	-32.88
				District purchases	-24.28
				District purchases	-27.86
				District purchases	-269.94
				District purchases	-60.31
				District purchases	-273.34
				District purchases	-195.59
				District purchases	32.88
				District purchases	195.59
				District purchases	60.31
				District purchases	24.28
				District purchases	115.80
				District purchases	269.94
				District purchases	27.86
				District purchases	273.34
37	07/12/2022	2105	Lowe's Business Account	Supplies for Maintenance Department	1,000.00
				Water leak, block and trim repair supplies	1,000.00
				Supplies for Maintenance Department	-131.36
				Supplies for Maintenance Department	-868.64
				Supplies for Maintenance Department	868.64
				Supplies for Maintenance Department	131.36
				Maintenance purchases on open P.O.	-1,306.42
				Maintenance purchases on open P.O.	-686.02
				Maintenance purchases on open P.O.	-507.56
				Maintenance purchases on open P.O.	507.56
				Maintenance purchases on open P.O.	686.02
				Maintenance purchases on open P.O.	1,306.42

## Change Order Listing

**Options:** Fund: Building Fund, Year: 2022-2023, ReferenceDate: PO Date, Date Range: 2/3/2023 - 3/3/2023, PO Range: 1 - 153, Include Negative Changes: True

PO No	Date	Vendor No	Vendor	Description	Amount
39	07/12/2022	48109	Ace of Newcastle LLC	Supplies for Maintenance Department	800.00
		011-2620-618-000-0000-000-705		Replenish funds from spending on Ice melt.	800.00
47	07/12/2022	9305	Clayton J. White	Alarm Repairs / Service Calls	1,000.00
		012-2670-438-000-0000-000-705		Fire System Repairs	1,000.00
50	07/12/2022	603	Treat's Janitorial Supply	Custodial Equipment Repairs / Parts	1,500.00
		014-2620-439-000-0000-000-050		Repairs and parts	1,500.00
146	01/12/2023	2613	BSN Sports LLC	Weight Lifting Rubber Mats	39.00
		019-2199-651-000-0000-000-705		Increase for shipping cost PO#21-146	39.00
<b>Non-Payroll Total:</b>					<b>\$5,339.00</b>
<b>Payroll Total:</b>					<b>\$0.00</b>
<b>Report Total:</b>					<b>\$5,339.00</b>

## Project Totals

011	Maintenance - General	2,800.00
012	Fire/ Safety/ Security - Joe	1,000.00
014	Custodial	1,500.00
019	Athletics GF Expenses	39.00

## Unit Totals

050	DISTRICTWIDE	5,000.00
705	HIGH SCHOOL	339.00

Encumbrance Register

Options: Year: 2022-2023, Date Range: 3/3/2023 - 3/6/2023, PO Range: 159 - 999, Fund Codes: 21

Fund	PO No	Date	Vendor No	Vendor	Description	Amount
21	159	03/06/2023	51271	Certified Commercial Restoration	ECC Water Cleanup & Repairs	27,347.71
				Water extraction and repairs.	03/06/2023	27,347.71
				011-2620-437-000-0000-000-110		
<b>Non-Payroll Total:</b>						<b>\$27,347.71</b>
<b>Payroll Total:</b>						<b>\$0.00</b>
<b>Balance Forward:</b>						<b>\$0.00</b>
<b>Report Total:</b>						<b>\$27,347.71</b>

## Encumbrance Register

Options: Year: 2022-2023, Date Range: 2/3/2023 - 3/3/2023, PO Range: 55 - 9999, Fund Codes: 39

Fund	PO No	Date	Vendor No	Vendor	Description	Amount	
39	55	02/07/2023	8311	BYTESPEED LLC	Bytespeed Caching Server Support (E-Rate)	3,204.00	
				22-23 Bytespeed Caching Server Support (E-Rate) Full Price \$3,204.00, \$1,922.40 paid by E-Rate to Bytespeed, \$1,281.60 paid by NPS, FRN2299053394, Form 471 #221036098	000-2580-653-000-0000-000-050	02/07/2023	3,204.00
39	56	02/15/2023	51653	Sigma Technology Fund LLC	E-Rate Management Services	3,950.00	
				E-Rate Management Services	000-2340-300-000-0000-000-050	02/15/2023	3,950.00
39	57	02/22/2023	2766	CDW LLC	HP LaserJet Pro MFP 3101fdw	770.96	
				HP LaserJet Pro MFP 3101fdw - multifunction printer -BW	000-2511-653-000-0000-000-050	02/22/2023	770.96
<b>Non-Payroll Total:</b>						<b>\$7,924.96</b>	
<b>Payroll Total:</b>						<b>\$0.00</b>	
<b>Balance Forward:</b>						<b>\$0.00</b>	
<b>Report Total:</b>						<b>\$7,924.96</b>	

**Newcastle Public Schools  
Payroll Summary  
March 7th, 2023**

Monthly Payroll (2/23/2023)	\$1,382,595.60
Extra Duty Payroll (3/09/2023)	\$31,543.72



# NEWCASTLE PUBLIC SCHOOLS

## Purpose of Activity Fund Account

Original  
 Amended

Account Name: Track and Field Account #: 823 Site #: 705

### Scheduled Fundraising Events:

<i>Description</i>	<i>Month Planned</i>
<u>racer cards</u>	<u>September/October</u>
<u>lift-a-thon/jog-a-thon/cookout</u>	<u>March</u>
<u>summer camp</u>	<u>July</u>

### General Revenue: (Indicate Amended Items with an "\*\*")

Donations are automatically approved. List other methods of generating revenue:

racer cards, jog-a-thon, working at sonic/other restaurants\*, lift-a-thon\*, cookout, summer camp, bake sale, cookie dough sale, clothing sale, car wash,

### Expenditures: (How the revenue will be spent) (Indicate Amended items with a "\*\*")

uniforms, clothing, equipment, hotels, banquet expenses (food, plates, utensils, decorations) entry fees, senior gifts, awards, plaques, gift cards, coolers, tarps, tents

Jayson Haggerty

Sponsor Name

Jayson Haggerty  
Sponsor Signature

Supervisor Signature if Applicable  
(Principal or Athletic Director)

2/20/2023

Date Submitted

22-23

School Year

Shasta Smith  
Activity Fund Custodian Signature

[Signature]  
Chief Financial Officer Signature

Date Approved by Board of Education

## Newcastle Public School

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 1/31/2022

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Fund - 11 General Fund						
Series - 1000						
Source - 1120 Ad Valorem (Prior Years)	\$0.00	\$76,966.90	\$0.00	\$76,966.90	N/A	\$6,418.57
Source - 1130 Revenue in Lieu of Taxes	\$0.00	\$374.69	\$0.00	\$374.69	N/A	\$0.00
Source - 1190 OTHER TAXES	\$0.00	\$2,395.39	\$0.00	\$2,395.39	N/A	\$0.00
Source - 1260 EXTENDED SCHOOL CARE	\$0.00	\$33,000.00	\$0.00	\$33,000.00	N/A	\$11,000.00
Source - 1300 Earnings on Investments	\$1,971.77	\$546.66	\$1,971.77	\$546.66	27.72%	\$96.10
Source - 1410 Rental - School Facilities	\$0.00	\$100.00	\$0.00	\$100.00	N/A	\$0.00
Source - 1420 RENTAL NOT SCHOOL FACILITIES	\$0.00	\$3,460.00	\$0.00	\$3,460.00	N/A	\$0.00
Source - 1460 COMMISSIONS	\$0.00	\$13.72	\$0.00	\$13.72	N/A	\$0.00
Source - 1500 Reimbursements	\$0.00	\$18,422.35	\$0.00	\$18,422.35	N/A	\$495.00
Source - 1600 Misc Local Revenue	\$0.00	\$195,895.63	\$0.00	\$195,895.63	N/A	\$15,501.84
<b>Series - 1000 Total</b>	<b>\$1,971.77</b>	<b>\$331,175.34</b>	<b>\$1,971.77</b>	<b>\$331,175.34</b>	<b>16795.84%</b>	<b>\$33,511.51</b>
Series - 2000						
Source - 2100 County 4 Mil	\$380,700.00	\$336,631.66	\$44,068.34	\$0.00	88.42%	\$197,054.44
Source - 2200 County Mortgage	\$149,000.00	\$107,261.35	\$41,738.65	\$0.00	71.99%	\$8,005.40
<b>Series - 2000 Total</b>	<b>\$529,700.00</b>	<b>\$443,893.01</b>	<b>\$85,806.99</b>	<b>\$0.00</b>	<b>83.80%</b>	<b>\$205,059.84</b>
Series - 3000						
Source - 3110 Gross Production	\$427,000.00	\$601,139.47	\$0.00	\$174,139.47	140.78%	\$112,129.78
Source - 3120 Motor Vehicle	\$839,000.00	\$665,368.57	\$173,631.43	\$0.00	79.30%	\$91,088.85
Source - 3130 Rural Electric	\$196,000.00	\$153,484.77	\$42,515.23	\$0.00	78.31%	\$20,552.92
Source - 3140 School Land	\$292,900.00	\$199,914.49	\$92,985.51	\$0.00	68.25%	\$50,009.73
Source - 3150 Vehicle Tax	\$0.00	\$3,346.43	\$0.00	\$3,346.43	N/A	\$571.68
Source - 3210 State Aid	\$5,381,324.71	\$3,521,197.40	\$1,860,127.31	\$0.00	65.43%	\$1,045,788.03
Source - 3250 Flex Benefit Allowance	\$1,522,208.00	\$901,132.52	\$621,075.48	\$0.00	59.20%	\$150,188.75
Source - 3412 National Board Cert Teacher	\$0.00	\$14,400.00	\$0.00	\$14,400.00	N/A	\$14,400.00
Source - 3415 READING SUFFICIENCY	\$0.00	\$40,236.90	\$0.00	\$40,236.90	N/A	\$0.00
Source - 3420 State Textbook	\$203,432.60	\$208,394.44	\$0.00	\$4,961.84	102.44%	\$4,961.84
Source - 3650 TSET Grants	\$0.00	\$5,000.00	\$0.00	\$5,000.00	N/A	\$0.00
Source - 3811 Career Tech Salary	\$61,355.00	\$8,260.00	\$53,095.00	\$0.00	13.46%	\$0.00
Source - 3812 Career Tech Program	\$0.00	\$22,414.00	\$0.00	\$22,414.00	N/A	\$0.00
<b>Series - 3000 Total</b>	<b>\$8,923,220.31</b>	<b>\$6,344,288.99</b>	<b>\$2,843,429.96</b>	<b>\$264,498.64</b>	<b>71.10%</b>	<b>\$1,489,691.58</b>
Series - 4000						
Source - 4140 Title V - Indian Ed	\$66,077.00	\$48,113.66	\$17,963.34	\$0.00	72.81%	\$11,301.48
Source - 4210 Title I - Part A	\$285,203.28	\$157,751.49	\$127,451.79	\$0.00	55.31%	\$43,645.59
Source - 4271 Title II - Part A	\$70,563.30	\$26,872.17	\$43,691.13	\$0.00	38.08%	\$4,645.44
Source - 4310 IDEA - Part B Flowthrough	\$107,697.19	\$268,782.11	\$0.00	\$161,084.92	249.57%	\$47,199.93
Source - 4340 IDEA - Part B Pre-K	\$9,111.48	\$9,111.48	\$0.00	\$0.00	100.00%	\$0.00
Source - 4442 Title IV - Part A - SSAE	\$418,402.47	\$7,869.39	\$410,533.08	\$0.00	1.88%	\$3,475.59
Source - 4470 Title V - RLIS	\$44,692.04	\$33,543.57	\$11,148.47	\$0.00	75.05%	\$5,390.61
Source - 4550 Johnson O'Malley	\$11,468.00	\$9,320.93	\$2,147.07	\$0.00	81.28%	\$0.00
Source - 4689 OTHER FEDERAL GRANTS	\$2,378,138.87	\$325,894.70	\$2,052,244.17	\$0.00	13.70%	\$196.40
Source - 4705 CNP Emergency	\$0.00	\$1,788.94	\$0.00	\$1,788.94	N/A	\$0.00
Operational Costs						
Source - 4706 P-EBT Program	\$0.00	\$614.00	\$0.00	\$614.00	N/A	\$0.00
Source - 4710 CNP Federal Lunch	\$700,000.00	\$391,864.87	\$308,135.13	\$0.00	55.98%	\$60,246.39
Source - 4720 CNP Federal Breakfast	\$0.00	\$106,581.85	\$0.00	\$106,581.85	N/A	\$16,109.66
Source - 4740 CNP Summer Food	\$0.00	\$78,675.66	\$0.00	\$78,675.66	N/A	\$0.00
Service Program						
Source - 4821 Carl Perkins Grant	\$12,404.00	\$10,696.00	\$1,708.00	\$0.00	86.23%	\$0.00
<b>Series - 4000 Total</b>	<b>\$4,103,757.63</b>	<b>\$1,477,480.82</b>	<b>\$2,975,022.18</b>	<b>\$348,745.37</b>	<b>36.00%</b>	<b>\$192,211.09</b>
Series - 5000						
Source - 5160 Activity Fund Collections	\$0.00	\$2,905.66	\$0.00	\$2,905.66	N/A	\$2,905.66
Source - 5600 Correcting Entries	\$0.00	\$3,723.62	\$0.00	\$3,723.62	N/A	\$0.00

## Newcastle Public School

## Revenue Analysis

Options: Type of Revenue: Estimated, As Of Date: 1/31/2022

	Estimated Revenue	Revenue Collected	Revenue Receivable	Unappropriated Receipts	% Rev Collected	Current Month
Series - 5000 Total	\$0.00	\$6,629.28	\$0.00	\$6,629.28	N/A	\$2,905.66
Fund - 11 General Fund Total	\$13,558,649.71	\$8,603,467.44	\$5,906,230.90	\$951,048.63	63.45%	\$1,923,379.68
<b>Report Total</b>	<b>\$13,558,649.71</b>	<b>\$8,603,467.44</b>	<b>\$5,906,230.90</b>	<b>\$951,048.63</b>	<b>63.45%</b>	<b>\$1,923,379.68</b>

## Newcastle Public Schools Activity Fund - Athletics

### Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 1/1/2023 - 1/31/2023

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 801 ATHLETICS-GENERAL							
Program - 801 ATHLETIC-GENERAL							
505 MIDDLE SCHOOL	(\$139.95)	\$0.00	\$0.00	\$0.00	(\$139.95)	\$0.00	(\$139.95)
705 HIGH SCHOOL	\$33,689.90	\$493.50	\$0.00	\$0.00	\$34,183.40	\$2,896.00	\$31,287.40
<b>Total Program - 801 ATHLETIC-GENERAL</b>	<b>\$33,549.95</b>	<b>\$493.50</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$34,043.45</b>	<b>\$2,896.00</b>	<b>\$31,147.45</b>
Program - 811 BASKETBALL-BOYS							
505 MIDDLE SCHOOL	\$0.00	\$200.00	\$0.00	\$200.00	\$0.00	\$0.00	\$0.00
705 HIGH SCHOOL	\$0.00	\$300.00	\$0.00	\$1,799.50	(\$1,499.50)	\$0.00	(\$1,499.50)
<b>Total Program - 811 BASKETBALL-BOYS</b>	<b>\$0.00</b>	<b>\$500.00</b>	<b>\$0.00</b>	<b>\$1,999.50</b>	<b>(\$1,499.50)</b>	<b>\$0.00</b>	<b>(\$1,499.50)</b>
Program - 812 BASKETBALL-GIRLS							
705 HIGH SCHOOL	\$0.00	\$300.00	\$0.00	\$1,799.50	(\$1,499.50)	\$0.00	(\$1,499.50)
<b>Total Program - 812 BASKETBALL-GIRLS</b>	<b>\$0.00</b>	<b>\$300.00</b>	<b>\$0.00</b>	<b>\$1,799.50</b>	<b>(\$1,499.50)</b>	<b>\$0.00</b>	<b>(\$1,499.50)</b>
Program - 813 CHEER							
705 HIGH SCHOOL	(\$2,500.00)	\$0.00	\$0.00	\$0.00	(\$2,500.00)	\$0.00	(\$2,500.00)
<b>Total Program - 813 CHEER</b>	<b>(\$2,500.00)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$2,500.00)</b>	<b>\$0.00</b>	<b>(\$2,500.00)</b>
Program - 816 FOOTBALL							
705 HIGH SCHOOL	(\$2,299.00)	\$900.00	\$0.00	\$0.00	(\$1,399.00)	\$0.00	(\$1,399.00)
<b>Total Program - 816 FOOTBALL</b>	<b>(\$2,299.00)</b>	<b>\$900.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$1,399.00)</b>	<b>\$0.00</b>	<b>(\$1,399.00)</b>
Program - 819 SLOW PITCH							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$423.29	(\$423.29)	\$0.00	(\$423.29)
<b>Total Program - 819 SLOW PITCH</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$423.29</b>	<b>(\$423.29)</b>	<b>\$0.00</b>	<b>(\$423.29)</b>
Program - 820 SOCCER-BOYS							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$540.00	(\$540.00)	\$3,590.00	(\$4,130.00)
<b>Total Program - 820 SOCCER-BOYS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$540.00</b>	<b>(\$540.00)</b>	<b>\$3,590.00</b>	<b>(\$4,130.00)</b>
Program - 821 SOCCER-GIRLS							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$540.00	(\$540.00)	\$0.00	(\$540.00)
<b>Total Program - 821 SOCCER-GIRLS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$540.00</b>	<b>(\$540.00)</b>	<b>\$0.00</b>	<b>(\$540.00)</b>
Program - 824 VOLLEYBALL							
505 MIDDLE SCHOOL	\$600.00	\$300.00	\$0.00	\$0.00	\$900.00	\$0.00	\$900.00
705 HIGH SCHOOL	(\$800.00)	\$0.00	\$0.00	\$0.00	(\$800.00)	\$0.00	(\$800.00)
<b>Total Program - 824 VOLLEYBALL</b>	<b>(\$200.00)</b>	<b>\$300.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$100.00</b>	<b>\$0.00</b>	<b>\$100.00</b>
Program - 825 WRESTLING							
505 MIDDLE SCHOOL	\$654.52	\$660.00	\$0.00	\$655.00	\$659.52	\$270.00	\$389.52
705 HIGH SCHOOL	(\$729.48)	\$0.00	\$0.00	\$830.00	(\$1,559.48)	\$450.00	(\$2,009.48)
<b>Total Program - 825 WRESTLING</b>	<b>(\$74.96)</b>	<b>\$660.00</b>	<b>\$0.00</b>	<b>\$1,485.00</b>	<b>(\$899.96)</b>	<b>\$720.00</b>	<b>(\$1,619.96)</b>
<b>Total Project - 801 ATHLETICS-GENERAL</b>	<b>\$28,475.99</b>	<b>\$3,153.50</b>	<b>\$0.00</b>	<b>\$6,787.29</b>	<b>\$24,842.20</b>	<b>\$7,206.00</b>	<b>\$17,636.20</b>
Project - 802 ATHLETIC-GATE							
Program - 802 ATHLETIC-GATE							
705 HIGH SCHOOL	\$47,207.60	\$0.00	\$0.00	\$1,182.50	\$46,025.10	\$1,368.00	\$44,657.10
<b>Total Program - 802 ATHLETIC-GATE</b>	<b>\$47,207.60</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,182.50</b>	<b>\$46,025.10</b>	<b>\$1,368.00</b>	<b>\$44,657.10</b>
Program - 810 BASEBALL							
505 MIDDLE SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,165.50	(\$1,165.50)
705 HIGH SCHOOL	(\$75.00)	\$0.00	\$0.00	\$0.00	(\$75.00)	\$867.00	(\$942.00)
<b>Total Program - 810 BASEBALL</b>	<b>(\$75.00)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$75.00)</b>	<b>\$2,032.50</b>	<b>(\$2,107.50)</b>
Program - 811 BASKETBALL-BOYS							
505 MIDDLE SCHOOL	\$1,475.00	\$3,287.00	\$0.00	\$785.00	\$3,977.00	\$0.00	\$3,977.00
705 HIGH SCHOOL	(\$1,880.87)	\$9,197.36	\$0.00	\$6,872.24	\$444.25	\$7,991.86	(\$7,547.61)
<b>Total Program - 811 BASKETBALL-BOYS</b>	<b>(\$405.87)</b>	<b>\$12,484.36</b>	<b>\$0.00</b>	<b>\$7,657.24</b>	<b>\$4,421.25</b>	<b>\$7,991.86</b>	<b>(\$3,570.61)</b>
Program - 812 BASKETBALL-GIRLS							
505 MIDDLE SCHOOL	\$778.50	\$1,420.00	\$0.00	\$565.00	\$1,633.50	\$0.00	\$1,633.50
705 HIGH SCHOOL	(\$380.50)	\$9,197.39	\$0.00	\$6,087.81	\$2,729.08	\$1,547.50	\$1,181.58
<b>Total Program - 812 BASKETBALL-GIRLS</b>	<b>\$398.00</b>	<b>\$10,617.39</b>	<b>\$0.00</b>	<b>\$6,652.81</b>	<b>\$4,362.58</b>	<b>\$1,547.50</b>	<b>\$2,815.08</b>
Program - 813 CHEER							
705 HIGH SCHOOL	(\$456.00)	\$0.00	\$0.00	\$0.00	(\$456.00)	\$0.00	(\$456.00)
<b>Total Program - 813 CHEER</b>	<b>(\$456.00)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$456.00)</b>	<b>\$0.00</b>	<b>(\$456.00)</b>
Program - 814 CROSS COUNTRY							
705 HIGH SCHOOL	(\$2,300.00)	\$0.00	\$0.00	\$0.00	(\$2,300.00)	\$0.00	(\$2,300.00)

# Newcastle Public Schools

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 1/1/2023 - 1/31/2023

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 802 ATHLETIC-GATE							
Program - 814 CROSS COUNTRY							
<b>Total Program - 814 CROSS COUNTRY</b>	<b>(\$2,300.00)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$2,300.00)</b>	<b>\$0.00</b>	<b>(\$2,300.00)</b>
Program - 815 FAST PITCH							
505 MIDDLE SCHOOL	\$1,310.00	\$0.00	\$0.00	\$697.50	\$612.50	\$0.00	\$612.50
705 HIGH SCHOOL	(\$2,396.39)	\$0.00	\$0.00	\$0.00	(\$2,396.39)	\$65.00	(\$2,461.39)
<b>Total Program - 815 FAST PITCH</b>	<b>(\$1,086.39)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$697.50</b>	<b>(\$1,783.89)</b>	<b>\$65.00</b>	<b>(\$1,848.89)</b>
Program - 816 FOOTBALL							
505 MIDDLE SCHOOL	\$10,862.10	\$0.00	\$0.00	\$1,705.00	\$9,157.10	\$0.00	\$9,157.10
705 HIGH SCHOOL	\$21,338.81	\$0.00	\$0.00	\$0.00	\$21,338.81	\$0.00	\$21,338.81
<b>Total Program - 816 FOOTBALL</b>	<b>\$32,200.91</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,705.00</b>	<b>\$30,495.91</b>	<b>\$0.00</b>	<b>\$30,495.91</b>
Program - 819 SLOW PITCH							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$559.00	(\$559.00)
<b>Total Program - 819 SLOW PITCH</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$559.00</b>	<b>(\$559.00)</b>
Program - 820 SOCCER-BOYS							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$19.00	(\$19.00)	\$0.00	(\$19.00)
<b>Total Program - 820 SOCCER-BOYS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$19.00</b>	<b>(\$19.00)</b>	<b>\$0.00</b>	<b>(\$19.00)</b>
Program - 821 SOCCER-GIRLS							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$19.00	(\$19.00)	\$3,590.00	(\$3,609.00)
<b>Total Program - 821 SOCCER-GIRLS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$19.00</b>	<b>(\$19.00)</b>	<b>\$3,590.00</b>	<b>(\$3,609.00)</b>
Program - 824 VOLLEYBALL							
505 MIDDLE SCHOOL	\$4,285.00	\$0.00	\$0.00	\$2,110.00	\$2,175.00	\$150.00	\$2,025.00
705 HIGH SCHOOL	\$541.00	\$0.00	\$0.00	\$675.00	(\$134.00)	\$0.00	(\$134.00)
<b>Total Program - 824 VOLLEYBALL</b>	<b>\$4,826.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,785.00</b>	<b>\$2,041.00</b>	<b>\$150.00</b>	<b>\$1,891.00</b>
Program - 825 WRESTLING							
505 MIDDLE SCHOOL	\$176.00	\$575.00	\$0.00	\$165.00	\$586.00	\$0.00	\$586.00
705 HIGH SCHOOL	\$95.00	\$1,785.00	\$0.00	\$271.41	\$1,608.59	\$170.00	\$1,438.59
<b>Total Program - 825 WRESTLING</b>	<b>\$271.00</b>	<b>\$2,360.00</b>	<b>\$0.00</b>	<b>\$436.41</b>	<b>\$2,194.59</b>	<b>\$170.00</b>	<b>\$2,024.59</b>
<b>Total Project - 802 ATHLETIC-GATE</b>	<b>\$80,580.25</b>	<b>\$25,461.75</b>	<b>\$0.00</b>	<b>\$21,154.46</b>	<b>\$84,887.54</b>	<b>\$17,473.86</b>	<b>\$67,413.68</b>
Project - 810 BASEBALL							
Program - 810 BASEBALL							
705 HIGH SCHOOL	\$2,323.19	\$0.00	\$0.00	\$0.00	\$2,323.19	\$1,900.00	\$423.19
<b>Total Program - 810 BASEBALL</b>	<b>\$2,323.19</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,323.19</b>	<b>\$1,900.00</b>	<b>\$423.19</b>
<b>Total Project - 810 BASEBALL</b>	<b>\$2,323.19</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,323.19</b>	<b>\$1,900.00</b>	<b>\$423.19</b>
Project - 811 BASKETBALL-BOYS							
Program - 811 BASKETBALL-BOYS							
705 HIGH SCHOOL	\$505.12	\$0.00	\$0.00	\$0.00	\$505.12	\$0.00	\$505.12
<b>Total Program - 811 BASKETBALL-BOYS</b>	<b>\$505.12</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$505.12</b>	<b>\$0.00</b>	<b>\$505.12</b>
<b>Total Project - 811 BASKETBALL-BOYS</b>	<b>\$505.12</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$505.12</b>	<b>\$0.00</b>	<b>\$505.12</b>
Project - 812 BASKETBALL-GIRLS							
Program - 000 NON-PROGRAM							
705 HIGH SCHOOL	(\$2,899.00)	\$0.00	\$0.00	\$0.00	(\$2,899.00)	\$0.00	(\$2,899.00)
<b>Total Program - 000 NON-PROGRAM</b>	<b>(\$2,899.00)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$2,899.00)</b>	<b>\$0.00</b>	<b>(\$2,899.00)</b>
Program - 812 BASKETBALL-GIRLS							
705 HIGH SCHOOL	\$11,514.43	\$0.00	\$0.00	\$2,058.00	\$9,456.43	\$0.00	\$9,456.43
<b>Total Program - 812 BASKETBALL-GIRLS</b>	<b>\$11,514.43</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,058.00</b>	<b>\$9,456.43</b>	<b>\$0.00</b>	<b>\$9,456.43</b>
<b>Total Project - 812 BASKETBALL-GIRLS</b>	<b>\$8,615.43</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,058.00</b>	<b>\$6,557.43</b>	<b>\$0.00</b>	<b>\$6,557.43</b>
Project - 813 CHEER							
Program - 100 REGULAR PROGRAMS							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$741.00	(\$741.00)	\$0.00	(\$741.00)
<b>Total Program - 100 REGULAR PROGRAMS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$741.00</b>	<b>(\$741.00)</b>	<b>\$0.00</b>	<b>(\$741.00)</b>
Program - 813 CHEER							
505 MIDDLE SCHOOL	\$10,850.29	\$0.00	\$0.00	\$350.00	\$10,500.29	\$650.00	\$9,850.29
705 HIGH SCHOOL	\$18,013.91	\$1,975.00	\$0.00	\$300.00	\$19,688.91	\$3,641.65	\$16,047.26
<b>Total Program - 813 CHEER</b>	<b>\$28,864.20</b>	<b>\$1,975.00</b>	<b>\$0.00</b>	<b>\$650.00</b>	<b>\$30,189.20</b>	<b>\$4,291.65</b>	<b>\$25,897.55</b>
Program - 900 NON ATHLETIC PROG							
705 HIGH SCHOOL	(\$885.00)	\$0.00	\$0.00	\$0.00	(\$885.00)	\$0.00	(\$885.00)

# Newcastle Public Schools

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 1/1/2023 - 1/31/2023

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 813 CHEER							
Program - 900 NON ATHLETIC PROG							
<b>Total Program - 900 NON ATHLETIC PROG</b>	<b>(\$885.00)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$885.00)</b>	<b>\$0.00</b>	<b>(\$885.00)</b>
<b>Total Project - 813 CHEER</b>	<b>\$27,979.20</b>	<b>\$1,975.00</b>	<b>\$0.00</b>	<b>\$1,391.00</b>	<b>\$28,563.20</b>	<b>\$4,291.65</b>	<b>\$24,271.55</b>
Project - 814 CROSS COUNTRY							
Program - 814 CROSS COUNTRY							
705 HIGH SCHOOL	\$4,866.47	\$0.00	\$0.00	\$0.00	\$4,866.47	\$348.94	\$4,517.53
<b>Total Program - 814 CROSS COUNTRY</b>	<b>\$4,866.47</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,866.47</b>	<b>\$348.94</b>	<b>\$4,517.53</b>
<b>Total Project - 814 CROSS COUNTRY</b>	<b>\$4,866.47</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,866.47</b>	<b>\$348.94</b>	<b>\$4,517.53</b>
Project - 815 FAST PITCH							
Program - 815 FAST PITCH							
705 HIGH SCHOOL	\$488.13	\$0.00	\$0.00	\$0.00	\$488.13	\$0.00	\$488.13
<b>Total Program - 815 FAST PITCH</b>	<b>\$488.13</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$488.13</b>	<b>\$0.00</b>	<b>\$488.13</b>
<b>Total Project - 815 FAST PITCH</b>	<b>\$488.13</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$488.13</b>	<b>\$0.00</b>	<b>\$488.13</b>
Project - 816 FOOTBALL							
Program - 816 FOOTBALL							
505 MIDDLE SCHOOL	\$300.32	\$0.00	\$0.00	\$0.00	\$300.32	\$0.00	\$300.32
705 HIGH SCHOOL	\$225.32	\$0.00	\$0.00	\$0.00	\$225.32	\$0.00	\$225.32
<b>Total Program - 816 FOOTBALL</b>	<b>\$525.64</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$525.64</b>	<b>\$0.00</b>	<b>\$525.64</b>
<b>Total Project - 816 FOOTBALL</b>	<b>\$525.64</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$525.64</b>	<b>\$0.00</b>	<b>\$525.64</b>
Project - 817 GOLF-BOYS							
Program - 817 GOLF-BOYS							
705 HIGH SCHOOL	\$118.71	\$0.00	\$0.00	\$0.00	\$118.71	\$0.00	\$118.71
<b>Total Program - 817 GOLF-BOYS</b>	<b>\$118.71</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$118.71</b>	<b>\$0.00</b>	<b>\$118.71</b>
<b>Total Project - 817 GOLF-BOYS</b>	<b>\$118.71</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$118.71</b>	<b>\$0.00</b>	<b>\$118.71</b>
Project - 818 GOLF-GIRLS							
Program - 818 GIRLS-GOLF							
705 HIGH SCHOOL	\$364.88	\$0.00	\$0.00	\$0.00	\$364.88	\$0.00	\$364.88
<b>Total Program - 818 GIRLS-GOLF</b>	<b>\$364.88</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$364.88</b>	<b>\$0.00</b>	<b>\$364.88</b>
<b>Total Project - 818 GOLF-GIRLS</b>	<b>\$364.88</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$364.88</b>	<b>\$0.00</b>	<b>\$364.88</b>
Project - 819 SLOW PITCH							
Program - 819 SLOW PITCH							
705 HIGH SCHOOL	\$143.43	\$0.00	\$0.00	\$143.43	\$0.00	\$0.00	\$0.00
<b>Total Program - 819 SLOW PITCH</b>	<b>\$143.43</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$143.43</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total Project - 819 SLOW PITCH</b>	<b>\$143.43</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$143.43</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Project - 820 SOCCER-BOYS							
Program - 820 SOCCER-BOYS							
505 MIDDLE SCHOOL	\$47.50	\$0.00	\$0.00	\$0.00	\$47.50	\$0.00	\$47.50
705 HIGH SCHOOL	\$1,448.06	\$0.00	\$0.00	\$0.00	\$1,448.06	\$520.00	\$928.06
<b>Total Program - 820 SOCCER-BOYS</b>	<b>\$1,495.56</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,495.56</b>	<b>\$520.00</b>	<b>\$975.56</b>
<b>Total Project - 820 SOCCER-BOYS</b>	<b>\$1,495.56</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,495.56</b>	<b>\$520.00</b>	<b>\$975.56</b>
Project - 821 SOCCER-GIRLS							
Program - 821 SOCCER-GIRLS							
505 MIDDLE SCHOOL	\$47.50	\$0.00	\$0.00	\$0.00	\$47.50	\$0.00	\$47.50
705 HIGH SCHOOL	\$2,300.96	\$0.00	\$0.00	\$0.00	\$2,300.96	\$520.00	\$1,780.96
<b>Total Program - 821 SOCCER-GIRLS</b>	<b>\$2,348.46</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,348.46</b>	<b>\$520.00</b>	<b>\$1,828.46</b>
<b>Total Project - 821 SOCCER-GIRLS</b>	<b>\$2,348.46</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,348.46</b>	<b>\$520.00</b>	<b>\$1,828.46</b>
Project - 823 TRACK							
Program - 823 TRACK							
505 MIDDLE SCHOOL	\$145.50	\$0.00	\$0.00	\$0.00	\$145.50	\$0.00	\$145.50
705 HIGH SCHOOL	\$4,749.98	\$2,850.00	\$0.00	\$0.00	\$7,599.98	\$1,174.00	\$6,425.98
<b>Total Program - 823 TRACK</b>	<b>\$4,895.48</b>	<b>\$2,850.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$7,745.48</b>	<b>\$1,174.00</b>	<b>\$6,571.48</b>
<b>Total Project - 823 TRACK</b>	<b>\$4,895.48</b>	<b>\$2,850.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$7,745.48</b>	<b>\$1,174.00</b>	<b>\$6,571.48</b>
Project - 824 VOLLEYBALL							
Program - 800 ATHLETIC PROGRAMS							
705 HIGH SCHOOL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$275.00	(\$275.00)
<b>Total Program - 800 ATHLETIC PROGRAMS</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$275.00</b>	<b>(\$275.00)</b>

## Newcastle Public Schools

### Revenue/Expenditure Summary

**Options:** Fund: 60, Date Range: 1/1/2023 - 1/31/2023

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 824 VOLLEYBALL							
Program - 824 VOLLEYBALL							
505 MIDDLE SCHOOL	\$175.00	\$0.00	\$0.00	\$0.00	\$175.00	\$0.00	\$175.00
705 HIGH SCHOOL	\$3,160.90	\$0.00	\$0.00	\$0.00	\$3,160.90	\$0.00	\$3,160.90
<b>Total Program - 824 VOLLEYBALL</b>	<b>\$3,335.90</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$3,335.90</b>	<b>\$0.00</b>	<b>\$3,335.90</b>
Program - 900 NON ATHLETIC PROG							
705 HIGH SCHOOL	(\$325.00)	\$0.00	\$0.00	\$0.00	(\$325.00)	\$0.00	(\$325.00)
<b>Total Program - 900 NON ATHLETIC PROG</b>	<b>(\$325.00)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>(\$325.00)</b>	<b>\$0.00</b>	<b>(\$325.00)</b>
<b>Total Project - 824 VOLLEYBALL</b>	<b>\$3,010.90</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$3,010.90</b>	<b>\$275.00</b>	<b>\$2,735.90</b>
Project - 825 WRESTLING							
Program - 825 WRESTLING							
505 MIDDLE SCHOOL	\$2,198.00	\$0.00	\$0.00	\$862.00	\$1,336.00	\$46.00	\$1,290.00
705 HIGH SCHOOL	\$533.23	\$0.00	\$0.00	\$354.00	\$179.23	\$46.00	\$133.23
<b>Total Program - 825 WRESTLING</b>	<b>\$2,731.23</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,216.00</b>	<b>\$1,515.23</b>	<b>\$92.00</b>	<b>\$1,423.23</b>
<b>Total Project - 825 WRESTLING</b>	<b>\$2,731.23</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,216.00</b>	<b>\$1,515.23</b>	<b>\$92.00</b>	<b>\$1,423.23</b>
<b>Total</b>	<b>\$169,468.07</b>	<b>\$33,440.25</b>	<b>\$0.00</b>	<b>\$32,750.18</b>	<b>\$170,158.14</b>	<b>\$33,801.45</b>	<b>\$136,356.69</b>

# Newcastle Public Schools Activity Fund-Non Athletic

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 1/1/2023 - 1/31/2023

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 100 CAFETERIA							
700 CHILD NUTRITION PROGRAM	\$244,315.50	\$48,592.57	\$0.00	\$0.00	\$292,908.07	\$0.00	\$292,908.07
<b>Total Project - 100 CAFETERIA</b>	<b>\$244,315.50</b>	<b>\$48,592.57</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$292,908.07</b>	<b>\$0.00</b>	<b>\$292,908.07</b>
Project - 901 ACTIVITY FEES							
000 NON-PROGRAM	(\$50.00)	\$0.00	\$0.00	\$0.00	(\$50.00)	\$0.00	(\$50.00)
900 NON ATHLETIC PROG	\$55,203.30	\$700.70	\$0.00	\$0.00	\$55,904.00	\$1,957.00	\$53,947.00
<b>Total Project - 901 ACTIVITY FEES</b>	<b>\$55,153.30</b>	<b>\$700.70</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$55,854.00</b>	<b>\$1,957.00</b>	<b>\$53,897.00</b>
Project - 902 ADMINISTRATION							
000 NON-PROGRAM	(\$3,767.68)	\$0.00	\$0.00	\$9.20	(\$3,776.88)	\$394.05	(\$4,170.93)
900 NON ATHLETIC PROG	\$13,419.94	\$3,528.07	\$0.00	\$1,115.42	\$15,832.59	\$2,616.13	\$13,216.46
902 N/A	\$114,671.62	\$0.00	\$0.00	\$0.00	\$114,671.62	\$0.00	\$114,671.62
<b>Total Project - 902 ADMINISTRATION</b>	<b>\$124,323.88</b>	<b>\$3,528.07</b>	<b>\$0.00</b>	<b>\$1,124.62</b>	<b>\$126,727.33</b>	<b>\$3,010.18</b>	<b>\$123,717.15</b>
Project - 903 GFUND COLLECTIONS							
900 NON ATHLETIC PROG	\$690.00	\$240.00	\$0.00	\$0.00	\$930.00	\$0.00	\$930.00
903 N/A	\$2,254.75	\$0.00	\$0.00	\$0.00	\$2,254.75	\$0.00	\$2,254.75
<b>Total Project - 903 GFUND COLLECTIONS</b>	<b>\$2,944.75</b>	<b>\$240.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$3,184.75</b>	<b>\$0.00</b>	<b>\$3,184.75</b>
Project - 904 DAMAGE DEPOSIT							
900 NON ATHLETIC PROG	\$800.00	\$0.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00
<b>Total Project - 904 DAMAGE DEPOSIT</b>	<b>\$800.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$800.00</b>	<b>\$0.00</b>	<b>\$800.00</b>
Project - 905 RACER KID ZONE							
900 NON ATHLETIC PROG	\$234,945.65	\$9,361.83	\$0.00	\$150,503.78	\$93,803.70	\$3,703.28	\$90,100.42
<b>Total Project - 905 RACER KID ZONE</b>	<b>\$234,945.65</b>	<b>\$9,361.83</b>	<b>\$0.00</b>	<b>\$150,503.78</b>	<b>\$93,803.70</b>	<b>\$3,703.28</b>	<b>\$90,100.42</b>
Project - 910 ART							
900 NON ATHLETIC PROG	\$2,870.50	\$0.00	\$0.00	\$239.55	\$2,630.95	\$4.44	\$2,626.51
<b>Total Project - 910 ART</b>	<b>\$2,870.50</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$239.55</b>	<b>\$2,630.95</b>	<b>\$4.44</b>	<b>\$2,626.51</b>
Project - 911 BAND							
900 NON ATHLETIC PROG	\$63.70	\$0.00	\$0.00	\$0.00	\$63.70	\$0.00	\$63.70
<b>Total Project - 911 BAND</b>	<b>\$63.70</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$63.70</b>	<b>\$0.00</b>	<b>\$63.70</b>
Project - 913 CLUB-BPA							
316 BITE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$210.00	(\$210.00)
900 NON ATHLETIC PROG	\$248.49	\$0.00	\$0.00	\$0.00	\$248.49	\$0.00	\$248.49
<b>Total Project - 913 CLUB-BPA</b>	<b>\$248.49</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$248.49</b>	<b>\$210.00</b>	<b>\$38.49</b>
Project - 915 CLUB-FCCLA							
900 NON ATHLETIC PROG	\$2,900.13	\$208.00	\$0.00	\$0.00	\$3,108.13	\$1,521.00	\$1,587.13
<b>Total Project - 915 CLUB-FCCLA</b>	<b>\$2,900.13</b>	<b>\$208.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$3,108.13</b>	<b>\$1,521.00</b>	<b>\$1,587.13</b>
Project - 916 CLUB-FFA							
100 REGULAR PROGRAMS	(\$3,381.44)	\$0.00	\$0.00	\$0.00	(\$3,381.44)	\$0.00	(\$3,381.44)
900 NON ATHLETIC PROG	\$17,722.03	\$1,457.60	\$0.00	\$1,062.84	\$18,116.79	\$3,972.16	\$14,144.63
<b>Total Project - 916 CLUB-FFA</b>	<b>\$14,340.59</b>	<b>\$1,457.60</b>	<b>\$0.00</b>	<b>\$1,062.84</b>	<b>\$14,735.35</b>	<b>\$3,972.16</b>	<b>\$10,763.19</b>
Project - 917 CLUB-SCIENCE							
900 NON ATHLETIC PROG	\$881.15	\$0.00	\$0.00	\$0.00	\$881.15	\$0.00	\$881.15
<b>Total Project - 917 CLUB-SCIENCE</b>	<b>\$881.15</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$881.15</b>	<b>\$0.00</b>	<b>\$881.15</b>
Project - 918 CLUB-SPANISH							
900 NON ATHLETIC PROG	\$1,446.70	\$0.00	\$0.00	\$0.00	\$1,446.70	\$0.00	\$1,446.70
<b>Total Project - 918 CLUB-SPANISH</b>	<b>\$1,446.70</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,446.70</b>	<b>\$0.00</b>	<b>\$1,446.70</b>
Project - 919 DRAMA							
900 NON ATHLETIC PROG	\$2,278.00	\$0.00	\$0.00	\$0.00	\$2,278.00	\$1,300.00	\$978.00
<b>Total Project - 919 DRAMA</b>	<b>\$2,278.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,278.00</b>	<b>\$1,300.00</b>	<b>\$978.00</b>
Project - 920 ES-ACADEM OUTREACH							
900 NON ATHLETIC PROG	\$2,357.50	\$0.00	\$0.00	\$0.00	\$2,357.50	\$0.00	\$2,357.50
<b>Total Project - 920 ES-ACADEM OUTREACH</b>	<b>\$2,357.50</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,357.50</b>	<b>\$0.00</b>	<b>\$2,357.50</b>
Project - 921 ES-BEAUTIFICATION							
900 NON ATHLETIC PROG	\$4,804.22	\$0.00	\$0.00	\$0.00	\$4,804.22	\$0.00	\$4,804.22
<b>Total Project - 921 ES-BEAUTIFICATION</b>	<b>\$4,804.22</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,804.22</b>	<b>\$0.00</b>	<b>\$4,804.22</b>
Project - 922 ES-CAMP GODDARD							
900 NON ATHLETIC PROG	\$16,409.18	\$0.00	\$0.00	\$0.00	\$16,409.18	\$0.00	\$16,409.18
<b>Total Project - 922 ES-CAMP GODDARD</b>	<b>\$16,409.18</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$16,409.18</b>	<b>\$0.00</b>	<b>\$16,409.18</b>

# Newcastle Public Schools

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 1/1/2023 - 1/31/2023

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 923 ES-FUNDRAISER							
900 NON ATHLETIC PROG	\$29,127.56	\$0.00	\$0.00	\$0.00	\$29,127.56	\$0.00	\$29,127.56
<b>Total Project - 923 ES-FUNDRAISER</b>	<b>\$29,127.56</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$29,127.56</b>	<b>\$0.00</b>	<b>\$29,127.56</b>
Project - 924 ES-LITERACY							
900 NON ATHLETIC PROG	\$655.76	\$0.00	\$0.00	\$0.00	\$655.76	\$0.00	\$655.76
<b>Total Project - 924 ES-LITERACY</b>	<b>\$655.76</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$655.76</b>	<b>\$0.00</b>	<b>\$655.76</b>
Project - 925 DISTRICT SPECIAL OLYMPICS							
900 NON ATHLETIC PROG	\$2,248.74	\$0.00	\$0.00	\$0.00	\$2,248.74	\$0.00	\$2,248.74
<b>Total Project - 925 DISTRICT SPECIAL OLYMPICS</b>	<b>\$2,248.74</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,248.74</b>	<b>\$0.00</b>	<b>\$2,248.74</b>
Project - 926 GIFTED TALENTED							
900 NON ATHLETIC PROG	\$195.36	\$0.00	\$0.00	\$64.00	\$131.36	\$0.00	\$131.36
<b>Total Project - 926 GIFTED TALENTED</b>	<b>\$195.36</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$64.00</b>	<b>\$131.36</b>	<b>\$0.00</b>	<b>\$131.36</b>
Project - 927 HONOR SOCIETY							
900 NON ATHLETIC PROG	\$5,398.75	\$210.00	\$0.00	\$0.00	\$5,608.75	\$519.99	\$5,088.76
<b>Total Project - 927 HONOR SOCIETY</b>	<b>\$5,398.75</b>	<b>\$210.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$5,608.75</b>	<b>\$519.99</b>	<b>\$5,088.76</b>
Project - 928 HOSPITALITY							
900 NON ATHLETIC PROG	\$38.77	\$0.00	\$0.00	\$0.00	\$38.77	\$38.77	\$0.00
<b>Total Project - 928 HOSPITALITY</b>	<b>\$38.77</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$38.77</b>	<b>\$38.77</b>	<b>\$0.00</b>
Project - 929 HS-TESTING							
900 NON ATHLETIC PROG	\$2,822.30	\$1,466.00	\$0.00	\$0.00	\$4,288.30	\$1,500.00	\$2,788.30
<b>Total Project - 929 HS-TESTING</b>	<b>\$2,822.30</b>	<b>\$1,466.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,288.30</b>	<b>\$1,500.00</b>	<b>\$2,788.30</b>
Project - 930 HS-TAKE THE LEAD							
900 NON ATHLETIC PROG	\$1,185.87	\$0.00	\$0.00	\$0.00	\$1,185.87	\$0.00	\$1,185.87
<b>Total Project - 930 HS-TAKE THE LEAD</b>	<b>\$1,185.87</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,185.87</b>	<b>\$0.00</b>	<b>\$1,185.87</b>
Project - 931 LIBRARY							
000 NON-PROGRAM	\$0.00	\$0.00	\$0.00	\$213.72	(\$213.72)	\$0.00	(\$213.72)
900 NON ATHLETIC PROG	\$17,467.71	\$76.00	\$0.00	\$1,290.00	\$16,253.71	\$5,214.27	\$11,039.44
<b>Total Project - 931 LIBRARY</b>	<b>\$17,467.71</b>	<b>\$76.00</b>	<b>\$0.00</b>	<b>\$1,503.72</b>	<b>\$16,039.99</b>	<b>\$5,214.27</b>	<b>\$10,825.72</b>
Project - 934 MS-STUDENT STORE							
900 NON ATHLETIC PROG	\$11,218.92	\$0.00	\$0.00	\$2,545.46	\$8,673.46	\$0.00	\$8,673.46
<b>Total Project - 934 MS-STUDENT STORE</b>	<b>\$11,218.92</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,545.46</b>	<b>\$8,673.46</b>	<b>\$0.00</b>	<b>\$8,673.46</b>
Project - 935 NATIVE ED ENRICHMENT							
900 NON ATHLETIC PROG	\$1,399.64	\$0.00	\$0.00	\$0.00	\$1,399.64	\$0.00	\$1,399.64
<b>Total Project - 935 NATIVE ED ENRICHMENT</b>	<b>\$1,399.64</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,399.64</b>	<b>\$0.00</b>	<b>\$1,399.64</b>
Project - 936 PE							
900 NON ATHLETIC PROG	\$6,405.91	\$0.00	\$0.00	\$0.00	\$6,405.91	\$0.00	\$6,405.91
<b>Total Project - 936 PE</b>	<b>\$6,405.91</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$6,405.91</b>	<b>\$0.00</b>	<b>\$6,405.91</b>
Project - 939 PRINCIPALS							
000 NON-PROGRAM	(\$3,412.61)	\$0.00	\$0.00	\$154.04	(\$3,566.65)	\$64.12	(\$3,630.77)
900 NON ATHLETIC PROG	\$53,865.15	\$6,785.13	\$0.00	\$2,344.77	\$58,305.51	\$4,693.67	\$53,611.84
<b>Total Project - 939 PRINCIPALS</b>	<b>\$50,452.54</b>	<b>\$6,785.13</b>	<b>\$0.00</b>	<b>\$2,498.81</b>	<b>\$54,738.86</b>	<b>\$4,757.79</b>	<b>\$49,981.07</b>
Project - 942 STUCO							
900 NON ATHLETIC PROG	\$32,549.17	\$2,530.00	\$0.00	\$857.16	\$34,222.01	\$13,648.96	\$20,573.05
<b>Total Project - 942 STUCO</b>	<b>\$32,549.17</b>	<b>\$2,530.00</b>	<b>\$0.00</b>	<b>\$857.16</b>	<b>\$34,222.01</b>	<b>\$13,648.96</b>	<b>\$20,573.05</b>
Project - 943 TECHNOLOGY							
900 NON ATHLETIC PROG	\$4,039.78	\$0.00	\$0.00	\$2,825.24	\$1,214.54	\$0.00	\$1,214.54
<b>Total Project - 943 TECHNOLOGY</b>	<b>\$4,039.78</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,825.24</b>	<b>\$1,214.54</b>	<b>\$0.00</b>	<b>\$1,214.54</b>
Project - 944 VOCAL MUSIC							
900 NON ATHLETIC PROG	\$12,058.92	\$114.00	\$0.00	\$0.00	\$12,172.92	\$3,442.87	\$8,730.05
<b>Total Project - 944 VOCAL MUSIC</b>	<b>\$12,058.92</b>	<b>\$114.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$12,172.92</b>	<b>\$3,442.87</b>	<b>\$8,730.05</b>
Project - 945 YEARBOOK							
900 NON ATHLETIC PROG	\$39,276.22	\$1,339.60	\$0.00	\$126.97	\$40,488.85	\$3,022.80	\$37,466.05
<b>Total Project - 945 YEARBOOK</b>	<b>\$39,276.22</b>	<b>\$1,339.60</b>	<b>\$0.00</b>	<b>\$126.97</b>	<b>\$40,488.85</b>	<b>\$3,022.80</b>	<b>\$37,466.05</b>
Project - 946 ROBOTICS							
900 NON ATHLETIC PROG	\$15,115.36	\$0.00	\$0.00	\$0.00	\$15,115.36	\$0.00	\$15,115.36
<b>Total Project - 946 ROBOTICS</b>	<b>\$15,115.36</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$15,115.36</b>	<b>\$0.00</b>	<b>\$15,115.36</b>
Project - 947 Club-SOAR (Multicultural Club)							

# Newcastle Public Schools

## Revenue/Expenditure Summary

Options: Fund: 60, Date Range: 1/1/2023 - 1/31/2023

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 947 Club-SOAR (Multicultural Club)							
900 NON ATHLETIC PROG	\$534.81	\$0.00	\$0.00	\$0.00	\$534.81	\$74.35	\$460.46
<b>Total Project - 947 Club-SOAR (Multicultural Club)</b>	<b>\$534.81</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$534.81</b>	<b>\$74.35</b>	<b>\$460.46</b>
Project - 948 MS Broadcasting							
900 NON ATHLETIC PROG	\$774.12	\$0.00	\$0.00	\$0.00	\$774.12	\$25.00	\$749.12
<b>Total Project - 948 MS Broadcasting</b>	<b>\$774.12</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$774.12</b>	<b>\$25.00</b>	<b>\$749.12</b>
Project - 949 STRUT Week							
900 NON ATHLETIC PROG	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
<b>Total Project - 949 STRUT Week</b>	<b>\$0.00</b>	<b>\$500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$500.00</b>	<b>\$0.00</b>	<b>\$500.00</b>
Project - 970 CLASS 2020							
900 NON ATHLETIC PROG	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$6,000.00	\$0.00
<b>Total Project - 970 CLASS 2020</b>	<b>\$6,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$6,000.00</b>	<b>\$6,000.00</b>	<b>\$0.00</b>
Project - 971 CLASS 2021							
900 NON ATHLETIC PROG	\$1,193.49	\$0.00	\$0.00	\$0.00	\$1,193.49	\$1,193.00	\$0.49
<b>Total Project - 971 CLASS 2021</b>	<b>\$1,193.49</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,193.49</b>	<b>\$1,193.00</b>	<b>\$0.49</b>
Project - 972 CLASS 2022							
900 NON ATHLETIC PROG	\$5,598.21	\$0.00	\$0.00	\$0.00	\$5,598.21	\$3,450.00	\$2,148.21
<b>Total Project - 972 CLASS 2022</b>	<b>\$5,598.21</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$5,598.21</b>	<b>\$3,450.00</b>	<b>\$2,148.21</b>
Project - 973 CLASS 2023							
900 NON ATHLETIC PROG	\$6,684.59	\$0.00	\$0.00	\$6,684.59	\$0.00	\$0.00	\$0.00
<b>Total Project - 973 CLASS 2023</b>	<b>\$6,684.59</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$6,684.59</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Project - 974 Prom							
900 NON ATHLETIC PROG	\$748.15	\$6,684.59	\$0.00	\$0.00	\$7,432.74	\$2,131.90	\$5,300.84
<b>Total Project - 974 Prom</b>	<b>\$748.15</b>	<b>\$6,684.59</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$7,432.74</b>	<b>\$2,131.90</b>	<b>\$5,300.84</b>
Project - 975 CLASS 2025							
900 NON ATHLETIC PROG	\$172.34	\$0.00	\$0.00	\$0.00	\$172.34	\$0.00	\$172.34
<b>Total Project - 975 CLASS 2025</b>	<b>\$172.34</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$172.34</b>	<b>\$0.00</b>	<b>\$172.34</b>
Project - 977 CLASS 2027							
900 NON ATHLETIC PROG	\$491.19	\$0.00	\$0.00	\$0.00	\$491.19	\$0.00	\$491.19
<b>Total Project - 977 CLASS 2027</b>	<b>\$491.19</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$491.19</b>	<b>\$0.00</b>	<b>\$491.19</b>
Project - 978 CLASS 2028							
900 NON ATHLETIC PROG	\$117.88	\$0.00	\$0.00	\$0.00	\$117.88	\$0.00	\$117.88
<b>Total Project - 978 CLASS 2028</b>	<b>\$117.88</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$117.88</b>	<b>\$0.00</b>	<b>\$117.88</b>
Project - 979 CLASS 2029							
900 NON ATHLETIC PROG	\$1,133.73	\$0.00	\$0.00	\$0.00	\$1,133.73	\$0.00	\$1,133.73
<b>Total Project - 979 CLASS 2029</b>	<b>\$1,133.73</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,133.73</b>	<b>\$0.00</b>	<b>\$1,133.73</b>
Project - 980 CLASS 2030							
900 NON ATHLETIC PROG	\$1,365.10	\$0.00	\$0.00	\$0.00	\$1,365.10	\$0.00	\$1,365.10
<b>Total Project - 980 CLASS 2030</b>	<b>\$1,365.10</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,365.10</b>	<b>\$0.00</b>	<b>\$1,365.10</b>
Project - 981 CLASS 2031							
900 NON ATHLETIC PROG	\$1,111.80	\$1,460.00	\$0.00	\$0.00	\$2,571.80	\$0.00	\$2,571.80
<b>Total Project - 981 CLASS 2031</b>	<b>\$1,111.80</b>	<b>\$1,460.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,571.80</b>	<b>\$0.00</b>	<b>\$2,571.80</b>
Project - 982 CLASS 2032							
900 NON ATHLETIC PROG	\$80.05	\$0.00	\$0.00	\$0.00	\$80.05	\$0.00	\$80.05
<b>Total Project - 982 CLASS 2032</b>	<b>\$80.05</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$80.05</b>	<b>\$0.00</b>	<b>\$80.05</b>
Project - 983 CLASS 2033							
900 NON ATHLETIC PROG	\$113.92	\$0.00	\$0.00	\$0.00	\$113.92	\$0.00	\$113.92
<b>Total Project - 983 CLASS 2033</b>	<b>\$113.92</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$113.92</b>	<b>\$0.00</b>	<b>\$113.92</b>
Project - 984 CLASS 2034							
100 REGULAR PROGRAMS	(\$1,901.18)	\$0.00	\$0.00	\$1,973.71	(\$3,874.89)	\$186.40	(\$4,061.29)
900 NON ATHLETIC PROG	\$4,883.03	\$0.00	\$0.00	\$0.00	\$4,883.03	\$0.00	\$4,883.03
<b>Total Project - 984 CLASS 2034</b>	<b>\$2,981.85</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,973.71</b>	<b>\$1,008.14</b>	<b>\$186.40</b>	<b>\$821.74</b>
Project - 985 CLASS 2035							
000 NON-PROGRAM	(\$861.00)	\$0.00	\$0.00	\$0.00	(\$861.00)	\$184.50	(\$1,045.50)
100 REGULAR PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$130.00	(\$130.00)
900 NON ATHLETIC PROG	\$3,895.59	\$0.00	\$0.00	\$704.51	\$3,191.08	\$1,061.55	\$2,129.53
<b>Total Project - 985 CLASS 2035</b>	<b>\$3,034.59</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$704.51</b>	<b>\$2,330.08</b>	<b>\$1,376.05</b>	<b>\$954.03</b>

## Newcastle Public Schools

### Revenue/Expenditure Summary

**Options:** Fund: 60, Date Range: 1/1/2023 - 1/31/2023

	Begin Balance	Receipts	Adjusting Entries	Payments	Cash End Balance	Unpaid POs	End Balance
Project - 986 CLASS 2036							
100 REGULAR PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$115.00	(\$115.00)
900 NON ATHLETIC PROG	\$1,809.45	\$20.00	\$0.00	\$0.00	\$1,829.45	\$450.00	\$1,379.45
<b>Total Project - 986 CLASS 2036</b>	<b>\$1,809.45</b>	<b>\$20.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,829.45</b>	<b>\$565.00</b>	<b>\$1,264.45</b>
<b>Total</b>	<b>\$976,685.79</b>	<b>\$85,274.09</b>	<b>\$0.00</b>	<b>\$172,714.96</b>	<b>\$889,244.92</b>	<b>\$62,825.21</b>	<b>\$826,419.71</b>

**NEWCASTLE SCHOOLS - TREASURER'S REPORT**  
**As Of January 31, 2023**

<b>GOVERNMENTAL FUNDS</b>		
<b>Bank Statements</b>		
	Checking Account 6633	\$10.00
	SuperNow Account 9996	\$8,027,809.31
	Federated Sweep 0001	\$7,815,251.20
<b>Total - Bank Statements</b>		<b>\$15,843,070.51</b>
<b>Accounting Program</b>		
	Cash Balance	\$15,843,068.51
	Adjustments: Wire Transfer Fee	\$2.00
<b>Adjusted Cash Balance</b>		<b>\$15,843,070.51</b>
<b>Difference Between Bank and Computer:</b>		-
Outstanding Warrants:		\$11,995.45
Available Cash:		\$15,831,075.06
<b>Cash Balance by Fund:</b>		
11	General Fund	\$5,683,272.00
21	Building Fund	\$3,917,824.49
32	Bond Fund 2022	\$453,689.67
33	Transportaion Fund 2022	\$345,000.00
38	Transportation Fund	\$87,714.00
39	Technology Fund	\$383,516.91
41	Sinking Fund	\$4,972,051.44
	<b>Total:</b>	<b>\$15,843,068.51</b>
<b>ACTIVITY FUNDS</b>		
<b>Bank Statements</b>		
	Checking Account 6082	\$10.00
	Federated Sweep 0002	\$1,068,994.83
<b>Total - Bank Statements</b>		<b>\$1,069,004.83</b>
<b>Accounting Program</b>		
	Cash Balance	\$1,059,403.06
	Adjustments:	
	Outstanding Warrants	\$9,622.91
	Stop Payment Fee	-\$1.00
	Amazon	-\$20.14
<b>Adjusted Cash Balance</b>		<b>\$1,069,004.83</b>
<b>Difference Between Bank and Computer:</b>		-
<b>ELECTRONIC FUND TRANSFER ACCOUNTS</b>		
	EFT Payments 5844	\$514.16
	Payrix Deposits 6093	\$100.00
	MySchoolBucks Deposit 6907	\$0.00
<b>INVESTMENT ACCOUNTS</b>		
	Horizon Finacial Services (401A)	\$2,437.63



# EMPLOYMENT SCHEDULE "A"

March 7th, 2023

EMPLOYMENT				
Last Name	First Name	New / Replacement	Site / Assignment	Effective
		Replacement	Full Time Substitute	2/7/2023
		Replacement	Custodian	3/6/2023
HOURLY EMPLOYEES LAY COACHES				
Last Name	First Name		Site	Effective
		Replacement	HS / Soccer Assistant Coach	2/21/2023
REASSIGNMENTS				
Last Name	First Name	Prior Assignment	New Assignment	Effective
RESIGNATIONS				
Last Name	First Name	Assignment	Site	Effective
DeLoera	Asusena	Custodian	ECC	2/28/2023
Scott	Terri	Principal	ES	6/15/2023
Wooten	Hope	Site Secretary	HS	3/9/2023
EXTRA DUTY / STIPENDS / LAY COACHES				
Last Name	First Name	Assignment	Site	Effective
RESCINDED EMPLOYMENT / TERMINATIONS				
Last Name	First Name	Assignment	Site	Effective



## EMPLOYMENT SCHEDULE "B"

### 2022-2023 Rehire List

March 7, 2023

ADMINISTRATION		
Name	Title	Primary Location
HULL, ADAM	HS Principal	705-High School
CRAIG, GENEVIEVE	Dean of Students	705-High School
HAMPTON, WADE	MS Principal	505-Middle School
REYNOLDS, JEREMY	MS Assistant Principal	505-Middle School
MCLAUGHLIN, RYAN	ES Principal - Upper	105-Elementary School
TRENT, CINDY	ES Assistant Principal	105-Elementary School
ROSENBLOOM, JENNIFER	ECC Principal	110-Early Childhood Center
MOORE, CATHY	ECC Asst Principal	110-Early Childhood Center
GREEN, ANGELA	Special Services Director	050-Administration Building
MATHIS, KAISHA	TCLA Principal	050-Administration Building

**APPROVED:**

Melonie Hau, Superintendent